Emu Park State School

Responsible Behaviour Plan for Students
based on The Code of School Behaviour

1. Purpose

Emu Park State School is committed to ensuring all young Queenslanders have a right to and receive a quality education. Our aim is to create the conditions for each learner to progress towards responsible self-management, whilst learning about how and why people behave the way they do. Because we focus on catering for individual differences, we realise that all children will move towards this goal at their own pace and that they will also have individual needs along the way.

The use of a non-coercive approach that builds relationships, encourages self-evaluation and focuses on quality is evident in all we do.

At Emu Park State School we believe, children learn best in a supportive environment that caters for their individual needs.

By the time they leave us, we want our learners to be:
- Happy confident self-managed individuals; and
- Socially responsible citizens.

2. Consultation and data review

Emu Park State School developed this plan in collaboration with our school community. Broad consultation with parents, staff and students was undertaken in its early development and focus groups as part of this redevelopment. A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents also informed the development process.

The Plan was endorsed by the Principal, the President of the P&C and Executive Director (Schools) in December 2009, and will be reviewed in 2012 as required in legislation.

3. Learning and behaviour statement

Emu Park State School operates by the following beliefs:
- education is a life-long process
- gender is not a determinant of capacity to learn
- children with disabilities are encouraged to access all educational opportunities
- children learn at different rates
- students, parents and teachers are part of a team
- the school is a focal point of the community
- good manners and respect are encouraged
- children learn by a variety of activities
- our school community provides appropriate social role models
- an attractive environment enhances learning
- the child’s self-esteem is developed
- personal safety is encouraged.
Staff and students at Emu Park State School have the right to work to their potential, free from disruption, abuse or threat in a safe and supportive environment. To enable this productive learning to occur, we believe different learning styles and abilities must be catered for and appropriate behaviours need to be taught, modelled, encouraged and developed. Ultimately, each individual must be responsible for his/her own actions. Our code is based on our five values; Respect, Fun, Effort, Partnerships & Confidence. Parental consultation, support and involvement are essential to the Supportive School Environment at this school.

This policy should be read in conjunction with our policy on the:-

- Use of Personal Technology Devices
- Bullying
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 Emu Park State School we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school. Communicating behavioural expectations is a form of universal behaviour support - a strategy directed towards all students designed to prevent problem behaviour and provides a framework for responding to unacceptable behaviour.

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

<table>
<thead>
<tr>
<th>Values</th>
<th>Rules During Instruction</th>
<th>Rules During Play</th>
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<tbody>
<tr>
<td>Respect</td>
<td>• Use your manners&lt;br&gt;• Listen attentively&lt;br&gt;• Wait for your turn to speak&lt;br&gt;• Leave others property alone&lt;br&gt;• Walk when moving around the classroom&lt;br&gt;• Follow teacher instruction without complaint</td>
<td>• Follow teacher instructions willingly&lt;br&gt;• Think before doing&lt;br&gt;• Play in designated areas&lt;br&gt;• Walk on the concrete&lt;br&gt;• Wear a hat in the sun&lt;br&gt;• Be friendly and polite&lt;br&gt;• Take pride in your surroundings&lt;br&gt;• Ensure sports equipment is returned&lt;br&gt;• Toilet, drink and line up before the 2nd bell</td>
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<tr>
<td>Self, others and the environment</td>
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<tr>
<td><strong>Fun</strong></td>
<td>• Be cheerful&lt;br&gt;• Think before doing</td>
<td></td>
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<tr>
<td>Learn whilst having fun and being safe</td>
<td></td>
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<tr>
<td><strong>Effort</strong></td>
<td>• Always strive to do your best</td>
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<tr>
<td>In everything we do</td>
<td></td>
<td></td>
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<tr>
<td><strong>Partnerships</strong></td>
<td>• Be friendly and polite&lt;br&gt;• Be honest</td>
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<tr>
<td>Students, families, staff and community working together</td>
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<tr>
<td><strong>Confidence</strong></td>
<td>• Have a go&lt;br&gt;• Compliment and encourage others</td>
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<tr>
<td>To be the best we can</td>
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</table>
At Emu Park State School communication of our key messages about behaviour is backed up through reinforcement, which provides students with feedback for engaging in expected school behaviour. A formal recognition and monitoring system has been developed. This reinforcement system is designed to increase the quantity and quality of positive interactions between students and staff. All staff members are trained to give consistent and appropriate acknowledgement and rewards.

Emu Park State School implements a range of proactive and preventative processes and strategies to support student behaviour:

- A dedicated section of the school newsletter, enabling parents to be actively and positively involved in school behaviour expectations.
- Comprehensive induction programs in our Responsible Behaviour Plan for Students delivered to new students as well as new and relief staff.
- Individual support profiles developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings.
- A comprehensive Award Program.
  - Personal Achievement Awards presented across 4 levels to students who demonstrate the following criteria –
    - Respect
    - Fun (whilst being safe)
    - Effort
    - Partnerships
    - Confidence
  - Aussies of the Month and their parents are invited for morning tea with the School Principal and Head of Curriculum. Parents are encouraged to follow closely their children’s progress throughout the year. Aussies of the Month are chosen using the following criteria -
    - showing care for themselves and other people,
    - doing their best,
    - being friendly to others,
    - being honest,
    - being responsible for their own actions,
    - giving others a fair go,
    - including others, and
    - respecting others.

Emu Park State School believes that teachers should have their own management plan that aligns with the schools’ code of behaviour. Teachers' own classroom behaviour management plan is valuable because:-

- It provides a framework in which you can diminish the amount of time and energy spent on behaviour management, allowing you to spend this time on learning and teaching.
- It provides a framework in which all students will know where they stand.
- It is an accountability framework which helps you demonstrate reasonableness in your actions and the decisions you make in regard to the treatment of a child.
- It provides a “fallback Phase” in times of stress and crisis.
- It is a more professional and reliable tool than “winging it”, “seeing red”, “the cardiac factor”, “it made sense at the time”, “what would you have done”……
- It is a self-evaluation, and reflection and review device.
- It is a foundation for consistency.

The essential components of this plan are:-

- Documented knowledge, analysis, and understanding of the students, these should be notes kept with your class lists and planning.
- An “Education Plan” (Initially for the whole class, then later for individuals and groups.)
• An “Acknowledgement Plan” (Initially for the whole class, then later for individuals and groups.)
• A “Correction Plan” (May be for the whole class or a group – but only when all of them are breaking rules or standards. Usually for individuals only.)
• A “Crisis Plan” (May be for the whole class or a group – but only when all of them are breaking rules or standards. Usually for individuals only.)
• Records of who, what, when and how you have gathered support to help the student.
• A “record of Resolution” that clearly states what has been achieved.

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

Our preferred way of re-directing low-level problem behaviour is to ask them to think of how they might be able to act more safely, more respectfully or more responsibly. This encourages students to reflect on their own behaviour, evaluate it against expected school behaviour, and plan how their behaviour could be modified so as to align with the expectations of our school community.

Targeted behaviour support: Respond Program
Each year a small number students are identified through our data as needing extra support in behaviourally. In most cases the problem behaviours of these students may not be immediately regarded as severe, but the frequency of their behaviours may put these students’ learning and social success at risk if not addressed in a timely manner.

<table>
<thead>
<tr>
<th>Phase 0 - in class management (Student and teacher) – Daily process - All students</th>
<th>Proactive strategies</th>
<th>Behaviours</th>
<th>Consequences/Support levels</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUCATION PLAN for class contains –</td>
<td>Escalating towards breach of class/school rules</td>
<td>- proactive/preventative adjustments - redirection - informal warnings (tactical ignoring, proximity etc)</td>
<td></td>
</tr>
<tr>
<td>1. Acknowledgement of positive behaviour (plan) –</td>
<td>Breach class/school rules</td>
<td>Formal warning (Step 1).</td>
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<tr>
<td>- ‘The Zone’ - Class awards (Negotiated with teachers and class) - School awards (Aussie of the Month, Personal Achievement and Virtues) - Whole class rewards - Individual rewards</td>
<td>2nd breach of class/school rules</td>
<td>o Time out/ cool down (Step 2) in class or with alternative classroom (arrangements made with teachers) with reflection. Time out is timed. Return when reflection complete with student request to return.</td>
<td></td>
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<tr>
<td>2. Correction of behaviour (plan) - Consequences clear</td>
<td>3rd Breach of class/school</td>
<td>- Detention (Step 3). Completed the following day if necessary. - Documented on PMO. (Teasing record to include all of the days relevant incidences) - Natural consequence applied. Teasing consequence may include letter of apology.</td>
<td></td>
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</table>

Rules
- Use your manners
- Listen attentively
- Wait for your turn to speak
- Leave others’ property alone
- Walk when moving around the classroom
- Follow teacher instructions without complaint
- Be cheerful
- Think before doing
- Always strive to do your best
- Be friendly and polite
- Be honest

Detention procedure –
- 20 minutes total over both breaks (extra 30 min if
<table>
<thead>
<tr>
<th>Proactive strategies</th>
<th>Behaviours</th>
<th>Suggested consequences/Support levels</th>
<th>Support policies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phase 1 – Positive behaviour plan (Teacher/s, student and parent involvement)</td>
<td>- Parent meeting to establish awareness of problem and develop plan for modification. Plan includes goals and rewards on a timeline. - Daily monitoring (Communication) for parents - Reflection sheet</td>
<td>• Approx 3 Detentions in one week • Physical aggression (including fighting)</td>
<td>In consultation with parents - Behaviour Card/monitoring sheet (may be specific to behaviour, such as in class or in playground) - Afternoon detention (30 minutes supervised after school) after informing parents. - Loss of privileges (e.g. walk with teacher on duty, or others identified in consultation with parents). - PMO generated letter sent home. - Other support services</td>
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| Students operating in Phase 1 are generally those students who have a behaviour plan supported by documentation, and/or had 3 detentions in a one week period, and/or have been physically aggressive, and/or have been identified bullying. |
**Intensive behaviour support: Behaviour Support Team**

Our 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 network for support at Emu Park State School includes, but is not limited to -

- School teaching and support staff
- School administration
- Parents
- School Guidance Officer
- District Senior Guidance Officer
- Advisory Visiting Teacher – Behaviour

Our Support Network caters for students who require more targeted or intensive support. Government agencies such as the local Child Youth Mental Health Service, Department of Communities, Department of Child Safety, Queensland Health Services and Juvenile Aid Bureau also work closely with the school to provide support when necessary.

<table>
<thead>
<tr>
<th>Phase 2 – plan (Admin, teacher, student and parent)</th>
<th>Proactive strategies</th>
<th>Behaviours</th>
<th>Consequences/Support levels</th>
<th>Support policies</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- monitoring of behaviour</td>
<td>• Repeated afternoon detentions</td>
<td>Other support services</td>
<td>Reinforce school procedures</td>
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<td></td>
<td>- reading warning signals</td>
<td>• Non-compliance with Positive behaviour plan</td>
<td>Sent to Administration (Time out procedure)</td>
<td>Complete referrals</td>
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<td></td>
<td></td>
<td>• Intimidation of staff (either verbally or physically)</td>
<td>Personalised Crisis Plan</td>
<td>Admin and teacher consultation to review behaviour plan</td>
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</tbody>
</table>

Students operating in Phase 2 are generally students who are continuing to demonstrate non-compliance with their behaviour plan, and/or have had repeated afternoon detentions; and/or have been intimidating staff (either verbally or physically).

<table>
<thead>
<tr>
<th>Phase 3 (Admin, teacher, student and parent)</th>
<th>Proactive strategies</th>
<th>Behaviours</th>
<th>Consequences/Support levels</th>
<th>Support policies</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Smoking</td>
<td>School withdrawal</td>
<td>Admin, parent and teacher consultation to review behaviour plan</td>
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<td></td>
<td>• Sexual harassment / misconduct. [SHRO]</td>
<td>Suspensions 1 – 5</td>
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<td></td>
<td>• Possession of drugs</td>
<td>Suspension 6 – 20</td>
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<td></td>
<td>• Possession of a weapon</td>
<td>BIC – Behaviour Improvement Conditions</td>
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<td></td>
<td>• Supply of drugs</td>
<td>Exclusion</td>
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<td></td>
<td>• Use of a weapon</td>
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<td></td>
<td>• Violent assault or damage to property</td>
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<td></td>
<td>• Verbal abuse of teacher’s</td>
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<td></td>
<td>• Continued phase three behaviours</td>
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Students operating in Phase 3 generally exhibit the behaviours listed above.

### 5. Consequences for unacceptable behaviour

Emu Park State School makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When unacceptable behaviour occurs, students experience predictable consequences. Our school seeks to ensure that
Responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour. Consequences vary according to Phases of support. A summary for each phase is below.

<table>
<thead>
<tr>
<th>Phases</th>
<th>Behaviours</th>
<th>Consequences/Support levels</th>
</tr>
</thead>
</table>
| Phase 0 - In class management (Student and Teacher) – Daily process | Escalating towards breach of class/school rules | - Proactive/preventative adjustments  
- Redirection  
- Informal warnings (tactical ignoring, proximity etc) |
| | Breach class/school rules | Formal warning (Step 1) |
| | 2nd breach of class/school rules | Time out/cool down (Step 2) in class or with alternative classroom (arrangements made with teachers) with reflection. Time out is timed. Return when reflection complete with student request to return. |
| | 3rd Breach of class/school | Detention (Step 3). Completed the following day if necessary.  
- Documented on PMO. (Teasing record to include all of the days relevant incidences)  
- Natural consequence applied. Teasing consequence may include letter of apology. |
| | Repeated defiance and breach of class/school rules | Students may move straight to Detention (Step 3). Completed the following day if necessary.  
- Documented on PMO  
- Natural consequence applied.  
- Correction plan enacted |
| | Refusal to follow instructions | |
| | Verbal abuse | |
| | Vandalism | |
| | Aggressive or threatening behaviour | |
| Phase 1 – Positive behaviour plan (Teacher/s, student and parent involvement) | Approx 3 Detentions in one week | In consultation with parents  
- Behaviour Card/monitoring sheet (may be specific to behaviour, such as in class or in playground)  
- Afternoon detention (30 minutes supervised after school) after informing parents.  
- Loss of privileges (e.g. walk with teacher on duty, or others identified in consultation with parents).  
- PMO generated letter sent home.  
- Other support services |
| | Physical aggression (including fighting) | As above  
Restricted play |
| | Bullying (Including any form of cyber bullying – SMS Face Book etc) – documented, investigated and over ongoing period of approx week. | |
| | Physical aggression (including fighting) | |
| Phase 2 – plan (Admin, teacher, student and parent) | Repeated afternoon detentions | Other support services  
Sent to Administration (Time out procedure)  
Personalised Crisis Plan  
Possible loss of privilege to extra-curricular activities (e.g. off campus and out-of-hours activities) |
| | Non-compliance with Positive behaviour plan | |
| | Intimidation of staff (either verbally or physically) | |
| Phase 3 (Admin, teacher, student and parent) | Smoking | School withdrawal  
Suspensions 1 – 5  
Suspension 6 – 20  
BIC – Behaviour Improvement Conditions  
Exclusion |
| | Sexual harassment / misconduct. [SHRO] | |
| | Possession of drugs | |
| | Possession of a weapon | |
| | Supply of drugs | |
| | Use of a weapon | |
| | Violent assault or damage to property | |
| | Verbal abuse of teacher’s | |
| | Continued phase three behaviours | |
Relate problem behaviours to expected school behaviours
When responding to problem behaviours, staff members ensure that students understand the relationship of the problem behaviour to expected school behaviour. One method that staff members might use to achieve this is to have students:

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

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

Ensuring consistent responses to problem behaviour
At Emu Park State School staff members authorised to issue consequences for problem behaviour are provided with appropriate professional development and training. Through training activities, we work to ensure consistent responses to problem behaviour across the school.

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

6. 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 our 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:
- 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 in the behaviour section of the One School database.

7. Network of student support
Students at our school are supported through positive reinforcement and a system of universal, targeted, and intensive behaviour supports by:
- Parents
- Teachers
- Support Staff
- Head of Curriculum
- Administration Staff
- Guidance Officer
- Advisory Visiting Teachers
- Senior Guidance Officer
- School Chaplain
Support is also available through the following government and community agencies:

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

8. Consideration of individual circumstances

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

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

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

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

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                 Regional Executive Director

Effective Date: 1 January 2010
The Use of Personal Technology Devices* at School

This policy reflects the importance our 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, mobile phones 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.

**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.

**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. 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.

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

**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 Police. 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 Principal.

* Personal Technology Devices includes, but is not limited to, games devices (such as Portable gaming devices, Tamagotchis®, laptop computers, PDAs, Blackberries®, 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. Emu Park State School strives to create positive, predictable environments for all students at all times of the day. The disciplined and teaching environment that we are creating is essential to:
   • achieving overall school improvement, including the effectiveness and efficiency of our student support procedures
   • raising achievement and attendance
   • promoting equality and diversity and
   • ensuring the safety and well-being of all members of the school community.

2. There is no place for bullying in our school. Research indicates that both those being bullied and those who bully are at risk for behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community’s goals and efforts for supporting all students.

3. Bullying behaviours that will not be tolerated at Emu Park State School include name-calling, taunting, mocking, making offensive comments, kicking, hitting, pushing, taking belongings, inappropriate text messaging, sending offensive or degrading images by phone or internet, producing offensive graffiti, gossiping, excluding people from groups, and spreading hurtful and untruthful rumours.

4. Bullying may be related to:
   • race, religion or culture
   • disability
   • appearance or health conditions
   • sexual orientation
   • sexist or sexual language
   • young carers or children in care.

5. At Emu Park State School there is broad agreement among students, staff and parents that bullying is observable and measurable behaviour. When considering whether or not bullying has occurred, we will therefore avoid speculation on the intent of the behaviour, the power of individuals involved, or the frequency of its occurrence. Whether bullying behaviour is observed between students of equal or unequal power, whether it occurs once or several times, and whether or not the persons involved cite intimidation, revenge, or self-defence as a motive, the behaviour will be responded to in similar fashion, that is, as categorically unacceptable in the school community.

Rationale
6. Research indicates that many problem behaviours are peer-maintained. That is, peers react to bullying in ways that may increase the likelihood of it occurring again in the future. Reactions include joining in, laughing, or simply standing and watching, rather than intervening to help the person being bullied. Whilst our school would never encourage students to place themselves at risk, our anti-bullying procedures involve teaching the entire school a set of safe and effective response to all problem behaviour, including bullying, in such a way that those who bully are not socially reinforced for demonstrating it.

7. The anti-bullying procedures at Emu Park State School are an addition to our already research-validated schoolwide positive behaviour support processes. This means that all students are being explicitly taught the expected school behaviours and receiving high levels of social acknowledgement for doing so. Adding lessons on bullying and how to
prevent and respond to it is a subset of procedures that our students are already accustomed to.

**Prevention**

8. Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, our schoolwide universal behaviour support practices will be maintained at all times. This will ensure that:

- Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour
- All students know the school rules and have been taught the expected behaviours attached to each rule in all areas of the school
- All students have been or are being taught the specific routines in the nonclassroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms
- All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the nonclassroom areas of the school
- A high level of quality active supervision is a permanent staff routine in the nonclassroom areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the nonclassroom areas.

9. The student curriculum modules of the anti-bullying process consist of a relationship unit taught by all teachers in all classrooms at the beginning of each year. At all times simultaneous instruction is our goal, in order to maintain consistency of skill acquisition across the school.

10. Research indicates that a common outcome of anti-bullying programming is an improvement in understanding of bullying but little change in the frequency or nature of actual bullying behaviour. One of the reasons cited for this outcome is the lack of behavioural rehearsal in the programming. The anti-bullying process at Emu Park State School takes care to combine knowledge with practice in a process of active learning, so that students understand by ‘doing’ as much as by ‘knowing’.

11. Emu Park State School uses behavioural data for decision-making. This data is entered into our database on a daily basis and can be recalled as summary reports at any time. This facility allows the school to track the effectiveness of its anti-bullying process, to make any necessary adjustments, and to identify specific bullying behaviours that may need to be revisited or revised in the instructional process.
Emu Park State School
Bully Prevention Strategy
To be read in conjunction with Emu Park State School's behaviour policy.

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

School community beliefs about bullying
Our aim is to create the conditions for each learner to progress towards responsible self-management, whilst learning about how and why people behave the way they do. We focus on catering for individual differences. We realise that all children will move towards this goal at their own pace and that they will also have individual needs along the way.

Our approach builds relationships, encourages self-evaluation and focuses on quality.

At Emu Park State School we believe, children learn best in a supportive environment that caters for their individual needs. We are a school that is big enough for opportunit and small enough to care.

By the time students leave us, we want them to be:
- Happy confident self-managed individuals; and
- Socially responsible citizens.

Emu Park State School opposes bullying in all its forms. Bullying is not tolerated. All members of Emu Park State School accept their responsibility to promote positive relationships and to prevent bullying. This policy is strengthened by parental and community support.

Definition of bullying
“Bullying, harassment, violence and discrimination are harmful behaviours that deprive individuals and groups of their rights, jeopardise physical and emotional safety and undermine the wellbeing of our school communities and society”

Types of bullying
“Bullying and harassment:
1. may be physical (hitting, kicking, pinching)
2. verbal (name-calling, teasing)
3. psychological (standover tactics, gestures)
4. social (social exclusion, rumours, putdowns)
5. sexual (physical, verbal or nonverbal sexual conduct)
6. may be motivated by jealousy, distrust, fear, misunderstanding or lack of knowledge
7. have an element of threat
8. can continue over time
9. are often hidden from adults
10. will be sustained if adults or peers do not take action”

Educational Programs
It is important that students staff and parents understand what bullying is, how it impacts on people and how bullying is responded to at our school. At Emu Park State School we use the following educational strategies:

1. Units of work that encourage healthy relationships and peer awareness
2. Class meetings
3. Acknowledgement of positive behaviour
   a. Class awards (Negotiated with teachers and class)
   b. School awards (Aussie of the Month, Personal Achievement and Virtues)
   c. Whole class rewards
   d. Individual rewards
4. Seating arrangement
5. Promotion of Positive School/Community Relationships
6. Comfortable, Well-Resourced Physical Environment
7. Effective Teaching and Learning Principles
8. Sound Teaching Micro skills
9. Collaborative Planning and Participation
10. Emphasis on SERS
11. Inclusive Practices

Prevention Programs
Effective social skill and positive relationships act to prevent bullying. At Emu Park State School we promote effective social skills and positive relationships by:

1. Units of work that encourage healthy relationships and peer awareness
2. Bully and behaviour catered workshops and performances
3. Social Skilling Programs

Responses to bullying
Reports of bullying will be investigated and acted upon. Responses to bullying might include targeted support for victims and perpetrators and/or sanctions or consequences consistent with the Responsible Behaviour Plan for Students.

At Emu Park State School we support victims and perpetrators by:

- Removing perpetrators from main play areas and restricting their area of play
- Providing counselling support for both victims and perpetrators
- Increased supervision of perpetrators and victims
- Social skills programs and units of work targeting victims and perpetrators

At Emu Park State School the consequences for bullying might include the following:

- Restricted play
- Reflection discussion with teacher during play time
- Detention
- Family meetings

Suspension and recommendation for exclusion where bullying is so severe no other form of consequence would be deemed adequate.

Reporting and monitoring bullying
At Emu Park State School reports of bullying are taken seriously. Students and parents may report bullying in the following ways:

- Directly to a member of staff
- Anonymously on the school website
- Via the annual/biannual bully survey

Reports of bullying will be collated and monitored to inform the school community about the extent of bullying and to identify particular areas of concern for future action.

Related legislation

- Education (General Provisions) Act 2006
- Education (General Provisions) Regulation 2006
- Anti-Discrimination Act 1991
- Commission for Children and Young People and Child Guardian Act 2000
- Workplace Health and Safety Regulation 1997

Related policies

- SMS-PR-012: Student Protection
• SMS-PR-021: Safe, Supportive and Disciplined School Environment
• CRP-PR-009: Inclusive Education
• SMS-PR-018: Information Sharing under Child Protection Act 1999
• SMS-PR-008: Family Law Matters Affecting State Educational Institutions
• CMR-PR-001: Complaints Management
• SCM-PR-003: Appropriate Use of Mobile Telephones and other Electronic Equipment by Students
• SMS-PR-024: Internet - Student Usage
• SDV-PR-001: Employee Professional Development
• The Code of Conduct

### Some related resources

- National Safe Schools Framework ([ncab.nssfbestpractice.org.au/resources/resources.shtml](ncab.nssfbestpractice.org.au/resources/resources.shtml))
- National Framework for Values Education in Australian Schools ([www.valueseducation.edu.au](www.valueseducation.edu.au))
DAILY BEHAVIOUR MONITORING

STUDENT:
Acceptable behaviour = ✓✓ ✓✓

Poor behaviour = specific comment or PMO printout attachment

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Before School</th>
<th>Session 1</th>
<th>Eating Break</th>
<th>Session 2</th>
<th>Eating Break</th>
<th>Session 3</th>
<th>Play Break</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language towards other students.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Behaviour towards other students.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Response to teachers’ direction.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Application to set task.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Completion of set task.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

ADDITIONAL INFORMATION:________________________________________
______________________________________________________________
______________________________________________________________

Teacher signature:_________________________________        Parent signature:______________________________
# Behaviour Log

**Children pick up at 9am and hand in at 3pm**

<table>
<thead>
<tr>
<th>For:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>[proposed score]</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>No problems</td>
</tr>
<tr>
<td>4</td>
<td>Minor problems</td>
</tr>
<tr>
<td>3</td>
<td>Disruption to others’ learning</td>
</tr>
<tr>
<td>2</td>
<td>Non-compliant but safe</td>
</tr>
<tr>
<td>1</td>
<td>Major disruption / unsafe</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>When</th>
<th>Score</th>
<th>Teacher/Teacher Aide</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before School</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SESSION 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eating</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Play</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SESSION 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eating / Play</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SESSION 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>After School</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL POINTS</td>
<td></td>
<td>Signature:</td>
</tr>
</tbody>
</table>
## SAFETY RUBRICS

<table>
<thead>
<tr>
<th>COMPONENT</th>
<th>BEGINNER</th>
<th>DEVELOPING</th>
<th>COMPETENT</th>
<th>EXCELLING</th>
</tr>
</thead>
<tbody>
<tr>
<td>SAFETY</td>
<td>• engages in activities/actions that could harm themselves and/or others</td>
<td>• can occasionally become engaged in activities/actions that could harm themselves and/or others</td>
<td>• does not become engaged in activities/actions that could harm themselves and/or others</td>
<td>• makes a concerted efforts not to become engaged in activities/actions that could harm themselves and/or others</td>
</tr>
<tr>
<td></td>
<td>• fails to exhibit commonsense</td>
<td>• occasionally fails to exhibit commonsense</td>
<td>• exhibits commonsense</td>
<td>• exhibits mature behaviour at all times</td>
</tr>
<tr>
<td></td>
<td>• seeks or contributes to activities and behaviours associated with</td>
<td>• occasionally contributes to activities and behaviours associated with</td>
<td>• does not contribute to activities and behaviours associated with</td>
<td>• actively contributes towards stopping activities and behaviours</td>
</tr>
<tr>
<td></td>
<td>➤ bullying</td>
<td>➤ bullying</td>
<td>➤ bullying</td>
<td>➤ bullying</td>
</tr>
<tr>
<td></td>
<td>➤ intimidation</td>
<td>➤ intimidation</td>
<td>➤ intimidation</td>
<td>➤ intimidation</td>
</tr>
<tr>
<td></td>
<td>➤ victimisation</td>
<td>➤ victimisation</td>
<td>➤ victimisation</td>
<td>➤ victimisation</td>
</tr>
<tr>
<td></td>
<td>➤ harassment</td>
<td>➤ harassment</td>
<td>➤ harassment</td>
<td>➤ harassment</td>
</tr>
<tr>
<td></td>
<td>• makes no effort to avoid situations involving:</td>
<td>• makes some effort to avoid situations involving:</td>
<td>• avoids situations involving:</td>
<td>• actively contributes towards stopping situations involving:</td>
</tr>
<tr>
<td></td>
<td>➤ smoking</td>
<td>➤ smoking</td>
<td>➤ smoking</td>
<td>➤ smoking</td>
</tr>
<tr>
<td></td>
<td>➤ alcohol</td>
<td>➤ alcohol</td>
<td>➤ alcohol</td>
<td>➤ alcohol</td>
</tr>
<tr>
<td></td>
<td>➤ drugs</td>
<td>➤ drugs</td>
<td>➤ drugs</td>
<td>➤ drugs</td>
</tr>
<tr>
<td></td>
<td>• never reports unsafe incidences or practices to the office or a teacher</td>
<td>• occasionally reports unsafe incidences or practices to the office or a teacher</td>
<td>• reports all unsafe incidences or practices to the office or a teacher</td>
<td>• always ensures all unsafe incidences or practices are reported to the office or a teacher</td>
</tr>
<tr>
<td></td>
<td>• can be involved in littering, vandalism and graffiti</td>
<td>• occasionally becomes involved in littering, vandalism and graffiti</td>
<td>• does not become involved in littering, vandalism and graffiti</td>
<td>• never becomes involved in littering, vandalism and graffiti</td>
</tr>
</tbody>
</table>

## EFFORT RUBRICS

<table>
<thead>
<tr>
<th>COMPONENT</th>
<th>IMMATURE</th>
<th>DEVELOPING</th>
<th>COMPETENT</th>
<th>EXCELLING</th>
</tr>
</thead>
<tbody>
<tr>
<td>SAFETY</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EFFORT</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>QUANTITY OF WORK</td>
<td>QUALITY OF WORK</td>
<td>ENGAGED LEARNING TIME</td>
<td></td>
<td></td>
</tr>
<tr>
<td>------------------</td>
<td>----------------</td>
<td>-----------------------</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| • no set tasks were attempted or completed in class  
  • homework is never completed  
  • takes no pride in maintaining bookwork  
  • does not complete any assessment items  
  • does not plan for authorised absence | • is unable to complete homework, classwork and assignments without teacher guidance  
  • requires teacher evaluation and feedback to improve tasks  
  • requires explanation and task requirements and associated standards for all set work  
  • needs guidance to achieve some quality in all activities | • not active in learning in both class and homework activities  
  • does not catch up on all work/assessment missed through non-attendance  
  • never performs self-directed extra work when finished set work | • some set tasks were attempted but little/no set tasks were completed in class  
  • homework is sometimes completed  
  • some pride is taken in maintaining bookwork  
  • does not complete any assessment items  
  • does not plan for authorised absence | • completes homework, classwork and assignments satisfactorily most of the time  
  • uses teacher and peer evaluation and feedback to improve tasks  
  • sometimes understands the task requirements and associated standards for all set work  
  • needs guidance to achieve some quality in many activities | • occasionally active in learning in both class and homework activities  
  • occasionally catches up on all work/assessment missed through non-attendance  
  • occasionally performs self-directed extra work when finished set work | • some set tasks were attempted but little/no set tasks were completed in class  
  • homework is sometimes completed  
  • some pride is taken in maintaining bookwork  
  • assessment items are started in class but usually not completed  
  • sometimes plans for authorised absence | • completes homework, classwork and assignments to the best of ability most of the time  
  • uses teacher and peer evaluation and feedback to improve tasks  
  • sometimes understands the task requirements and associated standards for all set work  
  • needs guidance to achieve some quality in many activities | • occasionally performs self-directed extra work when finished set work | • most set tasks were attempted and completed in class  
  • homework is usually completed  
  • pride is usually taken in maintaining bookwork  
  • assessment items are usually completed and handed in on time  
  • usually plans for authorised absences | • completes homework, classwork and assignments to the best of ability most of the time  
  • uses reflection and self-evaluation during all tasks  
  • usually understands the task requirements and associated standards for all set work  
  • usually seeks help to achieve quality when needed | • performs self-directed extra work when finished set work | • all set tasks were attempted and completed in class  
  • homework is always completed  
  • assessment items are always completed and handed in on time  
  • takes great pride in maintaining bookwork  
  • always plans for authorised absences | • very active all of the time in learning in both class and homework activities  
  • always performs self-directed extra work when finished set work | • occasionally performs self-directed extra work when finished set work |
<table>
<thead>
<tr>
<th>COMPONENT</th>
<th>IMMATURE</th>
<th>DEVELOPING</th>
<th>COMPETENT</th>
<th>EXCELLENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>HOMEWORK</td>
<td>- rarely brings diary to class&lt;br&gt;- diary is seldom completed or not completed at all&lt;br&gt;- homework tasks are rarely completed by the due date&lt;br&gt;- rarely attempts to catch up on homework not completed&lt;br&gt;- does not participate in catch up homework sessions&lt;br&gt;- teachers and parents never sign/sight diary&lt;br&gt;- messages written in diary are never delivered</td>
<td>- diary sometimes brought to class&lt;br&gt;- diary is occasionally completed&lt;br&gt;- homework tasks are sometimes completed by the due date&lt;br&gt;- sometimes attempts to catch up on homework not completed&lt;br&gt;- sometimes participates in catch up homework sessions&lt;br&gt;- teachers and parents sometimes sign/sight diary&lt;br&gt;- messages written in diary are sometimes delivered</td>
<td>- diary is brought to class most of the time&lt;br&gt;- diary is completed most of the time&lt;br&gt;- homework tasks are completed by the due date most of the time&lt;br&gt;- attempts to catch up on homework not completed most of the time&lt;br&gt;- participates in catch up homework sessions most of the time&lt;br&gt;- teachers and parents sign/sight diary most of the time&lt;br&gt;- messages written in diary are delivered most of the time</td>
<td>- diary is brought to class all of the time&lt;br&gt;- diary is completed consistently and extremely well&lt;br&gt;- homework tasks are consistently completed by the due date&lt;br&gt;- always catches up on homework not completed&lt;br&gt;- willing to participate in catch up homework sessions&lt;br&gt;- teachers and parents always sign/sight diary&lt;br&gt;- messages written in diary are always delivered</td>
</tr>
<tr>
<td>BEGIN WITH THE END IN MIND</td>
<td>- no clear plans in place&lt;br&gt;- no goals for improving learning and behaviour&lt;br&gt;- does not consider consequences of actions for themselves and others&lt;br&gt;- does not try to succeed</td>
<td>- sometimes has a plan&lt;br&gt;- has some goals for improving learning and behaviour&lt;br&gt;- will sometimes consider consequences of actions for themselves and others&lt;br&gt;- sometimes strives to succeed</td>
<td>- mostly has clear plans&lt;br&gt;- has a range clear goals for improving learning and behaviour&lt;br&gt;- mostly considers consequences of actions for themselves and others&lt;br&gt;- strives to succeed most of the time</td>
<td>- always has clear plans&lt;br&gt;- has an extensive range of clear goals for improving learning and behaviour&lt;br&gt;- always considers consequences of actions for themselves and others&lt;br&gt;- always strives to succeed</td>
</tr>
</tbody>
</table>
# RESPECT RUBRICS

<table>
<thead>
<tr>
<th>COMPONENT</th>
<th>IMMATURE</th>
<th>DEVELOPING</th>
<th>COMPETENT</th>
<th>EXCELLING</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>WORKING WITH OTHER PEOPLE</strong></td>
<td>• does not trust other persons</td>
<td>• shows some trust in other people</td>
<td>• trusts most people</td>
<td>• exercises judgement in trusting people</td>
</tr>
<tr>
<td></td>
<td>• does not respect other persons</td>
<td>• shows some respect for other people</td>
<td>• shows respect for most people</td>
<td>• is always respectful</td>
</tr>
<tr>
<td></td>
<td>• does not display any optimism</td>
<td>• optimism is developing</td>
<td>• shows optimism</td>
<td>• is always optimistic</td>
</tr>
<tr>
<td></td>
<td>• does not try to develop own self</td>
<td>• shows some development in own self</td>
<td>• displays some confidence in own self</td>
<td>• displays self confidence</td>
</tr>
<tr>
<td><strong>WORK TOGETHER TO ACHIEVE MORE</strong></td>
<td>• has difficulty getting along with others</td>
<td>• sometimes gets along with others</td>
<td>• gets along with most people</td>
<td>• has developed high interpersonal skills</td>
</tr>
<tr>
<td></td>
<td>• unwilling to join and participate in group activities</td>
<td>• needs supervision during group work</td>
<td>• works willingly in teams and groups</td>
<td>• contributes very effectively in learn and grow situations</td>
</tr>
<tr>
<td></td>
<td>• has difficulty accepting differences within the classroom</td>
<td>• accepts some differences of people within the classroom</td>
<td>• recognises and values that people are different</td>
<td>• high values and respect for others is displayed</td>
</tr>
<tr>
<td></td>
<td>• fails to identify the richness of diversity in a working environment</td>
<td>• has some belief that diversity brings a degree of richness</td>
<td>• believes that diversity in people brings richness to our work and lives</td>
<td>• has a high belief that diversity brings richness to work and life</td>
</tr>
<tr>
<td></td>
<td>• rarely shows the ability to respect people they are not familiar with</td>
<td>• on occasions shows the ability to respect people they are not familiar with</td>
<td>• be alert as to how you need to respect those you are not familiar with</td>
<td>• highly respects those you are not familiar with</td>
</tr>
<tr>
<td></td>
<td>• shows little respect for the property of others</td>
<td>• shows some respect for the property of others</td>
<td>• respects the property and possessions of others</td>
<td>• highly respects the property and possessions of others</td>
</tr>
<tr>
<td><strong>SEEK FIRST TO UNDERSTAND THEN BE UNDERSTOOD</strong></td>
<td>• often requires direction to talk at an appropriate time</td>
<td>• needs reminders on occasions to talk at appropriate times</td>
<td>• mostly talks when it is appropriate</td>
<td>• talks only when it is appropriate</td>
</tr>
<tr>
<td></td>
<td>• fails to respect others, interrupting frequently</td>
<td>• occasionally interrupts other students in class</td>
<td>• considers the views of others without interrupting</td>
<td>• listens to others first, then respectively puts own view</td>
</tr>
<tr>
<td></td>
<td>• considers their own needs above others, does not interrupt when others are trying to explain</td>
<td>• listens but interrupts when others are trying to get their point of view across</td>
<td>• seeks to understand then be understood</td>
<td>• try to understand others before you explain your situation to them</td>
</tr>
<tr>
<td></td>
<td>• frequently ignores direction/instructions</td>
<td>• needs direction/instructions repeated frequently</td>
<td>• listens actively to students/teachers in most situations</td>
<td>• actively listens to what is being said to you in all situations</td>
</tr>
<tr>
<td></td>
<td>• calls out, argues and ‘picks on’ others when conducting discussions in class</td>
<td>• sometimes calls out and interrupts</td>
<td>• is considerate of all teachers and students in the classroom</td>
<td>• asks questions, answers questions and make comments in a respectful manner</td>
</tr>
<tr>
<td>COMPONENT</td>
<td>IMMATURE</td>
<td>DEVELOPING</td>
<td>COMPETENT</td>
<td>EXCELLING</td>
</tr>
<tr>
<td>-----------------------------------</td>
<td>--------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>LANGUAGE AND COMMUNICATION</td>
<td>• can not communicate in an appropriate and respectful manner</td>
<td>• communicates most of the time in an appropriate and respectful manner</td>
<td>• communicates in an appropriate and respectful manner</td>
<td>• communicates in a highly appropriate and respectful manner</td>
</tr>
<tr>
<td></td>
<td>• uses obscene and derogatory language when communicating</td>
<td>• often uses obscene and derogatory language when communicating</td>
<td>• very rarely uses obscene and derogatory language when communicating</td>
<td>• never uses obscene and derogatory language when communicating</td>
</tr>
<tr>
<td></td>
<td>• fails to deliver official communication/reports to parents/guardians</td>
<td>• often fails to deliver official communications/reports to parents/guardians</td>
<td>• very rarely fails to deliver official communications/reports to parents/guardians</td>
<td>• always delivers communications/reports to parents/guardians</td>
</tr>
<tr>
<td>THINK WIN-WIN</td>
<td>• sees school as a requirement, not as an opportunity to improve</td>
<td>• sees school as necessary and sometimes uses this to improve opportunities</td>
<td>• uses school-life as an opportunity for themselves</td>
<td>• uses school-life as an opportunity to improve themselves and others</td>
</tr>
<tr>
<td></td>
<td>• makes no effort to help others to succeed</td>
<td>• makes some effort to help others to succeed</td>
<td>• helps others to succeed</td>
<td>• endeavours to help others to succeed</td>
</tr>
<tr>
<td></td>
<td>• makes no effort to encourage others to try hard to succeed</td>
<td>• makes some effort to encourage others to try hard to succeed</td>
<td>• encourages others to try hard to succeed</td>
<td>• always encourages and supports others to try hard to succeed</td>
</tr>
</tbody>
</table>
## SELF-RESPONSIBILITY RUBRICS

<table>
<thead>
<tr>
<th>COMPONENT</th>
<th>IMMATURE</th>
<th>DEVELOPING</th>
<th>COMPETENT</th>
<th>EXCELling</th>
</tr>
</thead>
<tbody>
<tr>
<td>BEHAVIOUR</td>
<td>• has limited awareness of school and classroom rules</td>
<td>• has occasional awareness of school and classroom rules</td>
<td>• has a good awareness of classroom and school rules</td>
<td>• is always aware of classroom and school rules</td>
</tr>
<tr>
<td></td>
<td>• is never aware of or complies with teacher’s behavioural expectations</td>
<td>• is occasionally aware/complying with each teacher’s behavioural expectations</td>
<td>• is aware/complies with each teacher’s behavioural expectations</td>
<td>• is always aware/complies with each teacher’s behavioural expectations</td>
</tr>
<tr>
<td></td>
<td>• never sets high standards for their own behaviour</td>
<td>• occasionally sets high standards for their own behaviour</td>
<td>• sets high standards for their own behaviour regularly</td>
<td>• always sets high standards for their own behaviour</td>
</tr>
<tr>
<td></td>
<td>• has limited knowledge and understanding of:</td>
<td>• has some knowledge and understanding of:</td>
<td>• has good knowledge and understanding of:</td>
<td>• has an excellent knowledge and understanding of:</td>
</tr>
<tr>
<td></td>
<td>• roles, rights and responsibilities of self and others</td>
<td>• roles, rights and responsibilities of self and others</td>
<td>• roles, rights and responsibilities of self and others</td>
<td>• roles, rights and responsibilities of self and others</td>
</tr>
<tr>
<td></td>
<td>• our basic standards for classroom, playground and going to and from school</td>
<td>• our basic standards for classroom, playground and going to and from school</td>
<td>• our basic standards for classroom, playground and going to and from school</td>
<td>• our basic standards for classroom, playground and going to and from school</td>
</tr>
<tr>
<td></td>
<td>• what it means to be courteous and what is acceptable behaviour</td>
<td>• what it means to be courteous and what is acceptable behaviour</td>
<td>• what it means to be courteous and what is acceptable behaviour</td>
<td>• what it means to be courteous and what is acceptable behaviour</td>
</tr>
<tr>
<td>PERSONAL PRESENTATION</td>
<td>• does not wear the school uniform regularly</td>
<td>• wears the school uniform occasionally</td>
<td>• wears the school uniform most of the time</td>
<td>• wears the school uniform at all times</td>
</tr>
<tr>
<td></td>
<td>• does not wear the school uniform correctly</td>
<td>• wears the school uniform correctly occasionally</td>
<td>• wears the school uniform correctly most of the time</td>
<td>• wears the school uniform correctly all the time</td>
</tr>
<tr>
<td></td>
<td>• does not demonstrate a reasonable standard of personal presentation, grooming and hygiene</td>
<td>• demonstrates a reasonable standard of personal presentation, grooming and hygiene occasionally</td>
<td>• demonstrates a high standard of personal presentation, grooming and hygiene most of the time</td>
<td>• demonstrates a high standard of personal presentation, grooming and hygiene at all times</td>
</tr>
<tr>
<td></td>
<td>• fails to present a note from home when not able to wear full uniform</td>
<td>• when not able to wear the full uniform a note from home is presented some of the time</td>
<td>• when not able to wear the full uniform a note from home is presented most of the time</td>
<td>• when not able to wear the full uniform a note from home is always presented</td>
</tr>
<tr>
<td>COMPONENT</td>
<td>IMMATURE</td>
<td>DEVELOPING</td>
<td>COMPETENT</td>
<td>EXCELING</td>
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<td>-----------</td>
<td>--------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------</td>
</tr>
<tr>
<td>PUNCTUALITY</td>
<td>• requires constant teacher direction to be punctual to lessons, assemblies and special events</td>
<td>• occasionally requires constant teacher direction to be punctual to lessons, assemblies and special events</td>
<td>• is punctual to most lessons, assemblies and special events</td>
<td>• is always punctual to lessons, assemblies and special events</td>
</tr>
<tr>
<td></td>
<td>• no notes are provided to explain why you are not punctual</td>
<td>• notes are sometimes provided to explain why you are not being punctual</td>
<td>• notes are usually provided to explain why you are not being punctual</td>
<td>• notes are always provided to explain why you are not being punctual</td>
</tr>
<tr>
<td>PREPAREDNESS</td>
<td>• arrives at class without stationery, books and equipment</td>
<td>• sometimes arrives at class without stationery, books and equipment</td>
<td>• mostly arrives at class with appropriate stationery, books and equipment</td>
<td>• always arrives at each lesson with all stationary requirements, books and equipment</td>
</tr>
<tr>
<td></td>
<td>• has difficulty maintaining books, equipment and class work in a neat and ordered condition</td>
<td>• attempts to maintain books, equipment and class work in a neat condition</td>
<td>• mostly maintains books, equipment and class work in a neat and ordered condition</td>
<td>• maintains books, equipment and class work in a neat and ordered condition</td>
</tr>
<tr>
<td></td>
<td>• has little sense of intrinsic motivation required for success</td>
<td>• has some sense of intrinsic motivation required for success</td>
<td>• sets work intrinsically on most occasions required for success</td>
<td>• sets works intrinsically on all occasions ensuring maximum success</td>
</tr>
<tr>
<td></td>
<td>• fails to complete course work and activities set by the teacher</td>
<td>• at times fails to complete course work and activities set by the teacher</td>
<td>• attempts to complete course work and activities set by the teacher</td>
<td>• always completes course work and activities set by the teacher</td>
</tr>
<tr>
<td></td>
<td>• relies on the teacher providing ideas and strategies to achieve any learning outcome and takes very little responsibility for own work output</td>
<td>• usually only responds to a limited range of strategies restricting possible learning opportunities</td>
<td>• mostly willing to learn through a variety of strategies to ensure maximum learning opportunities</td>
<td>• always willing to learn through a variety of strategies to ensure maximum learning opportunities</td>
</tr>
<tr>
<td>COMPONENT</td>
<td>IMMATURE</td>
<td>DEVELOPING</td>
<td>COMPETENT</td>
<td>EXCELING</td>
</tr>
<tr>
<td>------------</td>
<td>---------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------</td>
</tr>
<tr>
<td>ATTENDANCE</td>
<td>• constantly absent from school</td>
<td>• occasionally attends school on a regular basis</td>
<td>• attends school on a regular basis</td>
<td>• attends all school days unless sick, at the dentist or on an unavoidable family engagement</td>
</tr>
<tr>
<td></td>
<td>• rarely attends school excursions, trips, camps, social, sporting and cultural activities</td>
<td>• sometimes attends school excursions, trips, camps, social, sporting and cultural activities</td>
<td>• regularly attends school excursions, trips, camps, social, sporting and cultural activities</td>
<td>• attends, where possible, all school excursions, trips, camps, social, sporting and cultural activities</td>
</tr>
<tr>
<td></td>
<td>• rarely provides notes/phone calls for absences</td>
<td>• sometimes provides notes/phone calls for absences without good cause</td>
<td>• regularly provides notes/phone calls that clearly show ‘when’ and ‘why’ they were absent</td>
<td>• provides notes/phone calls for all absences that clearly show ‘when’ and ‘why’ they were absent</td>
</tr>
<tr>
<td></td>
<td>• rarely hands in notes at the office</td>
<td>• sometimes hands in notes to the office</td>
<td>• tries to make a conscious effort to hand in all notes at the office</td>
<td>• consistently hands in all notes at the office</td>
</tr>
<tr>
<td></td>
<td>• often truants from scheduled classes</td>
<td>• occasionally attends most scheduled classes</td>
<td>• attends all scheduled classes on a regular basis</td>
<td>• attends all scheduled classes</td>
</tr>
<tr>
<td></td>
<td>• often leaves the ground without permission</td>
<td>• sometimes leaves the grounds without permission</td>
<td>• very rarely leaves the grounds without suitable permission</td>
<td>• never leaves the grounds without suitable permission</td>
</tr>
<tr>
<td>PROACTIVITY</td>
<td>• takes no responsibility for themselves</td>
<td>• sometimes takes responsibility for themselves</td>
<td>• nearly always takes responsibility for themselves</td>
<td>• always takes responsibility for themselves</td>
</tr>
<tr>
<td></td>
<td>• always seeks to blame others for their actions, thoughts or feelings</td>
<td>• often seeks to blame others for their actions, thoughts or feelings</td>
<td>• rarely ever seeks to blame others for their actions, thoughts or feelings</td>
<td>• never seeks to blame others for their actions, thoughts or feelings</td>
</tr>
<tr>
<td></td>
<td>• treats others very badly</td>
<td>• sometimes treats others well</td>
<td>• usually treats others well</td>
<td>• always treats others well</td>
</tr>
<tr>
<td></td>
<td>• always becomes involved in bullying or being a victim</td>
<td>• often becomes involved in bullying or being a victim</td>
<td>• rarely ever becomes involved in bullying or being a victim</td>
<td>• does not become involved in bullying or being a victim</td>
</tr>
<tr>
<td></td>
<td>• never seeks justice through the proper channels when aggrieved</td>
<td>• sometimes seeks justice through the proper channels when aggrieved</td>
<td>• usually seeks justice through the appropriate channels when aggrieved</td>
<td>• always seeks justice through the proper channels when aggrieved</td>
</tr>
</tbody>
</table>
STUDENT CORRECTION PLAN

You are now in a situation where your behaviour is preventing good teaching for you and others. You are asked to complete this form so your teacher can gauge your commitment to learning.

STUDENT: ___________________________________ CLASS: __________________________

TEACHER: ___________________ DATE OF INCIDENT: / /

WHAT ARE YOU DOING IN CLASS THAT IS INAPPROPRIATE?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

WHAT SHOULD YOU BE DOING IN CLASS?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

WHAT STEPS ARE YOU GOING TO TAKE TO CORRECT YOUR INAPPROPRIATE BEHAVIOURS IN CLASS?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

TEACHER COMMENTS (SITUATION, ISSUES, ACTION TAKEN, PLAN):

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

I agree that the information supplied on this Correction Plan is accurate and I will take all possible steps to ensure that I will work towards correcting and maintaining an acceptable level of behaviour in class.

Teacher Signature: ______________________ Student Signature: ______________________
STUDENT / TEACHER CASE MANAGEMENT FORM

You are now in a situation where your behaviour is preventing good teaching for you and others. You are asked to complete this form so your teacher can gauge your commitment to learning.

STUDENT: ________________________________ CLASS: ____________________________

TEACHER: ___________________________ DATE OF INCIDENT: / /06

<table>
<thead>
<tr>
<th>WHAT ARE YOU DOING IN CLASS THAT IS INAPPROPRIATE?</th>
</tr>
</thead>
<tbody>
<tr>
<td>STUDENT</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>WHAT STEPS ARE YOU GOING TO TAKE TO CORRECT YOUR INAPPROPRIATE BEHAVIOURS IN CLASS?</th>
</tr>
</thead>
<tbody>
<tr>
<td>STUDENT</td>
</tr>
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<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>TEACHER COMMENTS (SITUATION, ISSUES, ACTION TAKEN, PLAN):</th>
</tr>
</thead>
<tbody>
<tr>
<td>STUDENT</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
WHAT IS IT THAT IS PREVENTING YOU FROM DOING YOUR JOB AS A STUDENT?

___________________________________________________

___________________________________________________

___________________________________________________

___________________________________________________

TEACHER COMMENTS (SITUATION, ISSUES, ACTION TAKEN, PLAN):

___________________________________________________

___________________________________________________

___________________________________________________

___________________________________________________

I agree that the information supplied is accurate and I will take all possible steps to ensure that I will work towards correcting and maintaining an acceptable level of behaviour in class.

Teacher Signature: ______________________ Student Signature: ______________________
## Student – Teacher Case Management Form

<table>
<thead>
<tr>
<th>Student</th>
<th>Teacher</th>
<th>Class</th>
<th>Date of Incident</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

### Student Section:
- You are now in a situation where your behaviour is preventing good teaching for you and others.
- You are asked to complete this form so your teacher can gauge your commitment to learning.

### Incident information [Situation, Issues, Action Taken Plan]

<p>| |</p>
<table>
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</tbody>
</table>

### What are you doing in class / the school grounds that is inappropriate?

<p>| |</p>
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</tbody>
</table>

### What steps are you going to take to correct your inappropriate behaviours in class?

<p>| |</p>
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</table>

### Teacher Section:

### What is the student doing in class that is inappropriate?

<p>| |</p>
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<th></th>
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### What have you done to correct the student’s behaviour

<p>| |</p>
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</table>

### How has the student attempted to correct their behaviour?

<p>| |</p>
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<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

### Have you -

<table>
<thead>
<tr>
<th>Have you -</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Addressed the problem with the student?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Given student adequate warnings?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Used appropriate steps of discipline to resolve the problem?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
- Used a time-out/sent student to another classroom?
- Called parents to discuss reasons for behaviour?
- Sort assistance from other staff members to resolve problem?

| | | |