**Tannum Sands State School**

**Responsible Behaviour Plan for Students**

based on *The Code of School Behaviour*

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1. **Purpose**

Tannum Sands Primary School is committed to providing a Safe, Respectful and Disciplined Learning Environment, where students have opportunities to engage in quality learning experiences and develop Values supportive of their well-being.

We aim to have:

- All members of the school community to feel safe and valued,
- Maximization of social and academic learning outcomes through quality practices within Curriculum, Interpersonal Relations and School Organisation.

The Tannum Sands Primary School’s “Responsible Behaviour Plan for Students” adopts a Positivist approach to the training of appropriate behaviour.

2. **Consultation and Data Review**

Throughout 2011, there has been considerable discussion amongst staff and consultation with the broader school community about the training of appropriate behaviour in students.

The Plan was reviewed by the SWPBS team, members of staff, students and parents and presented to members of the parent community for consultation and feedback. A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour trends from 2011 also informed the development and review process.

The Plan was endorsed by the Principal and a Representative of the P&C in March 2012 and it is expected that it will be reviewed in 2014 as required by the legislation.

3. **Learning and behaviour statement**

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

Our Responsible Behaviour Plan outlines our system for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours. Through our school plan, shared expectations for student behaviour are plain to everyone, assisting our 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.

Effective Date: January 2012.
Our School community has identified the following school rules to teach and promote our high standards of responsible behaviour:

- Be Safe
- Be Friendly
- Be Respectful
- Be Responsible
- Be an Active Learner

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

4. Processes for facilitating standards of positive behaviour

Whole-School (Universal) Behaviour Support

Tannum Sands State School is committed to a shared vision of a positive and inclusive school that endorses policies, programs and procedures and resourcing to ensure that the school’s pastoral care and student welfare systems meet the needs of all students.

Programs and strategies to effectively empower all staff, students and community members to contribute to building and participating in a safe, supportive and positive school environment include:

- Positive, proactive student management orientated towards prevention and intervention
- YOU CAN DO IT program
- STOP, THINK, DO
- Peer mediation program
- Contributing positively to the safety and wellbeing of themselves and others
- Valuing diversity
- Educating staff in policies and procedures about bullying and harassment that are explicit and clearly understood
- Procedures for bystanders to discourage bullying and harassment
- Consistency in expectations of behaviour and consequences
- Staff trained in conflict resolution to act as support officers for students
- Positive relationships between the school, community and community agencies including:
  - Dept of Child Safety
  - Drug and alcohol
  - Police
  - Special days e.g. under 8’s, grandparents day and sporting days
  - Class open days
- Organised playground activities during lunch breaks

A set of behavioural expectations in specific settings has been attached to each of our school rules. The school-wide expectations teaching matrix below outlines

Effective Date: January 2012.
our agreed rules and specific behavioural expectations in all school settings. (Refer to Appendix 2)

**Reinforcing Expected School Behaviour**

At Tannum Sands Primary School, key messages about Expected Behaviour are reinforced daily at School Assemblies and with Classroom Reinforcement Schedules.

**Responding to Unacceptable Behaviour**

When a student displays low-level or infrequent behaviour that is unacceptable, the first response of school staff is a “Friendly Reminder” of what would be more acceptable behaviour and a “Re-Redirecting” to a more appropriate activity.

If the behaviour persists, a Targeted Behaviour Support plan may be required.

**Targeted Behaviour Support**

For students of Tannum Sands State School whose behaviour signals a need for Targeted Intervention, an Individual Behaviour Support Plan will be developed. Within this plan, both Proactive and Reactive Strategies for managing this behaviour will be articulated.

Proactive Strategies are those that are designed to decrease the frequency and/or intensity of problematic behaviour over time. These may include:

Environmental Manipulation:
- Change of Seating Arrangement,
- Withdrawal to a Quiet Area (instigated by the student or the teacher) to enable continuation of work in a less demanding environment,
- Elimination of Environmental Pollutants (noise, glare, crowding),
- Change of Interpersonal Setting (grouping of students or, in extreme situations, teacher / teacher-aide – student interaction).

Positive Programming:
- Specific Skill Training,
- Development of Coping Mechanisms / Desensitisation / Relaxation Training / Tolerance / Building Resilience,
- Change in Instructional Method to suit Learning Style,
- Use of Reward Systems to help shape desired behaviours.

**Intensive Behaviour Support**

Tannum Sands 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

Effective Date: January 2012.
• 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.

5. Emergency Responses or Critical Incidents

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

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

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

Basic defusing strategies
Avoid escalating the problem behaviour
(Avoid shouting, cornering the student, moving into the student’s space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language).

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).

Effective Date: January 2012.
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/her or to others.

Appropriate physical intervention may be used to ensure that Tannum Sands State School's duty of care to protect students and staff from foreseeable risks of injury is met. The use of physical intervention is only considered appropriate where the immediate safety of others is threatened and the strategy is used to prevent injury.

Physical intervention can involve coming between students, blocking a student's path, leading a student by the hand/arm, shepherding a student by placing a hand in the centre of the upper back, removing potentially dangerous objects and, in extreme situations, using more forceful restraint.

It is important that all staff understand:
- Physical intervention cannot be used as a form of punishment
- Physical intervention must not be used when a less severe response can effectively resolve the situation
- The underlying function of the behaviour.

Physical intervention is not to be used as a response to:
- Property destruction
- School disruption
- Refusal to comply
- Verbal threats
- 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
- Health and Safety incident record (link)
- Debriefing report (for student and staff).

6. Consequences for Unacceptable Behaviour

While the focus of this plan is on proactive and preventive whole school approaches, certain types of behaviour are unacceptable and responses may range from Time-Out from the Learning Environment or Playground, or a Discussion of the Behaviour with Parents / Care-Givers, to Suspension from school, and in the most serious circumstances, a Recommendation for Exclusion.

Effective Date: January 2012.
(This consequence would only be used after consideration had been given to all
other responses and the unique circumstances of the situation have been
considered. For example, students involved in violent assaults or the use of
weapons could expect to be recommended for exclusion.)

The Procedures for Preventing and Responding to Incidents of Bullying
(Appendix 3)

7. The network of student support

The team approach to Behaviour Support at Tannum Sands State School
includes Teachers, Teacher Aides, School Administrators and Parents.

It may also draw upon the support of Paediatricians, Officers of the Department
of Child Safety or Child Protection, and specialist staff from the Behaviour
Support Centre.

8. Consideration of individual circumstances

With an aim of maximizing learning for students at Tannum Sands State School,
it is recognised that Individual Behaviour Management Plans, and the response
to inappropriate behaviour must take into consideration:

• The child’s personal circumstances,
• The nature of the disability and its impact upon learning,
• Developmental stage and actions,
• Learning style and reinforcers,
• Environmental factors,
• Interpersonal factors, and
• History of behaviour.

In establishing Processes and Procedures to manage Behaviour, the staff of
Tannum Sands State School recognises the need to balance Consistency with
Flexibility, while also recognising the needs and rights of the school community
and its members.

Use of Personal Technology Devices at School

At Tannum Sands State School, students are encouraged to not bring personal
belongings to school as there is a risk that they may be damaged or stolen. If a
student chooses to bring such a device to school, s/he may leave it with office
staff, which will lock it in a safe place for collection at the end of the school day.

If students have personal devices at school, that are not ‘checked in at the office’,
they must be turned off and not used during class times.

Recording of Voice or Images: Recording of voice or images of either staff or
students with personal devices without express permission by that person is not
allowed, and persons found to be doing this will be subject to disciplinary action.

Text Communication: Text communication during class times is not allowed, and
people that send text messages that contain obscene language or threats of
violence will be subject to disciplinary action. (See Appendix 4)

Effective Date: January 2012.
Procedures for Preventing and Responding to Bullying

Tannum Sands State School strives to create a positive learning environment for all students and a positive working environment for all staff. There is no place for Bullying at this school.

Bullying is defined as the repeated physical or psychological oppression of a person who is less capable than another. It may include:

- Physical Attack, including hitting, kicking, sexual assault or theft, or
- Verbal Attack, including name-calling, offensive remarks or ridicule.

It may also include:

- Indirect Bullying, including the spreading of rumours or explicit ostracism from the social group.

Whenever bullying behaviour is observed, whether it occurs once or on more than one occasion, and no matter what is cited as the motivation for this behaviour, the behaviour will still be viewed as unacceptable, and be responded to in accordance with the school’s Responsible Behaviour Plan. (See Appendix 2)

9. Related legislation

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

10. Related policies

- 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

Some related resources

- National Safe Schools Framework (ncab.nssfbestpractice.org.au/resources/resources.shtml)

Effective Date: January 2012.
• National Framework for Values Education in Australian Schools (www.valueseducation.edu.au)
• National Framework for Values Education in Australian Schools – Queensland (www.education.qld.gov.au/curriculum/values/)
• National Safe Schools Week www.safeschoolsweek.dest.gov.au
• Bullying. No Way! (www.bullyingnoway.com.au)
• MindMatters (www.curriculum.edu.au/mindmatters)

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Effective Date: January 2012.
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 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 Tannum Sands 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.

Effective Date: January 2012.
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 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.

**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.

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

Effective Date: January 2012.
* Personal Technology Devices includes, but is not limited to, games devices (such as Portable gaming devices, Tamagotchi®, laptop computers, PDAs, Blackberrys®, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile telephones, IPods® and devices of a similar nature.
## Tannum Sands State School Expectations Matrix

### (Appendix 2)

#### School Wide Expectations

<table>
<thead>
<tr>
<th><strong>Be Responsible</strong></th>
<th><strong>Be Respectful</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>* Show respect and correct behaviour in all settings*&lt;br&gt;* Look after my uniform and wear it correctly*&lt;br&gt;* Am a positive role model*&lt;br&gt;* Walk quietly through the school*</td>
<td>* Use manners at all times*&lt;br&gt;* Speak with a friendly tone*&lt;br&gt;* Consider others’ feelings*&lt;br&gt;* Walk quietly past classes that are working*</td>
</tr>
<tr>
<td>* Walk quietly in the classroom*&lt;br&gt;* Follow the teacher’s directions*&lt;br&gt;* Complete set work to the best of my ability*&lt;br&gt;* Remain on-task*&lt;br&gt;* Work towards my learning goals*&lt;br&gt;* Arrive on time to class*&lt;br&gt;* Have my equipment ready*</td>
<td>* Use good manners*&lt;br&gt;* Listen to others’ thoughts &amp; opinions*&lt;br&gt;* Follow Instructions*&lt;br&gt;* Respect the property of myself and others*&lt;br&gt;* Allow others to learn*</td>
</tr>
<tr>
<td>* Attempt to work through my problems*&lt;br&gt;* Use and look after equipment properly*&lt;br&gt;* Use appropriate language &amp; tone*&lt;br&gt;* Stay in my play areas*&lt;br&gt;* Encourage others to do the right thing*&lt;br&gt;* Observe the bell system*&lt;br&gt;* Keep the area clean &amp; tidy*&lt;br&gt;* Take care of my personal belongings*</td>
<td>* Share and take turns*&lt;br&gt;* Use polite language &amp; manners*&lt;br&gt;* Listen to the teacher on duty*&lt;br&gt;* Look after all equipment*&lt;br&gt;* Play fairly*&lt;br&gt;* Show respect for property and the environment*</td>
</tr>
<tr>
<td>* Use the tuckshop ordering system*&lt;br&gt;* Return the box to the classroom*&lt;br&gt;* Look after my money*&lt;br&gt;* Only buy items for myself*&lt;br&gt;* When I eat at all breaks*&lt;br&gt;* When I make healthy choices*&lt;br&gt;* Keep the area clean &amp; tidy*</td>
<td>* Use good manners*&lt;br&gt;* Wait in line patiently*&lt;br&gt;* Hold on to my money*&lt;br&gt;* Listen to the teacher on duty*</td>
</tr>
<tr>
<td>* Use the equipment properly*&lt;br&gt;* Leave the toilet area clean*&lt;br&gt;* Go to the toilet during breaks*&lt;br&gt;* Conserve paper and water*&lt;br&gt;* Report damages and misbehaviour to a teacher*</td>
<td>* Respect the privacy of others*&lt;br&gt;* Use the toilet correctly*</td>
</tr>
</tbody>
</table>

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**Effective Date:** January 2012.
<table>
<thead>
<tr>
<th>School Wide</th>
<th>Classroom</th>
<th>Play/Undercover Areas</th>
<th>Tuckshop/Eating Areas</th>
<th>Toilets</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Be Friendly</strong></td>
<td>* Care for other students</td>
<td>* Co-operate with &amp; encourage others</td>
<td>* Use polite language</td>
<td>* Use polite language</td>
</tr>
<tr>
<td></td>
<td>* Am an active participant in anti-bullying</td>
<td>* Use polite language &amp; manners</td>
<td>* Interact positively with others</td>
<td>* Assist other children</td>
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<tr>
<td></td>
<td>* Report on danger</td>
<td>* Listen to others ideas</td>
<td>* Share play areas</td>
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<td></td>
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<td></td>
<td>* Include others &amp; recognise people who are</td>
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<td>alone</td>
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<td></td>
<td>* Share equipment</td>
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<td>* Play fairly</td>
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<td>* Accept other’s differences</td>
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<td>* Am being a good sport</td>
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<td>* Remind others of good hygiene</td>
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<td><strong>Be Safe</strong></td>
<td>* Walk on concrete</td>
<td>* Move sensibly</td>
<td>* Play in a supervised area</td>
<td>* Walk with the tuckshop box</td>
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<tr>
<td></td>
<td>* Follow all instructions</td>
<td>* Use equipment appropriately</td>
<td>* Use equipment properly</td>
<td>* Walk on concrete</td>
</tr>
<tr>
<td></td>
<td>* Use equipment/structures appropriately</td>
<td>* Keep my hands/feet to myself</td>
<td>* Move safely to and from play areas</td>
<td>* Consume my food before playing</td>
</tr>
<tr>
<td></td>
<td>* Move directly &amp; quietly to where I am going</td>
<td>* Stay with my class</td>
<td>* Keep hands/feet to myself</td>
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<td></td>
<td>* Wear the correct uniform</td>
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<td>* Wear shoes and a broad-brimmed hat</td>
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<td></td>
<td>* Understand fire drill/lockdown procedures</td>
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<td>* Wait for the teacher on duty before using</td>
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<td>playgrounds</td>
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<td>* Play suitable games for the area</td>
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<td></td>
<td>* Play appropriate games</td>
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<td></td>
<td>* Use equipment &amp; structures in the correct</td>
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<td>way</td>
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<td>* Walk on concrete</td>
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</table>

**I am an ACTIVE LEARNER!**

Effective Date: January 2012.
Appendix 3
Tannum Sands State School
Minor and Major Behaviours

**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 breaches 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 (green slip) and contacts the School Administration.

Effective Date: January 2012.
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 Admin

- **Level Two:** Parent contact, referral to Guidance Officer, referral to District 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. These actions may be referred to Qld Police and DOCS as appropriate.
The following table outlines examples of major and minor problem behaviours:

<table>
<thead>
<tr>
<th>Area</th>
<th>Minor</th>
<th>Possible Consequences</th>
<th>Major</th>
</tr>
</thead>
<tbody>
<tr>
<td>Movement</td>
<td>Running on concrete or around buildings</td>
<td>Teacher initiated actions could include:</td>
<td>Repeated non compliance</td>
</tr>
<tr>
<td>being safe</td>
<td>Not walking bike/scooters/skate boards in school grounds</td>
<td>• Verbal negotiation</td>
<td>• Throwing objects</td>
</tr>
<tr>
<td></td>
<td>Swinging from off overhead walkways, railings etc</td>
<td>• Reminder of classroom and playground expectations</td>
<td>• Possession of weapons</td>
</tr>
<tr>
<td>Play</td>
<td>Incorrect use of equipment</td>
<td>• Removal from the area for one-on-one resolution</td>
<td>• Physical aggression/ assault</td>
</tr>
<tr>
<td></td>
<td>Not playing school approved games</td>
<td>• Send student to another area</td>
<td>• Fighting</td>
</tr>
<tr>
<td></td>
<td>Playing in toilets and/or out of bounds areas</td>
<td>• Assign student to accompany you on playground duty</td>
<td>• Possession or selling of drugs</td>
</tr>
<tr>
<td>Physical contact</td>
<td>Unintentional or competitive physical contact</td>
<td>• Assign the student a lunchtime detention</td>
<td></td>
</tr>
<tr>
<td>Correct attire</td>
<td>Not wearing a hat in playground</td>
<td>• Contact with parents.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Not wearing shoes outside</td>
<td>If repeated applications of the above actions produce no improvement in the student's behaviours, then the student should be referred to the Deputy/Principal for action.</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>Class tasks</td>
<td>• Monitoring program</td>
<td>• Leaving class without permission (out of sight)</td>
</tr>
<tr>
<td></td>
<td>Not completing set tasks that are at an appropriate level</td>
<td>• Resolution meeting as required between Deputy Principal, aggrieved party and student</td>
<td>• Leaving school without permission</td>
</tr>
<tr>
<td></td>
<td>Refusing to work</td>
<td>• Individual Behaviour Support Plan</td>
<td>• Dishonesty requiring intervention.</td>
</tr>
<tr>
<td>Being in the right place</td>
<td>Not being punctual (e.g.: lateness after breaks)</td>
<td>• Recess detention</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Not in the right place at the right time</td>
<td>• Restitution</td>
<td>• Using a mobile phone at school.</td>
</tr>
<tr>
<td>Follow instructions</td>
<td>Low intensity failure to respond to adult request</td>
<td>• Parent contact</td>
<td>• Offensive language or racist behaviour.</td>
</tr>
<tr>
<td></td>
<td>Non compliance</td>
<td>• Interagency referral</td>
<td>• Aggressive language</td>
</tr>
<tr>
<td></td>
<td>Unco-operative behaviour</td>
<td></td>
<td>• Verbal abuse / directed profanity</td>
</tr>
<tr>
<td>Accept outcomes for behaviour</td>
<td>Untruthfulness</td>
<td></td>
<td>• Stealing / major theft</td>
</tr>
<tr>
<td>Rubbish</td>
<td>Littering</td>
<td></td>
<td>• Willful property damage</td>
</tr>
<tr>
<td>Mobile Phone</td>
<td>Displaying mobile phone at school</td>
<td></td>
<td>• Vandalism</td>
</tr>
<tr>
<td>Others</td>
<td>Language</td>
<td></td>
<td>• Bullying / harassment</td>
</tr>
<tr>
<td></td>
<td>Inappropriate language (written/verbal)</td>
<td></td>
<td>• Repeated disruption to class activities.</td>
</tr>
<tr>
<td></td>
<td>Calling out</td>
<td></td>
<td>• Blatant disrespect</td>
</tr>
<tr>
<td></td>
<td>Poor attitude</td>
<td></td>
<td>• Repeated Defiance</td>
</tr>
<tr>
<td></td>
<td>Disrespectful tone</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Property</td>
<td>Petty theft</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Lack of care for the environment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Others</td>
<td>Not playing fairly</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Disruption to class activities</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Not following class rules</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Others</td>
<td>Minor friendship disagreement</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Effective Date: January 2012.
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 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.

Effective Date: January 2012.
Bullying, Harassment and Violence

In this school it is agreed that bullying and harassment is defined as:

‘Actions that involve a more powerful person or group on the grounds of ‘difference’ related to culture, ethnicity, gender, ability or disability, religion, body size and physical appearance, personality, age or economic status.’

Bullying can also be:

- Physical aggression
- The use of put-downs
- Damage of another’s property
- Deliberate exclusion from activities
- Name calling
- The setting up of humiliating experiences
- Comments or insults.

Tannum Sands State School is committed to preventing any form of bullying and harassment by:

- Encouraging all members of the school community to take a proactive stand against bullying and harassment
- Identifying where bullying occurs
- Early identification of incidents
- Responding proactively to signs and symptoms of bullying, harassment and violence
- Opportunities for students to share concerns
- Encouraging students to seek immediate help when bullying is witnessed or experienced
- Encouraging parents to identify and report bullying and harassment issues

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## Incident Planning Table

<table>
<thead>
<tr>
<th>Incident</th>
<th>Planned Action</th>
<th>Long Term:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Bullying /Harassment</strong>&lt;br&gt;Bully</td>
<td><strong>Immediate:</strong>&lt;br&gt;- Time out/cool down time&lt;br&gt;- Investigate&lt;br&gt;- Parent/carer notified&lt;br&gt;- No suspension for 1&lt;sup&gt;st&lt;/sup&gt; incident&lt;br&gt;- Internal suspension&lt;br&gt;- Full suspension</td>
<td><strong>Re-induction of student in school’s code of behaviour</strong>&lt;br&gt;- Intervention program in consultation with parent/carer&lt;br&gt;- Restitution</td>
</tr>
<tr>
<td><strong>Bullying /Harassment</strong>&lt;br&gt;Victim</td>
<td><strong>Immediate:</strong>&lt;br&gt;- Time out&lt;br&gt;- Restore wellbeing of student&lt;br&gt;- Parent notified&lt;br&gt;- Safe place with buddy</td>
<td><strong>Long Term:</strong>&lt;br&gt;- Counselling&lt;br&gt;- Social skills development</td>
</tr>
</tbody>
</table>

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Effective Date: January 2012.
<table>
<thead>
<tr>
<th>Level</th>
<th>Behaviour</th>
<th>Possible Consequences</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Level 1</strong>&lt;br&gt;(Class Teachers)</td>
<td>At this level, all students are on task and no disciplinary action is required.</td>
<td>Positive reinforcement of appropriate behaviours and positive achievements could include:&lt;br&gt;• verbal reinforcement&lt;br&gt;• record of achievements for formal acknowledgement&lt;br&gt;• phone calls / letters / emails to child &amp; parents for good behaviours / achievements.</td>
</tr>
<tr>
<td><strong>Level 2</strong>&lt;br&gt;(Class Teachers)</td>
<td>Inappropriate student behaviours to be dealt with at this level include:&lt;br&gt;• minor incidents (minor stealing, fighting, safety issues)&lt;br&gt;• ignoring instruction&lt;br&gt;• lateness to class&lt;br&gt;• littering&lt;br&gt;• verbal abuse&lt;br&gt;• inappropriate use of mobile phone&lt;br&gt;• uniform/hair/makeup/jewellery transgressions</td>
<td>Teacher initiated actions could include:&lt;br&gt;• verbal negotiation&lt;br&gt;• reminder of classroom expectations&lt;br&gt;• in-class separation&lt;br&gt;• removal from classroom for one-on-one resolution&lt;br&gt;• send student to buddy class&lt;br&gt;• assign student to accompany you on yard duty&lt;br&gt;• assign student a lunchtime detention&lt;br&gt;• contact with parents. If repeated applications of the above actions produce no improvement in the student’s behaviour, then the student should be referred to the Deputy Principal for action at Level 3.</td>
</tr>
<tr>
<td><strong>Level 3</strong>&lt;br&gt;Deputy Principal</td>
<td>Inappropriate student behaviours to be dealt with at this level include:&lt;br&gt;• continued level two behaviours&lt;br&gt;• referrals from class teachers&lt;br&gt;• repeated defiance&lt;br&gt;• all forms of bullying &amp; harassment&lt;br&gt;• displaying unsafe &amp; inappropriate behaviour to &amp; from school</td>
<td>Deputy Principal, in consultation with the class teacher will initiate actions which could include:&lt;br&gt;• monitoring program&lt;br&gt;• resolution meeting as required between Deputy Principal, aggrieved party and student&lt;br&gt;• referral for assessment and specialist support – Support Teacher - Learning Difficulties, Advisory Visiting Teacher, Guidance Officer,&lt;br&gt;• Individual Behaviour Support Plan&lt;br&gt;• recess detention&lt;br&gt;• restitution&lt;br&gt;• parent contact&lt;br&gt;• interagency referral&lt;br&gt;• referral to Principal&lt;br&gt;• <strong>NB:</strong> Deputy Principal to record all incidents and actions into Student Intervention System (SIS). SNIP</td>
</tr>
<tr>
<td>Level</td>
<td>Behaviour</td>
<td>Possible Consequences</td>
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<td>------------------</td>
<td>---------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------</td>
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<tr>
<td><strong>Level 4</strong></td>
<td>Inappropriate student behaviours to be dealt with at this level include:</td>
<td>Principal initiated actions in response to inappropriate student behaviour:</td>
</tr>
<tr>
<td><strong>(Principal)</strong></td>
<td>• continued level three behaviours</td>
<td>• Individual Behaviour Support Plan</td>
</tr>
<tr>
<td></td>
<td>• stealing</td>
<td>• parent/carer interview</td>
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<tr>
<td></td>
<td>• truancy</td>
<td>• detention</td>
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<tr>
<td></td>
<td>• physical aggression</td>
<td>• referral to outside agency</td>
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<tr>
<td></td>
<td>• smoking</td>
<td>• recommend suspension</td>
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<tr>
<td></td>
<td>• pornography</td>
<td>• restorative conference on return from suspension</td>
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<td></td>
<td>• intimidation of staff</td>
<td>• police notification</td>
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<td></td>
<td>• vandalism</td>
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<td></td>
<td>• sexual harassment/misconduct.</td>
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<tr>
<td><strong>Level 5</strong></td>
<td>Inappropriate student behaviours to be dealt with at this level include:</td>
<td>Principal in consultation with Deputy Principal determines the most</td>
</tr>
<tr>
<td><strong>(Principal)</strong></td>
<td>• extreme or repeated incidence of level four behaviour</td>
<td>appropriate course of action which may include any of the following:</td>
</tr>
<tr>
<td></td>
<td>• possession of drugs</td>
<td>• Individual Behaviour Agreement</td>
</tr>
<tr>
<td></td>
<td>• possession of a weapon</td>
<td>• Parent/carer interview</td>
</tr>
<tr>
<td></td>
<td>• supply of drugs</td>
<td>• Police notification (if illegal behaviour) (ref: CRP-PR-005: Drug education and intervention in Schools)</td>
</tr>
<tr>
<td></td>
<td>• use of a weapon</td>
<td>• suspension in line with Education Queensland Policy SMS-PR021: Safe, Supportive and Disciplined School Environment.</td>
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<tr>
<td></td>
<td>• violent assault</td>
<td>• A Behaviour Improvement Condition.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• recommendation for exclusion in line with Education Queensland Policy SMS –PR-021 Safe, supportive and Disciplined School Environment.</td>
</tr>
</tbody>
</table>

**NB:** Serious misbehaviour such as supplying drugs, use of a weapon and violent assault always progress straight to Level 5 and will likely result in the most serious of consequences.

The 5 levels of inappropriate behaviour are to be used as a guide to the types of behaviour that are unacceptable.

Students need not progress from one level to another but the severity of the incident will determine the level.

Effective Date: January 2012.