Gordonvale State School
Responsible Behaviour Plan for Students
based on *The Code of School Behaviour*

1. Purpose

Gordonvale State School is committed to providing a safe, respectful and disciplined learning environment for students and staff, where students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing.

This Responsible Behaviour Plan for Students is designed to facilitate high standards of behaviour so that the learning and teaching in our school can be effective and students can participate positively within our school community.

2. Consultation and data review

Gordonvale State School developed this plan in collaboration with our school community. Broad consultation with parents and staff and students was undertaken via meetings held from August 2011 to October 2012. A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents from 2009-2012 also informed the development process.

The Plan was endorsed by the Principal, the President of the P&C/Chair of the School Council and (Regional Executive Director or Executive Director (Schools)) in November 2012. As required by legislation the Responsible Behaviour Plan for Students was reviewed in 2012 by the Schoolwide Positive Behaviour Support Team. They made a number of recommendations which are now embedded in this new plan.

3. Learning and behaviour statement

All areas of Gordonvale State School are learning and teaching environments. We consider behaviour management to be an opportunity for valuable social learning as well as a means of maximising the success of academic education programs.

Our Responsible Behaviour Plan outlines our system for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours. Through our school plan shared expectations for student behaviour are plain to everyone, assisting Gordonvale State School to create and maintain a positive and productive learning and teaching environment, where ALL school community members have clear and consistent expectations and understandings of their role in the educational process.

Our school community has identified three school rules to teach and promote our high standards of responsible behaviour. These are encapsulated in the slogan "*Be a Safe, Respectful Learner".*

Our school rules have been agreed upon and endorsed by all staff and our school P&C. They are aligned with the values, principles and expected standards outlined in Education Queensland's Code of School Behaviour.

4. Processes for facilitating standards of positive behaviour and responding to unacceptable behaviour

Universal Behaviour Support

The first step in facilitating standards of positive behaviour is communicating those standards to **all** students. At Gordonvale State School we emphasise the importance of explicitly teaching students the behaviours we want them to demonstrate at school. Communicating behavioural expectations is a form of universal behaviour support - a strategy directed towards **all** students designed to prevent problem behaviour and provides a framework for responding to unacceptable behaviour.

A set of behavioural expectations in specific settings has been attached to each of our three school rules. The Schoolwide Behaviour Matrix outlines our agreed rules and specific behavioural expectations in all school settings.

These expectations are communicated to students via a number of strategies, including:

- Explicit behaviour lessons conducted by classroom teachers;
- Reinforcement of learning from behaviour lessons on School Parades and during active supervision by staff during classroom and non-classroom activities;
- Newsletters;
- Student Notices;
- Signs.

OUR CODE OF BEHAVIOUR
at GORDONVALE STATE SCHOOL

Be a SAFE	RESPECTFUL	LEARNER
- I work and play in a safe way - I wear my full uniform including hat and shoes - I resolve conflicts - I report unsafe situations - I move safely around the school - I stay in the school grounds	- I follow staff directions - I allow others to learn - I look after my own, others and school property - I accept the differences of others - I speak politely and listen attentively to others - I take responsibility for my choices and accept the consequences - I look after myself	- I am ready to learn - I do my best - I am focused and stay on task - I participate in all activities - I co-operate and work well with others - I ask for help when I need it

When we follow our Code of Behaviour:

We feel good about ourselves and we can make others feel proud of us
We are safe
We are respected
We make friends
We give ourselves and others a better chance to learn
We can work and play in a school we can all feel proud of
We are successful

Gordonvale State School Behaviour Matrix- All Settings

	All Settings	Classroom	Playground	Toilets	Eating area	Bus line	Tuckshop	Personal Technology Devices	Transitions
Be a Safe	Hands and feet to self. Report unsafe situations.	Safe sitting Moving safely	Walk on concrete Wear hats and shoes Play in your zone	Wash hands Food free zone Play free zone	Sit in allocated area at eating time Use bins	Be seated in your line. Face forward. Walk to the bus when directed.	Wait for your turn.	Explicit teacher approval required for recording of images and voices.	Walk quietly to the left. Enter classroom quietly. Wheeling bikes/scooters through school grounds.
Respectful	Wear full school uniform. Resolve conflicts. Act respectfully to yourself, peers and property. Follow staff directions. Take responsibility for choices and accept consequences. Speak politely and listen attentively. Accept differences of others	Allow others to learn.	Play respectfully. Co-operate with others.	Give others privacy. Flush toilets after use.	Follow teacher direction Speak quietly	Speak quietly while waiting for bus.	Wait your turn Use respectful language	Mobile phones switched off during school time PTD may be used during lunch breaks. Respectful communication with others.	Return to class promptly.
Learner	Be prepared and ready to learn. I stay in the school grounds.	Be prepared for learning. Do my best. Focused and stay on task. Participate in all activities. Cooperate and work well with others. Seek help when I need it.	Play according to the rules	Use water sustainably.	Healthy eating, healthy mind!	Reflect upon the day learning. Model correct behaviour.	I make healthy food choices.	Use technology as an educational tool.	Be prepared to learn.

Gordonvale State School implements the following proactive and preventative processes and strategies to support student behaviour:

- School Positive Behaviour Support team members' regular provision of information to staff and parents, and support to others in sharing successful practices
- Explicit behaviour lessons on the Code of Behaviour and Matrix
- Explicit social skilling lessons and programs
- Comprehensive induction programs in the Gordonvale State School Responsible Behaviour Plan for Students delivered to new students as well as new and relief staff.
- Individual support profiles developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings.
- Development of specific policies to address:
  - The Use of Personal Technology Devices* at School (Appendix 1)
  - Procedures for Preventing and Responding to Incidents of Bullying (Appendix 2).

Reinforcing expected school behaviour
At Gordonvale State School communication of our key messages about behaviour is backed up through reinforcement, which provides students with feedback for engaging in expected school behaviour. A formal recognition and monitoring system has been developed.   This reinforcement system is designed to increase the quantity and quality of positive interactions between students and staff. All staff members are trained to give consistent and appropriate acknowledgement and rewards.

Code of Behaviour Benchmark, Gold, Silver and Bronze and AA and AAA Awards
A Code of Behaviour Benchmarks matrix (Appendix 3) was developed for students and teachers to be able to identify behaviour levels. Proactive use of the matrix enables students to be able to identify their behaviour level, accept responsibility for their current behaviour and undertake collaborative goal setting and review to bring about positive change. All students will strive to reach an A level by the year's end. Students who achieve an A level on the Code of Behaviour Benchmarks are eligible to work towards school awards. Prep to Year 3 students can work towards Gold, Silver and Bronze whilst Year 4-7 can work towards receiving AA and AAA Awards. Students need to be at least an AA student to be eligible for the School Captains positions.

Gordonvale State School Gotcha Cards and Class Awards
Staff members hand out Gotcha Stickers each day to students they observe following school rules in both classroom and non-classroom areas. This reinforcement occurs continuously throughout the day. When they 'catch' a student following the rules they can choose to give them a **Gotcha Sticker.** When students complete their Gotcha Cards they are eligible for an award. There is a major draw of completed Gotcha Cards at the end of each semester for a major prize. Class Awards are given to students by teachers at the Friday School Parades.

Responding to unacceptable behaviour
Students come to school to learn. Behaviour support represents an important opportunity for learning how to get along with others.

Re-directing low-level and infrequent problem behaviour
When a student exhibits low-level and infrequent problem behaviour, the first response of school staff members is to remind the student of expected school behaviour, then ask them to change their behaviour so that it aligns with our school's expectations.

Our preferred way of re-directing low-level problem behaviour is to ask them to think of how they might be able to act more safely and respectfully. This encourages students to reflect on their own behaviour, evaluate it against expected school behaviour, and plan how their behaviour could be modified so as to align with the expectations of our school community.

Intensive behaviour support: Student Support Services
Gordonvale State School is committed to educating all students, including those with the highest behavioural support needs. We recognise that students with highly complex and challenging behaviours need comprehensive systems of support. The *Student Support Services team*:

- Looks holistically at the student to determine whether the demonstrated behaviour is a resistance to learning behaviour.
- works with other staff members to develop appropriate behaviour support strategies
- monitors the impact of support for individual students through continuous data collection
- makes adjustments as required for the student, and
- works with the Schoolwide Positive Behaviour Support Team to achieve continuity and consistency.

The Student Support Services Team consists of teacher representatives, Flexible Learning Centre representative, Guidance Officer, Learning Support Team and Special Needs representative and Administration Representative. The Student Support Services team have a referral process for teachers to identify students who are having learning difficulties. The Team meet regularly to work through referrals. The Student Support Team also recommend whole school and specific group programs for students.

5. Consequences for unacceptable behaviour

Gordonvale State School makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. This includes explicit teaching of the school Code of Behaviour and Matrix. When unacceptable behaviour occurs, students experience predictable consequences. Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour. Appendix 4 is the endorsed Consequences Flowchart and outlines responses to excellent behaviour, Minor and Subject related Offences, Persistent Minor and Subject Related Offences, Chronic Minor Offences and Serious Offences.

6. Emergency or critical incident responses

It is important that all staff have a consistent understanding of how to respond to emergency situations or critical incidents involving severe problem behaviour. This consistency ensures that appropriate actions are taken to ensure that both students and staff are kept safe.

An **emergency situation or critical incident** is defined as an occurrence that is sudden, urgent, and usually unexpected, or an occasion requiring immediate action.

Severe problem behaviour is defined as behaviour of such intensity, frequency, or duration that the physical safety of the student or others is likely to be placed in serious jeopardy.

Basic defusing strategies
Avoid escalating the problem behaviour
> (Avoid shouting, cornering the student, moving into the student's space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language).

Maintain calmness, respect and detachment
> (Model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, avoid humiliating the student, be matter of fact and avoid responding emotionally).

Approach the student in a non-threatening manner
> (Move slowly and deliberately toward the problem situation, speak privately to the student/s where possible, speak calmly and respectfully, minimise body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates).

Follow through

(If the student starts displaying the appropriate behaviour briefly acknowledge their choice and re-direct other students' attention towards their usual work/activity. If the student continues with the problem behaviour then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour).

Debrief

(Help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations).

Physical Intervention
Staff may make legitimate use of physical intervention if all non-physical interventions have been exhausted and a student is:
- physically assaulting another student or staff member
- posing an immediate danger to him/herself or to others.

Appropriate physical intervention may be used to ensure that Gordonvale State School's duty of care to protect students and staff from foreseeable risks of injury is met. The use of physical intervention is only considered appropriate where the immediate safety of others is threatened and the strategy is used to prevent injury.

Physical intervention can involve coming between students, blocking a student's path, leading a student by the hand/arm, shepherding a student by placing a hand in the centre of the upper back, removing potentially dangerous objects and, in extreme situations, using more forceful restraint.

It is important that all staff understand:
- physical intervention cannot be used as a form of punishment
- physical intervention must not be used when a less severe response can effectively resolve the situation
- the underlying function of the behaviour.

Physical intervention is not to be used as a response to:
- property destruction
- school disruption
- refusal to comply
- verbal threats
- leaving a classroom or the school, unless student safety is clearly threatened.

Any physical intervention made must:
- be reasonable in the particular circumstances,
- be in proportion to the circumstances of the incident
- always be the minimum force needed to achieve the desired result, and
- take into account the age, stature, disability, understanding and gender of the student.

Record keeping
Each instance involving the use of physical intervention must be formally documented. The following records must be maintained:
- One School Behaviour record
- Health and Safety incident record (link)
- Behaviour Monitoring Record

7. Network of student support

Students at Gordonvale State School are supported through positive reinforcement and a system of universal, targeted, and intensive behaviour supports by:

- Parents
- Teachers
- Support Staff
- Head of Curriculum
- Administration Staff

- Guidance Officer
- Advisory Visiting Teachers
- Flexible Learning Centre Staff
- Senior Guidance Officer
- School Chaplain

Support is also available through the following government and community agencies:

- Disability Services Queensland
- Child and Youth Mental Health
- Queensland Health
- Department of Communities (Child Safety Services)
- Police
- Local Council
- ACT for Kids
- The Cairns Early Years Centre

8. Consideration of individual circumstances

To ensure alignment with the Code of School Behaviour when applying consequences, the individual circumstances and actions of the student and the needs and rights of school community members are considered at all times.

Gordonvale State School considers the individual circumstances of students when applying support and consequences by:

- promoting an environment which is responsive to the diverse needs of its students
- establishing procedures for applying fair, equitable and nonviolent consequences for infringement of the code ranging from the least intrusive sanctions to the most stringent
- recognising and taking into account students' age, gender, disability, cultural background, socioeconomic situation and their emotional state
- recognising the rights of all students to:
  - express opinions in an appropriate manner and at the appropriate time
  - work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation, and
  - receive adjustments appropriate to their learning and/or impairment needs,

9. Related legislation

- Commonwealth Disability Discrimination Act 1992
- Commonwealth Disability Standards for Education 2005
- Education (General Provisions) Act 2006
- Education (General Provisions) Regulation 2006
- Criminal Code Act 1899
- Anti-Discrimination Act 1991
- Commission for Children and Young People and Child Guardian Act 2000
- Judicial Review Act 1991
- Workplace Health and Safety Act 1995
- Workplace Health and Safety Regulation 1997
- Right to Information Act 2009
- Information Privacy (IP) Act 2009

10. Related policies

- SMS-PR-021: Safe, Supportive and Disciplined School Environment
- CRP-PR-009: Inclusive Education
- SMS-PR-027: Enrolment in State Primary, Secondary and Special Schools
- SMS-PR-022: Student Dress Code
- SMS-PR-012: Student Protection
- SCM-PR-006: Hostile People on School Premises, Wilful Disturbance and Trespass
- GVR-PR-001: Police Interviews and Police or Staff Searches at State Educational Institutions
- ICT-PR-004: Using the Department's Corporate ICT Network
- IFM-PR-010: Managing Electronic Identities and Identity Management
- SCM-PR-003: Appropriate Use of Mobile Telephones and other Electronic Equipment by Students

11. Some related resources

- Bullying. No Way!
- Schoolwide Positive Behaviour Support
- Code of Conduct for School Students Travelling on Buses

Endorsement

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Principal	**P&C President or Chair, School Council**	**Regional Executive Director or Executive Director (Schools)**

Effective Date: 1 January 2013 – 31 December 2016

The Use of Personal Technology Devices* at School

This policy reflects the importance that Gordonvale State School places on students displaying courtesy, consideration and respect for others whenever they are using personal technology devices.

Certain Personal Technology Devices Banned From School
Students must not bring valuable personal technology devices like cameras, digital video cameras or MP3 players to school as there is a risk of damage or theft. Such devices will be confiscated by school staff and may be collected at the end of the day from the school office. Breaches of this prohibition may result in discipline.

Confiscation
Permitted personal technology devices used contrary to this policy on school premises will be confiscated by school staff. They will be made available for collection from the school office at the end of the school day unless required to be kept for purposes of disciplinary investigation, when it will only be returned in the presence of a parent.

Devices potentially containing evidence of criminal offences may be reported to the police. In such cases police may take possession of such devices for investigation purposes and students and parents will be advised to contact Queensland Police Service (QPS) directly.

Students who have a personal technology device confiscated more than once will not be permitted to have a personal technology device at school for at least one month, or longer if deemed necessary by the Principal.

Personal Technology Device Etiquette
Bringing personal technology devices to school is not encouraged by the school because of the potential for theft and general distraction and/or disruption associated with them. However, if they are brought to school, they must be turned off and out of sight during assemblies or classes. Personal technology devices may be used at morning tea and lunch breaks and before and after school.

Recording voice and Images
Every member of the school community should feel confident about participating fully and frankly in all aspects of school life without concern that their personal privacy is being invaded by them being recorded without their knowledge or consent.

We uphold the value of trust and the right to privacy at Gordonvale State School. Students using personal technology devices to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks etc.) for the purpose of dissemination among the student body or outside the school, by any means (including distribution by phone or internet posting) builds a culture of distrust and disharmony.

Students must not record images anywhere that recording would not reasonably be considered appropriate (e.g. in change rooms, toilets or any other place where a reasonable person would expect to be afforded privacy).
Recording of events in class is not permitted unless express consent is provided by the class teacher.

A student at school who uses a personal technology device to record private conversations, ordinary school activities (apart from social functions like graduation ceremonies) or violent, illegal or embarrassing matter capable of bringing the school into public disrepute is considered to be in breach of this policy.

Even where consent is obtained for such recording, the school will not tolerate images or sound captured by personal technology devices on the school premises or elsewhere being disseminated to others, if it is done for the purpose of causing embarrassment to individuals or the school, for the purpose of bullying[1] or harassment, including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur.

Students involved in:
- recording; and/or
- disseminating material (through text messaging, display, internet uploading etc); and/or,
- knowingly being a subject of a recording

Breach of this policy may be subject to discipline (including suspension and recommendation for exclusion).

Students should note that the recording or dissemination of images that are considered indecent (such as nudity or sexual acts involving children), is against the law and if detected by the school will result in a referral to QPS.

Text communication
The sending of text messages that contain obscene language and/or threats of violence may amount to bullying and or harassment or even stalking, and will subject the sender to discipline and possible referral to QPS. Students receiving such text messages at school, should ensure they keep the message as evidence and bring the matter to the attention of the school office.

Assumption of cheating
Personal technology devices may not be taken into or used by students at exams or during class assessment unless expressly permitted by staff. Staff will assume students in possession of such devices during exams or assessments are cheating. Disciplinary action will be taken against any student who is caught using a personal technology device to cheat during exams or assessments.

Recording Private Conversations and the *Invasion of Privacy Act 1971*
It is important that all members of the school community understand that under the *Invasion of Privacy Act 1971*, 'a person is guilty of an offence against this Act if the person uses a listening device to overhear, record, monitor or listen to a private conversation'. It is also an offence under the Act for a person who has overheard, recorded, monitored or listened to a conversation to which s/he is not a party to publish or communicate the substance or meaning of the conversation to others.

Students need to understand that some conversations are private and therefore to overhear, record, monitor or listen to such private conversations may be in breach of this Act, unless consent to the recording is appropriately obtained.

Special Circumstances Arrangement
Students who require the use of a personal technology device in circumstances that would contravene this policy (for example to assist with a medical condition or other disability or for a special project) should negotiate a special circumstances arrangement with the Deputy Principal or Principal.

* Personal Technology Devices includes, but is not limited to, games devices (such as Portable gaming devices, Tamagotchis®, laptop computers, PDAs, Blackberrys®, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile telephones, IPods® and devices of a similar nature.

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[1] *Education Queensland does not tolerate bullying behaviour at schools. This includes bullying conducted by electronic means.*

Procedures for Preventing and Responding to Incidents of Bullying (including Cyberbullying)

Purpose
1. Gordonvale State School strives to create positive, predictable environments for all students at all times of the day. The disciplined and teaching environment that we are creating is essential to:
   - achieving overall school improvement, including the effectiveness and efficiency of our student support procedures
   - raising achievement and attendance
   - promoting equality and diversity and
   - ensuring the safety and well-being of all members of the school community.

2. There is no place for bullying in Gordonvale State School. Research indicates that both those being bullied and those who bully are at risk for behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community's goals and efforts for supporting all students.

3. Bullying behaviours that will not be tolerated at Gordonvale State School include name-calling, taunting, mocking, making offensive comments, kicking, hitting, pushing, taking belongings, inappropriate text messaging, sending offensive or degrading images by phone or internet, producing offensive graffiti, gossiping, excluding people from groups, and spreading hurtful and untruthful rumours.

4. Bullying may be related to:
   - race, religion or culture
   - disability
   - appearance or health conditions
   - sexual orientation
   - sexist or sexual language
   - young carers or children in care.

5. At Gordonvale State School there is broad agreement among students, staff and parents that bullying is observable and measurable behaviour. When considering whether or not bullying has occurred, we will therefore avoid speculation on the intent of the behaviour, the power of individuals involved, or the frequency of its occurrence. Whether bullying behaviour is observed between students of equal or unequal power, whether it occurs once or several times, and whether or not the persons involved cite intimidation, revenge, or self-defence as a motive, the behaviour will be responded to in similar fashion, that is, as categorically unacceptable in the school community.

Rationale
6. Research indicates that many problem behaviours are peer-maintained. That is, peers react to bullying in ways that may increase the likelihood of it occurring again in the future. Reactions include joining in, laughing, or simply standing and watching, rather than intervening to help the person being bullied. Whilst our school would never encourage students to place themselves at risk, our anti-bullying procedures involve teaching the entire school a set of safe and effective response to all problem behaviour, including bullying, in such a way that those who bully are not socially reinforced for demonstrating it.

<u>Prevention</u>

7. Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, our schoolwide universal behaviour support practices will be maintained at all times. This will ensure that:

    - Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour
    - All students know the 3 school rules and have been taught the expected behaviours attached to each rule in all areas of the school
    - All students have been or are being taught the specific routines in the non-classroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms
    - All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the non-classroom areas of the school
    - A high level of quality active supervision is a permanent staff routine in the non-classroom areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the non-classroom areas.

8. The student curriculum modules of the anti-bullying process consist of lessons taught by all teachers in all classrooms to a schoolwide schedule of instruction. At all times simultaneous instruction is our goal, in order to maintain consistency of skill acquisition across the school.

9. An initial introductory lesson is delivered, which teaches the 5-step process (High Five) to be used by all students when experiencing bullying behaviour either as a person being bullied, the person bullying or bystander.

10. The introductory lesson is followed by several shorter lessons, each of which focuses on one of the bullying behaviours that the school has identified and defined. These lessons include instruction on how to approach adults and also on what reactions and systemic responses they should expect from adults.

11. Research indicates that a common outcome of anti-bullying programming is an improvement in understanding of bullying but little change in the frequency or nature of actual bullying behaviour. One of the reasons cited for this outcome is the lack of behavioural rehearsal in the programming. The anti-bullying process at Gordonvale State School takes care to combine knowledge with practice in a process of active learning, so that students understand by 'doing' as much as by 'knowing'.

12. Gordonvale State School uses behavioural data for decision-making. This data is entered into our One School database on a daily basis and can be recalled as summary reports at any time. This facility allows the school to track the effectiveness of its anti-bullying process, to make any necessary adjustments, and to identify specific bullying behaviours that may need to be revisited or revised in the instructional process.

Gordonvale SS Behaviour Benchmarks
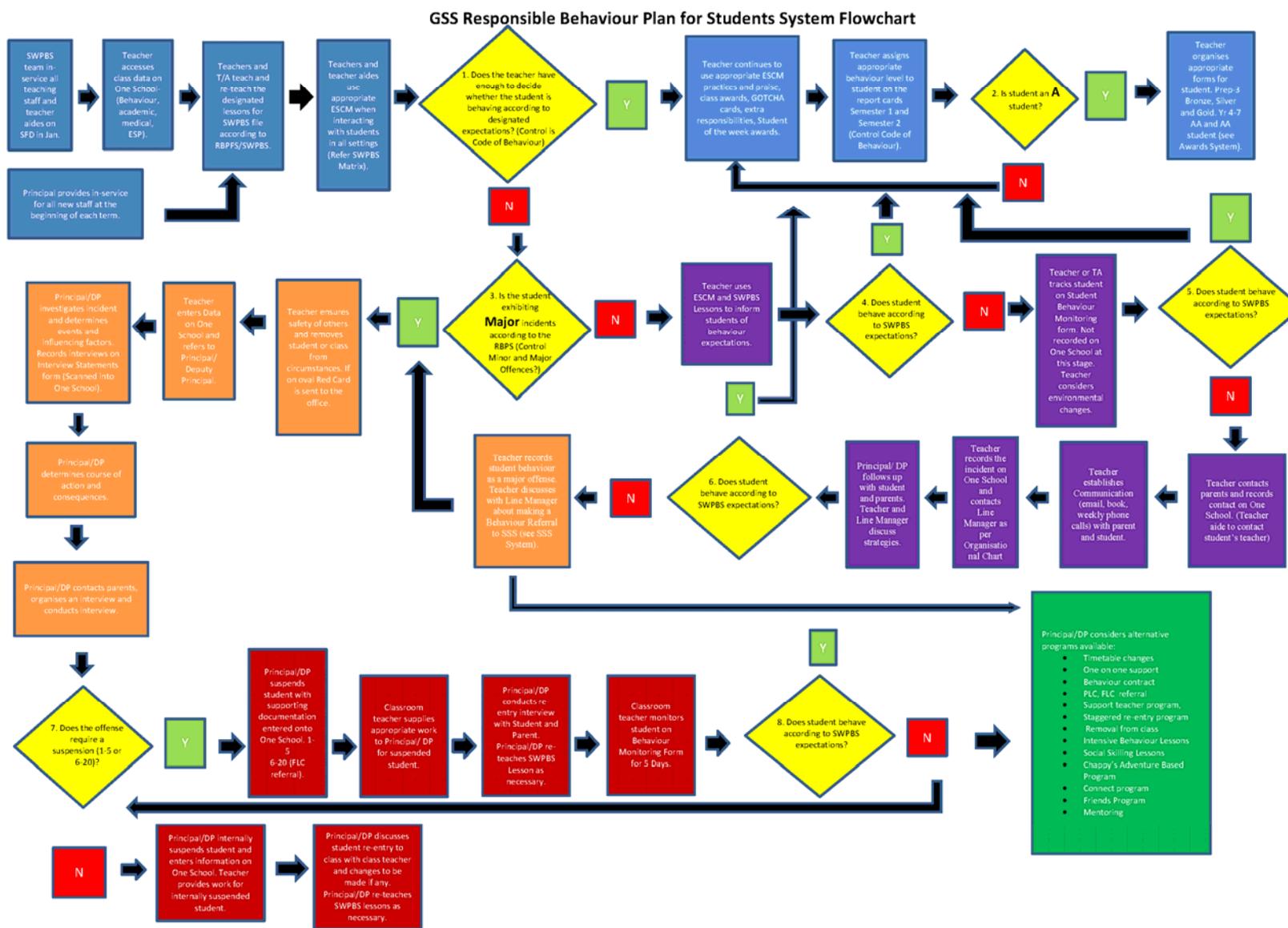
Objectives:
1. Students will be able to identify their behaviour level.
2. Students will accept responsibility for their current behaviour and undertake collaborative goal setting and review, to bring about positive change.
3. All students will strive to be at an A level by the year's end.

A- Consistently	B- Frequently	C- Usually	D- Sometimes	E- Rarely
BE A SAFE	**BE A SAFE**	**BE A SAFE**	**BE A SAFE**	**BE A SAFE**
I work and play in a safe way	I work and play in a safe way	I work and play in a safe way	I work and play in a safe way	I work and play in a safe way
I wear my full uniform including hats and shoes	I wear my full uniform including hats and shoes	I wear my full uniform including hats and shoes	I wear my full uniform including hats and shoes	I wear my full uniform including hats and shoes
I resolve conflicts	I resolve conflicts	I resolve conflicts	I resolve conflicts	I resolve conflicts
I report unsafe situations	I report unsafe situations	I report unsafe situations	I report unsafe situations	I report unsafe situations
I move safely around the school	I move safely around the school	I move safely around the school	I move safely around the school	I move safely around the school
I stay in the school grounds	I stay in the school grounds	I stay in the school grounds	I stay in the school grounds	I stay in the school grounds

A- Consistently	B- Frequently	C- Usually	D- Sometimes	E- Rarely
RESPECTFUL	**RESPECTFUL**	**RESPECTFUL**	**RESPECTFUL**	**RESPECTFUL**
I follow staff directions	I follow staff directions	I follow staff directions	I follow staff directions	I follow staff directions
I allow others to learn	I allow others to learn	I allow others to learn	I allow others to learn	I allow others to learn
I look after my own, others and school property	I look after my own, others and school property	I look after my own, others and school property	I look after my own, others and school property	I look after my own, others and school property
I accept the differences of others	I accept the differences of others	I accept the differences of others	I accept the differences of others	I accept the differences of others
I speak politely and listen attentively to others	I speak politely and listen attentively to others	I speak politely and listen attentively to others	I speak politely and listen attentively to others	I speak politely and listen attentively to others
I take responsibility for my choices and accept the consequences	I take responsibility for my choices and accept the consequences	I take responsibility for my choices and accept the consequences	I take responsibility for my choices and accept the consequences	I take responsibility for my choices and accept the consequences
I look after myself	I look after myself	I look after myself	I look after myself	I look after myself

A- Consistently	B- Frequently	C- Usually	D- Sometimes	E- Rarely
LEARNER	**LEARNER**	**LEARNER**	**LEARNER**	**LEARNER**
I am ready to learn	I am ready to learn	I am ready to learn	I am ready to learn	I am ready to learn
I do my best	I do my best	I do my best	I do my best	I do my best
I am focused and stay on task	I am focused and stay on task	I am focused and stay on task	I am focused and stay on task	I am focused and stay on task
I participate in all activities	I participate in all activities	I participate in all activities	I participate in all activities	I participate in all activities
I co-operate and work well with others	I co-operate and work well with others	I co-operate and work well with others	I co-operate and work well with others	I co-operate and work well with others
I ask for help when I need it	I ask for help when I need it	I ask for help when I need it	I ask for help when I need it	I ask for help when I need it

Appendix 4 System Flowchart

GSS Responsible Behaviour Plan for Students System Flowchart

Appendix 5
MINOR AND MAJOR BEHAVIOURS

Minor Behaviours Examples	Major Behaviours Examples
Calling out Back chatting Disruptive behaviours (verbal and non -verbal) Defacing/vandalism Incorrect Uniform Homework Lateness to class Incorrect/No Equipment Hitting/Pushing/Teasing Leaving desks/room without permission Eating in Class and chewing gum Bad Manners / disrespectful actions Off Task Incorrect Playground/ Lunch time Behaviour Theft minor	Swearing Vandalism Physical misconduct with and without an object Physical misconduct threats Theft e.g. Expensive item Drugs, alcohol and Illegal Substance Abuse e.g. smoking Bullying/Cyber Bullying/Racism/Sexual Harassment Indecent Exposure Leaving School Grounds Ongoing Minor Offences Possession of a Weapon Truancy Violent Disruptions (Throwing furniture, etc) Sexual activity Inappropriate use of a camera, mobile phone and social networking sites/internet Bringing the school and its staff into disrepute

Appendix 6
CONSEQUENCES – GORDONVALE STATE SCHOOL

Examples of Unacceptable Student Behaviour (Code of Behaviour Infringements)	Teacher Possible Response	Initial Principal/Deputy Principal Possible Response	Principal / Deputy Principal Possible Response
BE A SAFE			
TRUANTING • Failing to attend class • Leaving school without authority • Failing to attend school	• Inform office via phone or red card	• Contact parents and record in Record of Contact on One School • Record repeated offenders on One School • Intervention strategies • Inform teacher of action taken and suggest solution if necessary	• Records behaviour on One School • Internal School Suspension • Parent interview • Referral to external agencies • Inform teacher of action taken • Suspension • Exclusion • Referral to Student Support Services
DISOBEYING TEACHER DIRECTIONS-CLASSROOM • Wilfully ignoring a teacher • Walking away from a teacher • Leaving class in the middle of a lesson • Refusing to follow established classroom routines (lining up, hats off etc).	• Micro-skills • SWPBS Explicit Lesson • Lunchtime detention • Change seating plan • In-class withdrawal • Curriculum modification • Student Behaviour Monitoring Form • Contact parent and record in Record of Contact on One School	• Contact parents and record in Record of Contact on One School • Record repeated offenders on One School • Intervention strategies • Inform teacher of action taken and suggest solution if necessary •	• Records behaviour on One School • Internal School Suspension • Parent interview • Referral to external agencies • Inform teacher of action taken • Suspension • Exclusion • Referral to Student Support Services
UNSAFE ACTIONS • Running inside • Playing with schools security touch pads or fire extinguishers • Rocking chairs and desks • Swinging on furniture • Playing with fan blades • Play fighting • Using materials and equipment in an unsafe manner • Being in a room without teacher supervision	• Micro-skills • SWPBS Explicit Lesson • Lunchtime detention • Change seating plan • In-class withdrawal • Curriculum modification • Student Behaviour Monitoring Form • Contact parent and record in Record of Contact on One School • Record behaviour on One school •	• Contact parents and record in Record of Contact on One School • Record repeated offenders on One School • Intervention strategies • Inform teacher of action taken and suggest solution if necessary	• Records behaviour on One School • Internal School Suspension • Parent interview • Referral to external agencies • Inform teacher of action taken • Suspension • Exclusion • Referral to Student Support Services

UNSAFE ACTIONS IN THE PLAYGROUND • Playing unsafely • Littering • Throwing non-injurious objects (typically paper, food scraps, water etc) • Spitting at others	• Lunch-time detention • Walk with teacher and/or litter duty • One School referral to Line Manager • Contact parent and record in Record of Contact on One School • SWPBS Explicit lesson	• Contact parents and record in Record of Contact on One School • Record repeated offenders on One School • Intervention strategies • Inform teacher of action taken and suggest solution if necessary	• Records behaviour on One School • Internal School Suspension • Parent interview • Referral to external agencies • Inform teacher of action taken • Suspension • Exclusion • Referral to Student Support Services
EATING IN CLASS • Drinking • Chewing gum • Eating food	• Micro-skills • Behaviour monitoring • Lunchtime detention • Confiscation of food items		
PHYSICAL VIOLENCE INVOLVING ANOTHER STUDENT OR IMMEDIATE THREAT OF SAME • Fighting • Physical attack • Throwing injurious objects at other people	• Withdrawal of class from the scene • Teacher physical intervention as per Responsible Behaviour Plan for Students • Red Card sent to office • Contact office for Administration • Record Behaviour on One School		• Records behaviour on One School • Internal School Suspension • Parent interview • Referral to external agencies • Inform teacher of action taken • Suspension • Exclusion • Counselling • Crisis strategies (contact the Queensland Police Service) • Referral to Student Support Services
PHYSICAL VIOLENCE USING A WEAPON INVOLVING ANOTHER STUDENT OR IMMEDIATE THREAT OF SAME • Harming another student using large or injurious objects like chairs, tables, rulers and pens • Using weapons like knives, firearms, slingshots or similar	• Withdrawal of class from the scene • Teacher physical intervention as per Responsible Behaviour Plan for Students • Red Card sent to office • Contact office for Administration • Record Behaviour on One School		• Records behaviour on One School • Internal School Suspension • Parent interview • Referral to external agencies • Inform teacher of action taken • Suspension • Exclusion • Counselling • Crisis strategies (contact the Queensland Police Service) • Referral to Student Support Services
INAPPROPRIATE MOVEMENT • Moving about the classroom without permission • Moving in an unsafe manner to and from class	• Micro-skills • SWPBS Explicit Lesson • Lunchtime detention • Change seating plan • In-class withdrawal • Curriculum modification • Student Behaviour Monitoring Form • Contact parent and record in Record of Contact on One School • Record behaviour on One school	• Contact parents and record in Record of Contact on One School • Record repeated offenders on One School • Intervention strategies • Inform teacher of action taken and suggest solution if necessary	• Records behaviour on One School • Internal School Suspension • Parent interview • Referral to external agencies • Inform teacher of action taken • Suspension • Exclusion • Referral to Student Support Services

RESPECTFUL			
DISRUPTING TEACHING AND LEARNING • Preventing other students from learning • Preventing the teacher from teaching	• Micro-skills • SWPBS Explicit Lesson • Lunchtime detention • Change seating plan • In-class withdrawal • Curriculum modification • Student Behaviour Monitoring Form • Contact parent and record in Record of Contact on One School • Record behaviour on One school	• Administration detention • Behaviour Agreement • Use of appropriate mentors • Parent / student meeting • Student / teacher mediation • Subject withdrawal/changes • Contact parents and record in Record of Contact on One School • Record repeated offenders on One School • Intervention strategies • Inform teacher of action taken and suggest solution if necessary	• Records behaviour on One School • Internal School Suspension • Parent interview • Referral to external agencies • Inform teacher of action taken • Suspension • Exclusion • Counselling • Crisis strategies (contact the Queensland Police Service) • Referral to Student Support Services
USING COMPUTER TECHNOLOGY INAPPROPRIATELY • Playing games • Searching for violent or sexually explicit content • Being on computer without permission • Going to websites outside of learning purpose • Bullying using phone or internet • Filming playground incidents using phone and sharing it on the internet • Any use of phone or technology that brings the school or its staff members into disrepute	• Micro-skills • Computer account suspension • Removal of phone for the rest of the day • SWPBS Explicit Lesson • Lunchtime detention • Change seating plan • In-class withdrawal • Curriculum modification • Student Behaviour Monitoring Form • Contact parent and record in Record of Contact on One School • Record behaviour on One school	• Administration detention • Behaviour Agreement • Use of appropriate mentors • Parent / student meeting • Student / teacher mediation • Subject withdrawal/changes • Contact parents and record in Record of Contact on One School • Record repeated offenders on One School • Intervention strategies • Inform teacher of action taken and suggest solution if necessary	• Records behaviour on One School • Internal School Suspension • Parent interview • Referral to external agencies • Inform teacher of action taken • Suspension • Exclusion • Counselling • Crisis strategies (contact the Queensland Police Service) • Referral to Student Support Services
USING EQUIPMENT THAT DISTURBS THE GOOD ORDER AND MANAGEMENT OF THE CLASS/ SCHOOL • Playing iPods and similar • Operating mobiles phones and similar *(mobile phones to be turned off in class)* • Using and electronic devise that brings the school into disrepute (using a mobile phone to video a fight between students and posting it on the internet etc)	• Micro-skills • Computer account suspension • Removal of phone/devise for the rest of the day • SWPBS Explicit Lesson • Lunchtime detention • Change seating plan • In-class withdrawal • Curriculum modification	• Administration detention • Behaviour Agreement • Use of appropriate mentors • Parent / student meeting • Student / teacher mediation • Subject withdrawal/changes • Contact parents and record in Record of Contact on One School • Record repeated offenders on One	• Records behaviour on One School • Internal School Suspension • Parent interview • Referral to external agencies • Inform teacher of action taken • Suspension • Exclusion • Counselling • Crisis strategies (contact the Queensland Police Service)

	• Student Behaviour Monitoring Form • Contact parent and record in Record of Contact on One School • Record behaviour on One school	School • Intervention strategies • Inform teacher of action taken and suggest solution if necessary	• Referral to Student Support Services
VERBAL BULLYING OF STUDENTS / TEACHER Negative remarks directed at another student or teacher based on their perceived race, ethnic identity, language background, disability, learning difficulty, sex, sexuality, religion, socio-economic status or other personal or social circumstances.	• Micro-skills • SWPBS Explicit Lesson • Lunchtime detention • Change seating plan • In-class withdrawal • Curriculum modification • Student Behaviour Monitoring Form • Contact parent and record in Record of Contact on One School • Record behaviour on One school	• Administration detention • Behaviour Agreement • Use of appropriate mentors • Parent / student meeting • Student / teacher mediation • Subject withdrawal/changes • Contact parents and record in Record of Contact on One School • Record repeated offenders on One School • Intervention strategies • Inform teacher of action taken and suggest solution if necessary	• Records behaviour on One School • Internal School Suspension • Parent interview • Referral to external agencies • Inform teacher of action taken • Suspension • Exclusion • Counselling • Referral to Student Support Services
SWEARING AT A TEACHER • Directed at the teacher	• Record behaviour on One school	• Behaviour Agreement • Use of appropriate mentors • Parent / student meeting • Student / teacher mediation • Subject withdrawal/changes • Contact parents and record in Record of Contact on One School • Record repeated offenders on One School • Intervention strategies • Inform teacher of action taken and suggest solution if necessary	• Records behaviour on One School • Internal School Suspension • Parent interview • Referral to external agencies • Inform teacher of action taken • Suspension • Exclusion • Counselling • Referral to Student Support Services
DISOBEYING TEACHER DIRECTIONS-PLAYGROUND • Wilfully ignoring a teacher • Walking away from a teacher • Refusing to identify themselves • Giving a false name	• Lunch-time detention • Walk with teacher and/or litter duty • Referral to Year Level Coordinator	• Behaviour Agreement • Use of appropriate mentors • Parent / student meeting • Student / teacher mediation • Subject withdrawal/changes • Contact parents and record in Record of Contact on One School • Record repeated offenders on One School • Intervention strategies • Inform teacher of action taken and suggest solution if necessary	• Records behaviour on One School • Internal School Suspension • Parent interview • Referral to external agencies • Inform teacher of action taken • Suspension • Exclusion • Counselling • Referral to Student Support Services

PROPERTY OFFENCES • Touching another student's property without permission • Touching a teacher's property without permission • Being wasteful of school resources, such as art materials, cooking ingredients, technology materials or similar • Playing with lights, fan switches, another students computer or similar • Vandalism that can be repaired or easily replaced	• Micro-skills • SWPBS Explicit Lesson • Lunchtime detention • Change seating plan • In-class withdrawal • Curriculum modification • Student Behaviour Monitoring Form • Contact parent and record in Record of Contact on One School • Record behaviour on One school	• Behaviour Agreement • Use of appropriate mentors • Parent / student meeting • Student / teacher mediation • Subject withdrawal/changes • Contact parents and record in Record of Contact on One School • Record repeated offenders on One School • Intervention strategies • Inform teacher of action taken and suggest solution if necessary	• Records behaviour on One School • Internal School Suspension • Parent interview • Referral to external agencies • Inform teacher of action taken • Suspension • Exclusion • Counselling • Crisis strategies (contact the Queensland Police Service) • Referral to Student Support Services
STEALING (Minor and Major) • Taking someone else's property with the intent to permanently deprive them of it	• Lunchtime detention • Change seating plan • In-class withdrawal		• Searches • Records behaviour on One School • Internal School Suspension • Parent interview • Referral to external agencies • Inform teacher of action taken • Suspension • Exclusion • Counselling • Crisis strategies (contact the Queensland Police Service) • Referral to Student Support Services
WILFUL DAMAGE TO PROPERTY AND VANDALISM • Irreparable destruction of property belonging to someone else	• Lunchtime detention • Change seating plan • In-class withdrawal		• Records behaviour on One School • Internal School Suspension • Parent interview • Referral to external agencies • Inform teacher of action taken • Suspension • Exclusion • Counselling • Crisis strategies (contact the Queensland Police Service) • Referral to Student Support Services
LEARNER			
FAILURE TO COMPLETE ASSESSMENT TASKS	• Lunchtime detention • Parent contact / meeting	• Teacher / parent / student meeting	• Records behaviour on One School • Internal School Suspension • Parent interview • Referral to external agencies • Inform teacher of action taken • Counselling • Referral to Student Support Services

• Being unprepared for class • Being off task for an excessive time • Being late to class • Failing to complete class work	• Micro-skills • Behaviour monitoring • Lunchtime detention • Change seating plan • Curriculum modification • Parent meeting • In-class withdrawal	• Behaviour Agreement • Use of appropriate mentors • Parent / student meeting • Student / teacher mediation • Subject withdrawal/changes • Contact parents and record in Record of Contact on One School • Record repeated offenders on One School • Intervention strategies • Inform teacher of action taken and suggest solution if necessary	• Records behaviour on One School • Internal School Suspension • Parent interview • Referral to external agencies • Inform teacher of action taken • Counselling • Referral to Student Support Services
INAPPROPRIATE NOISE • Speaking and/or making noises at an excessive volume • Speaking at an inappropriate time • Speaking to another student / class disrespectfully including swearing but not including bullying • Speaking to a teacher and/or school community adult disrespectfully	• Micro-skills • Buddy class referral • Behaviour monitoring • Lunchtime detention • Seating plan • In-class withdrawal • Curriculum modification • Parent contact / meeting	• Behaviour Agreement • Use of appropriate mentors • Parent / student meeting • Student / teacher mediation • Subject withdrawal/changes • Contact parents and record in Record of Contact on One School • Record repeated offenders on One School • Intervention strategies • Inform teacher of action taken and suggest solution if necessary	• Records behaviour on One School • Internal School Suspension • Parent interview • Referral to external agencies • Inform teacher of action taken • Suspension • Exclusion • Counselling • Crisis strategies (contact the Queensland Police Service) • Referral to Student Support Services