

Yugumbir State School

RESPONSIBLE BEHAVIOUR PLAN FOR STUDENTS



Effective Date: 1 January 2013 – 31 December 2015

YUGUMBIR STATE SCHOOL RESPONSIBLE BEHAVIOUR PLAN FOR STUDENTS

1. PURPOSE

Yugumbir SS is committed to providing a safe, respectful and disciplined learning environment for students and staff, where students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing.

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

2. CONSULTATION AND DATA REVIEW

Yugumbir SS developed this plan in collaboration with our school community. Consultation with parents, staff and students was undertaken during 2012. A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents from 2010 – 2012 also informed the development process.

The Plan was endorsed by the Principal, the President of the P&C, and the Executive Director (Schools) in December 2012, and will be reviewed in 2014 as required in legislation.

3. LEARNING AND BEHAVIOUR STATEMENT

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

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 Yugumbir SS to create and maintain a positive and productive learning and teaching environment, where ALL school community members have clear and consistent expectations and understandings of their role in the educational process.

Our school community has identified the following school rules to teach and promote our high standards of responsible behaviour:

Yugumbir School Wide Expectations

- ***Be Respectful – We demonstrate respect when we speak and behave in a considerate and well-mannered way.***
- ***Be Responsible – We demonstrate responsibility when we are accountable for ourselves, our belongings and our environment.***
- ***Be Ready – We demonstrate readiness when we are willing and prepared to participate in our schooling.***

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 Yugumbir SS we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school. Communicating behavioural expectations is a form of universal behaviour support - a strategy directed towards all students designed to prevent problem behaviour and provides a framework for responding to unacceptable behaviour.

Specific behavioural expectations in identified school settings have been attached to each of our three school wide expectations.

SCHOOL WIDE EXPECTATIONS		ALL AREAS	CLASSROOM	PLAYGROUND	TOILETS	BUS LINE/BIKE SHED
Be Respectful	We demonstrate respect when we speak and behave in a considerate and well-mannered way.	Walk in all areas of the school. Treat others as you wish to be treated. Use acceptable language. Be friendly. Move safely around the school.	Walk in the classroom. Enter and exit in an orderly manner. Use furniture appropriately. Listen when others speak. Take turns. Ask permission before borrowing from others. Choose appropriate behaviour. Help and encourage others.	Take turns. Respect others' personal space and property. Clean up after yourself. Consider the needs and feelings of others. Use good manners. Choose appropriate behaviour.	Use toilets for intended purpose. Enter and exit in an orderly manner. Always obey the cleanliness rules for toilet use.	Line up sensibly for buses. Walk bikes/scooters out of school grounds.
Be Responsible	We demonstrate responsibility when we are accountable for ourselves, our belongings and our environment.	Use equipment appropriately. Keep hands and feet to self. Other people's property is not to be touched. Keep belongings in appropriate area. Bring only required equipment to school. Mobile phones to be signed in at the office Be honest and truthful. Exercise self-control. Accept responsibility.	Only use your own property. Ask permission before borrowing anything from others. Only use your own belongings Be honest and truthful. Exercise self-control. Accept responsibility.	Play safely around equipment. Keep hands and feet to self. Play in the right areas. Care for our environment. Respect school and others equipment in the playground. Care for equipment. Be honest and truthful. Exercise self-control. Move in a safe manner in the playground. Use appropriate rules for games.	Make sure you leave toilets clean. Use toilets for intended purpose. Always flush after use.	Have your bus pass ready. Keep your belongings nearby. Use own bike/scooter only. Choose appropriate behaviour.
Be Ready	We demonstrate readiness when we are willing and prepared to participate in our schooling.	Cooperate. Wear appropriate school attire.	Cooperate. Come willing to learn. Belongings are organised. Do your best.	Cooperate.	Wash hands, and keep ourselves clean and tidy.	Ensure familiarity with bus etiquette, and road rules.

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.

YUGUMHIR STATE SCHOOL - SCHOOL WIDE EXPECTATIONS MATRIX

EXPECTATION	WHOLE SCHOOL	STUDENTS	STAFF	COMMUNITY
<p align="center">BE RESPECTFUL</p>	<p align="center">We demonstrate respect when we speak and behave in a considerate and well mannered way.</p>	<p><i>Students demonstrate respect when they:</i></p> <ul style="list-style-type: none"> • present themselves in accordance with school guidelines in and out of school. • recognise and value the diversity of cultures and religions within the school community. • treat school and personal property with care. • are prepared to resolve differences in a peaceful and negotiated manner. • conduct themselves in a manner which facilitates learning for all students. • use appropriate language in a polite manner. 	<p><i>Staff demonstrate respect when they:</i></p> <ul style="list-style-type: none"> • conduct and present themselves in a professional manner. • value opinions & efforts of others. • are empathetic to all others. • recognise the diversity of the school community. • value the learning areas of all staff. • accept and support school wide initiatives and decisions. • resolve differences in a mature and negotiated manner. • conduct themselves in a manner that facilitates learning for all students. • lead by example 	<p><i>Our community demonstrates respect through:</i></p> <ul style="list-style-type: none"> • recognising & valuing the diversity of backgrounds and cultures that create our community. • accepting the existence & necessity of rules, regulations, policies and procedures. • valuing the role of rules, regulations and procedures in the schooling process. • encouraging students to do their best. • supporting the school to develop resilient, responsible young citizens. • valuing the opinions of others. • committing to high expectations of the behaviours and learning required to achieve excellence. • accepting and supporting school wide initiatives and decisions.
<p align="center">BE RESPONSIBLE</p>	<p align="center">We demonstrate responsibility when we are accountable for ourselves, our belongings and our environment.</p>	<p><i>It is the responsibility of our students to:</i></p> <ul style="list-style-type: none"> • be prepared with correct equipment & materials for all classes in a day. • complete all set tasks & assignments on time. • set both short and long term goals. • know and abide by school rules, policies & procedures. • be punctual. • attend school regularly. • own their behaviour and choices. • be an active & contributing team member & member of society. • encourage & develop positive relationships with others. • develop resilience to effectively deal with problems & issues. • apply themselves to the learning process, facilitated by teachers and others. 	<p><i>It is the responsibility of our staff to:</i></p> <ul style="list-style-type: none"> • set high & realistic standards for themselves and their students. • be a positive role model. • be easily identifiable to all community members. • generate a positive caring environment which fosters collaborative endeavours. • know, implement and adhere to the school rules, policies & procedures. • be prepared and punctual. • reflect on practice & strive for improvement. • support colleagues to achieve successful outcomes. • develop & maintain open & professional communication & relationships with colleagues, students & parents/ carers. • provide a inclusive and engaging curriculum catering for a range of learning styles and abilities. • promote and facilitate the learning process in students. • maximize the potential of every student 	<p><i>It is the responsibility of our community to:</i></p> <ul style="list-style-type: none"> • encourage students to accept responsibility for their learning & behaviour. • actively encourage & support students to learn & complete all set tasks on time. • actively support school initiatives. • actively promote positive interactions with school personnel. • develop & maintain open & respectful communication & relationships with staff. • assist our young people to learn. • accept that there are rules, regulations, policies and procedures that must be adhered to. • acknowledge that assisting our young people to learn is the responsibility of all in the community. • accept that open and honest communication supports students and the school in achieving positive successful outcomes. • value and support students in the process of life-long learning. • accept the commitment to support their children to achieve life-long learning.
<p align="center">BE READY</p>	<p align="center">We demonstrate readiness when we are willing and prepared to participate in our schooling.</p>	<p><i>Students show their readiness when they:</i></p> <ul style="list-style-type: none"> • actively participate in all school settings. • are prepared with correct equipment & materials for all classes in a day. • recognise the distinct differences between classroom and lunchtime activities. • recognise the importance of regular attendance. 	<p><i>Staff show their readiness when they:</i></p> <ul style="list-style-type: none"> • are present and punctual. • use effective pedagogies. • use reflective processes to ensure best practices. • actively pursue & participate in available professional development opportunities. • promote a positive and supportive learning environment. • are prepared to create opportunities for students to participate in all aspects of school. 	<p><i>A community shows its readiness when it:</i></p> <ul style="list-style-type: none"> • accepts that students learn best when their parents/carers are actively involved in their school life. • supports the school in assisting students to learn through the support of staff and the school policies and procedures. • ensures students are presented well and provided with all the materials to achieve their potential at school. • is willing and prepared to be actively involved in students' school life. • values and supports the school in assisting students' learning. • returns the required forms and payments in a timely fashion.

Targeted Behaviour Support

Yugumbir SS implements the following proactive and preventative processes and strategies to support student behaviour:

- Maintain and enhance effective, co-operative planning and teaching across year levels;
- Collaboratively develop curriculum programs resulting in a balanced, relevant and engaging curriculum;
- Value and develop staff expertise;
- Manage Professional Development resulting in quality learning and teaching practice;
- Ensure the requirements of special needs groups, as well as mainstream students, are being met, empowering all children as learners developing as contributing members of society;
- Include in the curriculum, teaching practices relating to Values Education, Social Skills, Leadership Skills and Anti-Bullying, cyber bullying, promoting non-violent, non-coercive and non-discriminatory practices;
- Encourage and nurture, within a continuous developmental framework, the participation of students in suitable artistic, musical, academic, sporting and recreational pursuits, thereby providing opportunities for students to develop their full potential regardless of gender or culture;
- Ensure that the general climate of the school and each classroom is such that growth in self-esteem is maximized for each student;
- Encourage community assistance/support with a widening range of school activities;
- Mentor new staff to assist in the development of behaviour management techniques, knowledge of curriculum and resources to promote quality teaching and learning practices;
- Devise plans and programs to promote the school and enhance its reputation;
- Build positive partnerships with the whole school community and support agencies contributing to establishing and maintaining positive behaviour;
- Consider both the individual circumstances and actions of the student and the needs and rights of school community members in determining responses to inappropriate student behaviour.
- Development of specific policies to address:
 - The Use of Personal Technology Devices at School
 - Procedures for Preventing and Responding to Incidents of Bullying

Reinforcing expected school behaviour

At Yugumbir SS, 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.

Positive Reinforcement

At Yugumbir SS staff are encouraged to support the positive learning of our students. They:

- Establish own reward systems in classrooms
- Celebrate successes at assemblies
- Send students to Administration with samples of work for praise and reward
- Recognise students demonstrating consistently appropriate behaviours through entries in the Pink Book
- Send identified students to the office for recognition, praise and certificate.
- Celebrate successes through the School Newsletter

Responding to unacceptable behaviour

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

At Yugumbir SS strategies for effective management of inappropriate behaviours are clearly defined in the schools Management of Inappropriate Behaviours document.

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 use the Essential Skills for Classroom Management. Staff management pedagogy uses least to most intrusive to assist students to demonstrate expected school behaviour. It is designed to facilitate a 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.

Intensive Behaviour Support

Yugumbir 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. At Yugumbir we:

- Work with all staff members to develop appropriate behaviours support strategies.
- Monitor the impact of support for individual students through continuous data collection
- Make adjustments as required for the student, and
- Work with the Behaviour Advisory Team to achieve continuity and consistency.

Following the school's referral process a child can be identified with behaviour support needs. 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, possibly the Guidance Officer and the school allocated Behavioural Advisory Teacher. Collaboratively a plan will be written to support the student with the aim of facilitating behavioural change, maximising student learning engagement.

5. CONSEQUENCES FOR UNACCEPTABLE BEHAVIOUR

Yugumbir makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When acceptable 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.

Minor and major behaviours

When responding to problem behaviour the staff member first determines if the problem 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 the 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 meetings 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 the student is displaying,
 2. asks the student to name the expected school behaviour,
 3. states and explains expected school behaviour if necessary
 4. gives positive verbal acknowledgment for expected school behaviour
- an office discipline referral for ongoing demonstration of minor problem behaviours

Major behaviours are those that:

- significantly violate the rights of others
- put others / self at risk of harm
- require the involvement of the school Administration

Major behaviours result in an immediate referral to Administration because of their seriousness. When a major problem occurs, staff members calmly state the major problem behaviours and remind the student of expected school behaviour. The staff member then fills out the office refer 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.

At Yugumbir State School we have a detailed process of management of inappropriate behaviour flow chart.

An office referral form is used to record all ongoing demonstration of minor and incidents of major problem behaviour.

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

Area	** Minor	Major
Movement around school	<ul style="list-style-type: none"> Running on concrete or around buildings Running in stairwells Not walking bike in school grounds 	
Play	<ul style="list-style-type: none"> Incorrect use of equipment Not playing school approved games Playing in toilets 	<ul style="list-style-type: none"> Throwing objects Possession of weapons
Physical contact	<ul style="list-style-type: none"> Minor physical contact (eg: pushing and shoving) 	<ul style="list-style-type: none"> Serious physical aggression Fighting
Correct Attire	<ul style="list-style-type: none"> Not wearing a hat in playground Not wearing shoes outside 	
Other		<ul style="list-style-type: none"> Possession or selling of drugs
Class tasks	<ul style="list-style-type: none"> Not completing set tasks that are at an appropriate level Refusing to work 	
Being in the right place	<ul style="list-style-type: none"> Not being punctual (eg: lateness after breaks) Not in the right place at the right time. 	<ul style="list-style-type: none"> Leaving class without permission (out of sight) Leaving school without permission
Follow instructions	<ul style="list-style-type: none"> Low intensity failure to respond to adult request Non compliance Unco-operative behaviour 	
Accept outcomes for behaviour	<ul style="list-style-type: none"> Minor dishonesty 	<ul style="list-style-type: none"> Major dishonesty
Rubbish	<ul style="list-style-type: none"> Littering 	
Mobile Phone	<ul style="list-style-type: none"> Mobile phone switched on in any part of the school at any time without authorisation (written permission from an authorised staff member) 	<ul style="list-style-type: none"> Use of a mobile phone in any part of the school for voicemail, email, text messaging or filming purposes without authorisation
Language	<ul style="list-style-type: none"> Inappropriate language (written/verbal) Calling out Poor attitude Disrespectful tone 	<ul style="list-style-type: none"> Offensive language Aggressive language Verbal abuse / directed profanity
Property	<ul style="list-style-type: none"> Petty theft Lack of care for the environment 	<ul style="list-style-type: none"> Stealing / major theft Wilful property damage Vandalism
Others	<ul style="list-style-type: none"> Not playing fairly Minor disruption to class Minor defiance Minor bullying / harassment 	<ul style="list-style-type: none"> Major bullying / harassment Major disruption to class Blatant disrespect Major defiance

NB: * Note that on some occasions the minor incidents may be dealt with by class teachers, or Administration – depending on the severity, or number of occurrences.

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.

Ensuring consistent responses to problem behaviour

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

Students also receive training 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.

At Yugumbir, all incidents will be supported on a least intrusive to more intrusive continuum. Students may be managed in a local context by the class teacher or the teacher on playground duty so that resolution may take place as close to the student's usual learning context as possible. Should the incident be repeated or need adjusted planning, the class

teacher may decide to refer the student to a Deputy Principal and/or Principal. Depending on the level of behaviour, the parents/carer may be involved.

In very few circumstances, suspension may be considered for dangerous or unsafe behaviour. In these cases the Principal will be supporting the rights of all students and staff members in the school community to learn in a safe environment. In all cases the Principal will be making decisions offering due consideration to the student's individual circumstances.

After suspension, the student together with family members and relevant staff members will discuss a Re-entry Plan to enable the student to have a safe return to the classroom for a pattern of successful learning to be supported. Restitution, community service or a planned time for 'making relationships right' may be part of the consequences discussed during this planning time with a student and their family.

Repeated incidents of dangerous and deliberate behaviours or a single serious episode of violent behaviours, behaviours related to drugs, or behaviour involving weapons could expect to be recommended for exclusion.

6. EMERGENCY OR CRITICAL INCIDENT RESPONSES

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

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

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

Basic defusing strategies

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 Yugumbir SS's duty of care to protect students and staff from foreseeable risks of injury is met. The use of physical intervention is only considered appropriate where the immediate safety of others is threatened and the strategy is used to prevent injury.

Physical intervention can involve coming between students, blocking a student's path, leading a student by the hand/arm, 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 on One School.

School Disciplinary Absences (SDAs) may be used if the behaviour of students warrants, but must be used after consideration has been given to all other responses.

There is a range of SDAs that can be employed including detentions, suspensions, behaviour improvement conditions and recommendations for exclusions. The Education & General Provisions Act 2006 (EGPA) states the following in relation to SDAs:

Detentions – a principal or teacher can detain a student as a consequence for disobedience, misconduct, wilful neglect to prepare homework or for another breach of school discipline. A period of detention must not be more than 20 minutes during lunch breaks or more than 30 minutes after the school program has finished for the day. If the detention is completed after school, a parent must be informed prior.

Suspension – a principal may suspend a student from the school under the following circumstances:

- a) disobedience by the student
- b) misconduct by the student
- c) other conduct that is prejudicial to the good order and management of the following school.

Behaviour Improvement Conditions – a behaviour improvement condition may be imposed if the principal is reasonably satisfied that the student has engaged in behaviour that is the basis for a recommendation for exclusion of the student from the school or certain State schools as mentioned below.

Recommendations for Exclusion – a principal may recommend exclusion of a student from the school or certain State schools under the following circumstances:

- a) disobedience by the student
- b) misconduct by the student
- c) other conduct that is prejudicial to the good order and management of the following school;

if the student's disobedience, misconduct or other conduct is so serious that suspension of the student is inadequate to deal with the behaviour.

A student may also be recommended for exclusion if they are in breach of behaviour improvement conditions.

7. NETWORK OF STUDENT SUPPORT

Students at Yugumbir 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 Teacher
- Positive Learning Centre Staff
- Senior Guidance Officer
- School Chaplains

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

- Disability Services Queensland
- Child Youth and Mental Health
- SPOT 4 Kids
- Queensland Health
- Department of Communities (Child Safety Services)
- Police
- Local Council
- Neighbourhood Centre

At Yugumbir SS, consideration will always be given to the circumstances of individual students in special situations, e.g. Students with special needs (pursuant to Individual Education Plans, Education Adjustment Plans and/or Multi-elemental Behaviour Support Plans), Students in Care of the State and Refugee Students who attend our school.

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.

Yugumbir 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 all 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 socioeconomic situation, and
 - receive adjustments appropriate to their learning and / or impairment needs.

Yugumbir SS has a program approved by the Director General to offer additional support to students with learning needs arising from impairments. Students who are approved for this additional support will have their particular learning needs supported through Individual Education Plans. These Plans may also have a strand which may address their additional behaviour support needs.

9. Related legislation

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

11. Some related resources

- Bullying. No Way!
- Schoolwide Positive Behaviour Support
- Code of Conduct for School Students Travelling on Buses

Endorsement

Principal

P&C President

Executive Director (Schools)

Effective Date: 1 January 2013 – 31 December 2015

APPENDICES

APPENDIX 1 – The Use of Personal Technology Devices at School

APPENDIX 2 – Procedures for Preventing and Responding to Incidents of Bullying (Incl. bullying)

APPENDIX 3 – Duty of Care Statement

APPENDIX 4 – Management of Inappropriate Flow Chart

APPENDIX 5 – Management of Inappropriate Process

APPENDIX 6 – Office Discipline Referral

APPENDIX 7 – Parent Contact Advice

APPENDIX 8 – Debriefing Report

APPENDIX 9 – Yugumbir Suspension / Exclusion

APPENDIX 10 – Camps and Excursions

APPENDIX 11– Letter of Advice to Parents example

APPENDIX 12 – School Approved Activities

APPENDIX 13 – Guidelines for School Approved Play

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 (school name). 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

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

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.*

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

Purpose

1. Yugumbir SS 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 Yugumbir SS. 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 Yugumbir SS 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 Yugumbir SS 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 Yugumbir SS 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.

DUTY OF CARE STATEMENT

DUTY OF CARE

All staff at Yugumbir State School have a duty of care for the children attending our school. We have a duty of care within the classroom, the playground and whilst accompanying the class on excursions, camps and other related activities to ensure the children are safe, happy and treated fairly. The Classroom Management Plan explains classroom rules, consequences and routines. Children leave this controlled, secure environment for the playground where there must also be clearly defined rules and behaviour expectations. It is important for all teachers to be familiar with our school rules and levels of consequences so that the management of playground behaviour is consistent.

PLAYGROUND DUTY

- Be familiar with the Playground Duty Roster - when is your duty day and which area you are supervising.
- Be familiar with Yugumbir State School Responsible Behaviour Plan for Students.
- When on duty be alert, keep moving around, socialise with the children, praise and reward appropriate behaviours, anticipate potential problems and stop them before they become serious.
- Each duty teacher has a 'bum bag' delivered to him/her which contains basic first-aid items, a red help card, blue book and stickers and stamps.

BEFORE SCHOOL

Children arriving at school before 8.00 am must report to Covered Play Area 1 where they will remain until told by a member of Administration that they can leave.

AFTER SCHOOL

Children waiting to be collected after 3.00 pm are not supervised unless they are waiting for their bus in the designated area. Children need to remain inside the school fence while waiting to be collected by parents.

Children should not be in the school grounds after 3.30pm.

After School Care children wait in their designated areas for their caregivers.

MANAGEMENT OF INAPPROPRIATE BEHAVIOUR

CLASSROOM MANAGEMENT

Classroom behaviour expectations need to be clear, explicitly taught and regularly revised.
Language of acknowledgement needs to be frequently and consistently used.
Individual classroom management processes need to be pre-determined clearly explained, delivered respectfully and consistent.

LEVEL 1

INFREQUENT LOW LEVEL BEHAVIOURS

- Disruptive actions
- Movement around the room
- Inappropriate talking
- Intentional distracting of others
- Non compliance
- Work refusal
- Inappropriate language
- Unsafe classroom practice
- Dress code offences



MANAGED BY THE CLASSROOM TEACHER



LEVEL 2

PERSISTENT DEMONSTRATION OF LEVEL 1 BEHAVIOURS



MANAGED BY THE CLASSROOM TEACHER



LEVEL 3

ONGOING REPETITION OF LEVEL 1 BEHAVIOURS OR LOW LEVEL / FIRST INSTANCE OF:

- Property damage
- Physical misconduct
- Verbal misconduct
- Bullying / harassment



MANAGED BY THE CLASSROOM TEACHER
Administration advised via Green Book
↓
Administration record behaviour report on OneSchool



LEVEL 4

REPEATED LOW LEVEL INCIDENTS OR DEMONSTRATION OF MODERATE LEVEL INAPPROPRIATE BEHAVIOUR



MANAGEMENT PROCESS
Green Book entry
↓
Administration will be responsible for incident management



LEVEL 5

PERSISTENT AND WILFUL REPETITION OF LOW LEVEL BEHAVIOURS OR REPEATED MODERATE LEVEL INCIDENTS OR DEMONSTRATION OF HIGH LEVEL, WILFUL AND PERSISTENT INAPPROPRIATE BEHAVIOURS



MANAGEMENT PROCESS
Green Book entry
↓
Administration will be responsible for incident

Management Process of Inappropriate Behaviour

LEVELS	DESCRIPTION	MANAGEMENT STRATEGIES
LEVEL 1	<p>Low level inappropriate behaviours</p> <ul style="list-style-type: none"> • Disruptive actions EG: playing with objects, making rude/inappropriate sounds • Movement around the room EG: getting out of seat • Talking at inappropriate times • Intentional distraction of others • Non compliance • Work refusal • Inappropriate language –verbal /non verbal EG: name calling, gesturing • Unsafe classroom practice EG: running, swinging on chairs • Dress code offences EG: hair, jewellery 	<p>Management Process</p> <p>To be dealt with by the classroom teacher.</p> <p><u>Proactive strategies</u></p> <ul style="list-style-type: none"> • Behaviour expectations need to be clear. • Behaviour expectations need to be explicitly taught and regularly revised. • Demonstrations of desired behaviours need to be consistently acknowledged. <p><u>When managing initial demonstration of low level behaviours Teacher responses may include:</u></p> <ul style="list-style-type: none"> • Explicit use and revision of the language of classroom expectations/rules. • Cueing desired behaviour through parallel acknowledgement • Waiting and scanning • Use of body language encouragers EG: proximity, smile, gesture • Use of descriptive encouragers EG: label display of desired behaviour • Strategic and timely use of selective attending
LEVEL 2	<p>Persistent demonstration of low level behaviours</p>	<p>Management Process</p> <p>To be dealt with by the classroom teacher.</p> <p><u>When managing demonstration of persistent low level behaviours Teacher responses need to be:</u></p> <ul style="list-style-type: none"> • Predetermined • Clearly explained • Delivered respectfully • Consistent <p><u>Teacher response may include:</u></p> <ul style="list-style-type: none"> • Use of proximity • Strategic and timely use of selective attending • Redirect to the learning – verbal / non verbal EG: individual close talk, call name, clear direction, gesture • Give a pre-determined choice EG: task completion place or time • Follow through established classroom management process

<p>LEVEL 3</p>	<p>Ongoing repetition of low level behaviours</p> <p>Low level / first instance of</p> <ul style="list-style-type: none"> • property damage • physical misconduct • verbal misconduct • bullying / harassment <p>➔verbal / physical / cyber</p>	<p>Management Process</p> <p>To be dealt with by the classroom teacher. <u>When managing level 3 behaviours Teacher responses need to include:</u></p> <ul style="list-style-type: none"> • Follow through established classroom management process • Parent contact if appropriate / necessary • Advise Admin of parent contact • One School entry
<p>LEVEL 4</p>	<p>Repeated low level incidents of</p> <ul style="list-style-type: none"> • property damage • physical misconduct • verbal misconduct • bullying / harassment <p>➔verbal / physical / cyber</p> <p>Demonstration of moderate level inappropriate behaviours</p> <ul style="list-style-type: none"> • property damage • physical misconduct • verbal misconduct • bullying / harassment <p>➔verbal / physical / cyber</p>	<p>Management process:</p> <ul style="list-style-type: none"> • Green book entry • Administration will be responsible for incident management.
<p>LEVEL 5</p>	<p>Persistent and wilful repetition of low level behaviours</p> <p>Repeated moderate level incidents</p> <p>Demonstration of high level, wilful and persistent inappropriate behaviours</p> <ul style="list-style-type: none"> • property damage • physical misconduct • verbal misconduct • bullying / harassment <p>➔verbal / physical / cyber</p>	<p>Management process:</p> <ul style="list-style-type: none"> • Green book entry • Administration will be responsible for incident management.

APPENDIX 6

OFFICE DISCIPLINE REFERRAL			
DATE		TIME OF INCIDENT	
REFERRING TEACHER			
STUDENT NAME		CLASS	
OTHERS INVOLVED			
STUDENT BEHAVIOUR	<input type="checkbox"/> LEVEL 3 Managed by the classroom teacher. To be completed to advise Admin.	EXPLANATION	
	<input type="checkbox"/> LEVEL 4		
ADMINISTRATIVE DECISION	<input type="checkbox"/> Discussion / Warning <input type="checkbox"/> Time Out ___ Min	<input type="checkbox"/> Detention ___ Days <input type="checkbox"/> In School Suspension	<input type="checkbox"/> Restorative Justice <input type="checkbox"/> Probation
Name of Admin person _____	<input type="checkbox"/> Time out Room - HIVE <input type="checkbox"/> Work at Office ___ Min	<input type="checkbox"/> Formal Suspension <input type="checkbox"/> Sent Home	<input type="checkbox"/> Other _____ _____
PARENT CONTACT	<input type="checkbox"/> Yes <input type="checkbox"/> No	DETAILS	

APPENDIX 7

ADVICE OF PARENT CONTACT			
DATE			
TEACHER		CLASS	
STUDENT			
REASON FOR CONTACT			
ONE SCHOOL ENTRY COMPLETED	<input type="checkbox"/> Yes	<input type="checkbox"/> No	

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.



YUGUMBIR STATE SCHOOL SUSPENSION / EXCLUSION

The types of behaviour for which suspension/exclusion would be likely to be considered.

MISCONDUCT

→Vandalism

- significant wilful destruction and defacing of school property, transport, personal property.

→Unacceptable moral behaviour involving:

- self (exposure/abuse);
- other persons (soliciting, consorting acts, sexual assault);
- offensive material (pornography, written obscenities).

→Use/possession/sale/distribution of substances involving:

- alcohol;
- prohibited drugs (marijuana, etc.);
- legal drugs (pills, etc.);
- smoking;
- actions that could endanger the health of self/others (e.g. glue/fluids sniffing).

→Other unlawful behaviour such as (but not limited to):

- organised or systematic theft or extortion;
- use of a dangerous weapon/harmful object;
- arson, illegal entry, bomb hoaxes.

DISOBEDIENCE

→Persistent/wilful disruption;

→Deliberate and persistent non-compliance with instructions/rules/policies;

→Gross insolence;

→Unwillingness to participate/co-operate in behaviour management strategies/plans;

→Serious breaches of negotiated management plan.

CONDUCT PREJUDICIAL TO THE GOOD ORDER AND DISCIPLINE OF YUGUMBIR SCHOOL

→Verbal abuse of staff/visitors;

→Verbal abuse of other students;

→Physical assault of staff/visitors;

→Physical assault of other students;

→Threatening staff/visitors;

→Threatening of other students.

→Use of obscene language or gestures.

OR

→Any other action which the Principal constitutes to be serious enough to warrant suspension or exclusion;

→Any other action which seriously impinges on the good reputation of Yugumbir School.

Factors affecting suspension duration:

- a) The seriousness of the behaviour;
- b) The previous record of the student;
- c) The age of the student;
- d) Any extenuating circumstances.

**CAMPS AND EXCURSIONS
STUDENTS BEHAVIOUR**

Student behaviour that compromises the safety of individual students and or others, or behaviours that could jeopardise the good reputation of Yugumbir State School, can preclude students from inclusion in school based excursions and camps.

ACTIONS OF SCHOOL BASED STAFF

Information of possible exclusion from school based excursions / camps provided to all stakeholders.

- Parent handbook
- Information evenings
- Teacher / Administration consultation

Student with at risk behaviours identified

- Office discipline referrals
- Behaviour report
- Teacher / Administration concern
- Students with Special Needs

Advice to parents / caregivers

- Letter sent home to parents / caregivers advising them of the behavioural concerns and possible exclusion from school based excursions and camps.
- Letter advises parents / caregivers of three strike system and details reasons for possible student exclusion from activity.
- Parent contact made to parents / caregivers of identified special needs students to negotiate terms and provisions of attendance.

Advice to students and parents / caregivers

- Individual student behaviours will be managed as per the Management of Inappropriate Behaviour flow chart.
- Students will be advised if and when their behaviour incurs a strike possibly preventing their inclusion in the class / school planned activity.
- Parents will be contacted and advised if and when their child incurs a strike towards their inclusion in the planned activity.
- Strikes will be recorded by the relevant Deputy Principal.
- All stakeholders will be advised if behaviours result in exclusion from school based planned excursions or camps.

Proactive planning

- Students will be encouraged to attend planned activities.
- Involvement of school or external agencies to be determined by school based personnel on individual case merit.
- Multi Elemental Support Plans may be developed to support students.

INSERT DATE

Dear Mr/Mrs _____

In INSERT TERM AND WEEK, the Year INSERT YEAR LEVEL will be participating INSERT ACTIVITY AND PRECISE DATES.

Due to the special circumstances of INSERT DESTINATION / ACTIVITIES / TRAVEL ARRANGEMENTS ETC we need to ensure the safety and well-being of all students at all times. It is expected that all students who are invited to attend the planned excursion / camp demonstrate exemplary behaviour.

Due to _____ behaviour he / she has been identified as a student who experiences difficulty following directions and demonstrating safe and responsible behavioural choices.

While it is preferred all students have the opportunity to participate in all school activities, we would like to advise you that your child may be excluded from participating in the excursion / camp. Before an invitation to participate can be extended to _____ the school needs to be sure the safety of all students is not knowingly compromised and the capacity of all attendees to follow given instructions and make appropriate behavioural choices has been demonstrated at school.

The behaviour of all identified students is being monitored in the period leading up to the excursion / camp, with a three strike system. If your child is referred to the office for behavioural incidents they will incur receive a 'strike'. The accumulation of 3 office referrals behaviour will result in the withdrawal of an invitation to attend. Please assist us by communicating this information to your child.

You will be contacted by the school if / when your child's behaviour reaches 'strike' stage, so you can assist in promoting appropriate behavioural choices.

Demonstration of one major incident by itself may result in the invitation to attend the excursion / camp being withdrawn immediately.

Please return the attached tear-off note to your child's teacher so we know you have received this notice.

Should you wish to discuss this process any further, please contact me at school on 33800333.

Yours faithfully

Class Teacher

Deputy Principal

I _____ have read and understood the information in the letter about my child's behavioural needs leading up to INSERT EXCURSION / CAMP.

Child's Name _____ Class _____
Parent/Carer Signature _____ Date _____

APPENDIX 12

SCHOOL APPROVED ACTIVITES		
PLAY AREA	ALLOWED ACTIVITIES	NOT APPROVED ACTIVITIES
Multi Purpose Courts	Basketball Handball Volleyball style games	Kicking balls Binball, poison ball, dodge ball or other games where balls are thrown at others Chasing, tackling, grabbing or wrestling
Cricket Nets	Cricket with a soft or tennis ball and plastic bat	Kicking games with balls Using hard cricket balls or wooden bats
Area between the Multi Purpose Courts and the Cricket Nets	Handball Games with tennis balls Marbles	Games where balls are thrown at others Kicking footballs or similar balls Tackling, grabbing or wrestling
Oval	Soccer, Touch, kicking of footballs Cricket with a soft or tennis ball and plastic bat Marbles near the long jump pits Tiggy Throwing and catching balls	Tackling, grabbing or wrestling games (inc Red Rover etc) Games where balls are thrown at others Chasing games with "grab" or "1-2-3 caught" Vortex throwing
Covered Play Areas	Skipping, hopscotch, handball, Card etc collecting	Ball games (apart from handball), especially games where balls are thrown at others Chasing, tackling, grabbing or wrestling
Walkways, paths	Card etc collecting, sitting and chatting, handball	Chasing others, games involving balls (apart from handball) Tackling, grabbing or wrestling Swing from or standing on rafters or railings
Area between Yr 2 Eating and the fence	Tiggy, throwing and catching balls	Kicking balls or games where balls are thrown at others Tackling, grabbing or wrestling
Adventure playgrounds/ forts	Suitable play on the equipment during lunches only	Using balls or chasing games Tackling, grabbing or wrestling (These areas are not to be used before and after school)
Area behind Modulars 8 and 9	Card etc collecting, sitting and chatting, tiggy	Use of balls or chasing games Tackling, grabbing or wrestling
Other open areas	Card etc collecting, sitting and chatting, tiggy, throwing and catching balls	Kicking balls or games where balls are thrown at others Tackling, grabbing or wrestling

APPENDIX 13

GUIDELINES FOR SCHOOL APPROVED PLAY		
ACTIVITY	GUIDELINES	APPROVED AREA FOR ACTIVITY
Soccer	No physical contact	Oval only
Touch	No slapping or hard hitting One hand touch only – not two hand, 1-2-3 grab etc	Oval only
Football/AFL	No tackling or bumping – touch only Kicking a ball to each other is allowed	Oval only
Cricket	Soft ball/tennis ball only. Plastic bat only	Oval and cricket nets only
Softball	Soft ball/tennis ball only. Plastic bat only	Oval only
Throwing of balls	For catching practice or handball only. No throwing at people.	Oval, Area between the Multi Purpose Courts and the Cricket Nets, Covered play areas for handball only.
Skipping	No “whipping” of others or “helicopter” type games	Covered play areas.
Marbles	Throwing, swapping, buying, selling, stealing etc are not allowed. Playing fairly for keeps is allowed. Marbles are for play time only, not class time.	Oval near the long jump pits, Area between the Multi Purpose Courts and the Cricket Nets
Card etc collecting	Swapping, buying, selling, stealing etc are not allowed. Items are for play time only, not class time.	Covered play areas, picnic tables, walkways, around the edge of the oval
Tiggy	Not tackle or grab	Open play areas, oval
Sitting and chatting	Not in the multi purpose courts or open areas where ball games are being played	Walkways, Covered play areas

