Responsible Behaviour Plan for Students

- based on The Code of School Behaviour
- supported by School Wide Positive Behaviour Support

1. Purpose

Education Queensland is committed to provisions that ensure all young Queenslanders have a right to and receive a quality education.

At Bargara State School we actively encourage our students to strive to be the best they can be in all facets of their education.

We aim to provide a happy and safe environment where everyone is encouraged to take responsibility for their own behaviour.

We see the management of this environment as everyone's responsibility including the school staff, parent community and the student body.

Our school plan aligns with and supports the Code of School Behaviour and centres on positive behaviours throughout the school.

2. Consultation and data review

The School's Responsible Behaviour Plan has been collaboratively reviewed with the school community throughout the 2016 school year. Analysis of school data such as office referrals and suspensions has influenced this review.

The school community have been consulted as the plan has developed to include a school wide tracking system and the continuation of School Wide Positive Behaviour Support (SWPBS). These initiatives have shaped the current Responsible Behaviour Plan.

The Responsible Behaviour Plan will be reviewed in 2018.

3. Learning and behaviour statement

At Bargara State School, we are committed to working in the best interests of students, doing the best we can and taking personal accountability for what we do.

We believe in:
- establishing an environment whereby students learn by experiencing a variety of learning situations in a relevant and meaningful way
- encouraging the students to be active participants and to take responsibility for their own learning and actions
- fostering all students to seek knowledge, independence, positive attitudes and enrichment, and enhance self esteem
• recognising the importance of providing for the individual needs of all students to maximise their educational outcomes
• recognising the importance and value of collaborative decision making involving all stakeholders
• recognising that positive understanding of their inter-relationships between the school, home and community are necessary
• recognising the importance of promoting our awareness and participation in the wider community

We believe that each member of our School Community (students, staff and parents) has the opportunity to enhance our learning environment. Working together will allow us to continue to develop:
• A positive environment within our school
• A supportive school environment where the rights and responsibilities of individuals are respected.
• Opportunities where members work together efficiently and effectively.
• Established rules which protect the rights of individuals and reflect the principles of equity, responsiveness, participation and accountability.

Bargara State School is focussed on three expectations:
  ▪ Be Respectful
  ▪ Be Responsible
  ▪ Be Safe

By following these three rules students demonstrate/enable the ‘Nine Values for Australian Schooling’

• Care and Compassion – Care for self and others.
• Doing Your Best – Seek to accomplish something worthy and admirable, try hard, and pursue excellence.
• Fair Go – Pursue and protect the common good where all people are treated fairly for a just society.
• Freedom – Enjoy all the rights and privileges of Australian citizenship free for a just society.
• Honesty and Trustworthiness – Be honest, sincere and seek the truth.
• Integrity – Act in accordance with principles of moral and ethical conduct, ensure consistency between words and deeds.
• Respect – Treat others with consideration and regard, respect another person’s point of view.
• Responsibility – Be accountable for one’s own actions, resolve differences in constructive, non-violent and peaceful ways, contribute to society and to civil life, take care of the environment.
• Understanding, Tolerance and Inclusion – Be aware of others and their cultures, accept diversity within a democratic society, being included and including others.

At Bargara we emphasize for students to “Be the Best You Can Be!” and to take pride in themselves and the school.
4. Processes for facilitating standards of positive behaviour and responding to unacceptable behaviour

- Universal behaviour support

Bargara State School applies a number of strategies across the whole school to support all students to access a successful education.

With the introduction of SWPBS we are explicitly teaching to our students the 3 school expectations mentioned above. This is being achieved by a whole school focus on a specific feature of each expectation. This feature is chosen based on data or information identifying the feature as a priority within the school. The following steps are then implemented:

- The feature is identified through a whole school discussion such as school parade
- Class lessons are held to reinforce the concept
- Positive rewards are given as these behaviours are displayed by students.
- Data is collected where possible to evaluate how successful the intervention has been.

A school wide statement of expectations has been adopted to teach these expectations. (Appendix 1)

This is further supported by the use of a school behaviour tracking system which reflects a student’s level of behaviour. By students attaining a certain level of behaviour they are more able to achieve a realistic perspective and set some achievable improvement goals. The levels each student achieves throughout the term of their behaviour standard is displayed in each class. (Appendix 2)

Students whose behaviour is tracked onto the higher levels of the system achieve positive reinforcement which may include letters (which ask for a parental response), certificates, incentives and additional activities such as reward days.

Students whose behaviour is tracked onto the lower levels of the system (Yellow, Orange or Red) will receive a number of consequences for their poor behaviour choices. These consequences will vary from conversations with staff and parents to loss of play time. Parents will be notified by the class teacher and support requested to move students back to Step 4. Whilst on either Step 5,6 or 7 students will be ineligible to participate in any non-curricular school activities. This includes sports days / carnivals, interschool sports, excursions, visits from special guests such as artists, authors, performers or sports personalities and camps. Students will need to be on Step 4 (Green) for one week before they are able to qualify for these activities.

Class teachers also link this tracking program with class management systems which provide immediate feedback for appropriate choices. This feedback is linked with the school rules and classroom expectations

Staff apply each of these systems and work with students to support them in reflecting on their behaviour choices. Students are then able to enjoy the positive consequences associated with appropriate choices or reflect on the negative consequences associated with poor choices.

Other strategies used to reinforce positive behaviour include verbal praise, Gotchas, certificates, class privileges and special awards on parade.
Bargara State School implements the following proactive and preventative processes and strategies to support student behaviour:

- School Behaviour Leadership team members’ regular provision of information to staff and parents, and support to others in sharing successful practices
- Induction programs in the Responsible Behaviour Plan for staff
- Induction delivered to new students at the time of enrolment.
- Development of specific policies to address:
  - The Use of Personal Technology Devices at School (Appendix 3)
  - Procedures for Preventing and Responding to Incidents of Bullying (Appendix 4).

**Targeted behaviour support**

At the commencement of each year all classrooms re-visit the school’s Code of Behaviour. School/Classroom rules and procedures are negotiated within each class to ensure that there is a consistent approach to behavioural issues. Using the School Wide Positive Behaviour Support processes acceptable behaviours are consistent throughout the school and these are actively taught and rewarded.

Throughout the whole school a number of effective positive incentives are employed to encourage students to be responsive to the code of conduct and to work to their full potential.

The following strategies are also utilised within the school

- Classroom teachers provide learning experiences which motivate students to participate in and enjoy their school work.
- Clear expectations for classroom behaviour are set. Teacher and students negotiate class rules in line with the Code of Conduct and School rules
- A supportive classroom environment is established.
- Teachers ensure that their classroom program is appropriate and implementation is effective.
- Individual differences of students are catered for and supported within the classroom programs.
- Classroom routines are established but flexible.
- Student of the Week Awards, SWPBS awards, general recognition awards are presented on parade.
- Student successes are celebrated and recognized through parades, school newsletter and local media outlets.
- Good communication skills are utilized.
- Individual behaviour plans when necessary are negotiated and established.
- Teachers communicate with parents via a range of mediums.
- Positive reinforcement both verbal and non-verbal is utilized.
- Tangible rewards such as stickers, raffles, stamps, free time and special privileges are used.
- Group choice for activities may be given as rewards.
- Teachers and staff model appropriate behaviours.
- Communicate good behaviour and successes to parents/ principal/ peers.
- Examples of good work shared with others.
- Teachers use humour within the classroom.
- Teachers and staff present a positive approach to their work.
- Letters to student or home to parents to acknowledge achievement.
- Access the Behaviour Management Specialist
- Access to the School Chaplain
- Use of a School Behaviour Monitoring Card (Appendix 5)
- Referral to School Support Team
- Classroom management of referring student onto a designated Buddy Class or Office.
**Intensive behaviour support**

Varied strategies are used for those students requiring intensive behaviour support. These strategies depend greatly on the individual child and those staff members who have the greatest influence on the student.

Staff from outside agencies such as Engagement of Early Learners teachers are sometimes utilized within the school to support teachers and students. These programs highlight and develop student skills in dealing with behavioural issues. The teachers and teacher aides work at an individual and small group level to support student progress.

Classroom teachers frequently provide opportunities within the classroom to address peer pressure issues, bullying and teasing issues.

Major incidents are referred to the Administration team either by personal contact, phone call or written message.

The Administration team then deals with the incident as appropriate. Should the situation escalate then, where possible, a team approach is adopted.

Students demonstrating a need for intensive support may be placed on a School Behaviour Monitoring Card. The card requires the student to report to the Administration team twice a day for a discussion about their behaviour as well as receiving a comment and score each session from their teacher. The students are required to set goals and identify specific behaviours to focus on as well as evaluate any progress made. Parents have input into the card each afternoon and reflect on their child’s behaviour.

Some students may also be:
- Supported to access alternative learning options as part of their education program. This may be supported by an Education Queensland employee or parent.
- Placed on an Individual Behaviour Support plan which will be documented on OneSchool.

Parents are involved in the support processes by:
- Notifying parents of an incident
- Discussions with the class teacher / principal
- Meetings with teachers / principal
- Support team meetings
- Establishing goals / programs for support

**Physical Restraints: (Individual Plan)**

Where an individual plan includes the use of physical restraints to prevent self-harming behaviours, plans will:
- be approved by the principal with a copy provided to the principal's supervisor
- include strategies to reduce the frequency and severity of inappropriate behaviours and increase socially appropriate and positive behaviours
- not use physical restraint processes in isolation
- develop procedures with support personnel, parents and relevant staff including medical practitioners and the like where applicable
- identify strategies to reduce and eliminate the need for physical restraint.

Prevention strategies could include:
- restoring safety in other practicable ways such as removing harmful objects;
- employing responses such as increased monitoring and support within classrooms and /or referral to appropriately trained staff; and
- use of movement limiting and / or protective devices at times of high risk.
Where an individual plan includes the use of physical restraints to prevent self-harming behaviours, staff will:

- be provided with physical restraint training and professional development that is documented
- complete the required documentation following a physical restraint
- employ responses to support all staff and students involved in, including witnesses to, an incident of self-harm
- establish a regular review process to monitor effectiveness of planned strategies and procedures.

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 ensure that both students and staff are kept safe.

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

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

Basic defusing strategies

Avoid escalating the problem behaviour
(Avoid shouting, cornering the student, moving into the student's space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language, provide the student with an appropriate choice or 'out' from the situation).

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).

Provide the student with reasonable alternatives to defuse and distract the student

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 appropriate 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
- has the potential to place themselves or others in danger.

Appropriate physical intervention may be used to ensure that Bargara 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 safety or potential safety of the individual or 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.

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 processes can be found at [http://ppr.det.qld.gov.au/corp/hr/workplace/Pages/Health-and-Safety-Incident-Recording,-Notification-and-Management.aspx](http://ppr.det.qld.gov.au/corp/hr/workplace/Pages/Health-and-Safety-Incident-Recording,-Notification-and-Management.aspx) online. Following each instance involving the use of physical intervention, the following records are to be maintained:

- Physical Intervention Incident Report *(Refer Appendix)*
- Debriefing Report *(Refer Appendix)*

Teachers, support staff or visiting specialists may at some time experience a student exhibiting high level inappropriate or dangerous behaviour that may place the student or others at risk of harm. Direct contact to the school office via the telephone system, or neighbouring classroom teacher support is to be utilized in emergency issues relating to this behaviour. Depending on the severity of the incident and the risk to other students an evacuation or a lock down procedure may result. Teacher induction folders and evacuation posters outline these procedures.

6. Consequences for unacceptable behaviour

Bargara State School- Behaviour Tracking Steps are linked to a class management system which supports students to reflect on behaviour choices. The management system allows for teachers to use their professional judgement in each situation while also achieving a level of consistency and common language across the school.

This system also allows staff to direct students’ reflection towards the 3 school expectations of Respect, Responsibility and Safety and the expectations of students attending Bargara State School.
The first aspect and most important aspect of classroom management is on the use of positive reinforcers to encourage a positive response from students. This is used to reinforce displayed behaviours, as well as in attempts to modify inappropriate behaviour choices.

The Classroom management system moves students through a number of class levels:
Level 1 – Warning
Level 2 – Infringement
Level 3 – Time Out (in class)
Level 4 – Buddy Class
Level 5 – Office

Students will move through these levels depending on the seriousness of the behaviour (Minor or Major). Administration is notified of students moving to the Office level, or repeat offenders on the Buddy Class levels. Major incidents are referred directly to the office. Repeated minor offences may also be referred to the office.

### Area

<table>
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<tr>
<th>Minor</th>
<th>Major</th>
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</table>
| **Movement around school** | Running on concrete or around buildings  
Running / Jumping / sliding in stairwells  
Not walking bike in school grounds | |
| **Play** | Incorrect use of equipment  
Not playing school approved games  
Playing in toilets | Throwing objects  
Possession of weapons |
| **Physical contact** | Minor physical contact (eg: pushing and shoving) | Serious physical aggression  
Fighting |
| **Correct Attire** | Not wearing a hat in playground  
Not wearing shoes outside | |
| **Other** | | Possession or selling of drugs |
| **Class tasks** | Not completing set tasks that are at an appropriate level  
Refusing to work | |
| **Being in the right place** | Not being punctual (eg: lateness after breaks)  
Not in the right place at the right time. | Leaving class without permission (out of sight)  
Leaving school without permission |
| **Follow instructions** | Low intensity failure to respond to adult request  
Non compliance  
Unco-operative behaviour | |
| **Accept outcomes for behaviour** | Minor dishonesty | Major dishonesty |
| **Rubbish** | Littering | |
| **Mobile Phone** | Not handing in the phone to the office  
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 filming purposes without authorisation |
There are however some behaviours which would result in immediate suspension. These are examples of behaviours which might result in suspension, such as:

- Gross misconduct,
- Physical abuse,
- Verbal abuse
- Possession of cigarettes
- Possession of Alcohol
- Possession of Drugs

The decision to suspend or exclude a student from attending school is a very serious step. The decision to apply a suspension is made only after consideration has been given to all other responses. Each case is taken on its specific circumstances and previous history of behaviour. Students who are suspended or excluded have wilfully failed to adjust to the minimum behavioural requirements of the school community. They would display some or all of the following characteristics.

- Persistent and gross disruption of the classroom or the playground environment.
- Repeated insolence to staff members or school community helpers.
- Lack of respect for the rights of other students to access education and be physically and emotionally secure.
- Repeated use of abusive or obscene language towards others.
- Antisocial behaviour- unacceptable moral behaviour- involving self (exposure/ abuse), involving others (soliciting, consorting).
- Exhibiting offensive material (pornographic, debasing or degrading)
- Dangerous and unlawful behaviours.

Support from outside agencies as identified below would be accessed.

**7. Network of student support**

Bargara State School has a range of support personnel which we access in an effort to supports students to make improved behaviour choices.

Students requiring support are identified by class teachers and referred to the School Support Team for discussion. This team, consisting of the class teacher, Support Teacher for Learning Difficulties, Guidance Officer, Special Needs Teacher, Behaviour Management Support Teacher and Principal and Deputy Principal meet fortnightly to discuss current issues.

From this discussion further actions are then planned for implementation. These could include a referral to the school Guidance Officer for assessment, the Chaplain, the Engaging Early Learners team, the Senior Admin team or the school’s Adopt-a-Cop.
The SWPBS Team meet on a regular basis to review the current behaviours being displayed in the school. Particular focus areas may be directed to support current high level behaviour being displayed by students.

Referrals to external agencies are also considered.

<table>
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<tr>
<th>SCAN: Gary Hohn Senior Guidance Officer</th>
<th>Community Child Health Services</th>
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<tr>
<td>Child and Youth Mental Health</td>
<td>Centacare</td>
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<tr>
<td>Bush Children’s</td>
<td>Phoenix House</td>
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<tr>
<td>Dept of Child Safety</td>
<td>Lifeline</td>
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<tr>
<td>TSDAT</td>
<td>Kids Help Line</td>
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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.

Bargara 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.

Ensuring the right actions and strategies are used to support students is best achieved through a team approach. It is this team approach which will open doors to understanding, opportunities and ideas which may hold the key to a student’s future success.

9. Related legislation

- Commonwealth Disability Discrimination Act 1992
- Commonwealth Disability Standards for Education 2005
- Education (General Provisions) Act 2006
- Education (General Provisions) Regulation 2006
- Criminal Code Act 1899
- Anti-Discrimination Act 1991
- Commission for Children and Young People and Child Guardian Act 2000
- Judicial Review Act 1991
- Workplace Health and Safety Act 2011
- Workplace Health and Safety Regulation 2011
- Right to Information Act 2009
- Information Privacy (IP) Act 2009
10. Related policies

- Statement of expectations for a disciplined school environment policy
- Safe, Supportive and Disciplined School Environment
- Inclusive Education
- Enrolment in State Primary, Secondary and Special Schools
- Student Dress Code
- Student Protection
- Hostile People on School Premises, Wilful Disturbance and Trespass
- Police and Child Safety Officer Interviews with Students, and Police Searches at State Educational Institutions
- Acceptable Use of the 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!
- Schoolwide Positive Behaviour Support
- Code of Conduct for School Students Travelling on Buses

Endorsement

Principal

P&C President / School Council President

Effective Date: 1 January 2016 – 31 December 2018
APPENDIX

Safety:
We feed the bin not the ground.
We are nice to others and they are nice to us
We work, we play, in a safe way
We like to be safe as we bus, walk, bike.

Respect:
We are honest and truthful
We communicate respectfully to all
We have a positive attitude
We respect ourselves, others and property.

Responsibility
We accept and follow the school rules
We are great listeners
We make smart choices
We are responsible, positive and organised learners.
# Statement of Expectations

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<th>Responsible</th>
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<td>Classroom</td>
<td>Bus</td>
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<tr>
<td>Show self-control</td>
<td>Use equipment carefully</td>
<td>Wait in designated area</td>
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<td>Keep bodies calm</td>
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The Use of Personal Technology Devices* at School

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

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

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

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

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

Personal Technology Device Etiquette
Bringing personal technology devices to school is not encouraged by the school because of the potential for theft and general distraction and/or disruption associated with them. However, if they are brought to school, they must be handed into the office in the morning and collected in the afternoon. Should a student need to use their device during school time they may see the office staff at lunchtime and use it in the office areas only.

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

Students must not record images anywhere that recording would not reasonably be considered appropriate (e.g. in change rooms, toilets or any other place where a reasonable person would expect to be afforded privacy).

Recording of events in class is not permitted unless express consent is provided by the class teacher.

A student at school who uses a personal technology device to record private conversations, ordinary school activities (apart from social functions like graduation ceremonies) or violent, illegal or embarrassing matter capable of bringing the school into public disrepute is considered to be in breach of this policy.
Even where consent is obtained for such recording, the school will not tolerate images or sound
captured by personal technology devices on the school premises or elsewhere being disseminated to
others, if it is done for the purpose of causing embarrassment to individuals or the school, for the
purpose of bullying\(^1\) or harassment, including racial and sexual harassment, or where without such
intent a reasonable person would conclude that such outcomes may have or will occur.

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

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

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

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

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

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

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

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

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

\(^1\) Education Queensland does not tolerate bullying behaviour at schools. This includes bullying conducted by
electronic means.
Procedures for Preventing and Responding to Incidents of Bullying (including Cyberbullying)

**Purpose**
- Bargara 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.
- There is no place for bullying in Bargara State School. Research indicates that both those being bullied and those who bully are at risk for behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community’s goals and efforts for supporting all students.
- Bullying behaviours that will not be tolerated at Bargara State School include persistent 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.
- Bullying may be related to:
  - race, religion or culture
  - disability
  - appearance or health conditions
  - sexual orientation
  - sexist or sexual language
  - young carers or children in care.
- At Bargara State School there is broad agreement among students, staff and parents that bullying is observable and measurable behaviour. When considering whether or not bullying has occurred, we will therefore avoid speculation on the intent of the behaviour, the power of individuals involved, or the frequency of its occurrence. Whether bullying behaviour is observed between students of equal or unequal power, whether it occurs once or several times, and whether or not the persons involved cite intimidation, revenge, or self-defence as a motive, the behaviour will be responded to in similar fashion, that is, as categorically unacceptable in the school community.

**Rationale**
- Research indicates that many problem behaviours are peer-maintained. That is, peers react to bullying in ways that may increase the likelihood of it occurring again in the future. Reactions include joining in, laughing, or simply standing and watching, rather than intervening to help the person being bullied. Whilst our school would never encourage students to place themselves at risk, our anti-bullying procedures involve teaching the entire school a set of safe and effective response to all problem behaviour, including bullying, in such a way that those who bully are not socially reinforced for demonstrating it.
- The anti-bullying procedures at Bargara State School are an addition to our already research-validated School Wide Positive Behaviour Support processes. This means that all students are being explicitly taught the expected school behaviours and receiving high levels of social acknowledgement for doing so.
Prevention

- Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, our schoolwide universal behaviour support practices will be maintained at all times. This will ensure that:
  
  o Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour
  
  o All students know the 3 school rules and have been taught the expected behaviours attached to each rule in all areas of the school
  
  o All students have been or are being taught the specific routines in the nonclassroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms
  
  o 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 nonclassroom areas of the school
  
  o A high level of quality active supervision is a permanent staff routine in the nonclassroom areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the nonclassroom areas.

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

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

- Bargara State School also focuses on supporting the victim of bullying. We look to support them to deal with the actions as well as provide them with strategies to lessen the likelihood of the action reoccurring.
## Physical Restraint / Intervention Report

<table>
<thead>
<tr>
<th>Initial Report Compiled by</th>
<th>Date and Time Report Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Signed                     |                                |
|----------------------------|                                |

### Details of Student

<table>
<thead>
<tr>
<th>Name</th>
<th>Class</th>
<th>Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

### Details of Staff involved in Incident

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
</tr>
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<tbody>
<tr>
<td></td>
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</tbody>
</table>

### Reason for restraint

- To cease the physical assault of another student or staff member - ○
- To avert an immediate danger to him/herself or to others - ○
- To avoid serious property damage - ○
- Other - ○

### Details of Incident

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Initial Location</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

- Initial Staff involved
- Restraint Location
- Duration of Restraint
- Student Removed to

### De-Escalation Strategies Used Prior to Restraint

- Distraction
- Change of face, place, activity
- Offer choices
- Cool down time, place
- Offer to talk
- Reassurance

### Physical Condition of Student Before Restraint

### Physical Condition of Student After Restraint

### Details of Any Injury

<table>
<thead>
<tr>
<th>Injury to Student</th>
<th>Yes ☐ No</th>
<th>Incident Report Completed</th>
<th>Yes ☐ No</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

### Details of Injury

<table>
<thead>
<tr>
<th>Injury to Staff</th>
<th>Yes ☐ No</th>
<th>Incident Report completed</th>
<th>Yes ☐ No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name:</td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

### Details of Damage

### Details of Trauma

### Notifying Procedures

| Incident Reported to |                                |
|----------------------|                                |

### Parent / Carer Contacted

<table>
<thead>
<tr>
<th>Name</th>
<th>Time and Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tbody>
</table>

### Student/s: Post Incident Discussion / Debrief

<table>
<thead>
<tr>
<th>Location</th>
<th>Time and Date</th>
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</thead>
<tbody>
<tr>
<td></td>
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<table>
<thead>
<tr>
<th>Present</th>
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<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Details</td>
<td></td>
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<tr>
<td>---</td>
<td></td>
</tr>
<tr>
<td>Staff: Post Incident Discussion / Debrief</td>
<td></td>
</tr>
<tr>
<td>Location</td>
<td>Time and Date</td>
</tr>
<tr>
<td>Present</td>
<td>Details</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Other Forms Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>One School</td>
</tr>
</tbody>
</table>

**Follow Up Report – to be completed by Form Recipient**

1. **Follow up Call**
   - Made by: 
   - Made to: 

2. **Post Investigation**
   - Necessary ○ Not
   - Completed by: 
   - Recorded in: 

3. **Damage Repair**
   - Necessary ○ Not
   - Organised by: 

4. **Entered on MYHR / WHS**
   - Necessary ○ Not
   - Completed by: 

5. **Entered on OneSchool**
   - Necessary ○ Not
   - Completed by: 
   - As Contact
   - Completed by: 
   - On Student Profile of
   - As single student incident
   - Completed by: 
   - On Student Profile of
   - As multiple student incident
   - Completed by: 
   - On Student Profile of

6. **Other Forms completed**
   - Debrief Report
   - Physical restraint / Intervention record
   - Individual Plan including Physical Restraint

Signed: 

---

Bargara State School | 19
Debriefing Report

Formal debriefing
Formal debriefing should be led by a staff member trained in the process who has not been involved in the event. The goals of debriefing are to:
- reverse or minimise the negative effects of physical intervention;
- prevent the future use of physical intervention; and/or
- address organisational problems and make appropriate changes.

For students who have language or communication difficulties the debriefing process will need to be modified to accommodate their specific receptive and expressive needs.

Debriefing should provide information on:
- who was involved;
- what happened;
- where it happened;
- why it happened; and
- what we learned.

The specific questions we want to answer through the debriefing process are:
- FACTS: what do we know happened?
- FEELINGS: how do you feel about the event that happened?
- PLANNING: what can/should we do next?

Questions for staff
- What were the first signs?
- What de-escalation techniques were used?
- What worked and what did not?
- What would you do differently next time?
- How can physical intervention be avoided in this situation in the future?
- What emotional impact does using physical intervention have on you?
- What was your emotional state at the time of the escalation?

Questions for student
- What was it that you needed?
- What upset you most?
- What did we do that was helpful?
- What did we do that got it that way?
- What can we do better next time?
- Would you do something differently next time?
- What could we have done to make the physical intervention less invasive?

Notes on the discussion that occurs during the debriefing report are not required to be documented, however a note should be made that the debriefing has occurred for both staff and students involved (e.g. names, date, time and outcomes).
We can work together to keep knives out of school. At Bargara State School:

- Every student has the right to feel safe and be safe at school.
- There is no reason for a student to have a knife at school.
- No knives are allowed to be taken to school by students
- It is against the law for a student to have a knife at school.
- A student that has a knife at school can receive very serious consequences.

What kinds of knife are banned?

- You are not allowed to have type of knife at school including:
  - Flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives or craft knives
  - Any item that can be used as a weapon e.g. a chisel

If you need a knife or tools for school subjects, school staff will provide them and supervise their use.

What will happen if I bring a knife to school?

- If you have a knife at school, the Principal may call the police.
- Police can search you and your property at school if they think you have a knife.
- If you have a knife at school you may be disciplined e.g. an immediate period of suspension, recommendation for exclusion
- You may be charged with a criminal offence and face serious consequences if convicted, including a fine or jail.
- School property such as desks or lockers can be searched if the Principal suspects you have a knife on or in school property.
- If the Principal thinks you have a knife in your bag, the bag can be confiscated until the police arrive.
- If you have a knife at school, it can be confiscated by the Principal and given to the police.
- You may face serious disciplinary consequences if you bring a knife to school.

How can I help to keep Bargara State School safe?

- Make sure you know the rules and laws about knives.
- Ask your parents not to put knives or knife tools into your lunchbox, pencil case or craft kit.
- Contact your teacher if you are being threatened or bullied at school.
- Immediately tell a teacher or adult if you think someone has a knife at school, or if they say they will bring a knife to school
- Immediately tell a teacher if a student is threatening anyone with an object that could injure them.

How can parents help to keep Bargara State School safe?

- Make sure your child knows what the laws and rules are about knives.
- Do not include knives or knife tools in children’s lunch boxes, pencil cases or craft kits.
- Contact your school Principal if you believe your child is being bullied or threatened at school.
- If you want to talk about students and knives at school, please contact the Principal or Deputy Principal.

Parents,

This card gives you a weekly view of how your child’s week at school.

Please sign it and return it each day.

Any comments from you regarding your child’s home behaviour and attitude to school is welcomed.

The goal of this card is to record when an incident happens, how a student reacts to the situation and a rating out of 10 of how ‘Highly Effective’ they were.

Name

Class

Date Issued
**WHAT’S HAPPENING CARD**

Goal for this week is to __________________________________________

<table>
<thead>
<tr>
<th>Date Started:</th>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>BEFORE SCHOOL</td>
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<tr>
<td>SESSION 1</td>
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<tr>
<td>Comment</td>
<td></td>
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<tr>
<td>LUNCH</td>
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<tr>
<td>SESSION 2</td>
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<tr>
<td>Comment</td>
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<tr>
<td>AFTERNOON TEA</td>
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<tr>
<td>SESSION 3</td>
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<tr>
<td>Comment</td>
<td></td>
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<tr>
<td>PRINCIPAL</td>
<td></td>
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<tr>
<td>PARENT</td>
<td></td>
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</tbody>
</table>

What happened?  
How did you react?  
How effective were you?
APPENDIX

Unacceptable behaviour that needs improving

<table>
<thead>
<tr>
<th>Behaviour</th>
<th>Improvement Noted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Persistent and wilful disobedience</td>
<td>O Yes  O No</td>
</tr>
<tr>
<td>Verbal harassment / threats</td>
<td>O Yes  O No</td>
</tr>
<tr>
<td>Physical harassment / violence</td>
<td>O Yes  O No</td>
</tr>
<tr>
<td>Refusal to comply with school expectations</td>
<td>O Yes  O No</td>
</tr>
<tr>
<td>Classroom behaviour</td>
<td>O Yes  O No</td>
</tr>
<tr>
<td>Being dishonest</td>
<td>O Yes  O No</td>
</tr>
<tr>
<td>Being rude to others</td>
<td>O Yes  O No</td>
</tr>
<tr>
<td>Not working to the best of my ability</td>
<td>O Yes  O No</td>
</tr>
<tr>
<td>Playground Behaviour</td>
<td>O Yes  O No</td>
</tr>
<tr>
<td>Other</td>
<td>O Yes  O No</td>
</tr>
</tbody>
</table>

Parents,

This Behaviour Card gives you a weekly view of how your child is progressing.

PLEASE SIGN IT AND RETURN IT EACH DAY.

Any comments from you regarding your child’s home behaviour and attitude to school is welcomed.

It is important that you be aware that Behaviour Cards are issued to students whose behaviour has been deemed consistently inappropriate by Class Teachers or Principal / Deputy Principals. Unacceptable behaviour over a period of time could lead to a 3-5 day school suspension.

NAME

CLASS

DATE ISSUED
My goal this week is to _______________________________________________________________________________

- My behaviour this week was  
  - O Really Terrific  
  - O Good  
  - O OK  
  - O Unsatisfactory

- I could be better behaved if I __________________________________________________________________________________________

- A parent /teacher/ Deputy Principal/ Principal meeting is requested to discuss your child’s behaviour this week.  
  - o Yes  
  - o No
BARGARA STATE SCHOOL - Behaviour Steps

**GOLD**
- Over 15 consecutive days – no warnings
- Letter
- Certificate
- Exhibits exemplary conduct
- Provides a positive role model for others
- Willing to participate in all class activities
- Demonstrated a high standard of behaviour over an extended period of time
- Demonstrated leadership qualities

**SILVER**
- Over 10 consecutive days: 9 good days, with only 1 warning allowed.
- Letter
- Certificate
- Demonstrates a high standard of behaviour regularly
- Willing to participate in all class activities
- Is courteous to all staff and other students

**BRONZE**
- Over 5 consecutive days: 4 good days with only 1 warning allowed.
- Letter
- Certificate
- Follows the schools/classroom code of behaviour regularly
- Participates in all class activities
- 2 breaks detention
- Note to parents

**GREEN**
- Teacher use of various behaviour management strategies
- If a child receives a Buddy Class
- 2 breaks detention
- Note to parents

**YELLOW**
- 2nd Buddy Class or a total of -7 points or more over 5 consecutive days
- Note to parents / phone contact
- 2 breaks detention
- Each time -7 points are accrued while on step 4, then 2 more detentions are added.

**ORANGE**
- 3rd REMOVAL TO BUDDY CLASS IN 5 CONSECUTIVE DAYS
- In - school suspension for 0-5 days
- Administration contact parents.
- Letter outlining possible suspension (2nd Step 6 offence)
- Guidance officer / Administration support

**RED**
- A child will move to step 7 if inappropriate behaviour continues while on step 6 or if they have previously been on step 6.
- 1-5 day suspension (after 2 Step 6 infringements)
- 6-15 day suspension
- Exclusion

Once Students have completed their in-school suspension they return to Step 5

For a child to participate in any school event they must be on the required step 1 week before the set date. If they achieve the step after the deadline they will not participate in the event.

**Behaviour Steps**

1 WARNING: MOVE DOWN ONE STEP
2 WARNINGS IN 10 CONSECUTIVE DAYS OR 1 INFRINGEMENT- MOVE DOWN ONE STEP
2 WARNINGS OVER 5 CONSECUTIVE DAYS OR 1 INFRINGEMENT - MOVE DOWN ONE STEP

Maximum of -6 points over 5 days – Move to step 4

The steps are reset back to step 4 at the beginning of each term.

---

**Classroom Management System**

<table>
<thead>
<tr>
<th>Classroom Management System</th>
<th>1 point</th>
<th>Good Day</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not counted</td>
<td></td>
<td>Away</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Level 1 (-1 point)</th>
<th>Warning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 2 (-2 points)</td>
<td>Infringement</td>
</tr>
<tr>
<td>Level 3 (-3 points)</td>
<td>Time Out</td>
</tr>
<tr>
<td>Level 4 (-4 points)</td>
<td>Buddy Class</td>
</tr>
</tbody>
</table>

Level 5 (-5 points) | Office

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Behaviour Achievement Certificate: Students will be issued with a Behaviour Achievement Certificate each term once they achieve Bronze level. The certificate will be printed on a different colour each term and contains Bronze, Silver and Gold levels which the class teacher will sign as the student achieves each level. Certificates will be kept in the classroom and sent home at the end of each term.

Week 7 of each Term: Students who are on gold level will be offered the opportunity to attend a reward activity. Planned activities will vary and we will endeavour to provide students with the opportunity to participate in an activity that serves others or the community.

End of Term 1, 2 and 3: A whole school disco will be held at night time in the last week of term. Students need to be on bronze or above one week before the disco to attend. Each disco will be used as a fundraiser for different year level camps.

End of Term 4: A reward activity such as a beach activity or a pizza party will be offered to students who are on Bronze or above.

White Gotchas: Teachers are to give white Gotchas to students for engaged learning behaviours, these Gotchas are to be used at the teachers’ discretion to support the class behaviour program.

Blue Gotchas: Teachers will choose 5 students per week to receive a blue Gotcha. The blue Gotchas will be linked to a whole school focus of the week. Blue Gotchas will be exchanged for a reward; teachers will also nominate a blue Gotcha recipient to go into the weekly draw to attend the principal's lunch.
To receive an invitation to attend school camp, students will need to consistently meet the school expectations of respect, responsible and safe, and demonstrate an appropriate standard of behaviour. At camp, students are expected to –

- Show a sense of responsible behaviour
- Show a sense of respect and consideration of others
- Show a willingness to remain on task and complete activities to the best of their ability
- Demonstrate an ability to act appropriately with a minimum of supervision
- Demonstrate an ability to follow directions quickly and sensibly

The following guidelines will specifically address the level of behaviour expected, as well as the protocol for determining which students are invited to attend camp.

1. The minimum standard of behaviour for students attending camp will relate to a ten week period prior to camp. This ten week period will end two weeks before the camp date and will exclude the first week of term during which all students are on mandatory Green Behaviour Level.

2. The final decision on which students are still eligible to attend camp will be made two weeks before the camp date.

3. The minimum standard of behaviour for students attending camp is a minimum of twenty-seven (27) days on Bronze Behaviour Level in the ten week period as stipulated in point 1. This equates to 60% of available school days.

4. At the beginning of the year, students are to be advised verbally by the teacher of the minimum standard of behaviour expected for camp.

5. At the beginning of the year, parents are to be advised in writing of the minimum standard of behaviour expected for camp.

6. Incidents which result in the loss of points are to be recorded in the behaviour spreadsheet.

7. Major incidents are to be recorded in OneSchool.

8. Students who are deemed to be at risk of being ineligible to attend camp due to inappropriate behaviours are to be advised verbally of this by their teachers at the beginning of the ten week period stipulated in point 1. Confirmation of this verbal advice is to be recorded in OneSchool.

9. Parents of students who are deemed to be at risk of being ineligible to attend camp due to inappropriate behaviours are to be advised by phone or in person by the teacher at the beginning of the ten week period stipulated in point 1. Confirmation of this advice is to be recorded in OneSchool.

10. The Principal and Deputy Principal are to be advised by teachers at the beginning of the ten week period stipulated in point 1 of any students who are deemed at risk of being ineligible to attend camp.

11. Teachers are to maintain verbal contact with students, the Principal and Deputy Principal if the students are deemed to be at risk of being ineligible to attend camp.

12. Parents of students who are deemed to be at risk of being ineligible to attend camp will receive a letter at the beginning of the ten week period stipulated in point 1. The letter will advise the parents that their child is deemed to be at risk of being ineligible to attend camp, and that it will be the responsibility of the parent to contact the teacher on a fortnightly basis to receive a report on the student’s behaviour. The letter will detail which weeks the parent is to contact the teacher. This contact is to be made eight weeks, six weeks, four weeks and two weeks before the end of the ten week period stipulated in point 1. Confirmation of the contact is to be recorded in OneSchool.
13. Students who are ineligible to attend camp are to be advised verbally by the teacher as soon as the minimum standard of behaviour has been breached. Confirmation of this contact is to be recorded in OneSchool.

14. Parents of students who are ineligible to attend camp are to be advised verbally by the teacher with confirmation in writing as soon as the minimum standard of behaviour has been breached. Confirmation of this contact is to be recorded in OneSchool.

15. The Principal and Deputy Principal are to be advised by the teacher of any students who are ineligible to attend camp as soon as the minimum standard of behaviour has been breached.

16. Students who are deemed ineligible to attend camp are expected to attend school and will be placed in an alternate class for the period of the camp.

17. Eligibility to attend camp by students with extended absences will be considered on an individual case basis, with consideration to the formula that 60% of days attended need to be on Bronze Behaviour level.

18. Eligibility to attend camp by newly enrolled students will be considered on an individual case basis, with consideration to the formula that 60% of days attended need to be on Bronze Behaviour level. This applies to students who enrol prior to or within the ten week period stipulated in point 1.

19. Eligibility to attend camp by students who enrol after the ten week period stipulated in point 1, and within the two week period before camp, will be considered on an individual case basis, with consideration to the formula that 60% of days attended need to be on Bronze Behaviour level. Due to the fact that final numbers have been submitted at this stage, attendance may not be possible.

20. The appropriate standard of behaviour is also expected for the period two weeks before camp. Students who are unable to reach these standards in this period will be deemed ineligible to attend camp, despite having received prior approval and having paid. In this case, a refund of the camp payment will be made, less any non-refundable amounts which the school is still obliged to pay eg. catering, accommodation, bus travel. Students and parents will be advised verbally by the teacher as soon as the minimum standard of behaviour has been breached. Confirmation of this contact is to be recorded in OneSchool. The Principal and Deputy Principal are to be advised by the teacher of any students who, in the two weeks prior to camp, are deemed ineligible to attend. This advice is to be given as soon as the minimum standard of behaviour has been breached.

21. Payment for camp is to be finalised two weeks before the camp. Parents who are unable to finalise payment by this date are to contact the school to discuss a payment plan.

22. Should students display behaviours which compromise the safety of classmates or the smooth running of camp, parents will be contacted to collect their children from camp and transport them home or back to school. No refund of camp fees will be given in this case. Parents are to be advised of this in writing prior to the camp.

23. While travelling to camp, should students display behaviours which compromise the safety of classmates, teaching staff and bus drivers (where appropriate), parents will be contacted to collect their children from camp and transport them home or back to school. No refund of camp fees will be given in this case. Parents are to be advised of this in writing prior to the camp.