GOOBURRUM STATE SCHOOL

Responsible Behaviour Plan for Students

Based on The Code of School Behaviour

1. Purpose
The community of Gooburrum State School is committed to learning, respect for others and the provision of a secure, supportive and co-operative environment. We believe that if students are to become productive and happy members of society, school staff must help them to develop responsibility for their actions by teaching this explicitly, and allowing them opportunity to practice problem solving skills on an ongoing, supported basis.

2. Consultation and Data Review
Gooburrum State School developed this plan in collaboration with our school community. Consultation with parents, staff and students was undertaken through a community meeting held during October 2015. A review of school data sets from past years also informed the development process.

The Plan was endorsed by the Principal and the President of the P&C.

3. Learning and Behaviour Statement
All areas of Gooburrum 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 school-wide framework for managing behaviour is Schoolwide Positive Behaviour Support

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 Gooburrum 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 the following school rules to teach and promote our high standards of responsible behaviour:
• Grow Responsibly
• Show Respect
• Stay Safe

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.

This Responsible Behaviour Plan reinforces and supports these beliefs and understandings.
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 Gooburrum State School we emphasise the importance of directly 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 which is designed to prevent problem behaviour and to provide 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 Expectations Teaching Matrix in Appendix 1, outlines our agreed rules and specific behavioural expectations in all school settings.

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

- Behaviour lessons conducted by classroom teachers;
- Reinforcement of learning from behaviour lessons at School Assemblies and during active supervision by staff during classroom and non-classroom activities.

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

- Information in the school newsletter, enabling parents to be actively and positively involved in school behaviour expectations.
- School Behaviour Leadership team members' regular meetings and discussions and feedback to the whole staff at Staff Meetings.
- 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.

Targeted behaviour support

1. Teacher Support

Teachers implement planned and incidental strategies in the classroom/playground to teach effective work habits, to develop social skills and to build a good rapport with students. Minor breaches of behaviour are dealt with by the teacher as needed. Targeted behaviour support occurs where students consistently breach the school’s Responsible Behaviour Plan for Students and the classroom rules. This includes but is not limited to:

- Inappropriate verbal language
- Inappropriate physical movement or positioning
- Physical contact (bumping, pushing)
- Disruption
- Littering
- Lateness.

Teachers support students through the following targeted interventions:

- Relationship building with student through one on one support with curriculum work, proximity in the classroom and recognition in class for positive behaviours.
- A whole school approach to bullying
- Use of the recognition awards – Student of the Week/ Behaviour Awards to target support and encourage on-task and appropriate behaviours – in line

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with values being discussed / targeted across the school each week/fortnight.

- Contact with parents when problems persist, using a polite and positive approach with the aim of building a productive partnership.

Teachers keep a record of both the student’s behaviour and the targeted support in order to gauge when more intensive support is warranted.

### 2. Extended Support

When a student’s minor infringements continue to disrupt the class, or when minor infringements move to more serious breaches of the school’s plan, more extensive targeted support is put into place. More serious breaches include:

- Constant inappropriate language
- Vandalism
- Physical aggression
- Continued defiance
- Theft.

Teachers record such behavior incidents in One School to determine when a student needs more extensive support. If more extensive support is warranted, the teacher refers the case on to the Principal for discussion at the weekly Staff Meeting.

The Principal, along with the teacher and the parents, (and possibly the Chaplain) develop and implement an Individual Behaviour Support Plan. This plan documents aims, support strategies, timing, personnel, review and assessment. Support through this plan could include:

- Referral to Guidance Officer for assessment and preliminary counselling and behavioural support
- Use of a buddy teacher or mentor to encourage positive behaviours or use as a ‘retreat’ area from the classroom.
- Counselling and support from Chaplain.
- Structured break time play through organised activities
- Modification of timetable and possibly the creation and implementation of a Managed Attendance Plan if parent and school agreement is reached on this.

Parent involvement must continue through all management stages. Parent interviews with the class teacher, student and Principal are focussed on a coordinated approach to setting a more positive pattern of behaviour. Pre-requisites: negotiated class rules, quality curriculum, respectful school and class culture, trusting and supportive class and wider school environment.

### Intensive behaviour support

At Gooburrum State School, all students who are considered to be "seriously at risk" of significant educational underachievement due to their inappropriate behaviours are supported using a proactive problem solving approach.

A functional analysis approach to assessing behavioural problems is adopted involving a systems approach which looks at the ‘whole’ child. It covers such areas as:
Case Management:
The case manager for each student who is identified as "seriously at risk" should be the class teacher. However a support team approach is adopted with staff working collaboratively. Students who are considered to be at risk and have experienced an array of severe management strategies, such as suspension or exclusion, should proceed through a systematic assessment procedure. This may include:

- collation of data via One School which gives an overview of (a) problematic behaviours and (b) consequences implemented i.e. detentions, suspensions etc.
- development and implementation of an Individual Behaviour Support Plan across all school environments.
- possible creation and implementation of a Managed Attendance Plan, if parent and school agreement is reached on this.
- support provided by Chaplain one on one on a weekly basis.
- referral to Guidance Officer for assessment and preliminary behavioural support
- referral to Advisory Visiting Teacher for Behaviour Support for consultation or support
- referral to Intensive Behaviour Support Officer – based at North Bundaberg State High School.
- full team collaboration to undertake a functional behavioral assessment and develop an Individual Behaviour Support Plan.

Strategies used will be preventative, supportive and/or corrective.

Preventative – the action taken to prevent or minimise unnecessary disruption. This may include effective learning and teaching practices, classroom organisation, positive modelling and the use of appropriate content and curriculum material.

Supportive – the action taken to employ support for the student and teacher. This may mean strategies teachers put in place to assist students or it may mean additional support from other staff in the school for the teacher and student.

Corrective – the actions teachers take when disruptive behaviour occurs. This includes positive correction strategies outlined in the Individual Behaviour Support Plan.

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 circumstance at the discretion of the Principal and teaching staff.

Bundaberg Positive Learning Centre staff will be engaged at this point to support the student and staff involved – as well as the parent if required.

1. Emergency responses or critical incidents
As outlined in EQ policy SMS-PR-21 Safe Supportive and Disciplined School Environment physical restraint, with reasonable force, can be used as an immediate or emergency response when other options have been considered such as allowing the student to withdraw or move away, or moving other people from the situation.
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 Gooburrum 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. Specific Staff Members have been trained in Non Violent Crisis Intervention – including the school Principal.

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

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- 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:
- Behaviour Referral form – for major behaviours *(Appendix 2)*
- Incident report for major behaviours *(Appendix 3)*
- *Health and Safety incident record*

**Minor and Major behaviours**
When responding to problem behaviour, the staff member first determines if the problem behaviour is major or minor, with the following agreed understanding:
- **Minor** problem behaviour is handled by staff members at the time it happens.
- **Major** problem behaviour is referred directly to the school Administration team.

**Minor behaviours are those that:**
- are minor breeches of the school rules;
- do not seriously harm others or cause you to suspect that the student may be harmed;
- do not violate the rights of others in any other serious way;
- are not part of a pattern of problem behaviours; and
- do not require involvement of specialist support staff or Administration.

Minor problem behaviours may result in the following consequences:
- a minor consequence that is logically connected to the problem behaviour, such as complete removal from an activity or event for a specified period of time, partial removal (time away), individual meeting with the student, apology, restitution or detention for work completion.
- a re-direction procedure. The staff member takes the student aside and:
  1. names the behaviour that the student is displaying;
  2. asks the student to name expected school behaviour;
  3. states and explains expected school behaviour if necessary; and
  4. gives positive verbal acknowledgement for expected school behaviour.

**Major behaviours are those that:**
- significantly violate the rights of others;
- put others / self at risk of harm; and
- require the involvement of school Administration.

**Major** behaviours result in an immediate referral to Administration because of their seriousness. When major problem behaviour occurs, staff members calmly state the major problem behaviour to the student and remind them of the expected school behaviour. The staff member then completes the incident report form and escorts the student to Administration.
### The following table outlines examples of Minor and Major Negative Behaviours:

<table>
<thead>
<tr>
<th>Area</th>
<th>Minor</th>
<th>Major</th>
</tr>
</thead>
</table>
| Movement around school                    | • Running on concrete or around buildings  
• Running in stairwells  
• Not walking bike in school grounds                                                                                                                                                       | • Throwing objects  
• Possession of weapons                                                                                                                                                                           |
| Play                                      | • Incorrect use of equipment  
• Not playing school approved games  
• Playing in toilets                                                                                                                                                                              | • Serious physical aggression  
• Fighting                                                                                                                                                                                          |
| Physical contact                          | • Minor physical contact (for example, pushing and shoving)                                                                                                                                                                                   |                                                                                                                                                                                                      |
| Correct Attire                            | • Not wearing a hat in playground  
• Not wearing shoes outside                                                                                                                                                                       | • Possession or selling of drugs  
• Weapons including knives and any other items which could be considered a weapon being taken to school  
• Serious, or continued, inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school |
| Other                                     | • Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school                                                                 |                                                                                                                                                                                                      |
| Class tasks                               | • Not completing set tasks that are at an appropriate level  
• Refusing to work                                                                                                                                                                              | • Leaving class without permission (out of sight)  
• Leaving school without permission                                                                                                                                                                  |
| Being in the right place                  | • Not being punctual (eg: lateness after breaks)  
• Not in the right place at the right time                                                                                                                                                     |                                                                                                                                                                                                      |
| Follow instructions                       | • Low intensity failure to respond to adult request  
• Non compliance  
• Unco-operative behaviour                                                                                                                                                                    |                                                                                                                                                                                                      |
| Accept outcomes for behaviour             | • Minor dishonesty (lying about involvement in a low-level incident)                                                                                                                                 | • Major dishonesty that has a negative impact on others                                                                                                                                              |
| Rubbish                                   | • Littering                                                                                                                                                                                           |                                                                                                                                                                                                      |
| Mobile Phone or personal technology devices | • Mobile phone switched on in any part of the school at any time without authorisation (written permission from an authorised staff member)                                                   | • Use of a mobile phone in any part of the school for voicemail, email, text messaging or filing purposes without authorisation  
• Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school |
| Language (including white online)         | • Inappropriate language (written/verbal)  
• Calling out  
• Poor attitude  
• Disrespectful tone                                                                                                                                                                         | • Offensive language  
• Aggressive language  
• Verbal abuse / directed profanity                                                                                                                                                                |
| Property                                  | • Petty theft  
• Lack of care for the environment                                                                                                                                                             | • Stealing / major theft  
• Wilful property damage  
• Vandalism                                                                                                                                                                                         |
| Others                                    | • Not playing fairly  
• Minor disruption to class  
• Minor defiance  
• Minor bullying / victimisation/ harassment  
• Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school | • Major bullying / victimisation / harassment  
• Major disruption to class  
• Blatant disrespect  
• Major defiance  
• Serious, or continued, inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school |


Consequences for unacceptable behavior

In 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. Strategies to implement supportive, fair, logical and consistent consequences include: Possible consequences and strategies for various behavior levels are shown in Appendix 4.

Our Strategies are founded in the following procedures:

1: Classroom Management
The teacher responds to low level misbehaviour and classroom disturbance by ignoring inappropriate behaviour where possible, giving clear directions, reinforcing positive behaviour and using non verbal messages to alert or cue the student.

2: Restatement, Rule Reminders
The teacher adds a combination of the following strategies to address the student’s behaviour: restatement of the rule, giving a specific direction, giving the student a choice eg to work/play appropriately or move to a different area/activity.

3: Time Away/Time Out/Detention
The student is sent to a different part of the current classroom, another classroom or a different area until the student is willing and able to comply. It is critical to support re-entry in a planned, solution focussed, and non-punitive manner. Continual or serious disturbances may result in the student being referred to the Administration and parents/carers being notified. Time Away can also include not being allowed to participate in events on or off the school premises. If suspension has occurred it is at the principal’s discretion as to whether or not the student attends excursions or school camp. Imposed detentions for infringements against school code of behaviour must not be more than 20 minutes during school break, or one-half hour after school program finishes. Parents must be informed of proposed period of after school detention before detention is imposed.

4: Teacher and Student Plan of Action
If a student’s behaviour continues to infringe upon the rights of others in the classroom and/or playground, a plan of action is developed by the teacher and student. Parents/carers are contacted.

5: School Intervention and Recording of Student’s Inappropriate Behaviour
The student is referred to the next Staff Meeting for discussion with the Class Teacher as the Case Manager. The school provides counselling if required and makes genuine attempts to involve the student in the resolution of serious conflicts and problems that arise. To inform further planning and decision making processes, incidents of inappropriate behaviour are recorded in the school’s Student Management System – One School.

6: External Assistance
A functional behaviour assessment is completed in consultation with the relevant people such as parents/carers, teachers, the student, behaviour support specialists and relevant external agencies. This assessment is used to inform the development of an Individual Behaviour Support Plan.

7: Monitoring and Review
Monitoring and follow-up of the formal Individual Behaviour Support Plan may involve a series of case conferences with staff members, parents/caregivers, the classroom teacher, specialist personnel and external support agencies, as necessary.
In exceptional circumstances of serious (or repeated) unacceptable or dangerous behaviour the following procedures may be used.

8. Suspension Procedures
This is implemented in line with the Education Queensland policy SM-16 Student Disciplinary Absences.
Suspensions and Exclusions will only be used after careful consideration of the implications for both the student, the family, and the school. Student Disciplinary Absences are to be used after consideration has been given to all other responses.

9. Behaviour Improvement Condition

10. Recommendation for Exclusion
This is implemented in line with the Education Queensland policy SM-16 Student Disciplinary Absences.

3. Network of student support
The school is able to access support both within the Department of Education and the Arts and through the community. An outline of some of these includes:

<table>
<thead>
<tr>
<th>SCHOOL BASED SERVICES</th>
<th>DISTRICT &amp; OTHER E.Q. SERVICES</th>
<th>COMMUNITY SERVICES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents</td>
<td>Centre for Learning Management Including Positive Learning Centre and TA Support</td>
<td>Department of Child Safety</td>
</tr>
<tr>
<td>Teachers</td>
<td>Senior Guidance Officer</td>
<td>Juvenile Aid Bureau</td>
</tr>
<tr>
<td>Support Staff</td>
<td>Bush Children’s Counselling</td>
<td>Police Liaison Officer</td>
</tr>
<tr>
<td>Principal</td>
<td>Child and Youth Management Forum</td>
<td>Qld Health Services (Nurse)</td>
</tr>
<tr>
<td>Advisory Visiting Teachers</td>
<td>YACCA – YMCA Support</td>
<td>Child and Youth Mental Health</td>
</tr>
<tr>
<td>Guidance Officer</td>
<td></td>
<td>Disability Services Queensland</td>
</tr>
<tr>
<td>Learning Management Specialist</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Chaplain</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4. Consideration of individual circumstances
Gooburrum State School uses strategies that take into account the different abilities, skills and life experiences of students through our curriculum, interpersonal relationships and organisational practices. A range of significant factors are considered when choosing responses to student behaviour, including context, emotional well-being, culture, gender, race, socioeconomic situation and impairment, all of which can influence the way in which students act and react to adult responses.

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 will be considered at all times.
5. 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

1. 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-008: 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

1. Some related resources

- National Framework for Values Education in Australian Schools (www.valueducation.edu.au)

Endorsement

Halli Cantrell
Principal

Nathan Newport
P & C President

Date effective:

From 3rd December 2015 to December 2018.
Appendix 1

School Wide Positive Behaviour Matrix
<table>
<thead>
<tr>
<th>GOOBRURM STATE SCHOOL</th>
<th>SCHOOLWIDE EXPECTATIONS MATRIX</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PLAYGROUND</strong></td>
<td><strong>UNDERCOVER EATING AREA</strong></td>
</tr>
<tr>
<td>- Play in the correct areas</td>
<td>- Keep your food to yourself</td>
</tr>
<tr>
<td>- Share with others</td>
<td>- Put your rubbish in the bin</td>
</tr>
<tr>
<td>- Be a problem solver</td>
<td>- Sit in your own area to eat</td>
</tr>
<tr>
<td>- Return equipment at end of playtimes</td>
<td>- Look after your order and change</td>
</tr>
<tr>
<td>- Make good choices</td>
<td>- <strong>TUCKSHOP</strong></td>
</tr>
<tr>
<td>- Play fairly, take turns</td>
<td></td>
</tr>
<tr>
<td>- Invite others to join in</td>
<td>- Share eating areas</td>
</tr>
<tr>
<td>- Care for the environment</td>
<td>- Respect your personal space</td>
</tr>
<tr>
<td>- Share equipment and put it away after use</td>
<td>- Respect the privacy of others</td>
</tr>
<tr>
<td>- <strong>TUCKSHOP</strong></td>
<td>- Use your manners</td>
</tr>
<tr>
<td>- Use your manners</td>
<td>- <strong>TUCKSHOP</strong></td>
</tr>
<tr>
<td>- Sit still</td>
<td>- Use equipment appropriately</td>
</tr>
<tr>
<td>- Enter and exit room in an orderly manner</td>
<td>- Do not disrupt others</td>
</tr>
<tr>
<td>- Enter and exit room in an orderly manner</td>
<td>- Learning</td>
</tr>
<tr>
<td>- Use equipment appropriately</td>
<td>- Be sun safe</td>
</tr>
<tr>
<td>- Do not disrupt others</td>
<td></td>
</tr>
<tr>
<td>- Use equipment appropriately</td>
<td></td>
</tr>
<tr>
<td>- Sit still</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>CLASSROOM &amp; OUTSIDE SCHOOL CARE BUILDING</strong></th>
<th><strong>BUS LINES</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>- Complete set tasks</td>
<td>- Be prompt to bus lines</td>
</tr>
<tr>
<td>- Be prepared and punctual</td>
<td>- Be on time</td>
</tr>
<tr>
<td>- Keep work space tidy</td>
<td>- Sit on bus seat properly</td>
</tr>
<tr>
<td>- Be honest</td>
<td>- Ride in the bus to and from school quietly</td>
</tr>
<tr>
<td>- Do your best</td>
<td>- -</td>
</tr>
<tr>
<td>- Have a go</td>
<td></td>
</tr>
<tr>
<td>- <strong>TUCKSHOP</strong></td>
<td>- Wait quietly in line</td>
</tr>
<tr>
<td>- Use toilet after use</td>
<td>- Listen to adult announcements</td>
</tr>
<tr>
<td>- Use toilet after use</td>
<td>- -</td>
</tr>
<tr>
<td></td>
<td>- Hands and feet to yourself</td>
</tr>
<tr>
<td></td>
<td>- -</td>
</tr>
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<td></td>
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</tbody>
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<table>
<thead>
<tr>
<th><strong>TOILETS</strong></th>
<th><strong>WALKWAYS</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>- Use toilet during break time</td>
<td>- Wait in line for designated times</td>
</tr>
<tr>
<td>- Flush toilet after use</td>
<td>- Listen to adult announcements</td>
</tr>
<tr>
<td>- Use quiet voices</td>
<td>- -</td>
</tr>
<tr>
<td>- Report any breakages or misuse</td>
<td>- -</td>
</tr>
<tr>
<td>- -</td>
<td></td>
</tr>
<tr>
<td>- -</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>STAY SAFE</strong></th>
<th><strong>SHOW RESPECT</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Grow Responsibly</td>
<td>-</td>
</tr>
</tbody>
</table>
Appendix 2

Behaviour Referral Form

Major Behaviour
GOOBURRUM STATE SCHOOL

Behaviour Referral Form – Major Behaviour

Incident Description:

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

Student Name: ____________________________ Location (please tick)

Date: ____________________ Time: ____________ Class: ____________________________

Playground

Referring staff member: ____________________________ Specialist Lesson

Classroom

Other

Others involved in incident – or witness to it:

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

Major (Please tick)

Defiance/Disrespect Continued refusal to follow directions, talking back and /
or socially rude interactions.

Physical Aggression Actions involving serious physical contact where injury may occur (eg hitting, punching, hitting with an object, kicking, scratching etc).

Inappropriate /Abusive language Repeated verbal messages that involve swearing or use of words in an inappropriate way directed at other individual or group.

Disruption Repeated behaviour causing an interruption in a class or playground. (eg. Yelling or screaming, noise with material, disrupting games, sustained out of seat behaviour etc).

Vandalism Student engages in an activity that results in substantial destruction or disfigurement of property.

Dress Code Refusal to comply with school dress code.

Safety Student engages in frequent unsafe activities where injury may occur.

Major Dishonesty Student delivers message that is untrue and / or deliberately violates rules and/or harms others.

Harassment / Bullying Repeated teasing, physical and verbal intimidation of a student.

Other

 Behaviour Expectation Breached: (circle)

- Grow Responsibly
- Show Respect
- Stay Safe

Staff Members Signature: ____________________________
Appendix 3

Behaviour Incident Report

- Major Behaviour
GOOBURRUM STATE SCHOOL

Behaviour Incident Report: Major Behaviour

Name of student/s involved in incident:

Person Completing Form:_______________________ Date:_______________________

| Problem behaviour (name): |
| Date of incident | Time incident started | Time incident ended |

| Where was the student when the incident occurred? |
| Who was working with the student when the incident occurred? |
| Where was staff when the incident occurred? |
| Who was next to the student when the incident occurred? |
| Who else was in the immediate area when the incident occurred? |
| What was the general atmosphere like at the time of the incident? |
| What was the student doing at the time of the incident? |

What occurred **immediately** before the incident? Describe the activity, task, event.

Describe what the student did during the incident.

Describe the level of severity of the incident. (e.g. damage, injury to self/others)

Describe who or what the incident was directed at.

What action was taken to de-escalate or re-direct the problem?

Briefly give your impression of why the student engaged in the above-described incident. (e.g. was angry because I asked him/her to stop teasing).
Appendix 4

Consequences /Outcomes of Negative Behaviour Choices
Consequences/Outcomes of Poor Behaviour Choices – School Wide at Gooburrum State School

### Level 1 Behaviours (Friendly Reminders)

<table>
<thead>
<tr>
<th>Behaviours can include:</th>
<th>Possible Consequences can include</th>
<th>Possible Strategies can include</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Disrupting class learning</td>
<td>• Friendly reminder</td>
<td>• Least obtrusive strategies such as parallel acknowledgement, proximity etc</td>
</tr>
<tr>
<td>• Not completing set tasks</td>
<td>• Catch up work</td>
<td>• Modify seating plan</td>
</tr>
<tr>
<td>• Lack of respect for others/property</td>
<td>• Written apology</td>
<td>• Negotiating with student</td>
</tr>
<tr>
<td>• Being unsafe-minor</td>
<td>• Practise safe behaviour</td>
<td>• Modify work/homework</td>
</tr>
<tr>
<td>• Failing to meet dress code</td>
<td>• Teacher student conference</td>
<td></td>
</tr>
<tr>
<td>• Homework not complete</td>
<td>• Move away from classmates</td>
<td></td>
</tr>
</tbody>
</table>

### Level 2 Behaviours (Minor consequence-time out)

<table>
<thead>
<tr>
<th>Behaviours can include:</th>
<th>Possible Consequences can include</th>
<th>Possible Strategies can include</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Continuous repetition of Level one behaviours-third minor referral</td>
<td>• Time out in classroom</td>
<td>• One School entry</td>
</tr>
<tr>
<td>• Defiance and or threat to adults</td>
<td>• Cross Class</td>
<td>• Parent notified</td>
</tr>
<tr>
<td>• Disruptive</td>
<td>• Detention</td>
<td></td>
</tr>
<tr>
<td>• Insolence/disrespect to staff</td>
<td>• Natural or logical consequence</td>
<td></td>
</tr>
<tr>
<td>• Lying/Cheating</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Refusal to participate with program</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Verbal misconduct</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Level 3 Behaviours (Principal Referral)

<table>
<thead>
<tr>
<th>Behaviours can include:</th>
<th>Possible Consequences can include</th>
<th>Possible Strategies can include</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Bullying/Harassment</td>
<td>• Time out</td>
<td>• Must be reported on One School</td>
</tr>
<tr>
<td>• Threatening Others</td>
<td>• Detention</td>
<td>• Parent involvement</td>
</tr>
<tr>
<td>• Major consistent class disruption</td>
<td>• Excluded from representing school eg sport, choir, celebration day</td>
<td>• Guidance Officer referral</td>
</tr>
<tr>
<td>• Endangering safety of others</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Level 4 Behaviours (Suspension)

<table>
<thead>
<tr>
<th>Behaviours can include:</th>
<th>Possible Consequences can include</th>
<th>Possible Strategies can include</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Repeated Level 3 Behaviours</td>
<td>• Suspension 1-7 or 8-10 days</td>
<td>• Must be reported on One School</td>
</tr>
<tr>
<td>• Physical misconduct-OS eg fighting</td>
<td>• Gradual re-entry</td>
<td>• Individual behaviour plan</td>
</tr>
<tr>
<td>• Serious IT misuse-OS</td>
<td>• Restitution</td>
<td>• Parent involvement</td>
</tr>
<tr>
<td>• Threats to staff</td>
<td>• Excluded from representing school eg sport, choir, celebration day</td>
<td>• Parent involvement mandatory</td>
</tr>
<tr>
<td>• Leaving grounds without permission</td>
<td>• Daily reporting of behaviour to parents</td>
<td>• Return to school meeting</td>
</tr>
<tr>
<td>• Vandalism/graffiti/theft</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Possession of a weapon</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Level 5 Behaviours (Exclusion)

<table>
<thead>
<tr>
<th>Behaviours can include:</th>
<th>Possible Consequences can include</th>
<th>Possible Strategies can include</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Repeated suspensions with no attempt to change behaviours</td>
<td>• 20 day suspension with recommendation for exclusion</td>
<td>• Must be reported on One School</td>
</tr>
<tr>
<td>• Assault staff member</td>
<td></td>
<td>• Graduated entry to new school</td>
</tr>
<tr>
<td>• Extreme violence to other students</td>
<td></td>
<td>• Behaviour improvement conditions/contract required for attendance</td>
</tr>
</tbody>
</table>