North Arm State School’s

**Responsible Behaviour Plan for Students**

based on *The Code of School Behaviour (2019 – 2021)*

1. **Purpose**

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

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

2. **Consultation and data review**

North Arm State School developed this plan in collaboration with our school community. Consultation with parents, staff and students was undertaken in October 2018. A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents from 2016-2018 also informed the development process. Systematic reviews will be conducted by the PBL school team to ensure the purpose of the behaviour plan is actioned.

The following have taken place already or currently being embedded to shape this Responsible Behaviour Plan.

- New school rules (behavioural expectations) and school values were drafted and implemented in 2018 in consultation with whole school community.
- Currently implementing PBL across the school with assistance from PBL coach, Naomi Taylor.
- PBL School Team meet every 3 weeks to analyse data and discuss action plan.
- Consequences of behaviour were reviewed by the PBL School team and altered accordingly. A Consequences of Behaviour flow chart was designed to support consistency.
- Badges of Hona have been implemented as a reward system to promote positive behaviour.

The Plan was endorsed by the Principal, the President of the P&C and the Regional Director in November 2018 and will be reviewed again in 2021 as required in legislation.

3. **Learning and behaviour statement**

All areas of North Arm SS 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.

We at North Arm State School operate by the following beliefs about Behaviour and Learning:

- Establishing a shared philosophy about education being a life-long process and every child has the right to reach their full potential
- Establishing an environment whereby students learn by experiencing a variety of engaging learning situations in a relevant and meaningful way
- Encouraging the students to be active participants and to take responsibility for their own learning (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 and their inter-relationships between school, home and community are necessary
- Establishing rules, which protect the rights of individuals and reflect the principles of equity, responsiveness, participating and accountability.

At North Arm State School, we emphasise the importance of a learning approach to behaviour. Our Responsible Behaviour Plan is directed towards all students and is designed to promote positive behaviours. It provides a continuum of responses to both productive and unproductive behaviours. It 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 evident, assisting North Arm SS 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 Mission, Motto and School Rules to teach and promote our high standards of responsible behaviour:

**Mission:** At NASS, we ensure every student experiences success by creating a safe, effective teaching and learning environment

**Motto:** Creating Lifelong learners for Heart, Mind and Earth

**School Rules:** I am Safe, I am a Learner, I am Respectful

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

Queensland State Schools promote learning, creativity and innovation as the platform upon which to build prosperity and quality of life for all Queenslanders. Essential to effective learning is a safe, supportive and disciplined environment that respects the following rights:

- The rights of students to learn
- The rights of teachers to teach
- The rights of all to be safe

The Code of School Behaviour defines the responsibilities that all members of the school community are expected to uphold and recognises the significance of appropriate and meaningful relationships. ALL members of school communities are to abide by the Code of School Behaviour in accordance with the following standards.

**All members of school communities are expected to:**
- Conduct themselves in a lawful, ethical, safe and responsible manner that recognises and respects the rights of others

**Students are expected to:**
- Participate actively in the school’s education program
- Take responsibility for their own behaviour and learning
- Demonstrate respect for themselves, other members of the school community and the school environment
- Behave in a manner that respects the rights of others, including the right to learn
- Cooperate with staff and others in authority

**Parents are expected to:**
- Parents are expected to show an active interest in their child’s schooling and progress
- Cooperate with the school to achieve the best outcomes for their child
- Support school staff in maintaining safe and respectful learning environment for all students
- Initiative and maintain constructive communication and relationships with school staff regarding their child’s learning, wellbeing and behaviour
- Contribute positively to behaviour support plans that concern their child

Please refer to the Appendix for a copy of The Code of School Behaviour.  

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

**Universal Behaviour Support**

North Arm State School is a Positive Behaviour for Learning (PBL) School where each classroom operates on the premise that **teachers have the right to teach** and **students have the right to learn**.
The first step in facilitating standards of positive behaviour is communicating those standards to all students. At North Arm 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. These expectations are communicated to students via a number of strategies, including:

- PBL Behaviour Focus of the Week / Fortnight that is determined through data trends across the school.
- Positive Behaviour for Learning lessons conducted by classroom teachers
- Implementation of the ‘Resilient and Respectful Relationship” curriculum
- Reinforcement of the PBL Behaviour Focus of the Week / Fortnight on School Parades.

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

- A dedicated section of the school newsletter, enabling parents to be actively and positively involved in school behaviour expectations.
- ACARA’s Emotional and Social Capabilities Scope and Sequence which makes clear what and when teachers explicitly teach expected behaviours to students in each year level across the year.
- Comprehensive induction programs in the North Arm State School’s Responsible Behaviour Plan for students delivered to new students as well as new and relief staff.
- Individual Action Plans for Tier 2 and 3 students enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings.
- Tier 1, 2 and 3 Social, Emotional and Academic Behaviours intervention strategies to support students

Specific policies have been developed to address:

- The Use of Personal Technology Devices at School (Appendix 1);
- Procedures for Preventing and Responding to Incidents of Bullying (Appendix 2);
- Appropriate Use of Social Media (Appendix 3);
- Uniform Expectations (Appendix 13)

The diagram below shows the tiered support process used to support students to ‘flourish’ at our school.
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Academic Systems
- Intensive, individual Interventions:
  - Individual students
  - Assessment – based
  - High Intensity

- Targeted Group Interventions:
  - Some students (at-risk)
  - High efficiency
  - Rapid response

- Universal Interventions:
  - All students
  - Preventative, proactive

Behaviour Systems
- Intensive, individual Interventions:
  - Individual Students
  - Assessment – based
  - Intense, durable procedures

- Targeted Group Interventions:
  - Some students (at-risk)
  - High efficiency
  - Rapid response

- Universal Interventions:
  - All settings, all students
  - Preventative, proactive

80% - 90%
10% - 15%
1-5%
**TIER 1 Universal Expectations**

Every classroom has the following expectations for students:

- I am Safe
- I am a Learner
- I am Respectful

- Continuum of strategies to respond to inappropriate behaviour used as outlined in the Responsible Behaviour Plan for Students. (Whole School Classroom and Non-classroom behaviour Flowcharts – Appendix 4). School-wide expectations, rules, routines and procedures defined and explicitly taught. All staff use “Resilience Rights & Respectful Relationships” to inform the specific teaching of Behavioural skills, which draws on the You Can Do It program and the Australian Curriculum, Assessment and Reporting Authority (ACARA) - Social, and Emotional General Capability.

- Continuum of strategies to acknowledge appropriate behaviour used with high frequency (4:1)
- Students are actively supervised (pre-corrects and positive feedback)
- Students are given multiple opportunities to respond within all lessons to promote high rates of academic engagement.
- Activity sequence promotes optimal instruction time and student engagement time – Berry Street lesson plan (Appendix 5)
- Instruction is differentiated based on student need.
- All staff approach all students with unconditional positive regard.

This common language is embedded in every classroom to ensure the learning behaviours and expectations are consistent across the school. “Student behaviours” have been defined by two categories: - **Social** and **Academic**. We know that if students do not have these identified behaviours, it dramatically impacts upon their ability to learn and access the curriculum. Therefore, the direct and explicit teaching of these behaviours can dramatically improve the students’ capacity to effectively model our three school expectations.

<table>
<thead>
<tr>
<th>Social Behaviours</th>
<th>Academic Behaviours</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Cooperation</td>
<td>• Metacognition</td>
</tr>
<tr>
<td>• Social, Physical and Verbal Respect</td>
<td>• Positive Self-concept</td>
</tr>
<tr>
<td>• Attention and engagement</td>
<td>• Self-monitoring</td>
</tr>
<tr>
<td>• Self-control</td>
<td>• Motivation</td>
</tr>
<tr>
<td>• Attendance</td>
<td>• Strategy and Problem Solving Skills</td>
</tr>
<tr>
<td>• Honesty</td>
<td>• Perseverance</td>
</tr>
<tr>
<td>• Empathy</td>
<td>• Resilience</td>
</tr>
</tbody>
</table>

Positive behaviour Matrix
A set of behavioural expectations in specific settings has been attached to each of our three school rules. The Schoolwide Expectations Teaching Matrix below outlines our agreed rules and specific behavioural expectations in all school settings.
### North Arm State School wide Expectations 2019

<table>
<thead>
<tr>
<th>I am SAFE</th>
<th>Follow adult instructions</th>
<th>Play fairly / Take turns</th>
<th>Respect the privacy of others</th>
<th>Respect others’ right to use online resources free from interference or bullying</th>
</tr>
</thead>
<tbody>
<tr>
<td>Keep hands, feet and objects to yourself</td>
<td>Use equipment appropriately</td>
<td>Play by the rules</td>
<td>Report any damage/misuse</td>
<td>Learn the routines</td>
</tr>
<tr>
<td>Use your High 5</td>
<td>Follow directions</td>
<td>Include others</td>
<td>Use appropriate applause</td>
<td>Show pride in self and school</td>
</tr>
<tr>
<td>Walk when moving around the school</td>
<td>Be an active listener</td>
<td>Use appropriate language</td>
<td>Stand and sit quietly for the Australian National Anthem</td>
<td>Set a good example as a NASS student</td>
</tr>
<tr>
<td>Follow adult instructions</td>
<td>Be in the right place at the right time</td>
<td>Care for the environment</td>
<td>Use electronic devices responsibly</td>
<td>Learn the routines</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>I am A LEARNER</th>
<th>Follow instructions</th>
<th>Participate in school approved games</th>
<th>Use toilets as intended</th>
<th>Follow bus Code of Conduct</th>
</tr>
</thead>
<tbody>
<tr>
<td>Keep your best effort</td>
<td>Be an active listener</td>
<td>Be sun safe; wear a broad brimmed hat</td>
<td>Wash hands after using the toilet</td>
<td>Wear full school uniform</td>
</tr>
<tr>
<td>Model the right behaviours to help others learn</td>
<td>Be prepared by having the right equipment</td>
<td>Keep my hands and feet to myself</td>
<td>Report all concerns to teacher on duty</td>
<td>Wait in designated areas</td>
</tr>
<tr>
<td>Be in the right place at the right time</td>
<td>Ask questions appropriately if you are not sure</td>
<td>Use equipment correctly</td>
<td>Learn the routines</td>
<td></td>
</tr>
<tr>
<td>Talk in turn at the appropriate volume</td>
<td>Provide help for others in the classroom</td>
<td>Stay in bounds. Only play in supervised areas</td>
<td>Model the right behaviours to help others learn</td>
<td></td>
</tr>
<tr>
<td>Raise your hand to speak</td>
<td>Be on task and attempt all set work to the best of your ability</td>
<td>Report all incidents to the adult on duty</td>
<td>Learn the routines</td>
<td></td>
</tr>
<tr>
<td>Respect others’ right to learn</td>
<td>Use equipment appropriately</td>
<td>Be quiet in line when waiting for your teacher</td>
<td>Respect others’ right to use online resources free from interference or bullying</td>
<td></td>
</tr>
<tr>
<td>Keep the classroom tidy</td>
<td>Follow directions</td>
<td>Stay sitting while you eat</td>
<td>Keep any usernames or passwords private</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>I am RESPECTFUL</th>
<th>Be a good listener</th>
<th>Respectfully greet others</th>
<th>Be courteous and polite</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use polite language</td>
<td>Use your High 5</td>
<td>Respect others’ right to use online resources free from interference or bullying</td>
<td>Use electronic devices responsibly</td>
</tr>
<tr>
<td>Look after your own property and that of others</td>
<td>Wear the correct uniform</td>
<td>Learn the routines</td>
<td>Learn the routines</td>
</tr>
<tr>
<td>Wear the correct uniform</td>
<td>Treat others the way you want to be treated – make respectful choices.</td>
<td>Show pride in self and school</td>
<td>Respectful choices</td>
</tr>
</tbody>
</table>

### North Arm SS RBP 2019 - 2021
Reinforcing expected school behaviour
At North Arm State School, communication of our key messages about behaviour is backed up through reinforcement, which provides students with feedback for engaging in expected school behaviour. A formal recognition and monitoring system has been developed. This reinforcement system is designed to increase the quantity and quality of positive interactions between students and staff. All staff members are trained to give consistent and appropriate acknowledgement and rewards.

North Arm State School Badges of Hona
At North Arm State School, the Badge of HONA represents the highest level of recognition for students. The badge is awarded to students who consistently demonstrate exemplary behaviour in line with our three school rules: I am Safe, I am a Learner, and I am Respectful. Students are expected to demonstrate this high level of behaviour when travelling to and from school, learning in the classroom / specialist lessons, interacting with others in the playground, participating in excursions / events and representing the school e.g. sport (district / region).

The Badge of Hona’s are awarded to students freely and frequently who are displaying the expected behaviours aligned to our PBL focus for the week/fortnight and to those students who go beyond adhering to our school rules in both classroom and non-classroom settings. When students are given a ‘Badge of Hona’ they put it in the designated collection point in their classroom. At the end of each week, the class teacher draws out a “Badge of Hona” slip and this child is rewarded with the opportunity to sit in the “Row of Hona” on parade. For those students who do not wish to sit in the “Row of Hona” another reward is negotiated with the classroom teacher. The BOH are then redistributed to children to be put into their individual BOH folders. Teachers issue approximately 8 ‘Badges of Hona’ each day in their classroom and in the playground. Below are the BOH guidelines for receiving awards.

North Arm State School Badge of HONA awards:
- 15 badges = Principal’s award
- 25 badges = Postcard home
- 50 badges = Bronze badge
- 75 badges = Silver badge
- 100 badges = Gold badge

- Short term goals: Teachers issue a minimum of 8 ‘Badge of Hona’ slips per day to students seen to be exemplifying any of the school rules. In addition to “Badge of Hona” awards, class teachers may also use their own professional judgement and knowledge of their students to implement other forms of high frequency positive reward strategies in their classroom aligned to the three school rules.

Student of the Week
Class teachers select two students per week to receive a student of the week certificate on assembly. This certificate is completed and handed to the school leaders at assembly. Details are recorded in One School and parents are notified at least 24 hours in advance so they can attend parade on the day their child receives the award.

Responding to unacceptable behaviour
1. Re-directing low-level and infrequent problem behaviour
When a student exhibits low-level and infrequent inappropriate behaviour, the first response of school staff members is to employ the Anita Archer Engagement Strategies and the 10 Essential Skills for classroom management. Teachers ask questions: “Are you using your thinking brain”, so students can think how they can act more safely, more respectfully or engage in learning more responsibly; “What expectation do you need to follow?”, to aligned with our school’s expectations of: I am Safe; I am a Learner; I am Respectful.

We also use the below set of Restorative Justice questions to encourage students to reflect on their own behaviour against expected school behaviour; evaluate the impact their behaviour, has had on others; think of ways to restore the relationships that have been affected; and plan how their behaviour could be modified, so it aligns with the expectations of our school community. These questions are also placed in each Playground Duty folder.

Restorative Justice questions (Appendix 6)
- What happened?
- What were you thinking about at the time?
- What have your thoughts been since?
- Who has been affected by what happened?
- In what way have they been affected?
What do you think needs to happen next?
How can we make sure this doesn’t happen again?

TIER 2 Targeted behaviour support

Our school recognises that some students continue to exhibit challenging behaviours after Tier 1 interventions have been implemented. We understand that some students require additional time and support during the school day to learn essential social and emotional skills. To support these students, our school provides a targeted behaviour response to support students’ master these skills. Students are referred (Appendix 7) to the Tier 2 Team if they continue to commit major breaches of the Responsible Behaviour Plan for Students in a term.

Each year a small number of students at North Arm State School are identified through our Tier 2 referral process as requiring additional targeted behavioural support. In most cases the concerning behaviours for these students may not be immediately regarded as severe, but the frequency of their behaviours may put these students’ learning and social success at risk if not addressed in a timely manner.

- **TIER 2 TEAM**: Student Wellbeing Action Team (SWAT) consisting of the Deputy Principal, Head of Student Services, Guidance Officer, STLaN, Classroom Teacher.
- The Student Wellbeing Action Team has a simple and quick referral system in place. Following the referral, the parents are contacted and the teacher brings the referral with necessary documentation to SWAT.
- **The Student Wellbeing Action Team**:
  - May facilitate a Functional Behaviour Assessment and behaviour tracking for appropriate students with support of the PBL Regional Support person.
  - Works with other staff members, such as the Chappy, to develop appropriate behaviour support strategies;
  - Monitors the impact of support for individual students through ongoing data collection;
  - Makes adjustments as required for the student; and
  - Works with the School Administration to achieve continuity and consistency.

TIER 3 – Intensive Behaviour Support

North Arm SS is committed to educating all students, including those with the highest behavioural support needs. We recognise that students with highly complex and challenging behaviours need comprehensive systems of support. Students who require intensive behaviour support are again referred to SWAT. The personnel listed below undertake the process of developing, reviewing and revising the student’s Tier 3 Individual Behaviour Plan in collaboration with parents and/or carers. This takes place through identifying the specific functions of the student’s behaviours, by pinpointing the social, affective, cognitive and/or environmental factors associated with the occurrence (and non-occurrence) of specific behaviours. Support of external agencies such as GOSEW, psychologists and paediatricians is sought to meet the needs of students identified with persistent or extreme problem behaviours. The Tier 3 Individual Behaviour Plan is documented and regularly reviewed and adjusted when and where necessary.

Students identified as requiring intensive behaviour support are those who have received targeted Tier 2 support through the above strategies, and are still at risk of significant educational underachievement due to their inappropriate behaviour. Students are referred to SWAT as Tier 3 if they **continually cause disruptions to others learning and commit 6 major incidents within a semester.**

- **Student Wellbeing Action Team (SWAT)**: Principal, Deputy Principal, Classroom Teacher, STLaN, Head of Student Services, Guidance Officer, the student’s parents and additional support services GOSEW, psychologists and paediatricians through invitation.
- **Student Wellbeing Action Team**:
  - Facilitates a Functional Behaviour Assessment and behaviour tracking for appropriate students with support of Regional personnel and GO;
  - Works together to identify and develop appropriate behaviour support strategies;
  - Monitors the impact of support for individual students through ongoing data collection;
  - Works with the team to make necessary adjustments as required for the student (academic and social); and
  - Partners with parents to support plans developed and provide feedback.
Where required, adjustments are made through academic support, adult mentoring, structured lunchtime activities or intensive social skills training with either the Chaplain or the Deputy Principal.

5. Consequences for unacceptable behaviour

North Arm State School makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When unacceptable behaviour occurs, students experience predictable consequences. Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour. An office referral form (Appendix 8) is used to record all major behaviour incidents. Three minor behaviours constitutes a major behaviour. One School is used to record all Level 2 - Minor, Level 3 - Major and Level 4 - Extreme behaviour incidents. Level 1 Minor behaviour, unless persistent, is managed by the classroom teachers.

When dealing with inappropriate minor behaviour all staff follow the steps outlined in the NASS Classroom and Non-classroom Behaviour Flowchart (Appendix 4). An in-class reflection sheet (time out) is used in the first circumstance of repeated inappropriate classroom behaviour (Appendix 9). A Buddy Class process is then used if the child continues to misbehave (Appendix 10). The child is to complete a reflection sheet in Buddy class (Appendix 11), which is to be sent home to the parents to be signed and returned to school.

If the child’s behaviour continues to deteriorate in class after returning from Buddy Class and applying positive behaviour management strategies, an office referral form (Appendix 8) is issued.

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 a minor breech 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 lunch time detention for work completion and the completion of an in class reflection sheet.

- 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.

- A restorative chat (in instances where the relationship between students needs to be restored). Using either the Restorative Chat Pocket Scripts (Appendix 6) or the Early Years Restorative Conference Scripts (Appendix 7), the staff member will guide the students through the process as described, to repair the relationship.

- If the minor behaviour occurs 3 times after 3 warnings then the child is to be sent to the Buddy Class for 10 minutes with a Buddy class reflection sheet (Appendix 11). If a child receives 3 buddy class reflection sheets in one term then the child is given an office referral form to complete a Reflection room session with the Deputy Principal. In the Reflection room, the child is complete a reflection sheet (Appendix 12) and some mindfulness activities with the Deputy Principal.

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 Office Referral form (Appendix 7) and directs the student to Administration.

Major problem behaviours may result in the following consequences:

- **Level One:** Time in office (in-school suspension or office detention/s), alternate lunchtime activities, loss of privilege, restitution, loss of break times, warning regarding future consequence for repeated offence, parent contact;

- **Level Two:** Parent contact, referral to Guidance Officer, referral to SWAT, suspension from school: and/or

- **Level Three:** Students who engage in very serious problem behaviours such as major violent physical assault, or the use or supply of weapons or drugs can expect to be recommended for exclusion from school following an immediate period of suspension.

The following table outlines examples of minor and major problem behaviours:

**NASS MAJOR / MINOR Behaviour Incident Categories and Definitions**

<table>
<thead>
<tr>
<th>Current OneSchool Categories</th>
<th>Definitions</th>
</tr>
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<tbody>
<tr>
<td>Harassment</td>
<td><strong>Minor:</strong> Low-level disrespect of others through name calling, threats, use of digital device/s social exclusion, intimidation etc.</td>
</tr>
<tr>
<td>Bullying</td>
<td><strong>Major:</strong> Repeated or serious verbal, physical, social or psychological misbehaviour that is harmful and involves misuse of power by an individual or group towards one or more persons. Ongoing or major disrespect shown to others by way of verbal, gestural, written or digital messages, which include threats, intimidation or social exclusion. Negative messages relating to race, religion, gender, age, origin, appearance or disability, which cause harm or embarrassment. Deliberately and knowingly spreading rumours/lies about others that are hurtful or harmful.</td>
</tr>
<tr>
<td>Disruptive</td>
<td><strong>Minor:</strong> Low intensity, inappropriate behaviour that disrupts learning and/or teaching, such as talking to friends, fiddling / playing with things <strong>Major:</strong> Repeated or sustained inappropriate behaviour e.g. loud talking, yelling or screaming, making repeated noises using materials, rough play or physical contact, continually out of seat, severely interfering with the learning process.</td>
</tr>
<tr>
<td>Dress Code</td>
<td><strong>Minor:</strong> Wearing clothes or accessories that are near to, but not within the school’s dress code e.g. shoes, jewellery, hair, uniform. <strong>Major:</strong> Clothing or accessories that do not approximate or obviously violate the school’s dress code. Repeated minor dress code infringements.</td>
</tr>
<tr>
<td>IT misconduct</td>
<td><strong>Minor:</strong> Non-serious, but inappropriate use of a digital device such as off task behaviour or accessing non-specified sites. <strong>Major:</strong> Serious, inappropriate use of a digital device/s as detailed in the school’s Responsible Behaviour Plan including illegal use of devices, use of a digital device to cheat during an examination, using someone else’s log on details, inappropriate use of social media, accessing inappropriate websites etc. Repeated off task behaviour.</td>
</tr>
<tr>
<td>Verbal Misconduct</td>
<td><strong>Minor:</strong> Low intensity use of inappropriate or offensive language – low level swearing (not directed at someone), name calling which causes offense or back chatting the teacher. <strong>Major:</strong> High intensity, repeated use of inappropriate language including swearing, use of offensive or discriminatory language and name-calling with malicious intent. Use of inappropriate language directed at a teacher or other responsible adult or peers.</td>
</tr>
<tr>
<td>Late</td>
<td><strong>Minor:</strong> Arrives at classroom / school after the scheduled commencement time without a reasonable excuse. <strong>Major:</strong> Pattern of repeated late arrivals, after problem solving strategies have been implemented.</td>
</tr>
<tr>
<td>Cheating</td>
<td><strong>Minor:</strong> Copies the work of another student during regular class time. <strong>Major:</strong> Copies or plagiarises the work of others for an assessment piece. Copies the work of another student or inappropriately uses a digital device during an examination or test.</td>
</tr>
<tr>
<td>Lying</td>
<td><strong>Minor:</strong> Lies to avoid getting in trouble <strong>Major:</strong> Deliberately and consciously implicating a student in a behaviour incident when they were not involved. Deliberately and consciously telling an untruth/s in order to minimise the involvement of a fellow student.</td>
</tr>
</tbody>
</table>
| Misconduct involving an object | Minor: Throwing stones into a garden or at a target, running around with a stick during a game. Possess a weapon with no malicious intent. Using objects to disrupt other's learning e.g. flicking pen lids at others or across a classroom, throwing paper balls, making of and propelling chewed paper pieces, using rubber bands inappropriately etc.  
Major: Repeated use of spit balls.  
Possesses a weapon or other object with malicious intent, which could cause harm or physical injury to another person and / or property damage (matches, lighters, firecrackers, gasoline, and lighter fluid). Uses a weapon or other object e.g. rock, stick, play or sporting equipment etc. to threaten or cause harm or physical injury to another person or animal. |
|---|---|
| Possess prohibited items | Minor: Low-level failure to respond to reasonable instructions given by an adult. Not following school rules, e.g. out of bounds and failure to wear a hat.  
Major: Actively or continually refusing to follow reasonable instructions from adults – ongoing failure to engage with the curriculum, disrespectful behaviour towards adults. Continually being out of bounds or failing to wear a hat. |
| Prohibited items | Minor: Inappropriate physical contact/touching, which does not cause harm and had no intent.  
Major: Inappropriate, direct or indirect, physical contact which results in injury or offence to another person or persons – hitting, kicking, punching, scratching, wrestling, hair-pulling, spitting, pushing a person into the path of, or at another person, which may cause injury. (delete??) |
| Non-Compliant with Routine | Minor: Inappropriate use of equipment or treatment of property, which doesn’t result in damage.  
Use of someone else’s property without their permission.  
Major: Participation in an activity, which results in damage to or destruction or loss of property. |
| Refusal to participate in a program of instruction | Minor: Inappropriate, direct or indirect, physical contact which results in injury or offence to another person or persons – hitting, kicking, punching, scratching, wrestling, hair-pulling, spitting, pushing a person into the path of, or at another person, which may cause injury. (delete??)  
Major: Takes and/or passes on the property of others without permission. Possesses the property of others knowing it to be stolen. |
| Physical misconduct | Minor: Low-level failure to respond to reasonable instructions given by an adult. Not following school rules, e.g. out of bounds and failure to wear a hat.  
Major: Actively or continually refusing to follow reasonable instructions from adults – ongoing failure to engage with the curriculum, disrespectful behaviour towards adults. Continually being out of bounds or failing to wear a hat. |
| Property misconduct | Minor: Inappropriate use of equipment or treatment of property, which doesn’t result in damage.  
Use of someone else’s property without their permission.  
Major: Participation in an activity, which results in damage to or destruction or loss of property. |
| Truant/Skip Class | Minor: Inappropriate use of equipment or treatment of property, which doesn’t result in damage.  
Use of someone else’s property without their permission.  
Major: Participation in an activity, which results in damage to or destruction or loss of property. |
| Major: Leaves the school without permission.  
Repeats the violation of the rule. |
| Substance misconduct involving tobacco and other legal substances | Minor: Possession of aerosol spray cans i.e. deodorant  
Major: Uses or possesses alcohol, tobacco or another legal substance e.g. petrol, paint, lighter fluid, aerosol spray etc. Supplies such legal substances to others. |
| Substance misconduct involving illicit substances | Minor: Possession of aerosol spray cans i.e. deodorant  
Major: Uses or possesses alcohol, tobacco or another legal substance e.g. petrol, paint, lighter fluid, aerosol spray etc. Supplies such legal substances to others. |
| Defiant/threat/s to adults | Minor: Student engages in actions that interfere with disrupt school programming and / or occasions where they are representing the school.  
Major: Involvement in an out of school hours, behaviour incident for which an in-school consequence is applied, where the students are representing the school. |
| Threat/s to others | Minor: Student engages in actions that interfere with disrupt school programming and / or occasions where they are representing the school.  
Major: Involvement in an out of school hours, behaviour incident for which an in-school consequence is applied, where the students are representing the school. |
| Third buddy class referral | Minor: Student engages in actions that interfere with disrupt school programming and / or occasions where they are representing the school.  
Major: Involvement in an out of school hours, behaviour incident for which an in-school consequence is applied, where the students are representing the school. |
| Other conduct prejudicial to the good order and management of school | Minor: Student engages in actions that interfere with disrupt school programming and / or occasions where they are representing the school.  
Major: Involvement in an out of school hours, behaviour incident for which an in-school consequence is applied, where the students are representing the school. |
Relating problem behaviours to expected school behaviours
When responding to problem behaviours, staff members ensure that students understand the relationship of the problem behaviour to expected school behaviour. One method that staff members might use to achieve this is to have students:

- articulate the relevant expected school behaviour;
- explain how their behaviour differs from expected school behaviour;
- describe the likely consequences if the problem behaviour continues; and
- identify what they will do to change their behaviour in line with expected school behaviour.

Should a problem behaviour be repeated, the staff member may not repeat the discussion/explanation process but simply remind the student of the consequences of their problem behaviour.

Ensuring consistent responses to problem behaviour
At North Arm SS, staff members authorised to issue consequences for problem behaviour are provided with appropriate professional development and/or training. Through training activities, we work to ensure consistent responses to problem behaviour across the school.

Students also receive training in how to respond appropriately when other students display problem behaviour, and the courteous way to respond when a staff member re-directs their behaviour or consequences are applied for problem behaviour.

6. Emergency or critical incident responses

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

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

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

Basic defusing strategies
1. 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.

2. 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.

3. 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.

4. 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).

5. 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; or
- posing an immediate danger to him/herself or to others.
Appropriate physical intervention may be used to ensure that North Arm SS’s duty of care to protect students and staff from foreseeable risks of injury is met. The use of physical intervention is only considered appropriate where the immediate safety of others is threatened and the strategy is used to prevent injury.

Physical intervention can involve coming between students, blocking a student’s path, leading a student by the hand/arm, shepherdng 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 and the underlying function of the behaviour.

Physical intervention is not to be used as a response to:
- property destruction;
- school disruption;
- refusal to comply;
- verbal threats; and
- 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

7. Network of student support
Students at North Arm SS are supported through positive reinforcement and a system of universal, targeted, and intensive behaviour support by:

- Parents
- Teachers
- Support Staff
- Administration Staff
- Guidance Officer, Head of Student Services
- Regional support personnel
- Chaplain
- Senior Guidance Officer

External support is also available through the following government and community agencies:

- Disability Services Queensland
- Child and Youth Mental Health Services
- Queensland Health
- Department of Communities (Child Safety Services)
- Police
- Local Council
- Neighbourhood Centre.

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

North Arm SS 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:
  o express opinions in an appropriate manner and at the appropriate time
  o work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation, and
  o receive adjustments appropriate to their learning and/or impairment needs.

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

10. Related policies and procedures
- 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
- BSEM (Berry Street Education) Alumni Portal
- Bullying. No Way!
- Positive Behaviour for Learning
- Code of Conduct for School Students Travelling on Buses
Appendix 1

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.

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

Personal technology devices banned from school

Students must not bring valuable personal technology devices like cameras, digital video cameras, mobile phones or MP3 players to school as there is a risk of damage or theft. If they are brought to school for any reason, they must be handed in at the Office on arrival to school and collected from the Office at the end of the school day. If this is not done and such devices are found, they 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

Personal technology devices will be made available for collection from the school office at the end of the school day unless required to be kept for purposes of disciplinary investigation, when it will only be returned in the presence of a parent.

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

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

Personal technology device etiquette

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

Recording voice and images

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

We uphold the value of trust and the right to privacy at North Arm SS. 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 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 may be subject to discipline (including suspension and recommendation for exclusion) if they breach the policy by being involved in recording and/or disseminating material (through text messaging, display, internet uploading or other means) or are knowingly the subject of such a recording.
Students should note that the recording or dissemination of images that are considered indecent (such as nudity or sexual acts involving children) are 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 this Act for a person who has overheard, recorded, monitored or listened to a conversation to which s/he is not a party to publish or communicate the substance or meaning of the conversation to others.

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

**Special circumstances arrangement**
Students who require the use of a personal technology device in circumstances that would contravene this policy (for example to assist with a medical condition or other disability or for a special project) should negotiate a special circumstances arrangement with the Deputy Principal or Principal.
Appendix 2

School policy for preventing and responding to incidents of bullying (including cyberbullying)

**NORTH ARM SS ANTI-BULLYING POLICY**

**Rationale**

All schools in Queensland are committed to taking action to protect students from bullying and to respond appropriately when bullying does occur. Our school has signed the Kandersteg Declaration (Against Bullying in Children and Youth) which states:

'We the participants at the Joint Efforts Against Victimization Conference in Kandersteg/Switzerland in June 8th to 10th, 2007 pledge our long term commitment and determination to promote healthy relationships and prevent bullying and victimization in children and youth.

- Today, an estimated 200 million children and youth around the world are being abused by their peers.

- Every child and youth has the right to be respected and safe. Bullying is a violation of this basic human right.

- It is the moral responsibility of adults to ensure these rights are honored and that healthy development and citizenship are promoted. Many adults want more understanding and strategies to address bullying problems effectively.

- Bullying is a form of aggression, involving the abuse of power in relationships. It is recognized globally as a complex and serious problem. It has many faces, including the use of emerging technologies, and varies by age, gender, and culture.

- Children and youth involved in bullying suffer. Bullying and victimization problems begin early in life and for some last a lifetime.

- Many risk and protective factors associated with bullying are known and prevention programs are being implemented in several countries with encouraging results.

- The mental and physical health, social, and academic consequences of bullying have an enormous impact on human and social capital. The costs of bullying burden our education, health care, social services, and criminal justice systems, as well as work force productivity and innovation.

- Bullying concerns and affects us all.

**Actions to be taken:**

- Stop bullying now in all the places where children and youth live, work, and play.

- Start prevention efforts early and continue these through childhood and adolescence, targeting known risk and protective factors and promoting healthy relationships.

- Educate and empower all adults involved with children and youth to promote healthy relationships and prevent bullying.

- Use policy and prevention programs, based on scientific research, that are appropriate for age, gender, and culture, and that involve families, peers, schools, and communities.

- Provide ongoing assessment and monitoring necessary to evaluate the success of policy and programs and to guarantee the rights of children and youth.'
**School community beliefs about bullying**

It is important that students, staff and parents/carers have a shared understanding of what bullying is, how it impacts on people and how bullying is responded to at North Arm State School.

**What is bullying?**

Bullying is when someone (or a group of people) with more power than you repeatedly and intentionally uses negative words and/or actions against you, which causes you distress and risks your wellbeing. *(National Centre Against Bullying definition, adopted by North Arm State School 2013).*

Bullying can take many forms. The *National Centre Against Bullying* identifies five kinds of bullying:

1. **Physical bullying**
   This is when a person (or group of people) uses physical actions to bully, such as hitting, poking, tripping or pushing. Repeatedly and intentionally damaging someone's belongings is also physical bullying.

2. **Verbal bullying**
   Repeated or systematic name calling, insults, homophobic or racist remarks and verbal abuse.

3. **Covert bullying**
   Such as lying about someone, spreading rumours, playing a nasty joke that make the person feel humiliated or powerless, mimicking or deliberately excluding someone.

4. **Psychological bullying**
   For example, threatening, manipulating or stalking someone.

5. **Cyber bullying**
   Using technology, such as email, mobile phones, chat rooms, social networking sites to bully verbally, socially or psychologically.

In a report commissioned by the Victorian Department of Education and Training *(Bernard & Milne, 2008)* the main forms of cyber bullying are identified as:

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

Within the *Safe to Learn* *(DCSF, 2007)* resource it is identified that students can be bullied for a variety of reasons. Specific types of bullying may relate to:

- race, religion or culture
- appearance or health conditions
- sexual orientation
- home and family circumstances
- learning needs or disabilities
- gender or sexual bullying.

Just as bullying can take many different forms, it can also occur between students, staff and parents/carers. While these instances of bullying are serious and need to be addressed, the focus of this toolkit is on actions to address bullying among students.

**What behaviours are not bullying?**

While it is important to understand and define what bullying is, it is also important to be clear to the school community, what behaviours are NOT bullying. Dr Rigby *(2010)* identifies that for some people the term 'bullying' is a highly emotive term and its use may lead to an over-reaction.
The National Centre Against Bullying acknowledges that while the following behaviours are often upsetting to those involved, they do not constitute bullying:

- mutual arguments and disagreements (where there is no power imbalance)
- not liking someone or a single acts of social rejection
- one-off acts of meanness or spite
- isolated incidents of aggression, intimidation or violence.

While these behaviours would not be considered bullying (because they do not involve deliberate and repeated harm and a power imbalance) they need to be addressed in the same way as other inappropriate student behaviours.

**What are the signs of bullying?**

Sometimes children who are bullied do not talk about it with parents/carers or teachers. They are concerned that “telling” will make matters worse. Some signs that a child MAY be experiencing bullying may include:

- loss of confidence, fearfulness or anxiety
- changes in eating or sleeping habits, bedwetting
- health problems, vague headaches or stomach aches
- unhappiness, tearfulness or mood swings, sudden temper tantrums
- reluctance to go to school, changes in academic performance
- lack of friends
- missing belongings or torn clothing.

**What do we know about students who bully?**

The research shows that students who bully are not necessarily a physically dominant student or one with self-esteem issues. McNamara (1997) identifies students who bully as often:

- popular
- having good leadership skills
- not malicious in their intent
- thoughtless in their actions.

In the Action Against Bullying Education Series, Dr Michael Carr-Gregg identified other characteristics of bullies, for example they often have:

- high energy
- good verbal skills and an ability to talk themselves out of trouble
- a high estimation of their own ability
- an ability to manipulate individuals or groups
- an enjoyment of conflict and aggression
- a delight in getting their own way
- the appearance of being popular but often disliked.

**What roles can students play in bullying behaviour?**

Not all students play a clear role as either the student who is bullying or the student who is being bullied. Students may take on different roles in different circumstances (for example a student who is being bullied in one context, may do the bullying in another or a student who acts as a bystander may intervene and act as a protector if the ring-leader is not around). The Safe to Learn (DCFS, 2007) publication identifies the different roles as:

- **Ring Leader:** students who through their social power can direct bullying activity.
- **Associates:** students who actively join in the bullying (sometimes because they are afraid of the ring-leader).
• **Reinforcers**: students who give positive feedback to the student doing the bullying, for example through comments, by smiling or laughing.

• **Outsiders/Bystanders**: students remain silent or watch and therefore appear to condone the bullying behaviour or who want to keep themselves safe by not drawing attention to themselves out of fear of the bully.

• **Defenders**: students who try to intervene to stop the bullying or comfort students who experience bullying.

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### Educational Programs

It is important that students, staff and parents/carers understand what bullying is, how it impacts on people and how bullying is responded to at NORTH ARM STATE SCHOOL. At NORTH ARM STATE SCHOOL we use the following educational strategies:

- Teach the School Wide ‘You Can Do It’ Program in each class for 30 mins per week;
- Promote North Arm SS rules and behaviour expectations through parades, newsletters and the school website;
- Incorporate Bullying lessons into other Key Learning Areas;
- Parent workshops;
- Parent ‘Working Together’ Toolkit available on school website;
- Six Quick Tips for Parents about Bullying: You-tube presentations by Dr Michael Carr-Gregg available on school website;
- Staff Professional Development Programs.

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### Prevention Programs

Effective social skills and positive relationships act to prevent bullying. At NORTH ARM STATE SCHOOL we promote effective social skills and positive relationships by:

- Using an instructional approach to teach our ‘Bullying’ curriculum around the three Be’s: Be Safe, Be Respectful and Be a Learning;
- Offering a structured lunchtime activities program;
- Cyber-Bullying Program co-delivered classroom teachers and Student Well-Being Officer to all Years 6 & 7 classes;
- Social skills programs with individual classes as required, taught by the Guidance Officer and Student Well-Being Officer

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### Responses to bullying

Reports of bullying will be investigated and acted upon. Responses to bullying might include support for targets of bullying and perpetrators and/or disciplinary measures. It is important for us as a school that:

*Students who experience bullying feel that they:*

- are heard
- know how to report bullying and get help
- are confident in the school’s ability to deal with the bullying
- are helped to feel safe again
- are helped to rebuild confidence and resilience
- know how they can get support from others.

*Students who bully:*

- are held to account for their behaviour and the harm they have caused through appropriate disciplinary measures and learning programs
- are taught to behave in ways that do not cause harm in the future because they have developed their social and emotional skills and knowledge about the effects of their behaviour
- are supported to learn how they can take steps to repair the harm they have caused.
In situations where bullying occurs at NORTH ARM STATE SCHOOL, staff at the school will investigate the incident. Following the investigation, they may:

- apply disciplinary consequences
- assist students to develop more appropriate social skills
- implement a behaviour management plan or playground plan for individual students
- explicitly teach about conflict and bullying
- implement resilience and anti-bullying programs
- conduct mediation sessions
- address bullying in their curriculum.

We support targets and perpetrators by:

- Wearing high-visibility vests on playground duty to ensure children can locate any adult when needed;
- Conducting class surveys to identify who the bullies are, when and where the bullying occurs;
- Counselling and individualised, small group or whole class activities run by the Guidance Officer, Behaviour Support Teacher or Chaplain;
- Organising a structured lunchtime activities program;
- Individualised Behaviour Support Plans;
- Keeping parents informed and working together with them;
- Reflection in the Blue Room;
- Restorative Justice to repair the relationships between students.

At NORTH ARM STATE SCHOOL, the consequences for bullying might include the following:

- Office referral
- Parent contact
- Individual Behaviour Support Plan
- In-School suspension
- Loss of Leadership positions
- Restitution
- Suspension
- Blue Room referral
- Lunchtime detentions
- Exclusion
- Natural and logical consequences to suit the individual circumstance eg loss of privileges

**Reporting and monitoring bullying**

At NORTH ARM STATE SCHOOL reports of bullying are taken seriously. Students and parents/carers may report bullying in the following ways:

- Meetings with class teacher, deputy principal or principal
- Using the Bully Buster email address: bullybuster@ntharmss.eq.edu.au
- Directly to staff on duty

The school will monitor incidents using OneSchool behaviour data – who, where, when. Reports of bullying will be collated and monitored to inform the school community about the extent of bullying and to identify particular areas of concern for future action.

**Some related resources**

*Bullying. No Way! Website*

Alannah and Madeline Foundation
http://www.amf.org.au/AboutUs/

BOUNCE BACK!

FRIENDS for Life
www.friendsinfo.net/index.html

Friendly Schools and Families Program

Kids Helpline

KidsMatter
http://www.kidsmatter.edu.au

MindMatters

ReachOut
http://au.reachout.com

National Centre Against Bullying
http://www.ncab.org.au/about/

National Safe Schools Framework

You Can Do It!
www.youcandoit.com.au
Appendix 3

Appropriate use of social media

North Arm SS embraces the amazing opportunities that technology and the internet provide to students for learning, being creative and socialising online. Use of online communication and social media sites and applications (apps) can provide positive social development experiences through an opportunity to develop friendships and shape identities.

When used safely, social media sites and apps such as Facebook, Twitter and Instagram can provide positive opportunities for social learning and development. However, inappropriate, or misguided, use can lead to negative outcomes for the user and others.

North Arm SS is committed to promoting the responsible and positive use of social media sites and apps.

No student of North Arm SS will face disciplinary action for simply having an account on Facebook or other social media site.

As is set out in the school policy for preventing and responding to incidents of bullying (including cyberbullying) found at Appendix 2, it is unacceptable for students to bully, harass or victimise another person whether within North Arm SS grounds or while online. Inappropriate online behaviours can have a negative impact on student learning and the good order and management of North Arm SS whether those behaviours occur during or outside school hours.

This policy reflects the importance of students at North Arm SS engaging in appropriate online behaviour.

Role of social media

The majority of young people use social media sites and apps on a daily basis for school work, entertainment and to keep in contact with friends. Unfortunately, some young people misuse social media technologies and engage in cyberbullying.

Social media by its nature will result in the disclosure and sharing of personal information. By signing up for a social media account, users are providing their personal information.

Students need to remember that the internet is a free space and many social media sites and apps, like Twitter, have limited restrictions placed upon allowable content and regulated procedures for the removal of concerning posts.

Social media sites and apps are designed to share online content widely and rapidly. Once students place information and/or pictures online, they have little to no control over how that content is used.

The internet reaches a global audience. Even if students think that comments or photos have been deleted, there can be archived records of the material that will continue to be searchable into the future.

Inappropriate online behaviour has the potential to embarrass and affect students, others and the school for years to come.

Appropriate use of social media

Students of North Arm SS are expected to engage in the appropriate use of social media. Specific examples of appropriate use of social media sites and apps include:

- Ensuring that personal information, such as full name, address, phone number, school name and location or anyone else’s personal information, is not shared.
- Thinking about what they want to say or post, and how it could be interpreted by others, before putting it online. Remember, once content is posted online you lose control over it. Students should not post content online that they would be uncomfortable saying or showing to their parents’ face or shouting in a crowded room.
- Remembering that it can be difficult to work out whether messages typed on social media sites and apps are meant to be funny or sarcastic. Tone of voice and context is often lost which can lead to unintended consequences. If students think a message may be misinterpreted, they should be cautious and make the decision not to post it.
Never provoking, or engaging with, another user who is displaying inappropriate or abusive behaviour. There is no need to respond to a cyberbully. Students should report cyberbullying concerns to a teacher and allow the teacher to record and deal with the online concern.

If inappropriate online behaviour impacts on the good order and management of North Arm SS, the school may impose disciplinary consequences for that behaviour regardless of whether the behaviour occurs during or outside of school hours.

Disciplinary consequences could include suspension and/or exclusion. In serious cases of inappropriate online behaviour, the school may also make a report to the police for further investigation.

North Arm SS will not become involved in concerns of cyberbullying or inappropriate online behaviour where the incident in question does not impact upon the good order and management of the school. For example, where cyberbullying occurs between a student of this school and a student of another school outside school hours. Such an incident will be a matter for parents and/or police to resolve.

**Laws and consequences of inappropriate online behaviour and cyberbullying**

Inappropriate online behaviour may in certain circumstances constitute a criminal offence. Both the *Criminal Code Act 1995* (Cth) and the *Criminal Code Act 1899* (Qld) contain relevant provisions applicable to cyberbullying.

The Commonwealth Criminal Code outlines a number of criminal offences concerning telecommunications services. The most relevant offence for cyberbullying is “using a carriage service to menace, harass or cause offence to another person”.

The Queensland Criminal Code contains several applicable sections for cyberbullying. Potential relevant criminal offences are:

- Unlawful stalking.
- Computer hacking and misuse.
- Possession of child exploitation material.
- Involving a child in making child exploitation material.
- Making child exploitation material.
- Distribution of child exploitation material.
- Criminal Defamation.

There are significant penalties for these offences.

North Arm SS strives to create positive environments for all students at all times of the day, including while online. To help in achieving this goal, North Arm SS expects its students to engage in positive online behaviours.
Appendix 4

North Arm State School
Classroom Behaviour Flowchart

INAPPROPRIATE BEHAVIOUR

STRATEGIES
- Non-Verbal
- Simple Directions
- Re-state Rules
- Tactical Ignoring
- Redirection
- Individual Conference

Teacher to employ Anita Archer “Engagement strategies” and the 10 Essential Skills for Classroom Management.

Unsuccessful or Disobeying

TIME OUT

Responsible Thinker Time (Time out within Classroom)

Student returns to lesson

BUDDY CLASS

Repeated behaviour

BUDDY SUPPORT SESSION
Buddy Class (10 min)
entry by teacher
Parent contacted by teacher

Teacher conferences with Student after session and student returns to lesson

OFFICE

Behaviour Continues

ADMIN called through Office
Office to call HOC if Admin is unavailable
Qschool entry by teacher
Parent contacted by teacher

Major behaviour incident requires immediate Admin intervention

Student continuing behaviours after Buddy Class – Referral to Admin via Office Staff. Outcome (Reflection, send home, suspension or other consequence by Admin) (Admin contact / Qschool)
North Arm State School
Playground Behaviour Flowchart

TIER 1
Persistent Low Level Behaviour
- Re-state rules
- Redirection
- Individual conference
- Warning

All staff: What you walk past is what you accept

TIER 2
Minor Behaviour
- Discussion with student and white page entry completed
- Walk and talk with PGO teacher / teacher aide
- Sit out for short period (supervised)
- Choice of consequences – pick up litter etc.
- PGO teacher to identify if minor behaviours = MAJOR behaviour. DP to give a REFLECTION room referral and input entries onto OneSchool.

Follow Playground Referral Flowchart for consistency

TIER 3
Major Behaviour
(Major to Minor / Major definitions)

Admin / Office
- REFLECTION room referral, DP to keep track of incidents and issue lunchtime detentions on fourth REFLECTION room for term.
- OneSchool entry by DP.
- Parent contacted by ADMIN.
- Admin to action consequences.

Behaviour Resolved

MAJOR behaviour incident requires immediate Admin intervention
<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 min</td>
<td>Transition / De-escalation</td>
<td>Morning circle, Play a song – give students time to settle in</td>
</tr>
<tr>
<td>5 min</td>
<td>Hook / Tuning in</td>
<td></td>
</tr>
<tr>
<td>7 min</td>
<td>Mini-lesson</td>
<td>For optimal learning – longest time you can have of teacher talk.</td>
</tr>
<tr>
<td>15 min</td>
<td>Stamina building work period</td>
<td></td>
</tr>
<tr>
<td>4 min</td>
<td>Brain break</td>
<td>Use Brain break cards</td>
</tr>
<tr>
<td>15 min</td>
<td>Stamina building period 2</td>
<td></td>
</tr>
<tr>
<td>7 min</td>
<td>WWW / Reflection</td>
<td></td>
</tr>
</tbody>
</table>
# Restorative Justice Questions

## RESTORATIVE CHAT

<table>
<thead>
<tr>
<th>Order</th>
<th>Who</th>
<th>Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Both</td>
<td>What happened?</td>
</tr>
<tr>
<td>2</td>
<td>Wrongdoer</td>
<td>What were you thinking? or What were you hoping would happen? or What was going on? Or you when you ........? Who has been affected? In what way? Or What do you think that was like to ........?</td>
</tr>
<tr>
<td>3</td>
<td>Victim</td>
<td>What did you think when that happened? or What was that like for you? What was the worst of it?</td>
</tr>
<tr>
<td>4</td>
<td>Wrongdoer</td>
<td>What can you say to ........ about what you did that will begin to make things right? or What you did for or unfair? Helpful or unhelpful? Good choice or poor choice? or What exactly are you sorry for?</td>
</tr>
<tr>
<td>5</td>
<td>Victim</td>
<td>Will you accept the apology? or Is there anything else ........ could it do to fix things for you?</td>
</tr>
<tr>
<td>6</td>
<td>Wrongdoer</td>
<td>Is that fair? Can you do that? Is there anything else you can think of that might help?</td>
</tr>
</tbody>
</table>
| 7     | Both      | See this is what we agreed ......... Do either of you need any help with this? How would you both like me to check up on this? Thanks for taking the time to sort this out. Have a good day!

Restorative Chat POCKET SCRIPTS
**SWAT Referral Form**

**Student Name:**

**DOB:**

**Referred by:**

**Date of Referral:**

**Class Teacher/Class:**

**Referral Type:** Tick (e.g., Social, Emotional, Behaviour, Learning)

**Parent/Guardian name:**

**Parent/Guardian phone number:**

**Referral initiated by:**

- Teacher
- Parent
- Other

**Parent consent form signed and attached:**

- Yes
- No

**Reason for Referral:**

- Reading
- Writing
- Numeracy
- Oral language
- Speech
- Motor skills
- Developmental delays
- Self-care skills
- Social skills
- Behaviour
- Attention
- Self-esteem
- Possible extension
- Mental Health
- Physical/Medical

**Vision**

**Hearing**

**Other**

Please specify:

**Major Concerns:** Please expand on your concerns:

**List of strategies you have asked the parents to follow through with at home:**

**Describe the strategies you currently employ to support the student and/or educational adjustments you have made to cater for the student’s needs:**

**Please check the child’s profile on OneSchool and identify:**

**Additional Information:**

- Other agency involvement – OT
- Speech
- Absenteeism (indicate high or okay)
- Past/Present intervention
- Past referral + date
- Previous school support

**THE SECTION BELOW MUST BE COMPLETED BEFORE ANY REFERRAL IS CONSIDERED BY THE SWAT TEAM. PLEASE ATTACH WORK SAMPLES IF THEY ARE RELEVANT TO YOUR REFERRAL.**
Please go to class dashboard and obtain the latest data to support your referral. Indicate if the data is from a previous year. Attach tests to this Referral if relevant.

<table>
<thead>
<tr>
<th>Raw Score/ Phase/ Achievement Band</th>
<th>Above year level</th>
<th>At year level</th>
<th>Below year level</th>
<th>Comments</th>
</tr>
</thead>
</table>

**PREP – YEAR 2:**

**ENGLISH:**
- Work Samples from Early Years Curriculum (PREP)
- Letter names/ sounds test (PREP)
- Dolch sight words (TERM 2 & 4)
- South Australian Spelling (TERM 4)
- WTW / Spelling Mastery Placement test (TERM 2 & 4)
- Running Records - PM Benchmark
- PAT READING (TERM 3)
- On Demand Writing Sample (TERM 2 & 4)
- ENGLISH Results Semester 1:
- ENGLISH Results Semester 2:

**MATHEMATICS:**
- MATHEMATICS Results Semester 1:
- MATHEMATICS Results Semester 2:
- PAT MATHS (TERM 4 – Years 1 -2)

Please go to class dashboard and obtain the latest data to support your referral. Indicate if the data is from a previous year. Attach tests to this Referral if relevant.

**YEAR 3 – YEAR 6:**

**ENGLISH:**
- PAT Spelling (TERM 4)
- Spelling Mastery Placement test (TERM 2 & 4)
- NAPLAN: Writing
  - Grammar & Punctuation
  - Spelling
  - Reading
- Running Records - PM Benchmark / PROBE Reading
- PAT Reading (TERM 3)
- On Demand Writing Sample (TERM 2 & 4)
- ENGLISH Results Semester 1:
- ENGLISH Results Semester 2:

**MATHEMATICS:**
- MATHEMATICS Results Semester 1:
- MATHEMATICS Results Semester 2:
- PAT MATHS (TERM 4)

What type of intervention do you believe would help the student? What support are you seeking?

---

**Parent/Guardian Permission Form:**

My child's class teacher has discussed the reason for this referral. YES / NO
Please indicate if your child has seen any other personnel, e.g., Speech Language Pathologist, District Behaviour Team, Guidance Officer, Occupational Therapist, Ophthalmologist, Paediatrician, and Psychologist etc.

**TYPE OF SPECIALIST:** ___________________________ **DATE:** ________________

**PARENT SIGNATURE:** ___________________________ **DATE:** ________________

**TEACHER SIGNATURE:** ___________________________ **DATE:** ________________

**DEPUTY PRINCIPAL SIGNATURE:** ___________________________ **DATE:** ________________
Appendix 8

NORTH ARM STATE SCHOOL
BEHAVIOUR RECORD

<table>
<thead>
<tr>
<th>Period when incident occurred: (tick)</th>
<th>Subject when incident occurred: (tick)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before school</td>
<td>English</td>
</tr>
<tr>
<td>Morning session</td>
<td>Maths</td>
</tr>
<tr>
<td>First Break</td>
<td>Science</td>
</tr>
<tr>
<td>Middle session</td>
<td>SOSE</td>
</tr>
<tr>
<td>Second Break</td>
<td>HPE</td>
</tr>
<tr>
<td>Afternoon session</td>
<td>Art / Craft</td>
</tr>
<tr>
<td>After school</td>
<td>Drama</td>
</tr>
<tr>
<td></td>
<td>Music</td>
</tr>
<tr>
<td><strong>Incident type: (choose one)</strong></td>
<td><strong>LOTE (Italian)</strong></td>
</tr>
<tr>
<td>Minor</td>
<td>Religious Education</td>
</tr>
<tr>
<td>Major</td>
<td>Technology / ICT</td>
</tr>
<tr>
<td></td>
<td>Library</td>
</tr>
<tr>
<td></td>
<td>Other: (please specify)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Location of Incident: (tick)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep playground</td>
</tr>
<tr>
<td>Junior playground</td>
</tr>
<tr>
<td>Top Oval</td>
</tr>
<tr>
<td>Bottom Oval</td>
</tr>
<tr>
<td>Classroom</td>
</tr>
<tr>
<td>Outside classroom</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

**Names of witnesses to incident: (if applicable / available) (staff or student or parent)**


**Incident Details**


Please report the facts of the incident. Include times, details of injuries / breakages (if applicable). Break the incident into steps if appropriate (ie. first instance; next instance; final circumstance). Do not use emotive language where possible.

**ADMIN USE:**

Entered onto OneSchool (Date:___________)

Yes / NA  Parent Contact returned.    Yes / No  Parent notification sent for affected child
### Behaviour infringement categories: (tick all appropriate boxes)

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bullying / harassment</td>
<td>Possess prohibited items</td>
</tr>
<tr>
<td>Defiant/threat/s to adults</td>
<td>Property misconduct</td>
</tr>
<tr>
<td>Disruptive</td>
<td>Refusal to participate in program of instruction</td>
</tr>
<tr>
<td>IT misconduct</td>
<td>Substance misconduct involving illicit substance</td>
</tr>
<tr>
<td>Lying/Cheating</td>
<td>Substance misconduct involving tobacco and other legal</td>
</tr>
<tr>
<td>Misconduct involving object</td>
<td>Third minor referral</td>
</tr>
<tr>
<td>Non-compliant with routine</td>
<td>Threat/s to others</td>
</tr>
<tr>
<td>Other conduct prejudicial to the good order and management of</td>
<td>Truant/skip class</td>
</tr>
<tr>
<td>Physical misconduct</td>
<td>Verbal misconduct</td>
</tr>
<tr>
<td>Other: (please specify)</td>
<td></td>
</tr>
</tbody>
</table>

### Behaviour strategies to be used: (tick all appropriate boxes)

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Natural consequence</td>
<td>Behaviour monitoring card</td>
</tr>
<tr>
<td>Restorative justice</td>
<td>Disable login</td>
</tr>
<tr>
<td>Alternate program</td>
<td>Buddy class</td>
</tr>
<tr>
<td>Apology - oral</td>
<td>Individual conference</td>
</tr>
<tr>
<td>Apology - written</td>
<td>Individual behaviour support plan</td>
</tr>
<tr>
<td>Parent Contact- Who: Date: Type:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(Letter, Phone Call, Informal Discussion, Meeting, Email etc)</td>
</tr>
</tbody>
</table>

### Motivation for behaviour: (tick one box)

<table>
<thead>
<tr>
<th>Motivation</th>
<th>AVOID</th>
</tr>
</thead>
<tbody>
<tr>
<td>OBTAIN peer attention</td>
<td></td>
</tr>
<tr>
<td>OBTAIN adult attention</td>
<td></td>
</tr>
<tr>
<td>OBTAIN tangible object</td>
<td></td>
</tr>
<tr>
<td>OBTAIN activity or event</td>
<td></td>
</tr>
<tr>
<td>OBTAIN sensory stimulation</td>
<td></td>
</tr>
<tr>
<td>Don’t know</td>
<td></td>
</tr>
</tbody>
</table>

### Additional relevant information: (if required)

(This information is not entered into OneSchool.)

**NOTE:** All information / reports written about students may be accessed under Freedom of Information Legislation. Please consider this when recording incidents and use factually based language only.
PREP in Class Timeout Reflection

Student: ________________

I made this choice...

Next time I will...

Which school rule did I break?

- I am safe
- I am Respectful
- I am a Learner

Student Name
______________  Teacher Signature  ______________
What rule did I break?

I am Safe ☐  I am a Learner ☐  I am Respectful ☐

What did I do wrong? Why did I do this? (Write or draw a picture)

I am feeling:

[Images of children with different emotions: happy, sad, confused, worried, angry, cross, embarrassed]

What will I do differently next time when I feel I am going to break a school / class rule? (Write or draw a picture)

I am ready to follow the classroom rules:

[Thumbs up and thumbs down]

If not, why?

Student signature:

Teacher signature and feedback:
## Years 3-6 in Class Reflection Sheet

**NAME:** __________________  **CLASS:** _______  **DATE:** _______

<table>
<thead>
<tr>
<th>What rule did I break?</th>
<th>I am Safe □  I am a Learner □  I am Respectful □</th>
</tr>
</thead>
<tbody>
<tr>
<td>When did I break the rule? (Write or draw a picture)</td>
<td></td>
</tr>
<tr>
<td>What was happening? (Write or draw a picture)</td>
<td></td>
</tr>
<tr>
<td>What did I do to break this rule? (Write or draw a picture)</td>
<td></td>
</tr>
<tr>
<td>Why did I do this? (write or draw a picture)</td>
<td></td>
</tr>
<tr>
<td>Who did my actions affect?</td>
<td>Myself □  Other student/s □  Staff □  Other___________ □</td>
</tr>
</tbody>
</table>

---

35
<table>
<thead>
<tr>
<th>I am feeling:</th>
</tr>
</thead>
<tbody>
<tr>
<td>happy</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What will I do differently next time? (Write or draw a picture)</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>How can I fix things? (Write or draw a picture)</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Was this fair? Yes or No? Why?</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>I am ready to engage back into learning and follow the classroom rules:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Student signature:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Teacher signature:</th>
</tr>
</thead>
</table>
Appendix 10

2019 BUDDY CLASSES FOR BEHAVIOUR INCIDENTS

Please ensure you have a visual behaviour chart and you follow the 10 Essential Skills for Classroom Management when managing non-compliance, off task and disruptive behaviour in your classroom. They are:

<table>
<thead>
<tr>
<th>Essential Skill</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Establishing expectations</td>
</tr>
<tr>
<td>2</td>
<td>Giving instructions</td>
</tr>
<tr>
<td>3</td>
<td>Waiting and scanning</td>
</tr>
<tr>
<td>4</td>
<td>Cueing with parallel acknowledgment</td>
</tr>
<tr>
<td>5</td>
<td>Body language encouraging</td>
</tr>
<tr>
<td>6</td>
<td>Descriptive encouraging</td>
</tr>
<tr>
<td>7</td>
<td>Selective attending</td>
</tr>
<tr>
<td>8</td>
<td>Redirecting to the learning</td>
</tr>
<tr>
<td>9</td>
<td>Giving a choice</td>
</tr>
<tr>
<td>10</td>
<td>Following through</td>
</tr>
</tbody>
</table>

If no noticeable changes occur within the child’s behaviour, after following the 10 Essential skills, then follow the below consequences for Classroom misbehaviour.

TIER 1:

**STEP 1: Rule Reminder/ Redirection/ Warning/ Individual conference:** Hand student a yellow card or move student’s name on the visual behaviour chart. Strategies: Anita Archer ‘Engagement strategies’ and the ‘10 Essential skills for classroom management’. (Refer student to School Rules Matrix). If behaviour continues….

**STEP 2: Responsible Thinking Time / Reflection Time** Hand student a yellow card and move student’s name on the visual behaviour chart. Student to complete an In Class reflection form within own classroom, away from the other students. Teacher to sign off on the form. If behaviour continues….

TIER 2:

**STEP 3: Buddy Class:** Student handed a red card and student to complete a Buddy Class Reflection sheet in their Buddy class (as per below). Teacher to phone Buddy class and discuss before sending the student. **PLEASE NOTE:**

- Buddy class is for 10 minutes.
- The teacher will conference with the student once they return to class.
- The student then begins back at STEP 1.
- If a student receives two buddy classes in one day, an immediate REFLECTION room form is given.
- Once a student has had a REFLECTION room referral for misbehaviour during class time, they go back to STEP 1 and 2 buddy classroom visits, before the next REFLECTION room referral.
- If a student refuses to attend buddy class, ADMIN is called. (Tier 3). ADMIN will have the student complete the Buddy class reflection sheet in the office and will give the student a REFLECTION room referral. The student will return to class after completing the Buddy class reflection form. The student will begin back on STEP 1.
- The teacher is to record all buddy classes on Oneschool and is to contact the parent.

If the behaviour continues…
STEP 4: **ADMIN is called through the office**

- Admin will decide on the outcome. It may include: a reflection, lunch time detention, natural consequences, restorative justice, restitution, in school suspension, child being sent home, suspension etc.
- The teacher is to record the incident on Oneschool.
- Admin to contact the parent.
- **MAJOR** behaviour incidents require immediate ADMIN intervention.

<table>
<thead>
<tr>
<th>CLASS</th>
<th>BUDDY CLASS</th>
<th>RESERVE BUDDY CLASS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>(if nominated Buddy Class cannot be located)</td>
</tr>
<tr>
<td>PFB</td>
<td>1KW</td>
<td>2MB</td>
</tr>
<tr>
<td>PSJ</td>
<td>1RR</td>
<td>2RV</td>
</tr>
<tr>
<td>1KW</td>
<td>PFB</td>
<td>2BV</td>
</tr>
<tr>
<td>1RR</td>
<td>PSJ</td>
<td>PFB</td>
</tr>
<tr>
<td>2RV</td>
<td>2BV</td>
<td>PSJ</td>
</tr>
<tr>
<td>2MB</td>
<td>2RV</td>
<td>1RR</td>
</tr>
<tr>
<td>2BV</td>
<td>2MB</td>
<td>1KW</td>
</tr>
<tr>
<td>3YW</td>
<td>6TL</td>
<td>5GW</td>
</tr>
<tr>
<td>3MF</td>
<td>6DM</td>
<td>5CH</td>
</tr>
<tr>
<td>4AB</td>
<td>5GW</td>
<td>3YW</td>
</tr>
<tr>
<td>4SS</td>
<td>5CH</td>
<td>3MF</td>
</tr>
<tr>
<td>5CH</td>
<td>4SS</td>
<td>6TL</td>
</tr>
<tr>
<td>5GW</td>
<td>4AB</td>
<td>6DM</td>
</tr>
<tr>
<td>6DM</td>
<td>3MF</td>
<td>4AB</td>
</tr>
<tr>
<td>6TL</td>
<td>3YW</td>
<td>4SS</td>
</tr>
</tbody>
</table>

- **MUSIC**
  - As per above
  - As per above
- **PE**
  - As per above
  - As per above
- **LOTE**
  - As per above
  - As per above
- **LIBRARY**
  - As per above
  - As per above
**PREP Buddy Class Reflection**

**Student:** ______________________

<table>
<thead>
<tr>
<th>Which school rule did I break?</th>
<th>☹ Why was I unable to follow my in-class reflection plan? What happened?</th>
<th>☻ What will I do differently when I go back to class to be a happy member of the group?</th>
</tr>
</thead>
<tbody>
<tr>
<td>o I am safe</td>
<td></td>
<td></td>
</tr>
<tr>
<td>o I am a Learner</td>
<td></td>
<td></td>
</tr>
<tr>
<td>o I am Respectful</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Student Name** ______________________  **Teacher Signature** ______________________  **Parent Signature** ______________________
# Years 1 – 2 Buddy Class Reflection Sheet

**NAME:** ___________________  **CLASS:** _______  **DATE:** _______  

<table>
<thead>
<tr>
<th>What rule did I break?</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am Safe ☐</td>
</tr>
<tr>
<td>I am a Learner ☐</td>
</tr>
<tr>
<td>I am Respectful ☐</td>
</tr>
</tbody>
</table>

**Why was I unable to follow the in-class reflection sheet I have already completed? What did I do wrong? (Write or draw a picture)**  

**I am feeling:**

- happy
- sad
- confused
- worried
- angry
- cross
- embarrassed
- other  

**What will I do differently when I go back to class? (Write or draw a picture)**  

**Some ideas how my teacher can help me to participate back in the class are….. (Write or draw some ideas)**  

**I am ready to go back to class:**  

- Thumb up
- Thumb down  

**If not, explain why?**  

**Teacher signature and feedback:**  

**Parent signature and feedback:**
Years 3-6 Buddy Class Reflection Sheet

NAME: ____________________  CLASS: _______  DATE: _______

What rule did I break?

I am Safe  □  I am a Learner  □  I am Respectful  □

Why was I unable to follow the in-class reflection sheet I have already completed? What went wrong?

What triggered me to disobey the classroom rules and the teacher’s instructions?

How did I feel when I was sent out of the class?

How do I think this made my teacher and classmates feel? Why would they have felt this way?

So who did my actions affect?

Myself □  Other student/s □  Staff □  Other______________ □
<table>
<thead>
<tr>
<th>I am now feeling:</th>
</tr>
</thead>
<tbody>
<tr>
<td>happy</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What will I do when I re-enter the classroom?</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>How can I fix things with my class?</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Was it fair for me to misbehave? Yes or No? Why?</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>I am now ready to go back to class:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>If I am not ready to go back to class, explain why?</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Some ideas how my teacher can help me to participate back in the learning are.......</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Student signature:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Teacher signature and feedback:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Parent signature and feedback:</th>
</tr>
</thead>
</table>
# Reflection Room Plan (Pink slip)

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

This is what I did: I

What was I thinking?

Who has been hurt or is sad because of what I have done? Give reasons why.

I need to work on: Being Safe           Being Respectful           Being a Learner

What do I need to do to make things right?

What will I do differently next time?

<table>
<thead>
<tr>
<th>Student</th>
<th>Referring Teacher</th>
<th>Parent Signature</th>
</tr>
</thead>
</table>

This form is to be returned to the school office.
What happens to my body when I am stressed/upset/annoyed/frustrated/not thinking?

- My muscles tighten in my ________________
- My mouth becomes dry
- I can feel the adrenalin pumping in my body
- I sweat
- My heart beats faster
- I feel angry
- I feel fear
- _______________________________________
- _______________________________________

How will I regulate myself when I feel stressed/upset/annoyed/frustrated/not thinking?

When things go wrong, I can:

- Stay calm and breathe deeply
- Get to the problem quickly
- Keep it small
- Know the difference between what is small and what is big
- Stop and Think before I Act
- Identify if what I am doing is right
- Aim to make things right
- Can you do it, or do you need a teacher’s help?
- _______________________________________
- _______________________________________

In looking at the strategies below, what do you need to do? Why?

What will you do differently next time?

---

THE PERPETRATOR

STOP AND THINK BEFORE YOU ACT

STOP!
- Calm your body.
- Count to 10.
- Take slow and deep breaths.
- Take a break if you need one.

THINK!
- What is the problem?
- What are the options?
- How could I handle this differently?

ACT!
- Do what is best for you and others.
- Be safe and responsible.

THE VICTIM

Use Your High Five

When you need a Hand
Appendix 13

NORTH ARM STATE SCHOOL STUDENT DRESS CODE

North Arm State School is a strict uniform school. We have the support of our Parents and Citizens’ Association to promote 100% adherence to the uniform. Our student dress code consists of an agreed standard and items of clothing, which includes a school uniform that North Arm State School students wear when:

- Attending or representing their school;
- Travelling to and from school; and
- Engaging in school activities out of school hours.

North Arm State School Parents and Citizens’ Association supports a student dress code policy because it believes that a student dress code provides clothing that aims to contribute to a safe and supportive teaching and learning environment through:

- Ready identification of students and non-students at school;
- Fostering a sense of belonging; and
- Developing mutual respect among students by minimising visible evidence of economic or social differences
- Promotes an effective teaching and learning environment by eliminating the distraction of competition in dress and fashion at the school.

North Arm student dress code reflects school community standards and are consistent with occupational health and safety and anti-discrimination legislation.

We will actively encourage our students to take pride in themselves and their school. One way in which this may be achieved is through adherence to the school’s dress standards. As the parent/carer and provider of your child, we seek your support in this matter.

Inappropriate dress refers to clothing or apparel worn by students that is deemed to be:

- Offensive
- Likely to disrupt, or negatively influence normal school operations;
- Unsafe for student or others; and
- Likely to result in a risk to health and safety of student or others
- Outside the requirements as stated in Parent Handbook 2011 e.g., gym shorts, bike shorts and denim shorts. School skirts and skorts must be of appropriate length i.e. a couple of inches above the knee.

FREE DRESS DAYS

Students must still comply with safety aspects of the dress code. No singlets, micro shorts and all students must wear covered shoes. In circumstances where inappropriate or unreasonable dress is worn, appropriate action will be taken.

<table>
<thead>
<tr>
<th>Girls Uniform:</th>
<th>Hat:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dress – navy blue with aqua and white trim</td>
<td>Broad brimmed navy blue hat</td>
</tr>
<tr>
<td>Navy blue wrap skirt/shorts/skort with polo shirt</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Boys Uniform:</th>
<th>Shoes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shirt: aqua blue polo shirt with navy and white trim</td>
<td>Socks and closed in leather shoes/runners preferably black. No boots or any other forms of footwear.</td>
</tr>
<tr>
<td>Shorts: Navy blue shorts</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sports Uniform:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shirt: Red, yellow or green school sport shirts (to be worn on Fridays only)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Winter uniform:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shorts: Navy blue shorts</td>
</tr>
</tbody>
</table>

| Long sleeve polo shirt (winter weight) |
| Polo fleece zip up jacket |

<table>
<thead>
<tr>
<th>Jewellery:</th>
</tr>
</thead>
<tbody>
<tr>
<td>No nail polish</td>
</tr>
<tr>
<td>Watches, small stud/sleeper earrings, signet rings, medic alert bracelets or chains, religious chains only.</td>
</tr>
</tbody>
</table>

Alternatively, navy blue track suit top and bottoms with no logos, and purchased outside of school.

Uniforms may be purchased through the Uniform Shop on Wednesday morning from 8:00 – 10:00am during school weeks. Alternatively, you can leave an order at the office and it will be processed by our uniform convenor. Alternatively, you can place your order through our on-line ordering system called Flexischools.