

Crawford State School

“Strive to Excel”



Responsible Behaviour Plan for Students

Based on: *The Code of School Behaviour*

Responsible Behaviour Plan for Students

1. Purpose

Crawford State School is committed to providing a safe, respectful, and co-operative learning environment, which recognises and accepts individual differences. Students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing.

A major part of the teachers' role is to make sure that the children learn and develop within their school environment without disruptive behaviour hindering their success and enjoyment of learning. It is also expected that students will respect teachers' fundamental right to teach without disruptive behaviours hindering his or her success and enjoyment of teaching.

We also acknowledge that if students are to become productive members of society, teachers must help them to develop responsibility for their actions by teaching explicitly and practising problem solving skills.

The most important part of this plan is that Staff, Parents and students must always work together to ensure the success of this plan. This plan is also aligned to the "Values for Australian Schools".

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

2. Consultation and data review

Crawford State School developed this plan in collaboration with our school community. Consultation with parents, staff and students was undertaken. A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents also informed the development process.

The Plan was endorsed by the Principal, the President of the P&C and Executive Director (Schools) and will be reviewed in 2017 as required in legislation.

3. Learning and behaviour statement

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

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

Our school community believes:

- Learning is lifelong.
- All individuals have the capacity to learn but at different rates and in differentiated formats.

- High quality curriculum programs, teaching, learning and interpersonal relationships contribute to academic and social outcomes.
- All individuals learn best in an environment that is safe; success orientated and reflects the principles of equity and social justice.
- All students and staff have the right to feel safe, cared for, respected and to learn and play without fear or disruption.
- Everyone is responsible for their own behaviour and must respect the rights of others.
- School discipline policies should include proactive steps to promote self-worth and self-discipline.

Our school rules are as follows:

- **Be a Learner**
- **Be Respectful**
- **Be Safe**

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

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

• Universal behaviour support

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

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

STRIVE to EXCEL and the 7 Habits of Happy Kids	BE SAFE	BE RESPECTFUL	BE A LEARNER
	Habit 7: Sharpens the saw by taking care of ourselves mentally and physically.	Habit 4: Thinks with consideration so everyone can win. Habit 5: Responds by listening first to understand and then be understood.	Habit 1: Initiates proactive behaviours every day. Habit 2: Values having a plan by beginning with the end in mind. Habit 3: Encourages putting first things first. Habit 6: Synergises in order to learn better and to excel.
All settings	<ul style="list-style-type: none"> • Keep our bodies calm • Report any problems • Ask permission to leave any setting • Speak positively about oneself and achievements. • be willing to seek and accept help 	<ul style="list-style-type: none"> • Be helpful and supportive of the efforts of others • Take turns • Be honest • Treat others the way you want to be treated • Use polite language such as please and thank you • Help keep the school orderly • Look after your property and 	<ul style="list-style-type: none"> • Take care of own personal property such as hats and lunch boxes • greet peers and teachers each day • Use manners • Be an active participant • Give full effort • Be prepared for all activities • Be responsible for your

	<ul style="list-style-type: none"> Be supportive of others efforts Keep bodies calm Report any problems Ask permission to leave any setting 	<p>the property of others</p> <ul style="list-style-type: none"> Think before acting Be an active listener Follow adult direction(s) Ask questions 	<p>learning</p> <ul style="list-style-type: none"> Be accountable for your choices ask for clarification to understand the task fully Do your job positive attitude accept differences in others and enjoy the talents of others Be cooperative Be a team player
Learning Environment	<ul style="list-style-type: none"> Maintain personal space Use furniture properly Enter and exit rooms calmly Have a 'Can Do' attitude Clean up after self Take care of yourself 	<ul style="list-style-type: none"> be accepting Be respectful to myself and others Be honest Enter a room when invited Actively listen to instruction and discussion Speak in a respectful to myself and to others Be honest Enter a room when invited Listen to others when they are speaking Follow instructions 	<ul style="list-style-type: none"> Get equipment ready for learning each day Arrive on time for school Be organised Be a risk taker- challenge yourself, persevere and try your best Make good choices ask for help if required complete tasks sequentially Be a risk taker- challenge yourself, persevere and try your best learn from others strengths and share your talents in return
Play Areas	<ul style="list-style-type: none"> Be sun-safe Use equipment safely Always wear shoes Take a rest and drink break Report any problems to an adult immediately Care for the environment Keep body to self Be active 	<ul style="list-style-type: none"> play without interfering with the play of others Be a good sport Return to class when the bell rings Invite others to join in your game Exit and enter areas peacefully Share materials Take care of equipment Think before acting and use conflict resolution skills Use positive and encouraging language 	<ul style="list-style-type: none"> Follow the rules Think before acting Be involved Try new games and activities Be a problem solver Share play spaces
Eating Areas and Undercover Areas	<ul style="list-style-type: none"> Eat healthily Walk around school Sit to eat Store lunchboxes in correct storage areas Place rubbish in the bins 	<ul style="list-style-type: none"> Eat with manners Use facilities correctly (taps, seats, bins etc.) Eat only my food Use a peaceful voice 	<ul style="list-style-type: none"> Use proper manners Leave when an adult excuses Keep track of your belonging Use bins to tidy up before you leave Help others to take care of their belonging, especially the younger people Help others to tidy up the eating tables and bins before leaving
Toilets	<ul style="list-style-type: none"> Travel with a partner and return to class promptly Wash hands with soap and water Keep water in the sink One person per cubicle 	<ul style="list-style-type: none"> Use toilet areas appropriately Be water-wise Clean up after your self Allow privacy of others 	<ul style="list-style-type: none"> Keep the toilet area clean Turn off taps when use is finished Use toilets for intended purposes Remember to use toilets before school and in breaks

Lining Up Transition	<ul style="list-style-type: none"> • Enter and exit rooms in a peaceful orderly manner so others are not disturbed 	<ul style="list-style-type: none"> • Walk quietly so others can continue learning • Line up in correct place as directed by staff • Actively listen to teacher's instructions 	
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These expectations are communicated to students via a number of strategies, including,

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

Crawford 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.
- School Behaviour Leadership team members' regular provision of information to staff and parents, and support to others in sharing successful practices
- Comprehensive induction programs in the Crawford State School Responsible Behaviour Plan for Students delivered to new students as well as new and relief staff.
- Individual support profiles developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings.
- Year 6-7 Leadership camp and leadership council.
- Use of "STRIVES to Excel" strategy across the school.

Reinforcing expected school behaviour

At Crawford 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.

Crawford State School Positive Notice (Crawford Cash)

Staff members actively seek to 'catch' and acknowledge students who are displaying appropriate behaviours. Crawford Cash is given out to students that are observed following school rules in both classroom and non-classroom areas. This reinforcement occurs continuously throughout the day. Appendix 1.

Responding to unacceptable behaviour

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

Re-directing low-level and infrequent problem behaviour

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

Our preferred way of re-directing low-level problem behaviour is to ask them to think of how they might be able to act more safely, more respectfully or more responsibly. This encourages students to reflect on their own behaviour, evaluate it against expected school behaviour, and plan how their behaviour could be modified so as to align with the expectations of our school community. Staff use the following questions; what are you doing? Are you being safe/respectful/a learner? What should I see?

• Targeted behaviour support

Each year a small number of students at Crawford State School are identified through our data as needing a little bit extra in the way of targeted behavioural support. In most cases the problem behaviours of these students may not be immediately regarded as severe, but the frequency of their behaviours may put these students' learning and social success at risk if not addressed in a timely manner.

These students attend their normal scheduled classes and activities with appropriate adjustments if required. However they have increased daily opportunities to receive positive contact with adults, additional explicit social skills training and increased opportunities to receive positive reinforcement. Where required, adjustments are made to their academic program and an increase in the level of support they receive through adult support or mentoring.

The Principal with staff involvement coordinates targeted behaviour support. All staff members are provided with continuous professional development in the referral and response process, and the reporting responsibilities of staff and of the students being supported.

Students whose behaviour does not improve after the targeted behaviour support, or whose previous behaviour indicates a need for specialised intervention, may be provided with intensive behaviour support.

• **Intensive behaviour support**

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

- works with other staff members to develop appropriate behaviour support strategies
- monitors the impact of support for individual students through continuous data collection
- makes adjustments as required for the student, and
- works with the School Behaviour Leadership Team to achieve continuity and consistency.

The *Intensive Behaviour Support Team* has a simple and quick referral system in place. Following referral, a team member contacts parents and any relevant staff members to form a support team and begin the assessment and support process. In many cases the support team also includes individuals from other agencies already working with the student and their family, a representative from the school's administration and district-based behavioural support staff.

4. Emergency responses or critical incidents

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

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

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

Basic defusing strategies

Avoid escalating the problem behaviour

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

Maintain calmness, respect and detachment

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

Approach the student in a non-threatening manner

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

Follow through

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

Debrief

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

Physical Intervention

Staff may make legitimate use of physical intervention if all non-physical interventions have been exhausted and a student is:

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

Appropriate physical intervention may be used to ensure that [\(school name\)](#)'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, herding a student by placing a hand in the centre of the upper back, removing potentially dangerous objects and, in extreme situations, using more forceful restraint.

It is important that all staff understand:

- physical intervention cannot be used as a form of punishment
- physical intervention must not be used when a less severe response can effectively resolve the situation
- the underlying function of the behaviour.

Physical intervention is not to be used as a response to:

- property destruction
- school disruption
- refusal to comply
- verbal threats
- leaving a classroom or the school, unless student safety is clearly threatened.

Any physical intervention made must:

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

Record keeping

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

- incident report (Appendix 4)
- [Health and Safety incident record](#) (link)

- debriefing report (for student and staff) (Appendix 5).

5. Consequences for unacceptable behaviour

Crawford 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 3) is used to record all minor and major problem behaviour. The recording of three minor behaviours constitutes a major behaviour.

Minor and major behaviours

When responding to problem behaviour the staff member first determines if the problem behaviour is major or minor, with the following agreed understanding:

- **Minor** problem behaviour is handled by staff members at the time it happens
- **Major** problem behaviour is referred directly to the school Administration team

Minor behaviours are those that:

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

Minor problem behaviours may result in the following consequences:

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

Major behaviours are those that:

- significantly violate the rights of others
- put others / self at risk of harm
- 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 and remind the student of expected school behaviour. The staff member then fills out the office referral form and escorts the student to Administration.

Major problem behaviours may result in the following consequences:

- **Level One:** Time in office, removal to withdrawal room, alternate lunchtime activities, loss of privilege, restitution, loss of break times, warning regarding future consequence for repeated offence, referral to Respond Program
AND/OR
- **Level Two:** Parent contact, referral to Guidance Officer, referral to Intensive Behaviour Support Team, suspension from school
- **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 major and minor problem behaviours:

Minor behaviours are those that:	Moderate behaviours are those that	Major behaviours are those that
<ul style="list-style-type: none"> • Are minor breaches of the school rules • Running on the concrete or around buildings • Not wearing a hat in playground • Not walking bike in school grounds • Not playing school approved games • Minor physical contact (e.g. pushing and shoving) • Work refusal • Not being punctual (e.g. lateness after breaks) • Incorrect use of equipment • Minor defiance • Lack of care for the environment • Minor disruption to the learning of others 	<ul style="list-style-type: none"> • Are repeated and persistent minor behaviours • Play fighting/rough play • Continued refusal to work • Continued lateness to class • Non-compliance / arguing • Inappropriate language (written/verbal) • Petty theft • Possession of banned items • Moderate disruption to the learning of others • Dishonesty and failing to tell the truth 	<ul style="list-style-type: none"> • Are repeated and persistent minor and moderate behaviours • Throwing objects in a dangerous manner • Possession of weapons • Serious physical or verbal abuse • Fighting • Possession or selling of drugs • Possession of unsafe or dangerous objects/substances • Leaving school without permission (out of sight) • Use of a mobile phone in any part of the school for voicemail, email, text messaging or filming purposes without authorisation • Misuse of personal technology devices • Major disruption to the learning of others • Stealing/major theft • Dishonesty • Wilful property damage • Misuse of toilets • Insolence or disobedience • Harassment/bullying

Relate 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 Crawford State School 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 about how to respond 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. Network of student support

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

- Parents
- Teachers
- Support Staff
- Administration Staff
- Guidance Officer
- Advisory Visiting Teachers
- Positive Learning Centre Staff
- Senior Guidance Officer
- School Based Police Officer
- Youth Support Coordinator.(Healthy Communities)

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

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

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

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

7. Related legislation

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

8. Related policies

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

9. Some related resources

- [Bullying. No Way!](#)
- [Schoolwide Positive Behaviour Support](#)
- [Code of Conduct for School Students Travelling on Buses](#)

10. List of appendices

Appendix 1 – The use of personal technology devices at school
Appendix 2 – Procedures for preventing and to responding to incidents of bullying (including cyberbullying)
Appendix 3 – Behaviour Referral Form
Appendix 4 – Incident Report
Appendix 5 - Debriefing Report
Appendix 6 – Positive Classroom Behaviour Flowchart
Appendix 7 – Positive Playground Behaviour Flowchart
Appendix 8 – Minor Behaviour Flowchart
Appendix 9 – Moderate Behaviour Flowchart
Appendix 10 – Major Behaviour Flowchart
Appendix 11 – Time Out Flowchart
Appendix 12 – Fighting or Major Incident Flowchart
Appendix 13 – Behaviour Plan – Detentions
Appendix 14 – 7 Habits of Healthy Kids and STRIVES to EXCEL
Appendix 15 – Behaviour Standards Overview A-E
Appendix 16 – Behaviour Slip – Green slip.
Appendix 17 – Got you! Slips
Appendix 18 – Daily Tracker

Endorsement

Principal

P&C President or
Chair, School Council

Regional Executive Director or
Executive Director (Schools)

Date effective:

from to

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.

Certain Personal Technology Devices Banned From School

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

Confiscation

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

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

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

Personal Technology Device Etiquette

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

Recording voice and Images

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

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

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

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

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

Even where consent is obtained for such recording, the school will not tolerate images or sound captured by personal technology devices on the school premises or elsewhere being disseminated to others, if it is done for the purpose of causing embarrassment to individuals or the school, for the purpose of bullying¹ or harassment, including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur.

Students involved in:

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

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

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

Text communication

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

Assumption of cheating

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

Recording Private Conversations and the *Invasion of Privacy Act 1971*

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

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

Special Circumstances Arrangement

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

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

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

Appendix 2

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

Purpose

1. Crawford State School strives to create positive, predictable environments for all students at all times of the day. The disciplined and teaching environment that we are creating is essential to:
 - achieving overall school improvement, including the effectiveness and efficiency of our student support procedures
 - raising achievement and attendance
 - promoting equality and diversity and
 - ensuring the safety and well-being of all members of the school community.
2. There is no place for bullying in Crawford State School. Research indicates that both those being bullied and those who bully are at risk for behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community's goals and efforts for supporting all students.
3. Bullying behaviours that will not be tolerated at Crawford State School include name-calling, taunting, mocking, making offensive comments, kicking, hitting, pushing, taking belongings, inappropriate text messaging, sending offensive or degrading images by phone or internet, producing offensive graffiti, gossiping, excluding people from groups, and spreading hurtful and untruthful rumours.
4. Bullying may be related to:
 - race, religion or culture
 - disability
 - appearance or health conditions
 - sexual orientation
 - sexist or sexual language
 - young carers or children in care.
5. At Crawford State School there is broad agreement among students, staff and parents that bullying is observable and measurable behaviour. When considering whether or not bullying has occurred, we will therefore avoid speculation on the intent of the behaviour, the power of individuals involved, or the frequency of its occurrence. Whether bullying behaviour is observed between students of equal or unequal power, whether it occurs once or several times, and whether or not the persons involved cite intimidation, revenge, or self-defence as a motive, the behaviour will be responded to in similar fashion, that is, as categorically unacceptable in the school community.

Rationale

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

levels of social acknowledgement for doing so. Adding lessons on bullying and how to prevent and respond to it is a subset of procedures that our students are already accustomed to.

Prevention

8. Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, our schoolwide universal behaviour support practices will be maintained at all times. This will ensure that:
 - Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour
 - All students know the 3 school rules and have been taught the expected behaviours attached to each rule in all areas of the school
 - All students have been or are being taught the specific routines in the nonclassroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms
 - All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the nonclassroom areas of the school
 - A high level of quality active supervision is a permanent staff routine in the nonclassroom areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the nonclassroom areas.
9. The student curriculum modules of the anti-bullying process consist of lessons taught by all teachers in all classrooms to a schoolwide schedule of instruction. At all times simultaneous instruction is our goal, in order to maintain consistency of skill acquisition across the school.
10. An initial introductory lesson is delivered, which teaches the 3-step process to be used by all students when experiencing bullying behaviour either as a person being bullied, the person bullying or bystander.
11. The introductory lesson is followed by several shorter lessons, each of which focuses on one of the bullying behaviours that the school has identified and defined. These lessons include instruction on how to approach adults and also on what reactions and systemic responses they should expect from adults.
12. Research indicates that a common outcome of anti-bullying programming is an improvement in understanding of bullying but little change in the frequency or nature of actual bullying behaviour. One of the reasons cited for this outcome is the lack of behavioural rehearsal in the programming. The anti-bullying process at Crawford State School takes care to combine knowledge with practice in a process of active learning, so that students understand by 'doing' as much as by 'knowing'.
13. Crawford State School uses behavioural data for decision-making. This data is entered into our database on a daily basis and can be recalled as summary reports at any time. This facility allows the school to track the effectiveness of its anti-bullying process, to make any necessary adjustments, and to identify specific bullying behaviours that may need to be revisited or revised in the instructional process.

Appendix 3

Crawford State School Behaviour Referral Form

Student Name:			Location (please tick)	
Date:	Time:	Class:	Playground	
Referring staff member :			Specialist Lesson	
			Classroom	
			Other	

Problem Behaviour			
Minor (Please tick)		Major (Please tick)	
Defiance/Disrespect Low intensity brief failure to follow directions		Defiance/Disrespect Continued refusal to follow directions, talking back and / or socially rude interactions.	
Physical Contact Student engages in non-serious but inappropriate physical contact.		Physical Aggression Actions involving serious physical contact where injury may occur (eg hitting, punching, hitting with an object, kicking, scratching etc)	
Inappropriate language Low intensity language (eg shut up, idiot etc)		Inappropriate / Abusive language Repeated verbal messages that involve swearing or use of words in an inappropriate way directed at other individual or group	
Disruption Low intensity but inappropriate disruption.		Disruption Repeated behaviour causing an interruption in a class or playground. (eg. Yelling or screaming, noise with material, disrupting games, sustained out of seat behaviour etc)	
Property Misuse Low intensity misuse of property.		Vandalism Student engages in an activity that results in substantial destruction or disfigurement of property	
Dress Code Student wears clothing that is near, but not within, the dress code guidelines defined by the school.		Dress Code Refusal to comply with school dress code.	
Safety Student engages in brief or low-level safety violation not involving hurting any other individuals or groups.		Safety Student engages in frequent unsafe activities where injury may occur.	
Dishonesty Student engages in minor lying/cheating not involving any other person.		Major Dishonesty Student delivers message that is untrue and / or deliberately violates rules and/or harms others	
Other		Harassment / Bullying Repeated teasing, physical and verbal intimidation of a student.	
		Other	

School Expectation Category					
Be SAFE		Be Respectful		Be Responsible	

Others involved in incident						
None		Peers		Staff		Other

Appendix 4

Incident Report

Name:

Date:

Person Completing Form:

Name PROBLEM BEHAVIOUR		
Date of incident	Time incident started	Time incident ended
Where was the student when the incident occurred?		
Who was working with the student when the incident occurred?		
Where was staff when the incident occurred?		
Who was next to the student when the incident occurred?		
Who else was in the immediate area when the incident occurred?		
What was the general atmosphere like at the time of the incident?		
What was the student doing at the time of the incident?		
What occurred immediately before the incident? Describe the activity, task, event.		
Describe what the student did during the incident.		
Describe the level of severity of the incident. (e.g. damage, injury to self/others)		
Describe who or what the incident was directed at.		
What action was taken to de-escalate or re-direct the problem?		
Briefly give your impression of why the student engaged in the above-described incident. (e.g. was angry because I asked him/her to stop teasing).		

Appendix 5

Debriefing Report

Formal debriefing should be led by a staff member trained in the process who has not been involved in the event. The goals of debriefing are to:

- Reverse or minimise the negative effects of physical intervention
- Prevent the future use of physical intervention
- Address organisational problems and make appropriate changes

Notes on the discussion that occurs during the debriefing report are not required to be documented, however a note should be made that the debriefing has occurred for both staff and students involved (e.g. names, date, time and outcomes).

Debriefing should provide information on:

- Who was involved
- What happened
- Where it happened
- Why it happened
- What we learned

The specific questions we want to answer through the debriefing process are:

- **FACTS:** what do we know happened?
- **FEELINGS:** how do you feel about the event that happened?
- **PLANNING:** what can/should we do next?

Questions for staff

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

Questions for student

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

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

Crawford State School

Behaviour Flow Chart– 2014.

Positive Classroom behaviours.



Step 1; Encourage positive behaviours. Immediately recognise and praise them.



Step 2; place name up a rung on the behaviour ladder.



Step 3; Crawford Cash



Step 4; phone parents and record contact in OneSchool



Step 5; Positive behaviour certificate delivered on parade. Oneschool.



Crawford State School

Behaviour Flow Chart– 2014.

Positive Playground behaviours.

Step 1; Encourage positive behaviours. Immediately recognise and praise them.



Step 2; Crawford Cash

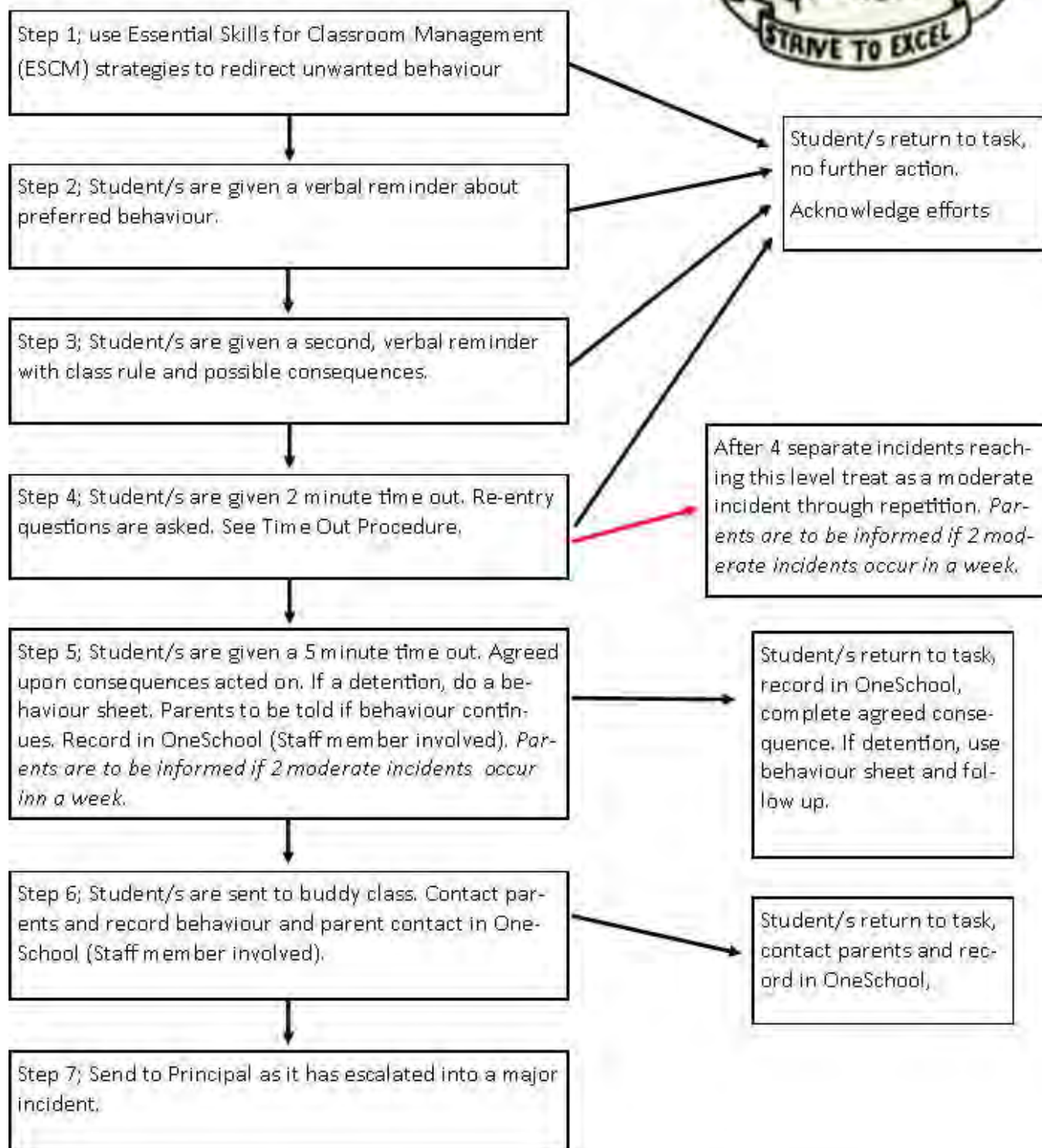


Step 3; phone parents or post home a positive behaviour postcard and record in OneSchool.

Record positive behaviours in OneSchool so the data can be used help ascertain appropriateness for future leadership positions.

Crawford State School Behaviour Flow Chart– 2014.

Minor in class behaviours.



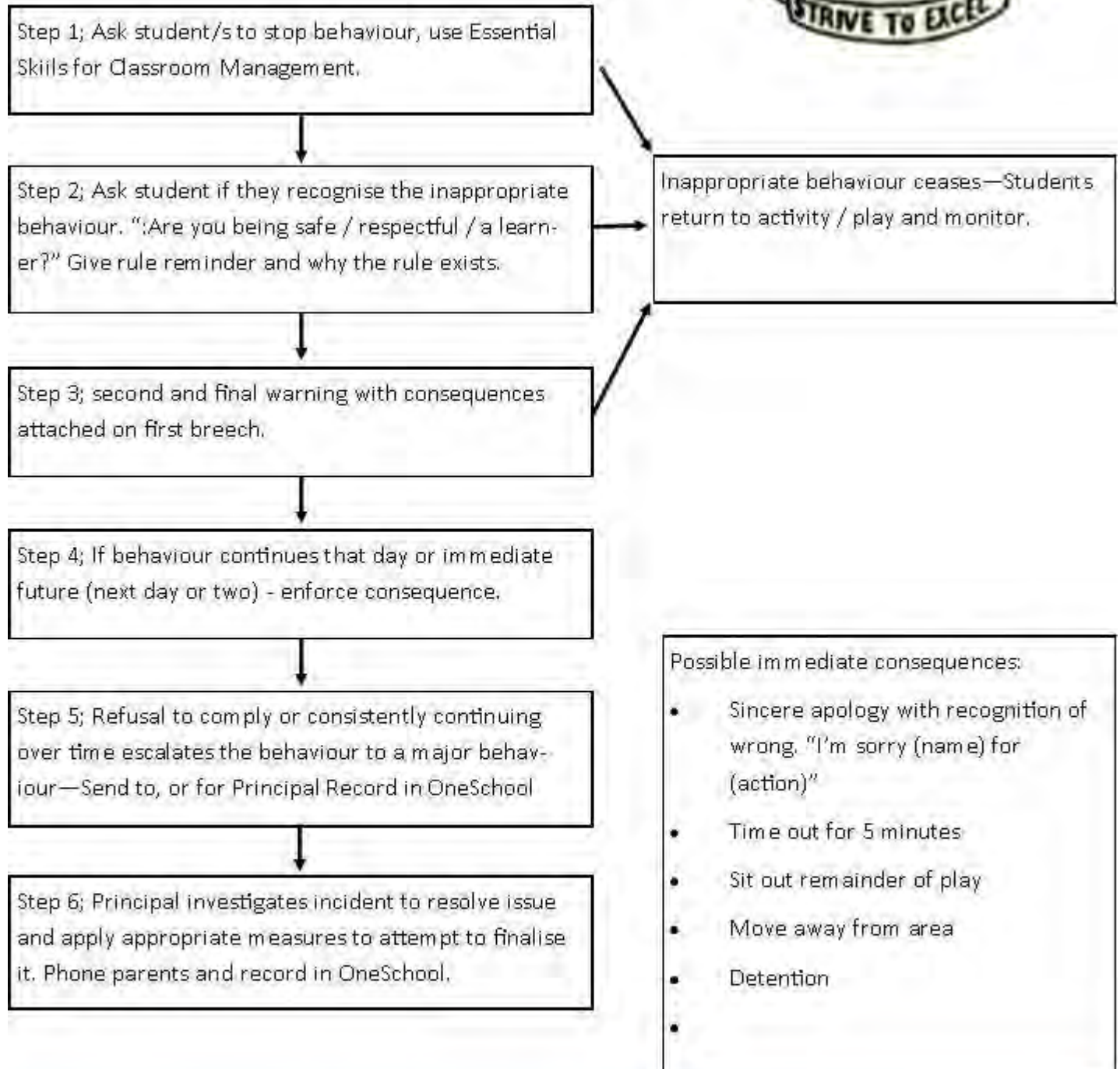
Minor behaviours (examples)

- Running on the concrete or around buildings
- Not wearing a hat in playground
- littering
- Minor physical contact (e.g. pushing and shoving)

- Work refusal
- Lateness after breaks
- Minor defiance (e.g. eye rolling, huffing etc.)
- Minor vandalism
- Low level disruption (talking, calling out)

Crawford State School Behaviour Flow Chart– 2014.

Moderate behaviours.



Moderate behaviours (examples)

- Are repeated and persistent minor behaviours
- Play fighting/rough play
- Continued refusal to work
- Continued lateness to class

- Inappropriate language (written/verbal)
- Petty theft
- Possession of banned items (e.g. phones, video games, ipods etc.)
- Moderate disruption (continual talking, moving around,)
- Dishonesty and failing to tell the truth

Crawford State School Behaviour Flow Chart– 2014.

Major behaviours.



Step 1; Ask student/s to stop behaviour, separate if safe. Green card and send to Principal.

Step 2; send for immediate assistance if student/s not responding to requests. use assistance card sent with another student. (Emergency Response Procedures)

Step 3; remove all other people if any danger or harm is present.

Step 4; Administer first aid if needed.

Step 5; Question students if appropriate, if unsure escort to Principal.

Step 6; Escort to Principal and hand over. Do not leave the student/s unattended at any time.

Step 7; record incident in OneSchool and refer to Principal.

Step 8; Officer In Charge (OIC) to contact police (000) ..
Any police contact MUST be reported to Regional Office (Kingaroy - 4162 9500 Toowoomba— 4616 9111) IMMEDIATELY.

All major incidents will be referred to the Principal either with the students immediately. Ask for assistance to cover your duty if necessary.

Incidents to report to **police** and **regional office**.

- Throwing objects in dangerous manner..
- Possession of weapons.
- Possession or selling drugs.
- Possession of unsafe or dangerous objects/substances.
- Leaving school without permission (out of sight).

Incidents to report to **regional office**.

- Use of a mobile phone in any part of the school for filming purposes without authorisation.
- Stealing/major theft.

Major behaviours (examples)

- Are repeated and persistent minor and moderate behaviours
- Rudeness / disrespect
- Offensive language towards someone.
- Fighting

- Threats and harassment
- Bullying
- Stealing
- Truancy
- Inappropriate use of any equipment.

Crawford State School Behaviour Flow Chart– 2014.

Time Out Procedure



Step 1; After unsuccessful use of ESCM Ask student to move to the time out spot for a few minutes. This is a prearranged spot familiar with all students.

Step 2; quietly and with the student, not across the room, ask these re-entry questions.

1– Why were you sent outside/away from the learning? What caused you to be sent from the classroom/to the time out position?

2– What rule did you break?

3– What do you think should happen if this happens again? What do you think the consequence should be if this happens again>

All timeouts should only be for a few minutes to minimise the impact on the students learning.

Do not to forget them!

Step 3; if noncompliant, allow the student to sit aside for a few more minutes.

Avoid being caught in an argument or discussion. The student is not ready to return to class if they do not accept responsibility for their actions. Let them know this and walk away.

Step 4; Attempt the questions again.

Step 5; If still not responsive, inform the student they are now interrupting the whole class and the matter will have to be dealt with at a more convenient time, eg their lunch break and they will have to catch up on the work they are missing and complete a behaviour sheet. Let them decide what they want to do. Record in One-School.

Crawford State School Behaviour Flow Chart– 2014.

Fighting or major incident debrief



Restorative Practices:

When individuals have calmed down sit them down in a conference type setting and open the dialogue. Explain that each person will be given a chance to speak and you expect them to listen to what the person speaking says without interruption.

Start with the perceived wrongdoer.

Use the following guide questions to ascertain the issue.

1. What happened?
2. What were you thinking at the time?
3. What have you thought about since?
4. Who has been harmed/affected?
5. What needs to happen to repair the harm?



Turn to the person harmed and use these guide questions.

1. How have you been harmed/affected?
2. What's the hardest or most difficult part about this?
3. What would you like to see happen?
4. If punitive response: what will this achieve or how will that help?



Back to wrongdoer

1. Does that seem fair? If not what needs to happen?
2. Is there anything else you would like to do or say?

Remember:

- Try to use **silence** no prompting
- Say 'tell me more' or 'say more about that.'
- Give time to reflect, and if necessary, come back to them.
- Remember it is an apology of actions.

Crawford State School Behaviour Plan



Name _____

Date _____

What did I do that broke the rules?

What will the class see me doing from now on?

Student's signature_____
Teacher's signature

How am I feeling about this?



Sad



not sure



happy



upset



angry



embarrassed



sorry

Crawford State School

The Seven Habits of Healthy Kids and STRIVES to EXCELL

The behaviour management plan at Crawford State School is a long term plan and has evolved to meet the needs of our community. We see this plan, not as a way of behaviour management but as a behaviour strategy that shapes our students future behaviour.

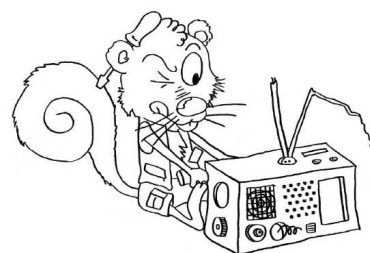
Our goal is to continually refine this school as a peaceful, harmonious place where all student needs are met. Our students are intentionally made to feel welcome and an integral part of Crawford State School. As our posters proclaim, we value diversity and so each student is valued for their individuality and abilities.

It is our mission to develop in our students, habits and values that will serve them beyond our school fence and will enable them, in the future to be resilient, thoughtful, socially aware, contributing members of society. The values we are imparting in the behaviour management model at Crawford State School are far more than 'just at school' or 'school rules' or 'codes of behaviour'. We are developing lifelong habits in our students. By underpinning our behaviour expectations with the 'Seven Habits of Healthy Kids', we empower our students with tools that they will be able to continuously draw upon throughout their lives. Linking our school motto to the 'Seven Habits' allows for daily real-life referral, practise and reinforcement. As our students encounter practise of the habits over time, these habit become an automatic way of approaching life. We believe that gaining these skills will help make our students more proficient citizens, and for some will break generational habits that have been inherited from family situations.

Habit 1 – Initiates proactive behaviours every day.

Teaching kids that they are responsible for their own lives is the first habit we teach at Crawford State School.

Students learn to understand that sitting back and blaming other people, circumstances, or other factors for their problems and difficulties, while waiting for somebody to come along and fix them, leads to a cycle of helplessness and hopelessness. The only person who can 'fix' things is the student themselves.



At Crawford State School, our students are shown and taught that they are *ultimately* responsible for their own lives and it is up to them to take charge and stop playing the victim. If they are not satisfied with something we encourage them to ask 'What can I do to change it?'

Be responsible for your actions act accordingly. "Who is in charge of the choices you make: you or somebody else?" Act on this, if you make a mistake, acknowledge it, take responsibility for it and act accordingly.

Be proactive! I have a 'Can Do' Attitude. I choose my actions, attitudes and moods. I don't blame others. I do the right thing without being asked, even if nobody is looking.

Habit 2 - Values having a plan by beginning with the end in mind.

What is "the end" for you? What goals do you have? What do you hope to be doing five years from now? Ten years from now? Twenty?

Whether it is a life plan, or what you want to do this weekend, or an assessment piece. Start with the end in mind. What is it you to achieve? Knowing what you want is the only way you can plan to achieve this. Everybody at Crawford State School has something they need to get better at, and by making a plan and sharing them with our students we are encouraging them to dream and the tools to achieve their dreams.



Begin with the End in Mind. I plan ahead and set goals. I do things that have meaning and make a difference. I am an important part of my classroom. I look for ways to be a good person.



Habit 3 – Encourages putting first things first

Doing the task before the decoration, do the research and typing before choosing a font and colour, not leaving the assignment to the night before. Easy gratification and procrastination are two habits we actively look down on. Our students are shown that although they may not want to do the task, getting it done first and properly means they can spend time doing other tasks they might enjoy more. The good feelings of being finished or prepared as opposed to the awful feelings of not being preparing with the end in mind.



Put first things first. I spend my time on things that are most important. This means I say no to things I should not do. I set priorities, make a schedule, and follow my plan. I am organised.

Habit 4 –Thinks with consideration so everyone can win.

Our students sometimes want everything to go their way and for them to get what they want. With some mediation, Crawford students are encouraged to reach a compromise so everyone walks away satisfied. Although the students may not have gotten exactly what they wanted a lose –win, or a win-lose situation was avoided. Thinking about another as well as yourself leads to a win-win situation and helps our students learn – it's not all about you, it's about both of us.



Think Win-Win – I want everyone to be a success. I don't have to put others down to get what I want. It makes me happy to see other people happy. I like to do nice things for others. When a conflict arrives, I can help brainstorm a solution. We can all win.



Habit 5 – Responds by first listening to understand, and then be understood.

Listening is easy, but hearing what is actually being said is different. Listening to understand can be difficult when we are busy, but giving our students our attention when they are talking and engaging with them is teaching them the courtesy of listening to what is being said. Our students are encouraged to voice their opinions and ideas in a safe environment, knowing they will be heard and considered.



Oral language is the foundation of all communication and is paramount to reading and literacy skills. If our students can't say it, how can they write it. Listening to our student's needs allows staff to understand them and gives us the ability to have them understand us.

Seek first to understand, then to be understood – listen before you talk.

I listen to other people's ideas and feelings. I try to see things from their viewpoints. I listen to others without interrupting. I am confident in voicing my ideas.



Habit 6 – Synergises in order to learn better and to EXCEL

Many hands make light work. Crawford students are shown to value differences and to work together to create solutions. Using each other's strengths to accomplish any problem or task. Students actively work in pairs, small and large groups of differing ages and abilities throughout the day to create better solution than what anyone could do alone.



Synergise- I value other people's strengths and learn from them. I get along well with others, even people who are different from me. I work well in groups. I seek out other people's ideas to solve problems. I know that 'two heads are better than one'. I am a better person when I let other people into my life and work.



Habit 7 Sharpens the saw by taking care of ourselves mentally and physically.

All four parts of who we are; body, heart, mind and soul should be balanced for our students to be happy and healthy. One element out of balance can impact our students' ability to learn and play at school.

Knowing that health is more than physical, allows staff to understand behaviour patterns and cater to the cause of the behaviour more than the behaviour.



Sharpen the saw – I take care of my body by eating right, exercising, and getting enough sleep. I spend time with family and friends. I learn in lots of ways and lots of places.



CRAWFORD STATE SCHOOL – Behaviour Standards overview - Daily

Yr level	Area of Student Performance	A	B	C	D	E
Yr P-2	Classroom activities & routines	• Always follows routines and provides maximum effort in all class activities	• Usually follows routines and provides maximum effort in all class activities	• Usually follows routines and provides consistent effort in most class activities	• Has some difficulty in following routines and requires better effort in some class activities. Behaviour recorded	• Has difficulty in following routines and requires better effort in most class activities. Behaviour recorded
	Playground	• Level of play is excellent with rare corrections needed from staff and this student often assists others	• Level of play is good with rare corrections needed from staff	• Level of play is good with minimal corrections from staff	• Level of play is inconsistent with frequent corrections from staff. Behaviour recorded.	• Level of play is inconsistent with regular corrections from staff and has been removed from play. Behaviour recorded.
	Homework & Reading Folders	• Level of homework processes completion is excellent.	• Level of homework processes completion is good.	• Level of homework processes completion is satisfactory.	• Level of homework processes completion is unsatisfactory	• Level of homework processes completion is rare
	Respect- Managing self	• Manages their own behaviour / actions to a high level	• Manages their own behaviour / actions to a good level	• Manages their own behaviour / actions to a satisfactory level	• Needs encouragement to manage their own behaviour / actions. Behaviour recorded	• Unable to manage their own behaviour / actions for the majority of the time. Behaviour recorded
	Helping others / Groups	• Always co-operates in a group and seeks to help others	• Always co-operates in a group and treats others well	• Usually co-operates in a group and generally treats others well	• Needs encouragement to co-operate in groups / with others Behaviour recorded	• Finds it difficult to co-operate in groups / with others. Behaviour recorded
Yr 3-7	Classroom activities & routines	• Always follows established routines and provides maximum effort in all class activities	• Follows established routines and provides maximum effort in most class activities	• Generally follows established routines and positively engages with classroom activities.	• Needs prompting to follow routines and requires encouragement to be engaged in activities. Behaviour recorded	• Requires frequent reminders about readiness, routines and engagement with activities. Behaviour recorded
	Playground & Sports	• Level of play is excellent with rare corrections needed from staff and this student often assists others	• Level of play is good with rare corrections needed from staff	• Level of play is consistent with only a few corrections from staff	• Level of play is inconsistent with frequent corrections from staff. Behaviour recorded	• Level of play is inconsistent with frequent corrections from staff and has been removed from play on more

						than two occasions. Behaviour recorded
	Homework & Assignments	• Level of homework processes completion is excellent.	• Level of homework processes completion is good.	• Level of homework processes completion is satisfactory.	• Level of homework processes completion is unsatisfactory	• Level of homework processes completion is rare
	Helping others / Groups	• Always co-operates in a group and seeks to help others	• Always co-operates in a group and treats others well	• Usually co-operates in a group and generally treats others well	• Needs encouragement to co-operate in groups / with others. Behaviour recorded	• Finds it difficult to co-operate in groups / with others. Behaviour recorded
	Respect & Leadership	• Actively seeks leadership roles, displays appropriate attributes and treats all members of the school community highly	• Displays leadership attributes frequently and treats members of the school community well.	• Displays leadership attributes when asked to do so and generally treats members of the school community well.	• Displays leadership attributes on occasion but needs encouragement to treat members of the school community well.	• Displays little or no leadership attributes and finds it difficult to work with members of the school community.

Adapted from Greenlands State School



BEHAVIOUR SLIP

Level: L/Green 1 L/Green 2
Red Blue White

Name: _____ Date: ____/____/2011 Referring Staff: _____

Class: Prep 1 2 3 4 5 6 7

Location: Classroom Specialist (In-Class) Outside Classroom Eating Area
Play Equipment Toilets

Time Slot: Before School Session 1 First break play time First break eating
time
Session 2 Second break play time Second break eating time Session 3 After School

Problem Behaviour	Incident Details
Minor Inappropriate language Physical contact Non-Compliance/Defiance Disruption Property misuse Dishonesty	Students involved _____ _____ Details _____ _____ _____ _____ _____ _____
Major Abusive language Fighting/ Physical aggression Overt Defiance/Insubordination Harassment/bullying Disruption	

 <h1 style="text-align: center;">Got You!</h1>  <p style="text-align: center;">You've been caught doing something great!</p> <hr/> <p>Was caught-</p> <ul style="list-style-type: none"> <input type="checkbox"/> Sharpening the saw <input type="checkbox"/> Thinking with consideration for a win - win. <input type="checkbox"/> Responding by listening to understand <input type="checkbox"/> Initiates proactive behaviours <input type="checkbox"/> Values a plan with the end in mind <input type="checkbox"/> Encourages putting first things first <input type="checkbox"/> Synergises in order learn better 	 <h1 style="text-align: center;">Got You!</h1>  <p style="text-align: center;">You've been caught doing something great!</p> <hr/> <p>Was caught-</p> <ul style="list-style-type: none"> <input type="checkbox"/> Sharpening the saw <input type="checkbox"/> Thinking with consideration for a win - win. <input type="checkbox"/> Responding by listening to understand <input type="checkbox"/> Initiates proactive behaviours <input type="checkbox"/> Values a plan with the end in mind <input type="checkbox"/> Encourages putting first things first <input type="checkbox"/> Synergises in order learn better
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'Got You!' cards are issued during breaks to recognise positive behaviours aligned to the STRIVES to EXCEL. All recipients place the 'Got You' card into a box and receive Crawford Cash on parade. A 'Got You' is drawn out on parade and the winner receives a free icy cup on Friday.

All 'Got You!' cards are



Appendix 18



Daily Behaviour Tracker

Date _____

Name _____ Teacher _____

Time	Behavior rating	Comment
Morning 1	    	
Morning 2	    	
Morning tea	    	
Middle session	    	
Lunch	    	
Afternoon session	    	

Signed

Parent _____












Student _____



Daily Behaviour Tracker

Date _____

Name _____ Teacher _____

Time	Behaviour rating	Comment
Morning 1	    	
Morning 2	    	
Morning tea	    	
Middle session	    	
Lunch	    	
Afternoon session	    	

Signed

Parent

Student

Daily Tracker Procedure.

After consultation with parents The tracker is used for the student to monitor their own behaviour and to provide daily feedback to parents or caregivers.

The tracker can be used for as long as deemed necessary for the student to monitor their behaviours.

The student should circle the emoticon they think best represents their behaviour for the session, THEN the teacher will circle their assessment and give a comment. Allow the student to self-assess without any reminders or prompts, it is them looking back to see if they can identify behaviours. This will aid the teacher to evaluate the student's interpretation of behaviours and allow the school to focus on addressing them in our behaviour lessons.

The tracker is sent home daily and must be returned the next day. If the student fails to return the tracker, contact parents immediately to find out why and to keep them informed of their child's progress.

