1. **Purpose**

Garbutt 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.

In addition, the Responsible Behaviour Plan ensures that all students are provided with a safe and supportive learning environment.

2. **Consultation and data review**

Garbutt State School developed this plan in collaboration with our school community.

School Wide Positive Behaviour Support (SWPBS) forms the foundations of Garbutt’s Responsible Behaviour Plan for Students (RBPS) and our expected positive behaviours have been developed through consultation with parents, staff and students beginning in 2009 and continuing as an integral part of the SWPBS process.

A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents from 2009-2012 and our commitment to maintaining SWPBS also informed the development process.

The Plan was endorsed by the Principal, the President of the Parents and Citizen Committee (P&C) and the Assistant Regional Director in May 2014 and will be reviewed in 2015 as required in legislation.

3. **Learning and behaviour statement**

All areas of Garbutt State School are learning and teaching environments. We consider behaviour support 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, responsible behaviours, preventing problem behaviour and responding to unacceptable behaviours. Through our RBPS, shared expectations for student behaviour are made clear to everyone, assisting Garbutt 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. Better behaviour means better learning.

Our school community has identified the following school rules or expectations to teach and promote our high standards of responsible behaviour:

- **Be Responsible**
- **Be Safe**
- **Be Respectful**

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

School-Wide Positive Behaviour (SWPBS) provides the overall framework for all behaviour expectations at Garbutt State School.

Positive Behaviour Support is defined as a broad range of systemic and individualised strategies for achieving positive social and learning outcomes while preventing problem behaviour (OSEP Centre on PBIS). It consists of **four elements** that work together to support social competence and academic achievement.

Positive behaviour support is the redesign of environments, not the individual.

At Garbutt State School, we are informed by research that tells us that the most effective responses to problem behaviour are:

- Teaching Behavioural Expectations
- Academic Restructuring
- Behavioural Interventions


Garbutt State School and the SWPBS team recognise the link between behaviour and learning through the Continuum of School-Wide Instructional and Positive Behaviour Support data, and strategies are put in place to encourage high expectations for positive behaviour and therefore academic success.

Investing in SWPBS results in:

- change in school discipline systems;
- reduction in problem behaviour;
- improved academic performance; and
- savings in staff and student time.
At Garbutt we emphasise the importance of directly teaching all students the behaviours they are expected 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 provide a framework for responding to unacceptable behaviour. Data tells us which specific positive behaviours we need to reinforce through explicit teaching each week to ensure that all students are able to comply with the school rules.

A set of behavioural expectations in specific settings has been attached to each of our three school rules. The School-Wide Expectations Teaching Matrix below outlines our agreed rules and specific behavioural expectations in all school settings.

<table>
<thead>
<tr>
<th>School Rules</th>
<th>All School Settings “Follow instructions”</th>
<th>Before &amp; After School “Calm &amp; Quiet”</th>
<th>Learning Time “Learn &amp; let others learn”</th>
<th>Break Time “Play by the rules”</th>
<th>Community Time “Strong, Deadly, Smart”</th>
</tr>
</thead>
<tbody>
<tr>
<td>RESPONSIBLE</td>
<td>We will:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Use school language at all times</td>
<td>• Stay in our correct area</td>
<td>• Learn and let others learn</td>
<td>• Stay in our correct area/s</td>
<td>• Represent our school with pride</td>
</tr>
<tr>
<td></td>
<td>• Look after our own and others property</td>
<td>• Sit and read quietly in the morning.</td>
<td>• Be organised for learning</td>
<td>• Wait calmly in the tuckshop line and only buy for ourselves</td>
<td>• Watch, Listen, Report</td>
</tr>
<tr>
<td></td>
<td>• Put rubbish in the bin</td>
<td>• Store all wheeled transport devices in the bike rack</td>
<td>• Set goals and do our best to achieve them</td>
<td>• Use and respond to the stop signal and high five strategy (Anti-Bullying)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Follow instructions first time every time without complaining</td>
<td>• Store all wheeled transport devices in the bike enclosure</td>
<td>• Respect and value others’ learning time and space</td>
<td>• Choose a positive play option</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Get along with others</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SAFE</td>
<td>We will:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Be sun safe at all times</td>
<td>• Walk calmly and safely to and from school</td>
<td>• Eat our own food only</td>
<td>• Obey safety rules for road, rail and bus</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Keep hands, feet and objects to ourselves</td>
<td>• Sit calmly and quietly</td>
<td>• Keep food in eating areas</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Walk calmly and quietly around the school using pathways</td>
<td>• Gain permission to leave learning areas and take a buddy</td>
<td>• Play by the rules in the spirit of the game in our correct area/s</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Take care of all equipment</td>
<td>• Walk on the left hand side in line/s during transitions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Use everything in the environment the correct way</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>RESPECTFUL</td>
<td>We will:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Address adults by Title and Name</td>
<td>• Speak with respect and courtesy</td>
<td>• Be persistent and do our best</td>
<td>• Care for ourselves, others and the school environment</td>
<td>• Be a positive ambassador and leader in the community</td>
</tr>
<tr>
<td></td>
<td>• Wear full school uniform and comply with dress code policy</td>
<td>• Show a positive attitude</td>
<td>• Be on time</td>
<td>• Ask for help when needed</td>
<td>• Promote Garbutt positively</td>
</tr>
<tr>
<td></td>
<td>• Use kind words</td>
<td>• Be on time</td>
<td></td>
<td>• Take turns</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Make positive choices</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Respect ourselves, others and school</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Show whole body listening</td>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>
The Continuum below visually represents that although all students at Garbutt are entitled to and do receive effective and positive behaviour support, further specialised behavioural strategies are implemented for students who may require further intervention to achieve schooling success.

Garbutt’s SWPBS Program supports students at three (3) distinct levels.

1. **Universal (Primary) Behaviour Support**
   All our students are taught our three school expectations, (Be Responsible, Be Safe, Be Successful) using the School-Wide Expectations Teaching Matrix. These expectations are taught to students via a number of strategies, including:
   - behaviour lessons - explicitly taught by classroom teachers aligned with SWPBS expectations;
   - reinforcement of learning from behaviour lessons on School Assemblies and during active supervision by staff during classroom and non-classroom activities.

   During this phase the majority of students learn what is expected of them in the various school settings. These students are represented by the green area on the triangle above.

Garbutt State School implements proactive, preventative processes and strategies to support student behaviour. These include:
   - a relevant, stimulating curriculum;
   - differentiated curriculum to support student needs;
   - high quality teaching strategies;
   - modelling acceptable behaviours;
   - induction processes for new staff, students and parents, which includes the school’s Responsible Behaviour Plan for Students;
   - timely/relevant professional development;
   - Classroom Management Plans;
   - a dedicated section of the school newsletter, enabling parents to be actively and positively involved in school behaviour expectations;
   - SWPBS team members’ regular provision of information to staff and parents, and support to others in sharing successful practices;
individual behaviour management plans 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;

- efficient and effective Special Needs support;

- development of specific policies to address:
  - the Use of Personal Technology Devices* at School (refer to Appendix 1);
  - procedures for Preventing and Responding to Incidents of Bullying (refer to Appendix 2).

**Reinforcing expected school behaviour**

At Garbutt State School, communication of our key messages about behaviour is supported through reinforcement, which provides students with feedback and encouragement 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 as well as students and other students. All staff members are trained to give consistent and appropriate acknowledgement and rewards which align with the School-Wide Expectations Teaching Matrix.

**School Reward System**

**Gotcha Slips**

Gotchas are given to students when they are observed following school rules in both classroom and non-classroom areas. This reinforcement occurs continuously throughout the day. When staff ‘catch’ a student following the rules they can choose to give them a Spotcha Gotcha Slip accompanied with a verbal description of the appropriate behaviour the student is displaying.

Gotcha totals are recorded for each student. When students reach target levels they receive a reward to acknowledge their positive behaviour choices. Each assembly Gotcha’s are placed in the box and a class selected to pick out a designated number for on the spot prizes to individuals. Gotcha slips are never removed as a consequence for problem behaviour.

**Responding to unacceptable behaviour**

Students come to school to learn. At Garbutt there are processes in place to respond to unacceptable behaviour (refer to section 6 Consequences for Unacceptable Behaviour).

**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:

- redirect, making reference to the school rules and expectations matrix;
- re-teach the rules and expectations and
- reinforce the rules and expectations using the Spotcha Gotcha school reward system.

Our preferred way of redirecting low-level problem behaviour is for teachers to:

- approach a student calmly and quietly;
- listen to the student where practicable to do so;
- ask for the appropriate behaviour;
- re-teach the expected behaviour; and
- reinforce the behaviour when they see it with a Gotcha.

**Parent/Care Giver Role**

- know the school rules and expectations;
- reinforce weekly focus areas communicated via assembly and school newsletter;
- attend biannual parent meetings/information sessions; and
- opportunity to be part of the SWPBS team as a parent representative.
2. Targeted (Secondary) Behaviour Support
Each year, a small number of students at Garbutt are identified from our data as needing extra assistance through targeted behavioural support. These students are represented by the yellow section in the triangle above and require secondary support. The behaviours of these students may not be immediately regarded as severe, but the frequency of their behaviours may put these students’ learning and social success at risk if not addressed in a timely manner.

Students participating in secondary prevention attend their normal program, however, they have increased daily opportunities to receive positive acknowledgement when they display behaviours in accordance with the school rules and expectations (5 positives to 1 correction).

Secondary prevention support is coordinated by classroom teachers in consultation with parents, the SWPBS team, the Guidance Officer and the Behaviour Support Teacher and the Principal, in a case management framework.

All staff members are provided with continuous professional development consisting of:
- regular sharing of SWPBS data;
- provision of explicit lesson plans in alignment with the SWPBS rules and expectations and
- training in SWPBS, specifically the Universal, Tier 2 and Tier 3 support for playground and classroom settings

Students whose behaviour does not improve after participation in secondary support, or whose previous behaviour indicates a need for specialised intervention are supported through a case-management approach coordinated by the Behaviour Support Team.

Members of the team include the class teacher, a parent/caregiver of the child, the behaviour support teacher and members of the leadership team.

Students in need of targeted behaviour support have a collaboratively developed Individual Behaviour Support Plan, which is written by class teachers and Behaviour Support Teacher and approved by the Principal. Strategies are negotiated by this case management team. The class teacher is made aware of teaching strategies and acceptable learning and behaviour goals for the student. Children and Young People In Care have a Child Safety Officer invited to be part of the case management team. Plans are reviewed a minimum of once per term and more frequently if required.

Students whose behaviour does not improve either after participation in targeted behaviour support, or whose previous behaviour indicates a need for specialised intervention, are referred to a Support Team and are provided with intensive behaviour support.

3. Intensive (Tertiary) Behaviour Support
Garbutt 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 in order to enable them to continue to engage in learning. These students are represented by the red area in the triangle above and require a tertiary level of support.

The Tertiary Behaviour Support Team:
- 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 School-Wide Positive Behaviour Support Leadership Team to achieve continuity and consistency.

The Intensive Behaviour Support Team uses a case-management approach. Following referral, a team member contacts parents and any relevant staff members to form a support team and begin the assessment and support process. In many cases, the support team also includes individuals from other agencies already working with the student and their family, a representative from the school’s administration and regional-based behavioural support staff and may include:
• collation of data which gives an overview of (a) problematic behaviours and (b) consequences implemented i.e. detentions, suspensions;
• referral for discussion at the school Student Support Meetings (held fortnightly);
• referral to Guidance Officer for assessment and preliminary behavioural support;
• referral to Behaviour Support Teacher for consultation or support;
• full team collaboration to undertake a functional behavioural assessment and develop an Individual Behaviour Support Plan and Risk Management Plan (refer to Appendix 8 for examples);
• more regular and intensive counselling with the school Guidance Officer;
• modified timetable/reduced attendance at school (Negotiated Education Plan);
• Teacher Aide support through school or regional behaviour funding; and/or
• Recommendations to parents/caregivers to access outside agencies for support.

A support plan will be developed and reviewed weekly in the first instance. A monitoring process will be implemented to allow for data collection to aide in the assessment of the plan’s effectiveness in supporting replacement behaviours in the student.

All behaviour that is contrary to school and classroom procedures will be managed based on the individual/s involved. Parents of the child/children involved will be informed of major breaches of behaviour and consequences will be developed based on individual circumstances.

5. Emergency Responses or Critical Incidents

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 keep both students and staff 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/or a student is:

- physically assaulting another student or staff member;
- posing an immediate danger to himself/herself or to others.

Appropriate physical intervention may be used to ensure that Garbutt 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; or
- 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.

Training

Staff who are trained in physical restraint use the Team Teach method. Training is updated annually.

Record keeping

Each instance involving the use of physical intervention must be formally documented. The following records must be maintained:

- Physical intervention incident report on One-School
- Debriefing report for student and staff: Students have the opportunity to de-brief with Guidance Officer or the Senior Leadership Team of Garbutt School; Staff have the opportunity to de-brief with the Guidance Officer, Employee Advisor or the Leadership Team.
- Risk Management will be clearly documented using a consistent format and these plans will be filed with the individual student’s record on One School, (refer to Appendix 8 for a risk management form example).
6. Consequences for Unacceptable Behaviour
Garbutt State School makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis during dedicated SWPBS lessons, as well as providing interesting and stimulating curriculum delivery. The behaviours taught are outlined in our School-Wide Expectations Teaching Matrix (Page 3). When unacceptable behaviour occurs, the behaviour is related directly back to our Matrix. Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour through a shared understanding of the Matrix and the Minor and Major consequences (see Appendix).

Minor behaviours are recorded on OneSchool by class teachers. These are to inform class teachers in order to be able to intervene early and provide full school data for focus SWPBS lessons.

Garbutt State School Office Discipline Referral slips are used to record major behaviour incidents (refer to Appendix 3).

Minor and Major Behaviours
When responding to problem behaviour, the staff member first determines if the problem behaviour is Minor or Major with the following agreed understanding:

Minor activities are those that
- do not violate the rights of others in any serious way;
- are not part of a pattern of problem behaviours and/or
- do not require involvement of specialist support staff or Administration.

Minor problem behaviours may result in but are not limited to the following consequences:
- rule reminder/redirection;
- reteaching the expectation;
- practice of the rule;
- discussion with student/s;
- class meeting;
- time out;
- buddy class;
- apology;
- confiscation (Refer to Appendix 1);
- separation from peers;
- loss of privileges;
- lost work time made up either at lunch or after school;
- supervised eating/play;
- restricted play area;
- no hat no play;
- parents contacted.

Staff may use one or some of the listed consequences depending on the severity of the incident. Specialist teachers and playground supervision teachers, having dealt with minor incidents, report them to the class teacher via a communication slip. This is to ensure consistency with dealing with minor behaviours and to enable teachers to follow up with students and track how many minor behaviours they have accrued.

Once a student has had three Minor incidents which constitute a pattern of behaviour over time (i.e. over several lessons / days / weeks) and therefore consequences for the behaviour, it becomes a Major behaviour.

Major activities are those that:
- significantly violate the rights of others;
- are dangerous, offensive, violent;
- put others/self at risk of harm;
- may require involvement of specialist support staff and/ or Administration;
• three Minor behaviours which constitute a pattern of behaviour over time (i.e. over several lessons / days / weeks) of similar nature constitute a Major.

When a Major behaviour incident occurs the immediate action of staff is to deescalate the behaviour and ensure the safety of all involved. Following this an investigating of the incident is carried out by the staff member to find out from those involved what occurred.

**Depending on the incident, the staff member then works through Major consequences which may include but are not limited to the following:**
- an apology letter;
- mediation;
- contacting parents;
- loss of privileges;
- buddy class;
- time out;
- writing out the rule;
- restitution – cleaning up any mess;
- an office referral maybe required;
- referral to Behaviour Support Team;
- suspension*;
- exclusion*.

* Student Disciplinary Absences are to be used after consideration has been given to all other responses. These are applied at the discretion of the Principal. Re-entry after suspension is subject to a re-entry meeting conducted by a member of the Leadership Team and will result in a re-entry plan (refer to Appendix 6 for a sample) to support the student and facilitate their successful return to the school environment.

All Major incidents are then reported to Principal (or delegate) and Behaviour Support Teacher via a referral slip and for the purpose of tracking data to inform school decisions relating to the system of School Wide Positive Behaviour Support.

Students may then be required to attend the Quiet Room for their actions. A letter explaining the behaviour and consequence is posted home to parents or parents are phoned immediately (refer to Appendix 4).

**Quiet Room Procedures**
Students sent to the Quiet Room will report there after they have eaten their lunch as soon as possible after the bell to play has rung. Attendance at Quiet Room will always be recorded. Students will then speak with an Administration member about the major behaviour and complete the consequence for their actions.

Each student will have a particular consequence that relates to the behaviour referral. Examples are conflict resolution, apology letters and writing rule reminders. While in Quiet Room, students will manage their own behaviour within a structure determined by supervisors.

Students who attend the Quiet Room regularly for classroom or playground behaviours will be placed on a behaviour monitoring card (refer to Appendix 5 for an example). This card is signed by Staff and designated Leadership Team Member. If behaviours do not improve then further consequences follow. When students demonstrate appropriate behaviour for a period of time they are taken off the behaviour monitoring card.

The school recognises that partnerships with parents and caregivers and the local community are fundamental to successful educational outcomes for students and to the operation of the Garbutt State School Responsible Behaviour Plan for Students. A letter will be sent home to parents every time a student attends Quiet Room.
Parents will be contacted for those students who choose not to attend the Quiet Room when instructed to do so, and an after school detention may be organised. After school detention will follow the same process as the lunch time Quiet Room. After school detention can be for a maximum of 30 minutes.

7. Network of student support
Students at Garbutt State School are supported through positive reinforcement and a system of Universal (Primary), Targeted (Secondary), and Intensive (Tertiary) behaviour support. This network includes but is not limited to:

- Parents;
- Teachers;
- Support Staff;
- School-Wide Positive Behaviour Support Team;
- Leadership Team Staff;
- Guidance Officer;
- Behaviour Support Teacher;
- Advisory Visiting Teachers;
- Positive Learning Centre Staff;
- Senior Guidance Officer;
- School Chaplain;

At Garbutt State School, the Student Services Team provides support to students who require more targeted or intensive support. The Student Services Team consists of the Principal, the Guidance Officer, the, STLan (Support Teacher Literacy and Numeracy), the SEP Teacher and the School Chaplain. Class teachers refer through a referral system.

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 and Disability Services;
- Police;
- Relationships Australia.

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.

Garbutt 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 non violent 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 Regulation 1997
- Right to Information Act 2009
- Information Privacy (IP) Act 2009

10. Related policies

Safe Supportive and Disciplined School Environment

Inclusive Education

Enrolment in State Primary, Secondary and Special Schools

Student Dress Code

Student Protection
http://ppr.det.qld.gov.au/education/community/Pages/Student-Protection.aspx

Hostile People on School Premises, Wilful Disturbance and Trespass

Police and Child Safety Officer Interviews with Students and Police Searches at State Education Institutions

Acceptable Use of Department’s Information Communication and Technology (ICT) Network and Systems

Managing Electronic Identities and Identity Management

Appropriate Use of Mobile Telephones and other Electronic Equipment by Students

Temporary Removal of Student Property by School Staff

11. Some related resources

- Bullying. No Way! www.bullyingnoway.com.au
- National Safe Schools Framework ncab.nssfbestpractice.org.au/resources/resources.html
- National Framework for Values Education in Australian Schools www.valueseducation.edu.au
• National Framework for Values Education in Australian Schools – Queensland
  www.education.qld.gov.au/curriculum/values/
• MindMatters www.curriculum.edu.au/mindmatters  www.mindmatters.edu.au
• School Wide Positive Behaviour Support
• Code of Conduct for School Students Travelling on Buses
• Smart Choices http://education.qld.gov.au/schools/healthy/food-drink-strategy.html

Endorsement

Principal                P&C President                Assistant Regional Director (Schools)

Effective Date 27 May 2014 – 31 December 2015
Appendix 1

The Use of Personal Technology Devices* at School
This policy reflects the importance the school places on students to Be Responsible, Safe and Respectful whenever they are using personal technology devices.

Personal Technology Device (PTD) 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. Mobile phones / iPods at school can interfere in our core business of teaching and learning through:

- Inappropriate or unwanted text messages
- Ringing or messaging in class time
- Use of mobile phone cameras

No responsibility for lost or stolen personal technology devices is taken by the school. However, if they are brought to school, the following rules apply:

- Each Personal Technology Device must be clearly named and left at the office each morning and then picked up after school each afternoon. It will be locked in the strong room. The PTD will be signed in and out.
- If a student has a PTD at school, in class or in the playground, the teacher will have the student immediately deliver it to the office. There it will be kept in the secure area until after school. It is the student’s responsibility to collect the PTD and it will only be returned after 2.45pm.

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 Garbutt 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.

1. 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).

2. Recording of events (including the taking of photographs) in class is not permitted unless express consent is provided by the class teacher as a part of classroom educational activities.

3. A student at school who uses a personal technology device to record private conversations, ordinary school activities or violent, illegal or embarrassing matters capable of bringing the school into public disrepute is considered to be in breach of this policy.

4. A student at school who uses a personal technology device to disseminate private conversations, ordinary school activities or violent, illegal or embarrassing matters 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, 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 eg staged fighting will be in breach of this policy.

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 Queensland Police Service (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 should ensure they keep the message as evidence and bring the matter to the attention of the school office.

**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.

**Possible Consequences of inappropriate use:**
- temporary removal of property/confiscation
- banned use of PTD
- hand over PTD to police
- suspension
- exclusion

**Confiscation**
Permitted personal technology devices used contrary to this policy on school premises will be confiscated by school staff.

Items removed are to be handed to the office by the teacher.
1. For the first offence the item may be collected by the student at the end of the school day.
2. For the second offence the item will need to be collected by a parent or guardian.
3. A third offence may result in a suspension or other Major consequence at the discretion of the Deputy Principal/Principal.

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. Breach of this may result in suspension.

**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 Principal.
Personal Technology Devices includes, but is not limited to, games devices (such as Portable gaming devices, Tamagotchi®, 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.

Appendix 2

Bullying (including Cyberbullying) Policy

Purpose

1. Garbutt 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 Garbutt State School. Research indicates that both those being bullied and those who bully are at risk of 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 Garbutt 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 and/or
   - children in care.

5. Cyberbullying is where people use electronic communication to harm others. Cyber bullies can use text messages, phone calls, email, instant messaging, social networking sites and web pages to embarrass others.

   The main forms of cyber bullying are identified as:
   - **Flaming**: online fights using electronic messages with angry or vulgar messages
   - **Harassment**: repeatedly sending nasty, mean or insulting messages
   - **Denigration**: Posting or sending gossip or rumours about a person to damage his/her reputation or friendships
   - **Outing**: sharing someone's secrets or embarrassing information or images online
   - **Exclusion**: Intentionally and cruelly excluding someone from an online group
   - **Cyber stalking**: repeated, intense harassment and denigration that includes threats or creates significant fear.

5. At Garbutt State School there is shared understanding of the following definition of and immediate response to bullying:
Bullying is an abuse of power used to violate the rights of others (primarily the right to safety), involving **repeated** physical, emotional or psychological abuse by one or more persons over another.

- The most effective long-term strategy to overcome bullying is to empower the victim (or potential victim), rather than overpower both victim and bully. This means that the victim must be given responsibility for action to stop perceived bullying.
- Perceptions of bullying are highly subjective. For a whole-school or whole-class approach, a common and simple language to define bullying is needed. A common, consistent response to bullying by both students and teachers is also needed. This must be taught and promoted.
- To some degree, we recognise bullying by what we see and hear, but primarily, because bullying is such a subjective issue, we recognise bullying through what we feel. The Early Warning Signs (unsafe feelings) associated with bullying include: sadness/crying, butterflies in stomach, physical sickness (vomiting), goose-bumps, shakes, teeth chattering, muscular tension, anger, loneliness, worry, quickened heart rate, running away (or desire to), screaming and wetting pants.
- Bullying has nothing to do with body features, race, clothing style, culture or economic status. It’s what a person does that makes them a bully and the potential to bully is in everybody. Any myths or beliefs that teachers or students have about physical appearance and difference must be dispelled.
- The essential keys to choosing an effective anti-bullying strategy are the factors of immediacy and empowerment. The following two-step process meets these requirements at Garbutt State School:

**STEP 1: TELL THE BULLY TO STOP** (using the physical symbol of crossed arms in front of the body)

This informs the bully that their behaviour is recognised by the victim as of a bullying nature and is violating their right to safety. It demonstrates that the victim is willing to identify and enforce their own personal boundaries. It allows the bully to modify their behaviour to avoid further trouble. It also provides a visible signal to others that a person feels unsafe.

**STEP 2: TELL AN ADULT STAFF MEMBER (IF THE BULLYING HASN’T STOPPED)**

Provided the victim has attempted Step 1, seeking adult staff-member assistance is not a sign of weakness and is consistently encouraged and taught as a strategy. It is a question of immediacy and staff-members represent the most immediate source of legitimate assistance (power) available to the students at school.

6. Every report of bullying will be responded to, investigated and managed according to the Minor and Major consequence matrix, as bullying is categorically unacceptable in the school community.

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 school-wide positive 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 school expectations.
   - All students have been or are being informed of 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.
   - Active supervision is a permanent staff routine in the non-classroom areas. This means that duty staff members are identifiable through the wearing of high-visibility vests and are
8. The student lessons about how to 'Be Responsible, Safe and Successful' will be taught according to the school-wide schedule.

9. Garbutt State School uses behavioural data for decision-making within the SWPBS process. Behaviour data is entered One School and can be recalled as summary reports at any time. This facility allows the school to track the effectiveness of its SWPBS process, to make any necessary adjustments, and to identify specific bullying behaviours that may need to be revisited or revised in the instructional process.
# Major Behaviour Office Discipline Referral (example form)

**Student Full Name:**

**Class:**

**Date:** / / 20

### Multiple Students Full Names:

**Time:**

**Referring Staff:**

**Witnesses:**

### Location:

- [ ] Classroom
- [ ] Specialist
- [ ] Music
- [ ] LOTE
- [ ] Computer Lab
- [ ] Office
- [ ] Library
- [ ] Assembly
- [ ] Sport
- [ ] Walkways
- [ ] Bike racks
- [ ] Toilets
- [ ] Excursion
- [ ] Out of bounds
- [ ] To or from school

### Eating Area

- [ ] Area 1
- [ ] Area 2
- [ ] Area 3

### Play Area

- [ ] Area 4
- [ ] Library
- [ ] Out of Bounds

### Reason for Referral – Major Behaviour

**ONLY ONE**

### Physical Misconduct

- [ ] Assaulting others (adult)
- [ ] Assaulting others (student)
- [ ] Using an object to assault others (adult)
- [ ] Using an object to assault others (student)

### Property Misconduct

- [ ] Property destruction - own
- [ ] Property destruction - others
- [ ] Vandalism

### Substance Misconduct

- [ ] Smoking
- [ ] Substance abuse

### Verbal Misconduct

- [ ] Swearing with intent
- [ ] Threatening others (adult)
- [ ] Threatening others (student)
- [ ] Racism
- [ ] Harassment

### Disobedience

- [ ] Persistent refusal to follow instructions
- [ ] Persistently disruptive behaviour affecting the learning of others
- [ ] Truancy
- [ ] Leaving the school grounds

### Description of infraction:

### Motivation for behaviour:

- [ ] Obtain peer/s attention
- [ ] Obtain adult attention
- [ ] Obtain items/activities
- [ ] Avoid peer/s
- [ ] Avoid adult
- [ ] Avoid task/activity/event

### Corrective Strategies taken:

- [ ] Rule reminder
- [ ] Buddy class
- [ ] Retaught expectation (SWPBS lessons)
- [ ] Loss of privileges
- [ ] Redirection
- [ ] Natural consequences
- [ ] Practiced rule/expectation
- [ ] Classroom Management Plan
- [ ] Discussion with student
- [ ] Other
- [ ] Apology
- [ ] Separated from peers (thinking chair)

### OneSchool

- [ ] Incident has been recorded on OneSchool (Referral to be sent to the office regardless of OneSchool input)
- [ ] Parent Contact made and recorded on OneSchool

---

### Administration Personnel Actioning Referral

- [ ] Principal
- [ ] Behaviour Support Teacher
- [ ] Leadership Team Member

### Administrative Action

- [ ] Administrator Notes (as required)

### Support & Intervention

<table>
<thead>
<tr>
<th>Action</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quiet room</td>
<td>Getting Along sessions</td>
</tr>
<tr>
<td>Alternative playground program</td>
<td>After school detention</td>
</tr>
<tr>
<td>Natural Restitution</td>
<td>Playground monitoring card</td>
</tr>
<tr>
<td>Classroom monitoring card</td>
<td>Loss of privileges</td>
</tr>
<tr>
<td>In-school suspension</td>
<td>Suspension 1-5 days</td>
</tr>
<tr>
<td>Behaviour Management Teacher referral</td>
<td>Suspension 6 – 20 days</td>
</tr>
<tr>
<td>Guidance Officer referral</td>
<td></td>
</tr>
<tr>
<td>Other action:</td>
<td></td>
</tr>
</tbody>
</table>

Administrators Signature:
Dear Parent/Guardian,

Your child, _____________________________ has attended Quiet Room for a major behaviour in accordance with the school Responsible Behaviour Plan for Students.

The school expectations **Be Responsible, Safe and Respectful** have been explicitly taught on an ongoing and consistent basis. Your child has breached these expectations by:

**Be Responsible:**
- Using disrespectful language
- Swearing at students/adults
- Wilfully destroying/damaging school property
- Not following/accepting consequences
- Threatening adults/students
- Continual class disruption
- Consistent bullying
- Continually leaving the learning area
- Refusing to follow adult instructions
- Other

**Be Safe:**
- Not being sun safe
- Physically assaulting a student/teacher
- Emotionally harming a student
- Continually hitting with hats
- Throwing objects with intent to harm
- Climbing on buildings/trees
- Other

**Be Respectful:**
- Truancy
- Continually being late to class
- Continually using unkind/hurtful comments
- Wearing of offensive/inappropriate apparel
- Other:

We would appreciate your support in discussing these concerns with your child. If you would like to discuss the incident further please contact the school on to arrange an appointment.

Please sign below and ask your child to return this letter to the teacher on duty in the Quiet Room tomorrow. Your child will be required to attend Quiet Room until this letter is returned.

__________________________________________
Principal / Teacher / Leadership Team Member

I have sighted the above letter regarding inappropriate behaviour at school and have discussed this with my child.

Parent/Carer signature: ____________________________ Date: ________________
Appendix 5

Behaviour Card Personal Improvement Plan (examples)

<table>
<thead>
<tr>
<th>Date</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Session</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>2nd Session</td>
<td></td>
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</tr>
<tr>
<td>3rd Session</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

Comments

Gotchas

Positive behaviour reward this week:

---

GOAL CHART FOR PLAYGROUND

TARGET BEHAVIOUR:

<table>
<thead>
<tr>
<th>Day / Date</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before School</td>
<td>😊😊😊</td>
<td>😊😊😊</td>
<td>😊😊😊</td>
<td>😊😊😊</td>
<td>😊😊😊</td>
</tr>
<tr>
<td>1st Session</td>
<td>😊😊😊</td>
<td>😊😊😊</td>
<td>😊😊😊</td>
<td>😊😊😊</td>
<td>😊😊😊</td>
</tr>
<tr>
<td>2nd Session</td>
<td>😊😊😊</td>
<td>😊😊😊</td>
<td>😊😊😊</td>
<td>😊😊😊</td>
<td>😊😊😊</td>
</tr>
<tr>
<td>3rd Session</td>
<td>😊😊😊</td>
<td>😊😊😊</td>
<td>😊😊😊</td>
<td>😊😊😊</td>
<td>😊😊😊</td>
</tr>
<tr>
<td>Overall</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Did I reach my goal?</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

For reaching my goal I received this many Gotcha's

Appendix 6

Re-entry from Suspension

Garbutt State School

Re-Entry from Suspension Plan (example)

Student Name:
Class:
Re-entry Date:
Goals
  
School Support
  • Class Teacher
  • Behaviour Management Support Teacher
  • Administration Staff
  • School Chaplain

Agreement

I, _______________________ will:
  • keep my hands and feet and objects to myself at all times
  • Learn and let others learn.

Breach of Agreement
  • Teacher will use classroom management strategies for minor breaches, which may include time out, teaching of correct behaviours, withdrawal from class, buddy classroom, loss of lunch times or thinking room.
  • Administration members will be involved in any major breaches of contract.
  • Responsible Behaviour Plan for Students will be followed in all instances for both positive and negative behaviours.
  • Parents will be contacted.
  • Possible suspension depending on the incident.

Signatures

Student:  ___________________
Parent/Carer:  ___________________
Class Teacher:  ___________________
Administration:  ___________________
### Appendix 7
#### SWPBS Minor & Major Consequences Guide

The following table outlines the schools behaviour categories, examples of the major behaviours students may display, the consequences for the behaviour categories and the school expectations that need to be retaught to students.

<table>
<thead>
<tr>
<th>Behaviour Category</th>
<th>Definition</th>
<th>Example of Behaviours and Consequences</th>
<th>Expectations to Re-teach</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Physical Misconduct</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assaulting others (adult)</td>
<td>Physical Aggression – One student making serious physical contact upon an adult (e.g., hitting, punching, kicking, scratching, hair pulling, or with closed fist).</td>
<td><strong>Examples of Minor Behaviours</strong>&lt;br&gt;- Not keeping hands and feet to self&lt;br&gt;- Hitting with hats&lt;br&gt;- Rough/unsafe play with intent to hurt&lt;br&gt;- Picking up sticks/rocks or any other item (have not used them for anything)</td>
<td><strong>Examples of Major Behaviours</strong>&lt;br&gt;- Anti-social behaviours including dacking, hitting in genital area&lt;br&gt;- Encouraging others in conflict &amp; joining in&lt;br&gt;- Consistent bullying and/or targeting particular student/s&lt;br&gt;- Physically assaulting/harming another person&lt;br&gt;- Punching, kicking with force, on purpose with intent&lt;br&gt;- Aggressive behaviours&lt;br&gt;- Picking up sticks/rocks or any other item and using to hurt others</td>
</tr>
<tr>
<td>Assaulting others (students)</td>
<td>Fighting – At least two students mutually engaged in serious physical contact (e.g., punching, kicking, scratching, hair pulling, hitting with object). Physical Aggression – One student making serious physical contact upon another (hitting, punching, kicking, scratching, hair pulling, hitting with object or with closed fist).</td>
<td><strong>Minor Consequences</strong>&lt;br&gt;- Rule reminder&lt;br&gt;- Discuss issue with student&lt;br&gt;- Apology</td>
<td><strong>Major Consequences</strong>&lt;br&gt;- Apology letter in own time or teacher scribe&lt;br&gt;- Mediation/restitution&lt;br&gt;- Contact parents/caregivers (teachers)&lt;br&gt;- Action from Administration e.g. quiet room</td>
</tr>
<tr>
<td>Using an object to assault others (adult)</td>
<td>Physical Aggression – One student making serious physical contact upon an adult using an object.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Using an object to assault others (student)</td>
<td>Physical Aggression – One student making serious physical contact upon another using an object.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Verbal Misconduct</strong></td>
<td>Swearing with Intent</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Swearing with Intent</td>
<td>Abusive/Inappropriate Language – Verbal messages that include swearing or using words in an inappropriate way in such a manner that the learning environment is significantly disrupted. <em>(different from Harassment/Discrimination)</em></td>
<td><strong>Examples of Minor Behaviours</strong>&lt;br&gt;- Inappropriate school language as a reaction, without intent&lt;br&gt;- Speaking rudely to others&lt;br&gt;- Saying unkind/hurtful comments&lt;br&gt;- Talking back to an adult</td>
<td><strong>Examples of Major Behaviours</strong>&lt;br&gt;- Consistent bullying and/or targeting particular student/s&lt;br&gt;- Inappropriate school language/swearing – with intent/or directed at others&lt;br&gt;- Encouraging others in conflict &amp; joining in threatening adults and/or students&lt;br&gt;- Continual use of disrespectful language&lt;br&gt;- Sexual comments at others&lt;br&gt;- Verbal threats&lt;br&gt;- Racist comments at others&lt;br&gt;- Harassment of others&lt;br&gt;- Emotionally assaulting/harming another person</td>
</tr>
<tr>
<td>Threatening others (adult)</td>
<td>Adult Threat – Student delivers a message (verbalized, written, drawn or gestured) toward an adult that conveys an act of intended injury or harm.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Threatening others (student)</td>
<td>Student threat – Student delivers a message (verbalized, written, drawn or gestured) toward another that conveys an act of intended injury or harm.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Racism</td>
<td>Name calling, or other actions, as well as activities or statements intended to be offensive of race or colour.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Behaviour Category</th>
<th>Definition</th>
<th>Example of Behaviours and Consequences</th>
<th>Expectations to Re-Teach</th>
</tr>
</thead>
</table>
| Harassment                   | Persistent teasing, name calling, or other actions, as well as activities or statements intended to be offensive of one’s religion, disability or including sexual harassment. | **Minor Consequences**  
• Rule reminder  
• Write out alternative words to use  
• Discuss and practise alternative words  
**Major Consequences**  
• Apology letter in own time or teacher scribe  
• Mediation  
• Contact parents/caregivers (teachers)  
• Action from Administration e.g. child contacts parent |                           |
| Property destruction - own   | Deliberately impairing the usefulness of one’s own property.  
(Different from Vandalism). Deliberately impairing the usefulness of one’s own personal property. | **Minor Consequences**  
• Rule reminder  
• Apology  
• Clean or repair property  
**Examples of Minor Behaviours**  
• Borrowing equipment and not returning it  
• Taking others belongings without permission  
**Major Consequences**  
• Replace, repair property /make restitution  
• Contact parents/caregivers (teachers)  
• Action from Administration e.g. contact police  
**Examples of Major Behaviours**  
• Property misconduct – school, others, vandalism, stealing  
• Throwing furniture with intent  |   |
| Property destruction - others | Deliberately impairing the usefulness of school property.  
(Different from Vandalism). Deliberately impairing the usefulness of others personal property. | **Minor Consequences**  
• Rule reminder  
• Apology  
• Clean or repair property  
**Examples of Minor Behaviours**  
• Borrowing equipment and not returning it  
• Taking others belongings without permission  
**Major Consequences**  
• Replace, repair property /make restitution  
• Contact parents/caregivers (teachers)  
• Action from Administration e.g. contact police  
**Examples of Major Behaviours**  
• Property misconduct – school, others, vandalism, stealing  
• Throwing furniture with intent  |   |
| Vandalism                    | Participating in an activity that results in substantial destruction or disfigurement of property. | **Minor Consequences**  
• Rule reminder  
• Apology  
• Clean or repair property  
**Examples of Minor Behaviours**  
• Borrowing equipment and not returning it  
• Taking others belongings without permission  
**Major Consequences**  
• Replace, repair property /make restitution  
• Contact parents/caregivers (teachers)  
• Action from Administration e.g. contact police  
**Examples of Major Behaviours**  
• Property misconduct – school, others, vandalism, stealing  
• Throwing furniture with intent  |   |
| Smoking                      | Possessing or using tobacco or tobacco products within the school grounds. | **Minor Consequences**  
• Rule reminder  
• Reteach expectation  
• Contact parents/caregivers  
• Confiscate items  
**Examples of Minor Behaviours**  
• Bringing and/or using aerosol cans  
• Non-prescription or prescription drugs  
• Tobacco or tobacco products  
• Possessing alcohol  
• Dangerous objects e.g. lighters, matches  
• Confiscate items  
**Major Consequences**  
• Contact parents/caregivers (teachers)  
• Action from Administration e.g. refer to external agencies  
**Examples of Major Behaviours**  
• Smoking or possessing illegal drugs  
• Non-prescription or prescription drugs  
• Tobacco or tobacco products  
• Possessing alcohol  
• Dangerous objects e.g. lighters, matches  |   |
| Substance Misconduct         | The use of illegal or inappropriate substances while at school. | **Minor Consequences**  
• Rule reminder  
• Reteach expectation  
• Contact parents/caregivers  
• Confiscate items  
**Examples of Minor Behaviours**  
• Bringing and/or using aerosol cans  
• Non-prescription or prescription drugs  
• Tobacco or tobacco products  
• Possessing alcohol  
• Dangerous objects e.g. lighters, matches  
• Confiscate items  |
| Persistent refusal to follow instructions | Complete refusal to follow staff directions in such a manner that the learning environment is significantly disrupted and/or the students places his/herself in a dangerous situation. | **Minor Consequences**  
• Not following class procedure/routine  
• Refusing to follow instructions, defiance  
• Refusing to completing work  
• Distracting others, interrupting learning of others  
• Calling out in class to disturb others  
• Leaving learning area without a buddy or out of class pass and distracting others  
• Walking off from an adult when being spoken with  
• Lying  
• Being in an out of bounds area  
• Being a bystander in a conflict  
• Intentionally taking too long to begin tasks or get organised  
**Examples of Minor Behaviours**  
• Not following class procedure/routine  
• Refusing to follow instructions, defiance  
• Refusing to completing work  
• Distracting others, interrupting learning of others  
• Calling out in class to disturb others  
• Leaving learning area without a buddy or out of class pass and distracting others  
• Walking off from an adult when being spoken with  
• Lying  
• Being in an out of bounds area  
• Being a bystander in a conflict  
• Intentionally taking too long to begin tasks or get organised  |
| Persistent disruptive behaviour affecting the learning of others | Behaviour causing a sustained and significant interruption of a class or activity. | **Minor Consequences**  
• Not following class procedure/routine  
• Refusing to follow instructions, defiance  
• Refusing to completing work  
• Distracting others, interrupting learning of others  
• Calling out in class to disturb others  
• Leaving learning area without a buddy or out of class pass and distracting others  
• Walking off from an adult when being spoken with  
• Lying  
• Being in an out of bounds area  
• Being a bystander in a conflict  
• Intentionally taking too long to begin tasks or get organised  
**Examples of Minor Behaviours**  
• Not following class procedure/routine  
• Refusing to follow instructions, defiance  
• Refusing to completing work  
• Distracting others, interrupting learning of others  
• Calling out in class to disturb others  
• Leaving learning area without a buddy or out of class pass and distracting others  
• Walking off from an adult when being spoken with  
• Lying  
• Being in an out of bounds area  
• Being a bystander in a conflict  
• Intentionally taking too long to begin tasks or get organised  |
| Disobedience                 |                                                                             | **Minor Consequences**  
• Not following class procedure/routine  
• Refusing to follow instructions, defiance  
• Refusing to completing work  
• Distracting others, interrupting learning of others  
• Calling out in class to disturb others  
• Leaving learning area without a buddy or out of class pass and distracting others  
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• Walking off from an adult when being spoken with  
• Lying  
• Being in an out of bounds area  
• Being a bystander in a conflict  
• Intentionally taking too long to begin tasks or get organised  |   |
<table>
<thead>
<tr>
<th>Behaviour Category</th>
<th>Definition</th>
<th>Example of Behaviours and Consequences</th>
<th>Expectations to Re-teach</th>
</tr>
</thead>
<tbody>
<tr>
<td>Truancy (follow truancy process)</td>
<td>Student having extended absences from school or a repeated pattern of absences from school.</td>
<td>Minor Consequences</td>
<td>Major Consequences</td>
</tr>
<tr>
<td></td>
<td>• Discuss with student in context of incident Revisit rule – lesson either as whole class or individually</td>
<td>• Time out within classroom</td>
<td>• Buddy class</td>
</tr>
<tr>
<td></td>
<td>• Class Meeting</td>
<td>• Detention with parent permission</td>
<td>• Lunchtime or afterschool detention organised by class teacher with parent permission</td>
</tr>
<tr>
<td></td>
<td>• Time out</td>
<td>• Rule reminder</td>
<td>• Contact parents/caregivers (teachers)</td>
</tr>
<tr>
<td></td>
<td>• Detention with parent permission</td>
<td>• Complete any unfinished work in own time</td>
<td>• Action from Administration</td>
</tr>
<tr>
<td></td>
<td>• Rule reminder</td>
<td>• Revisit classroom planning to ensure differentiation is occurring</td>
<td></td>
</tr>
<tr>
<td>Leaving the school grounds</td>
<td>Student that leaves the school grounds without gaining permission from a staff member.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Appendix 8
### Risk Management Form Example

**Student Name:** _____________________________________  
**Class:**  
**Teacher:** ____________________

### Risk Assessment Form

<table>
<thead>
<tr>
<th>Student:</th>
<th>Venue:</th>
<th>Teacher:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Type of Behaviour</strong></td>
<td><strong>Description of Behaviour in worst case scenario</strong></td>
<td><strong>Assessment Analysis of Risk Identified</strong></td>
<td><strong>Identified preventative strategies in place for exhibited Behaviour</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Likelihood</strong></td>
<td><strong>Consequence</strong></td>
</tr>
<tr>
<td>Select</td>
<td></td>
<td>Select</td>
<td>Select</td>
</tr>
<tr>
<td>Select</td>
<td></td>
<td>Select</td>
<td>Select</td>
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<tr>
<td>Select</td>
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<td>Select</td>
<td>Select</td>
</tr>
<tr>
<td>Select</td>
<td></td>
<td>Select</td>
<td>Select</td>
</tr>
</tbody>
</table>

### Likelihood

**How likely could it happen?**

- **VERY LIKELY**  
  Could happen frequently

- **LIKELY**  
  Could happen occasionally

- **UNLIKELY**  
  Could happen, but rarely

- **VERY UNLIKELY**  
  Could happen, but probably never will

### Consequences

**How severely could it hurt student/someone else?**

- **VERY HIGH/EXTREME**  
  Death, permanent disablement

- **HIGH/MAJOR**  
  Serious bodily injury

- **MODERATE**  
  Casualty treatment

- **LOW/MINOR**  
  First aid only. No lost work time

<table>
<thead>
<tr>
<th>Likelihood</th>
<th>Very High/Extreme</th>
<th>High/Major</th>
<th>Moderate</th>
<th>Low/Minor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Likely</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Likely</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Unlikely</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>Very Unlikely</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
</tbody>
</table>

---

## Garbutt State School – Individual Behaviour Support Plan

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>Class:</th>
<th>Date:</th>
<th>Review Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher Signature:</td>
<td></td>
<td>Date:</td>
<td></td>
</tr>
<tr>
<td>Parent Signature:</td>
<td>Date:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Behaviour Support Teacher Signature:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Principal Signature:</td>
<td>STUDENT EQID:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### CRITICAL INFORMATION:

<table>
<thead>
<tr>
<th>STUDENT SUPPORT NEEDS:</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWD (IEP)</td>
</tr>
<tr>
<td>NEP</td>
</tr>
</tbody>
</table>

### STUDENT STRENGTHS:

Target behaviours:

Behaviour Motivation:

Possible triggers/antecedents:
1.

### STUDENT GOALS / LEARNING OUTCOMES: (Long term goals)
1.

### SHORT TERM GOALS:
1.

### PROACTIVE STRATEGIES (teaching of replacement behaviours):

<table>
<thead>
<tr>
<th>Environment Changes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
</tr>
<tr>
<td>3.</td>
</tr>
<tr>
<td>4.</td>
</tr>
<tr>
<td>5.</td>
</tr>
<tr>
<td>6.</td>
</tr>
<tr>
<td>7.</td>
</tr>
<tr>
<td>Curriculum Changes</td>
</tr>
<tr>
<td>--------------------</td>
</tr>
<tr>
<td>Focussed By</td>
</tr>
<tr>
<td>-</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Monitoring &amp; Assessment Tools</th>
</tr>
</thead>
</table>

**REACTIVE STRATEGIES**

1.  
2.  
3.  
4.  

**ALTERNATIVE SUPPORT STRUCTURES:**

<table>
<thead>
<tr>
<th>Timeline:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Monitoring</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Recommendations/Notes</th>
</tr>
</thead>
</table>