1. Purpose

“If no one told you they loved you today, remember I do and I always will”
Linda Cliat-Waymann, Principal, North Philadelphia
TED Talk – “How to fix a broken school”, June 2015

Koumala State School has created a behaviour management plan that is purposeful in managing the behaviour of students. Koumala State School works with children from the ages of 5 through to 13 years of age. Children in this age range come to school with a range of experiences and support and they will need to learn how to manage themselves and others during the 7 years they spend at Koumala State School. Children will make mistakes and it is the obligation of the school to teach children how to behave, in conjunction with parents and other community groups.

All children and staff members have the right to teach and learn at school, but all children, parents, and staff, have the responsibility to create an environment for learning and these can be found in the behaviour philosophy:

*Whole school behaviour starts with me.*

As children, parents and staff, if you behave responsibly with your peers, and if you demonstrate respect to others and appreciate that mistakes can be made but we can all learn from them, then the whole school can move towards a supportive environment.

Three guiding principles should be found in each classroom:
1. Every class should have a Positive behaviour plan that is clearly understood by students and parents.
2. Every class should be a positive and supporting learning environment for all students.
3. Student/Teacher relationships is a key to every classroom in that they are positive and respectful. Parent/Teacher relationships are important, if not more important, in establishing behaviour and respect for education.

At Koumala State School we are Purposeful in what we do and we are always aiming to improve. Our goal is to be proactive and optimistic in our management of children, and to create a positive environment for all students while we support and teach them. We wish them to be able to move to high school and achieve with a backpack full of academic skills and a raft of behaviour strategies.

“The kids who need love the most will always ask for it in the most unloving ways”
Russel Barkley
“A positive, caring, respectful climate in the classroom is a prior condition to learning”

John Hattie, Visible Learning, 2012, pg. 78

To be able to change a school’s behaviour it is important to use the vast amounts of research that supports positive change in schools. Some of the research that Koumala State School is using to support a positive approach to school management are from John Hattie, Dr Carol Dweck and the SWPBS school approach.

John Hattie strongly supports the ideals behind positive classroom environments and that the relationships between the teacher and the students can be the difference in all students learning and achieving at school. He has written about the passion for teaching as it relates to the level of enthusiasm that the teacher shows, the extent of commitment to each student, to learning and to teaching itself (2012, pg. 35). This passion will reveal itself in a classroom that is focussed on the positive learning of all students. He also warns about the dangers of focussing on negative behaviour as children who think they are naughty will seek evidence to confirm themselves as naughty children (2012, pg. 45)

Dr Carol Dweck has written a book about Mindset and it deals with the two ways children and adults look at the world, through a Fixed Mindset or a Growth Mindset. When you enter a mindset you enter a new world. In one world – the world of fixed traits – success is about proving your smart or talented. Validating yourself. In the other – the world of changing qualities – it’s about stretching yourself to learn something new. Developing yourself. (2012 pg. 15). In other words, we can have a fixed mindset about ourselves or about others. A child may never achieve academically or behaviourally because we/they may have a fixed mindset about what they can do.

Positive Behaviour for Learning (PBL), previously known in state schools as Schoolwide Positive Behaviour Support (SWPBS) is a whole-school approach to creating a safe and supportive environment that has a strong evidence-base and is used in many Queensland state schools. At Koumala State School we are not a PBL school as we have only 1 staff member (from 2016 data) who has been trained in the program of SWPBS. While we are not a PBL school we follow the example set by the program.

• We are implementing a positive behaviour plan for every classroom and across the school.
• We teach the correct behaviours in classrooms.
• We collect both positive and negative data across the school
• We meet at regular intervals to discuss the data and identify areas, days, times and behaviours that are most common across the school or classrooms.
• We provide teachers with the support they need to address these issues in the class

As the research grows, so it will be added to the behaviour plan to ensure that Koumala State School students and teachers are up to date with the most relevant support available to maintain a positive experience for the whole school community.

“No matter how many mistakes you make, or how slow you progress. You are still way ahead of someone who isn’t even trying”

Tony Robbins
3. Consultation and data review

Koumala State School has been developing this plan during 2015 and we have been receiving regular feedback from staff. This ongoing approach to behaviour support will continue to be developed through 2016 and fed back to the staff and the P&C while we seek to create a school that supports all students.

4. Learning and behaviour statement

Our school community has identified the following school rules to teach and promote our high standards of responsible behaviour that will develop Responsible Learners who will:

- Be safe
- Be responsible
- Be respectful

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

In addition our school community have endorsed the following as expectations we have of students leaving Koumala State School at Year 6.

**Our students will exit Yr 6 with a backpack of skills that will empower them to be:**

- Literate
- Numerate
- Technological Natives
- Healthy and Active
- Resilient
- Respectful
- Responsible
- Tolerant

Our school also has a belief in the Rights and Responsibilities for our students, staff and community members. For a summary of these please refer to Appendix 2.

5. 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 Koumala 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.

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

The school day commences at 8:50am where students are reminded of our School Wide Positive Behaviour Support program. Students are explicitly taught the expected behaviour of focus for that week and this learning experience is reinforced each day while that particular behaviour remains a school wide focus.
## SCHOOLWIDE EXPECTATIONS TEACHING MATRIX

<table>
<thead>
<tr>
<th>ALL AREAS</th>
<th>CLASSROOM</th>
<th>PLAYGROUND</th>
<th>STAIRWELL/VERANDAHS</th>
<th>TOILETS</th>
<th>BUS LINES/ BUS TRAVEL</th>
<th>LIBRARY</th>
<th>EXTRA CURRICULAR PROGRAMS (Camps/Excursions)</th>
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<tbody>
<tr>
<td><strong>BE RESPECTFUL</strong></td>
<td></td>
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<tr>
<td>- Respect others’ personal space and property</td>
<td>- Raise your hand to speak</td>
<td>- Participate in school approved games</td>
<td>- Rails are for hands</td>
<td>- Respect privacy of others</td>
<td>- Line up in designated area and wait quietly for the teacher</td>
<td>- A waterproof bag is required for borrowing</td>
<td>- Respect others’ personal space and property</td>
</tr>
<tr>
<td>- Care for equipment</td>
<td>- Respect others’ right to learn</td>
<td>- Wear shoes and socks at all times</td>
<td>- Walk one step at a time</td>
<td>- Respect school property (toilet doors, paper hand towel, toilet seats)</td>
<td>- Talk quietly when the bus is travelling</td>
<td>- Respect school property (no vandalising tables, chairs or books)</td>
<td>- Care for equipment</td>
</tr>
<tr>
<td>- Clean up after yourself</td>
<td>- Talk in turns</td>
<td>- Keep passage ways clear at all times</td>
<td>- Carry items</td>
<td></td>
<td>- Don’t distract the driver</td>
<td>- Clean up after yourself</td>
<td>- Clean up after yourself</td>
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<tr>
<td>- Use polite language</td>
<td>- Be a good listener</td>
<td>- Lift your feet when moving</td>
<td>- Keep passage ways clear at all times</td>
<td></td>
<td>- Respect others’ right to learn</td>
<td>- Use polite language</td>
<td>- Use polite language</td>
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<tr>
<td>- Wait your turn</td>
<td>- Use polite language</td>
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<td>- Respect others’ right to learn</td>
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<td>- Respect others’ right to learn</td>
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<td>- Respect others’ right to learn</td>
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<td>- Use polite language</td>
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<td>- Wait your turn</td>
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<td>- Respect others’ right to learn</td>
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<td>- Respect others’ right to learn</td>
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<tr>
<td><strong>BE RESPONSIBLE</strong></td>
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<td>- Ask permission to leave the classroom</td>
<td>- Be prepared</td>
<td>- Be a problem solver</td>
<td>- Move peacefully in single file</td>
<td>- Use toilets during breaks</td>
<td>- Arrive promptly (move quickly)</td>
<td>- Use a browser card when searching for books</td>
<td>- Be a good listener</td>
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<tr>
<td>- Be on time</td>
<td>- Complete set tasks</td>
<td>- Return equipment to appropriate place at the sports bell</td>
<td>- Keep to the left</td>
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<td>- Keep your body to yourself</td>
<td>- Talk quietly</td>
<td>- Ask permission to leave the classroom</td>
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<tr>
<td>- Be in the right place at the right time</td>
<td>- Take an active role in classroom activities</td>
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<td>- Go to the toilet, wash hands and get a drink prior to lining up</td>
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<td>- Be on time</td>
</tr>
<tr>
<td>- Follow instructions straight away</td>
<td>- Keep work space tidy</td>
<td>- Care for the environment</td>
<td>- Use playground equipment in a safe and sensible manner</td>
<td></td>
<td>- Have your name marked on the bus roll</td>
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<td>- Be in the right place at the right time</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- Follow all bus rules</td>
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<td>- Follow instructions straight away</td>
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<td>- Follow the driver’s instructions</td>
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<td><strong>BE SAFE</strong></td>
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<tr>
<td>- Use equipment appropriately</td>
<td>- Walk</td>
<td>- Play fairly – take turns, invite others to join in and follow rules</td>
<td>- Walk quietly and orderly so that others are not disturbed</td>
<td>- Wash hands</td>
<td>- Wait your turn</td>
<td>- Use equipment appropriately</td>
<td>- Use equipment appropriately</td>
</tr>
<tr>
<td>- Keep hands, feet and objects to yourself</td>
<td>- Sit still</td>
<td>- Care for the environment</td>
<td>- Walk on every step (no jumping)</td>
<td>- Walk</td>
<td>- Keep your belongings nearby</td>
<td>- Keep hands, feet and objects to yourself</td>
<td>- Keep hands, feet and objects to yourself</td>
</tr>
<tr>
<td></td>
<td>- Enter and exit room in an orderly manner</td>
<td>- Use playground equipment in a safe and sensible manner</td>
<td>- Use hands on the handrail</td>
<td></td>
<td>- Stay in your seat and sit still</td>
<td>- Pair up with a buddy</td>
<td>- Pair up with a buddy</td>
</tr>
<tr>
<td></td>
<td>- Respect school property (no vandalising tables, chairs and books)</td>
<td></td>
<td></td>
<td></td>
<td>- Keep your hands to yourself</td>
<td></td>
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6. Positive Behaviour Principles Explained

“Your mind is a powerful thing, when you fill it with positive thoughts your life will start to change”

Zig Ziglar

Every class should have a Positive behaviour plan that is clearly understood by students and parents. Teachers need to be alert to the positive changes that students are making in the class. A plan should be in place that rewards the students for making positive choices and these rewards need to be regular, something that the students appreciate, and public. The positive data of the class needs to be maintained and collected at the end of the term to be presented at a staff meeting. This data will allow the staff to recognise which students are receiving the most ‘love’ and which students have not been noticed as often. A comparison of positive and negative data can sometimes show the correlation between students not receiving as much positive support while also receiving negative consequences. At Koumala it is imperative that all teachers actively seek ways to reward and encourage students for effort and positive behaviour.

Every class must be a positive and supporting learning environment for all students
When a student walks through the gate at 8:30am they should automatically move into a positive and supportive learning environment. It may be as simple as a good morning from a teacher, or even to check how things are going. This enables the staff member to assess how the child may be feeling and how prepared they are to start the day. From 8:30 through to when the child leaves at 3:00pm there should be a positive environment for them to work in. The classroom is a key environment and this can be where targeted teaching takes place. If a child is working in an area they are unsure about but have support and with achievable tasks, then behaviour management will take care of itself. When work is too easy, or hard, when the child does not know what to do, or is bored, that is when behaviour issues begin to occur.

Student/Teacher relationships is a key to every classroom in that they are positive and respectful
At Koumala State School the simple act of showing interest in the child outside of the classroom can create more learning and respect inside the classroom. Shaking of their hand when they come to school, asking about their football team on the weekend, or generally showing interest in the child builds up teacher credibility and can allow for more guidance when it comes to academic or behavioural conversations.

7. Positive Changes in the school

Focus on the Behaviour, not on the child
A child is a growing and developing person and can often make good and bad choices. It is imperative that we focus on the behaviour of the child and not label the child themselves. If a child makes a bad choice, they are not a bad child. The choice they made was bad and needs to be corrected but they are not themselves bad. Similar with positive behaviour, if a child makes a good choice then it is the choice they made that is to be congratulated, the child is not to be labelled as good. If a child makes a good choice and then later in the day they make a bad choice, if incorrectly labelled they can start the day as a good child and end the day as a bad child. Children will make mistakes, as adults do, and so all staff must focus on the behaviour not the child.

Conversation not consequence
At Koumala State School every behaviour will result in a consequence, but the consequence does not necessarily mean the behaviour will change unless there is a conversation around the behaviour. A child who chooses a negative behaviour can be handed a negative consequence, but teachers should not expect the consequence to change the behaviour. Rather the child has made a mistake, the consequence is handed down, but a conversation after to teach the child the correct behaviour needs to take place. So to with positive choices. If the child receives a positive consequence for something they have done, but are not aware as to what they have done, then they will not be able to do it again. It is important that staff do not assume the child knows why they are receiving the consequence, unless we have the conversation outlining the great choice they made.
“Stop being afraid of what could go wrong, and start being positive of what could go right”

Talent v Effort
Research has shown that one of the most harmful ways of hurting the confidence of students is to focus our attention on their talent and ability. If we congratulate a student for being smart when completing a certain task, when the same student attempts a harder task and fails, the student could now feel that they are not smart. If teachers congratulate students on the effort they put in, they students are more likely to put in more effort on tasks that are harder. Dweck’s (2012) research shows many incidences of children as young as one all the way to professional athletes who have responded differently depending on the mindset they had before they even came to the task.

At Koumala State School we wish all students to develop a growth mindset and we encourage all teachers to lavish as much praise and attention on effort, hard work, ideas, and initiatives. Students should not be afraid of mistakes and need to be given stories of people who have made mistakes and succeeded.

8. Parental Involvement

While teachers will do whatever they can to ensure every child receives a great education and be as supportive and encouraging as they can. Every child begins every day in a home. The environment that is created, and the behaviour that is expected, in the home can play a significant role in the behaviour of the child at school. Children will come to the classroom in the state of mind that they left the home. Parents play an important role in ensuring their child’s state of mind is open to learning. Parents are encouraged to support the teachers and the Koumala Behaviour Plan and even implement the positivity in their home. Maslow’s Hierarchy of Needs can demonstrate the responsibilities the whole school community has in raising children and improving their academic and behavioural achievement.

9. Maslow’s Hierarchy of Needs

This chart demonstrates that the needs of children need to be met in the home before they can come to the classroom. Negative behaviour in children can stem from one of these needs not being met. Teachers at Koumala State School will provide the best education for children, and support from the school community can greatly assist in their progress and positive involvement in the classroom.

[Diagram of Maslow's Hierarchy of Needs]
“If we don’t teach our children how to behave, How can we punish them when they don’t?”

You Can Do it Program
The You Can Do It Program focuses on five key areas that are integral to the development of students at Koumala State School. The Five focus topics of Confidence, Persistence, Organisation, Getting Along and Resilience will support students in their understanding of Being Safe, Respectful and Responsible. The language found in these behavioural concepts will be explored both as lessons and in everyday situations where teachers can find the opportunity to encourage students using these topics. There will be a focus topic a week and teachers can use these to assist in creating a Student of the Week award for Parade. This will allow these five topics to be explored on Parade 8 times each throughout the year, along with countless of other times during general school conversations.

You Can Do it Program
Confidence Persistence Organisation Getting Along Resilience

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

- **Praise.** Teacher, peer and parent praise to reinforce positive behaviours is an extremely powerful tool in determining exemplary behaviour.
- **Class Awards** – to recognise great behaviour in the class throughout the term
- **Gotcha Bands** - The three bands of different colours which have the three school rules written on them are to be handed out to students during both school time and class time for behaviour which is positive and needs to be encouraged and supported.
- **Stickers** – to be used as tools to identify and reward good behaviour throughout the day
- **A Daily/Weekly Behaviour Monitoring Chart.** This chart in the classroom is able to provide all students with nonverbal proof of their behaviour in the lesson or the day. The higher levels that state the three school rules will allow students to move up as their behaviour improves throughout the day.
- **Role modelling** by staff and school leaders and peers reinforces the behaviours expected.
  - **Classroom routine/rewards.** Each teacher is required to have a classroom responsible behaviour plan strategy that rewards exemplary behaviour and actions eg stickers, points class parties.
  - **Student of the Week** again reinforces positive classroom behaviours as each week a Student is nominated by their teacher to receive a merit certificate presented at Parade.
  - **Be Responsible, Be Respectful, Be Safe** All staff can reward positive actions by giving a student a “Be Responsible” slip that recognises their effort at demonstrating Responsible Behaviour. These are placed into a box each week and in a Lucky draw at parade a student is selected to win a prize. (Presently a Free meal from the Tuckshop, sponsored by the P and C)
  - **Student Councillor.** Students that are able to maintain high levels of good behaviour and leadership, are able to be selected to our Student Council which assists the school in our decision making process. This is a good way of providing peer models.
  - **School Leaders.** School Captains and Sports Captains provide the school with leadership and direction and again act as positive peer models.
- **Development of specific policies to address:**
  - The Use of Personal Technology Devices at school (Appendix 7)
- Procedures for Preventing and Responding to Incidents of Bullying (including Cyberbullying) (Appendix 8)

**High 5/High 3** The school actively advocates through posters, parade messages, teacher lessons, newsletters, song, raps and rhymes this program. Older children in Years 4-7 are taught to work issues/incidents through by thinking and actioning the following step by step process.

1. **Talk friendly (ask them to stop)**
2. **Talk firmly (ask them to stop, loud voice. Leaves person in no doubt as to the inappropriateness of actions.)**
3. Ignore.
4. **Walk away. (Takes two to have a conflict)**
5. **Report. (As opposed to dobbing) This is where a person reports to have the actions cease rather than looking for retribution/getting someone punished.**

A simplified 3-step process is used with the younger children in Years 1-3.

1. **Talk friendly, ask them to stop.**
2. **Walk away and ignore.**
3. **Tell a teacher if it doesn’t stop.**

**Five Fingers of Friendship** - Students on a hand list 5 people they trust, so that if they have a problem they can use one of these people to assist.

"You can't control what other people do. You can control the way you react"

**Gotcha Bands**
The purpose of the Gotcha Bands is to ‘catch’ students displaying correct behaviour or responses in all parts of the day. Students will be given a Gotcha Band that they can wear around the school for the day. At the end of the day they must place their band on a stand so that their reward can go towards both a school and individual award. When a child receives 25/50/75/100 Gotcha bands they will be given an individual award on parade to celebrate their individual success. Every child who receives a Gotcha Band can also receive a Learner Award that goes towards the Tucks hop prize on Parade.

12. Negative Consequences

"When someone is nasty or treats you poorly, don’t take it personally. It says nothing about you, but a lot about them”

At Koumala State School the teacher is in charge of the day to day management of their own students. Every teacher in the school needs to have a plan in place in dealing with the behaviour of students. These can include:

- Ignore, praise a child for doing correct behaviour, Non-verbal direction
- Proximity, Use of Behaviour Chart,
- Consider the work, the pedagogy and planning
- Provide warning, Use ‘I’ sentences, Give Feedback
- Restate the rule, Actively listen
- Stimulus change, Relocate others
- Give student time to ‘Cool Down’
- Acknowledging emotions

If all these plans fail, then the behaviour may result in a detention. The teacher is to organise the detention of the child which may result in catching up on work, quiet time during play time, or other tasks the teacher deems appropriate as it relates to the behaviour.

All detentions need to be logged on the Detention slip and handed into the Principal at the end of the day.
If it is felt that the behaviour needed a greater consequence, then the teacher can talk to the Principal about a white slip. If the Principal agrees it will then result in a number of detentions. This will be decided in consultation with the teacher. The Principal will then run that detention with the child.

All white slips will be written out by the Principal.

Students who behave in activities that are not negotiable will receive a suspension. This is recorded on a Pink slip and the Principal will be responsible for logging the behaviour and contacting the parents.

All consequences can be handed out and although some will change the behaviour it is important to have the conversation to ensure the lesson can be learnt.

Teachers must be aware of the environment they are creating, the curriculum constraints, the differentiation, the mindset of the child and the times they were positive to the student. Teachers should also identify triggers that may have caused behaviour concerns and move to avoid them in the future.

13. Tracking Behaviour

“You are free to choose. You are not free from the consequence of your choice”

All information of student’s misbehaviour is kept on One School and on an internal monitoring school program. This school system will allow all staff to identify trends across the school in relation to times, places, behaviours, and students.

Parents must also be informed of all detentions through notes home in KIT books or phone calls so that the parent is aware of the child’s behaviour at school.

14. Rewards Days

At the end of the school term there will be a rewards day for students who have participated positively at school throughout the term. All students are welcome to attend and are automatically invited. Students who have had behaviour concerns across the term will be discussed with the teacher and the Principal. Teachers can make the argument for/against any child’s attendance in Rewards Day based on the data, or by the effort the child has made in the class.

Principal will make the final decision based on consultation with the teacher.

The program consists of the following components:
End of Term – class/teacher negotiated activities that are conducted at school ½ day only

Principal and Teachers will monitor detentions, white slips and pink slips through the school tracking process and OneSchool.

**Encouraging and maintaining positive behaviours**

Classroom rules and expectations:
- Reflect the values of the wider school community
- Embody the key messages and a common language
- Recognise and focus on positive practices and behaviours
- Are fair, clear and framed in a positive way
- Are developed collaboratively with the class and continually revisited
- Are modelled by staff
- Are implemented in a consistent, fair and just manner
Responding to unacceptable behaviour
Students come to school to learn. Behaviour support represents an important opportunity for learning how to get along with others.

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

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

- Targeted behaviour support

Due to the size of Koumala State School, it is important to recognise that all staff are involved in the support of students who may need more targeted behaviour support. Contact is made between the students and the members of staff every day, in the playground, the classrooms and in the local community. Staff meetings are used to identify students who may require targeted support, and a team approach is used to formulate and record strategies for implementation. Parents/caregivers are involved in the support process through school support personnel (classroom teacher, LST, GO, Chaplain, Principal).

Koumala State School engages the You Can Do It program for the language to assist students in understanding how their behaviour can be

Strategies used for targeted behaviour support include:
• curriculum adjustment - differentiation
• verbal and non-verbal
• increased attention
• communication with the school community
• added responsibilities.

<table>
<thead>
<tr>
<th>Curriculum Adjustment</th>
<th>Staff determine whether a student may need further support in curriculum related areas, and adjustments are made where necessary. This may involve:</th>
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<tbody>
<tr>
<td></td>
<td>• working with a teacher aide or learning support teacher</td>
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<td>• adjusted class work</td>
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<td>• working with a peer or older student.</td>
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<tr>
<th>Verbal</th>
<th>Verbal reinforcement, used every day in both the classroom and playground, includes:</th>
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<tr>
<td></td>
<td>• specific reinforcement e.g. “Thank you for sitting down”.</td>
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<td></td>
<td>• Targeted direction giving.</td>
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<tr>
<th>Non-Verbal</th>
<th>Non-verbal reinforcement, used every day in both the classroom and playground, includes:</th>
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<td>• body language – smile, thumbs up</td>
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<td>• behaviour charts</td>
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<td>• privately understood signals</td>
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<td>• proximity to the child in terms of desk placement or where staff members are standing</td>
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<td>• awards.</td>
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<td>• visual aids</td>
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</table>

<table>
<thead>
<tr>
<th>Increased attention</th>
<th>Students may require increased attention for either curriculum needs or to reinforce acceptable behaviour. This may occur through:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• One on one curriculum support with the teacher</td>
</tr>
<tr>
<td></td>
<td>• Teacher aide support</td>
</tr>
<tr>
<td></td>
<td>• Work with another member of school staff</td>
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<tr>
<td></td>
<td>• Curriculum support through an older classmate.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Communication within the school community</th>
<th>Communication with the parents/caregivers occurs through all stages of targeted behaviour support, and includes positive/encouraging letters or phone calls home.</th>
</tr>
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<tr>
<th>Added responsibilities - meaningful roles</th>
<th>A child who is receiving targeted behaviour support may benefit from added responsibilities within the class or school. These responsibilities can include:</th>
</tr>
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</table>

**Intensive behaviour support**

At *Koumala State School*, all students who are considered to be “seriously at risk” of significant educational underachievement due to their inappropriate behaviours are supported using a proactive problem solving approach.

A functional analysis approach to assessing behavioural problems is adopted involving a systems approach that looks at the ‘whole’ child. It covers such areas as:

**Case Management:**
The case manager for each student who is identified as “seriously at risk” should be the class teacher. However a support team approach is adopted with staff working collaboratively. Students who are considered to be at risk and have experienced an array of severe management strategies, such as suspension or exclusion, should proceed through a systematic assessment procedure. This may include:
- collation of data which gives an overview of (a) problematic behaviours and (b) consequences implemented i.e. detentions, suspensions etc
- referral for discussion at the school special needs meeting (held weekly)
- referral to Guidance Officer for assessment and preliminary behavioural support
- referral to Advisory Visiting Teacher for Behaviour Support for consultation or support
- full team collaboration to undertake a functional behavioral assessment and develop an Individual Behaviour Support Plan.

Strategies used will be preventative, supportive and/or corrective.

**Preventative** – the action taken to prevent or minimise unnecessary disruption. This may include effective learning and teaching practices, classroom organisation, positive modelling and the use of appropriate content and curriculum material.

**Supportive** – the action taken to employ support for the student and teacher. This may mean strategies teachers put in place to assist students or it may mean additional support from other staff in the school for the teacher and student.

**Corrective** – the actions teachers take when disruptive behaviour occurs. This includes positive correction strategies outlined in the Individual Behaviour Support Plan.

All behaviour that is contrary to school and classroom procedures will be managed based on the individual/s involved. Parents of the child/children involved will be informed of major breaches of behaviour and consequences will be developed based on individual circumstances.

**15. Emergency responses or critical incidents**

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

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

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

**Basic defusing strategies**

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

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

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

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

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

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

- physically assaulting another student or staff member
- posing an immediate danger to him/herself or to others or
- causing or at risk of causing major property damage.

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

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

It is important that all staff understand:

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

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

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

Any physical intervention made must:

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

Record keeping
Each instance involving the use of physical intervention must be formally documented. The following records must be maintained:
- incident report (Appendix 10)
- Health and Safety incident record (link)
- debriefing report (for student and staff) (Appendix 9).

16. Consequences for unacceptable behaviour

In 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.

Consequence Strategies.
Koumala State School outlines a range of behaviours that are matched to consequences to manage inappropriate behaviours. While the table is not exhaustive it gives the possible consequences dependent upon each circumstance.
### Be Safe

Students can:
- Walk under buildings
- Respect others’ personal space and property
- Care for equipment
- Clean up after themselves
- Use polite language
- Wait their turn
- Raise their hand to speak
- Respect others’ right to learn
- Talk in turns
- Be a good listener
- Respect others’ right to use online resources free from interference or bullying
- Keep any usernames or passwords private
- Follow all teacher instructions about keeping private information off online sites
- Play fairly – take turns, invite others to join in and follow rules
- Care for the environment
- Walk quietly and in an orderly way so that others are not disturbed
- Wash hands after using the toilet and before eating food

### Be Respectful

Students can:
- Use equipment appropriately
- Respect others’ personal space and property
- Raise their hand to speak
- Respect others’ right to learn
- Keep hands, feet and objects to yourself
- Walk on the concrete
- Sit still
- Enter and exit room in an orderly manner
- Participate in use of approved online sites and educational games
- Be courteous and polite in all online communications
- Participate in school approved games
- Wear shoes and socks at all times
- Be sun safe; wear a broad brimmed hat
- Rails are for hands
- Walk one step at a time
- Carry items
- Keep passage ways clear at all times
- Respect privacy of others

### Be Responsible

Students can:
- Ask permission to leave the classroom
- Be on time
- Be in the right place at the right time
- Follow instructions straight away
- Be prepared
- Complete set tasks
- Take an active role in classroom activities
- Keep work space tidy
- Be honest
- Report any unacceptable behaviour to a teacher
- Post only appropriate content online
- Be a problem solver
- Return equipment to appropriate place
- Move peacefully in single file
- Use toilets during breaks

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<table>
<thead>
<tr>
<th>LEVEL</th>
<th>BEHAVIOURS</th>
<th>REWARDS</th>
</tr>
</thead>
</table>
| Positive Category | - Cooperative In Class  
- Play Well  
- Uses Manners  
- Is Courteous  
- Positive Attitude  
- Always completes set tasks and homework activities  
- Takes care of the school and its playground  
- Represents the school with pride when out in the community | - May attend all school functions  
- Can be a school leader  
- May attend extra – curricular activities (eg: Sport/Excursions/Concerts/In School Visits  
- Can receive Parade awards  
- Can receive positive reinforcement by way of in class and school rewards |
<table>
<thead>
<tr>
<th>LEVEL</th>
<th>BEHAVIOURS</th>
<th>REWARDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Green Level (Positive Category)</td>
<td>• Class Teacher Controlled • Cooperative In Class • Play Well • Uses Manners • Is Courteous • Positive Attitude • Always completes set tasks and homework activities • Takes care of the school and it’s playground • Represents the school with pride when out in the community</td>
<td>• May attend all school functions • Can be a school leader • Mat attend extra – curricular activities (eg: Sport/Excursions/Concerts/In School Visits • Can receive Parade awards • Can receive positive reinforcement by way of in class and school rewards</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>BEHAVIOUR</th>
<th>STRATEGIES</th>
<th>CONSEQUENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minor Behaviour Teacher Controlled</td>
<td>• Infrequent inappropriate behaviours in class (rudeness/back chatting, name calling, rocking on chair, calling out, unresponsive in class or within the school), • Lateness to class • Playing in wrong areas/toilets • Noncompliance with instructions • Disrupting the learning of others while in the classroom • Refusal to accept responsibility for actions • Interference with others, their learning or their property • Negative/Oppositional behaviour towards learning and work in the classroom/within the school • Inappropriate play (running on cement, tackling, rough play) • Jumping the fence to collect a ball without permission</td>
<td>How is this child relating to the lesson? How is this child relating to the activity? Is this lesson providing the student a chance to succeed? <strong>Teaching Strategies</strong> Ignore Praise a child for doing correct behaviour Non-verbal direction Use of Behaviour Chart Consider the work, the pedagogy and planning Provide warning Use ‘I’ sentences Give Feedback Restate the rule Actively listen Stimulus change Relocate others Give student time to ‘Cool Down’ Acknowledging emotions</td>
</tr>
</tbody>
</table>
**BEHAVIOUR**

**Major Behaviour**
- Admin involved

**Strategies**
- Non Negotiable Behaviour

<table>
<thead>
<tr>
<th>BEHAVIOUR</th>
<th>STRATEGIES</th>
<th>CONSEQUENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disobeying instructions from staff/supervising adults</td>
<td>What triggered this behaviour?</td>
<td>White slip - Detention organised by the Principal</td>
</tr>
<tr>
<td>Not caring for resources/equipment</td>
<td>Is there a pattern forming?</td>
<td>Miss of playtime and spend time out with teacher</td>
</tr>
<tr>
<td>Damage to clothing, equipment or environment</td>
<td>What data does this child have containing this type of behaviour?</td>
<td>jobs may involve:</td>
</tr>
<tr>
<td>Infrequent compliance with the school dress code</td>
<td>Could this behaviour have been prevented?</td>
<td>• Finishing work</td>
</tr>
<tr>
<td>Inappropriate language towards students on school grounds.</td>
<td></td>
<td>• talking about behaviour in class</td>
</tr>
<tr>
<td>Not reporting for detentions</td>
<td></td>
<td>• picking up rubbish</td>
</tr>
<tr>
<td>Wilful disobedience/refusal to comply with school rules</td>
<td></td>
<td>• cleaning up gardens.</td>
</tr>
<tr>
<td>Using objects within the school irresponsibly</td>
<td></td>
<td>• Withdrawal from some school activities (eg:</td>
</tr>
<tr>
<td>Habitual/Persistent Bullying inc. Teasing</td>
<td></td>
<td>Disco, Excursions, Video Nights, Camps)</td>
</tr>
<tr>
<td>Taking other’s property – classroom level (Teacher judgement req.</td>
<td></td>
<td>• Incident Report reported to Administration –</td>
</tr>
<tr>
<td>Actions in the community/ travelling to and from school that is</td>
<td></td>
<td>Principal informed and updated</td>
</tr>
<tr>
<td>Physical misconduct inc (Fighting)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Leaving the classroom without permission</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Leaving the school grounds without permission</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Non Negotiable Behaviour**

- Wilful damage (Vandalism/graffiti to school resources, property or grounds)
- Physical Assaults
- Sexual Harassment
- Smoking
- Possession/use of dangerous/harmful items (firearms, knives, explosives, illicit drugs, alcohol)
- Possession of inappropriate/offensive items or images from mobile phones, magazines, internet usage
- Aggressive/threatening/obscene (verbal/non-verbal) actions towards any person on school grounds/excursion/camp.
- Using objects within the school – endangering the safety of any person on school grounds
- Actions in the community/ travelling to and from school that are determined to be bringing the schools name into disrepute, endangering the safety of others and the bus driver.

<table>
<thead>
<tr>
<th>BEHAVIOUR</th>
<th>STRATEGIES</th>
<th>CONSEQUENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wilful damage (Vandalism/graffiti to school resources, property or grounds</td>
<td>What triggered this behaviour?</td>
<td>Pink Slip Suspension 1 – 5 days</td>
</tr>
<tr>
<td>Physical Assaults</td>
<td>Is this behaviour pattern forming?</td>
<td>Suspension 6 – 20 days</td>
</tr>
<tr>
<td>Sexual Harassment</td>
<td>What data does this child have containing this type of behaviour?</td>
<td>Suspension pending exclusion</td>
</tr>
<tr>
<td>Smoking</td>
<td>Could this behaviour have been prevented?</td>
<td>• Withdrawal from some school activities</td>
</tr>
<tr>
<td>Possession/use of dangerous/harmful items (firearms, knives, explosives,</td>
<td></td>
<td>• Unable to attend Camps organised by the school.</td>
</tr>
<tr>
<td>Possession of inappropriate/offensive items or images from mobile</td>
<td></td>
<td>• Review Behavioural Contract</td>
</tr>
<tr>
<td>Actions in the community/ travelling to and from school that are</td>
<td></td>
<td>• Inform District Office BMT for support</td>
</tr>
<tr>
<td>Physical misconduct inc (Fighting)</td>
<td></td>
<td>• Parent/Student re-entry meeting and contract for behaviour</td>
</tr>
<tr>
<td>Leaving the school grounds without permission</td>
<td></td>
<td>• Referral to Guidance Officer</td>
</tr>
</tbody>
</table>
**Detention Procedure**

- Use a range of proactive behavioural strategies (praise other students for good work, non-verbal redirection, curriculum related activity, etc) to remind the child to change their behaviour
- Student misbehaviour as per behaviour chart
- Provide a warning to the student for their behaviour
- Detention given – teacher controlled at the next break, or next day.
- Detention slip filled out and given to the Principal. Information is recorded on the School Behaviour Spreadsheet and One School.
- Detention slip given to the Admin for record keeping

**White Slip Procedure**

- Student Misbehaviour
- Teacher/Teacher Aide contact the Principal for a discussion about behaviour and the circumstance.
- Principal makes final decision
- White Slip explained to the child and given.
- Copy of white slip recorded on School Behaviour Spreadsheet and One School.
- White slip given to Admin for record keeping
- Students copy of the White Slip needs to be sighted and signed by parent and brought back to school
- Detention for 2 - 5 days organised by the Principal

**Pink Slip Procedure**

- Student Misbehaviour is extreme
- Teacher/Teacher Aide contact the Principal for a discussion about the behaviour, circumstance and witnesses.
- Pink slip and Suspension explained to the child and given.
- Phone call to the parents indicating the action and the consequence.
- Suspension can range from 1 – 20 days
- Pink slip entered into School Behaviour Spreadsheet and One School.
- Pink slip sent to the Admin for record keeping

**Suspension School Re-entry**

Parent and student return to school for a re-entry meeting.

This meeting may include, but is not limited to:
- managed attendance,
- excepting responsibility for actions resulting in suspension,
- Behaviour book to track student’s actions and inform parents of their improvement.
**Minor Behaviour**

Students who seek to disrupt the learning of others will be dealt with by the teacher using a range of strategies. The first step for all teachers will be to positively engage those around the student for the great work they are doing. Teacher will be expected to use a range of non-verbal and verbal direction as well as proximity to bring the student back to the lesson. If options fail than the teacher can provide the child with a warning about their behaviour. If the student persists than the child will be required to participate in a detention organised by the teacher. If the student continues to disrupt the class the teacher may use a time out from the room, or engage the use of a buddy class.

Any time out of the room will automatically result in a detention to catch up on work missed. Detention will be completed either in the classroom with the teacher catching up on work missed, or it could be time spent cleaning the gardens and the grounds.

Teachers must also ask themselves:
- How is this child relating to the lesson?
- How is this child relating to the activity?
- Is this lesson providing the student a chance to succeed?

Understanding of these questions, and the differentiation that goes along with it, may ensure behavioural success for all students.

Detention sheets must be filled out and sent to the Principal. These detention sheets will be logged in the Behaviour Spreadsheet for data collection and collation. This will allow the staff to recognise trends in behaviour for all students. The information will also include an Insert Comment which will contain the name of the teacher, date and the time of day of the student’s behaviour.

Parents will be advised of the detention in their KIT books. Student’s behaviour details will be added to One School.

**Major Behaviour**

Students who engage in major behaviour, or unexpected behaviour, similar to what is listed in the Behaviour Chart will move directly to a White Slip. Principal will be informed of the behaviour and the details listed on a white slip that will go home to parents. The student involved in the behaviour will receive a consequence organised by the Principal. These consequences could include catching up on work missed, cleaning the school grounds or providing community service to students during playtime.

Students will need to have a conversation with the Principal and/or Teacher regarding their behaviour as it relates to the school rules. They will be given the opportunity to recognise how their behaviour affected others in the conversation.

If the behaviour is deemed to be too dangerous or careless, or if other students are seriously injured, then a suspension can be applied to this situation.

The student’s behaviour details will be listed in One School. The white slip will also be listed in the School Behaviour Spreadsheet for further correspondence.
Extreme incidents (Red)

Students who engage in extreme behaviour similar to what is listed in the Behaviour Chart will move directly to a Pink Slip. Principal will be informed of the behaviour and the details listed on a pink slip that will go home to parents. The student involved in the behaviour will be receive a consequence organised by the Principal ranging from 1 to 20 days suspension.

Students will need to have a conversation with the Principal, Teacher and parents regarding their behaviour as it relates to the school rules. They will be given the opportunity to recognise how their behaviour affected others in the conversation.

The student’s behaviour details will be listed in One School. The pink slip will also be listed in the School Behaviour Spreadsheet for further correspondence.

<table>
<thead>
<tr>
<th>2015</th>
<th>Classroom disruptions</th>
<th>Physical Misconduct</th>
<th>Verbal Misconduct</th>
<th>Not follow instructions</th>
<th>Property Misconduct</th>
<th>Total White slips</th>
<th>Pink Slips</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom</td>
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The notification will follow Education Queensland’s guidelines that state:

- Findings of Fact
- Reason for decision
- Decision.
- Notification of length of suspension with dates
- Notification of need to have re-entry meeting before student can return to classes

Grounds for School Disciplinary Absence

Grounds for suspension are:
- Disobedience
- Misconduct
- Other conduct of the student that is prejudicial to the good order and management of the school or state schools.

There are two types of suspension - 1-5 day and 6-20 day.

Grounds for Exclusion

The Principal can suspend a student with a proposal to exclude as per the grounds outlined from suspension, but the student's disobedience, misconduct or any other conduct must be so serious that suspension of the student is inadequate to deal with the behaviour. Additionally, the principal can suspend with a proposal to exclude for the student ’s contravention of a behaviour improvement condition.

The Principal will only recommend the exclusion to their supervisor if they determine it is inappropriate for them to make the exclusion decision.

Grounds for Cancellation of Enrolment

The principal can cancel the enrolment of a post compulsory age student if the student displays persistent refusal to participate in the program of instruction.

Behaviour Improvement Condition

A Behaviour Improvement Condition is an option to be used only when the student's behaviour warrants grounds for exclusion ie: if the student's disobedience, misconduct or other conduct is so serious that suspension of the student from the school or schools is inadequate to deal with the behaviour.

For Students receiving a Suspension notice at Koumala State School:

If any student at Koumala State School receives either a 1-5 day or a 6 – 20 day suspension, the responsibilities to communicate positively between both family/families involved and the school is of high importance. At Koumala State School, we believe that once a suspension notice is handed down communicating effectively to achieve a positive outcome for all involved when returning back to school is the main aim.
If a student receives a suspension between:

**1-5 days** The school will take reasonable steps to ensure those student/s are provided school work so the continuation of their education can be provided for at home. (A re-entry meeting between family, student and Principal is a part of the process. No student is allowed back on school grounds until this meeting occurs and expectations are set)

**6-20 days** The school will arrange student access to an education program to allow the student to continue with their education. The school will also provide the necessary support networks and any suggestions for parents who may wish to follow up on in order for the student/s to re-enter back into the school system positively. (A re-entry meeting between family, student and Principal is a part of the process. No student is allowed back on school grounds until this meeting occurs and expectations are set)

At the **re-entry meeting** behavioural card and level review parameters will be set (please refer to Appendix 2).

**Knives At School**

It is important to note that students while on school grounds, as well as travelling to and from school or when on an excursion or camp, that knives are **totally banned**. Any student/s with knives found while on school grounds or that have been reported to the school by parents/carers or community will be made accountable for their action in accordance with the Koumala State School Behaviour Management Policy. Please refer to (Appendix 10)

Monitoring student behaviour is an important component of this Responsible Behaviour Plan (please refer to Appendix 3).

Good behaviour is rewarded via an invitation to participate in the Rewards Day Program at the end of each Term and the Year.

**School Rules at Koumala State School** can be organised under the 3 areas:

- **Responsible**
- **Respectful**
- **Safety**

(Refer to Appendix 4)

**Investigations**

At Koumala State School children will be treated fairly through the following processes that are used to investigate an incident by the Principal or a nominated member of staff.

- Children are asked to write out their side of the issue. Verbal statements are taken from the younger students. This generally provides the children with the chance to "Cool Down", reflect on what actually happened and identify others who may assist with resolution of the issue.

- Investigation by Staff member or Principal using the “Responsible Thinking Questions” (refer to Appendix 5)

- Students are advised to come back later for further discussions if they feel aggrieved by a harsh decision. (This needs to be done in a calm and controlled manner not as a “temper” incident leading to secondary or increased consequences)

- Processes used at Koumala State School try to be consistent with those used within our democratic society and follow the basic law court premises of being treated fairly.
17. Network of student support
Students at Koumala State School are supported through positive reinforcement and a system of universal, targeted, and intensive behaviour supports by:

- Parents
- Teachers
- Support Staff
- Administration Staff
- Guidance Officer
- Advisory Visiting Teachers
- Mackay Student Support Services/Positive Learning Centre Staff
- 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

18. 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.

Koumala 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.

19. 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
20. 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

21. Some related resources

- 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 or Chair, School Council   Regional Executive Director or Executive Director (Schools)

Date effective: 2016
Be Safe  Be Respectful  Be Responsible
These overarching truths are what we expect from students and ourselves to enable children to enter a world as responsible citizens.

Confidence  Persistence  Organisation  Getting Along
Resilience
The language is more than a poster, it is a reflection tool for students and it needs to be said 600 times before the student accepts it is part of who they are.

<table>
<thead>
<tr>
<th>Building Relationships</th>
<th>Positive Language</th>
<th>Differentiation</th>
<th>High Set of Expectations</th>
</tr>
</thead>
</table>

These happen every day, in every classroom, in every lesson, to every child.

Staff  Students  Parents
The heart and soul of the school and the clients in whom we have been entrusted with

At Koumala State School we believe in:
- the power of positive language around learning and behaviour
- Positive before punishment
- recognising the steps before behaviour, and building the relationship after the behaviour
- no limitations to the amount of ways we can engage students to learn and behave

<table>
<thead>
<tr>
<th>Positive Behaviour</th>
<th>Negative Behaviour</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Every behaviour has a consequence – Understand it, accept it and love it!</td>
<td>• Every behaviour has a consequence – Understand it, accept it and heed the warnings!</td>
</tr>
<tr>
<td>• All behaviour is tracked for the student – this enables us to choose you for some exciting rewards!</td>
<td>• All behaviour is tracked for the student – you will be sharing it with your parents, your teachers, and you won’t be going anywhere until you can explain it!</td>
</tr>
</tbody>
</table>
## Appendix 2

### Expectations.
Our school community has a belief in Rights, Responsibilities and Natural Consequences for Students, Staff and Community members. While the following is not exhaustive it does set out the basic operating procedures.

<table>
<thead>
<tr>
<th><strong>Student Rights</strong></th>
<th><strong>Student Responsibilities</strong></th>
</tr>
</thead>
</table>
| ✓ Learn to your maximum potential. | ✓ To learn to your potential by:  
• being prepared for class  
• being attentive  
• being cooperative  
• being punctual  
• caring for your property  
• displaying a positive attitude to study |
| ✓ To be treated with courtesy and respect, and able to express your feelings as an individual. | ✓ Treating others with respect through:  
• showing courtesy  
• using manners  
• being considerate  
• being tolerant of others’ views  
• following instructions |
| ✓ Be in a safe environment and supervised appropriately in a “Duty of Care” environment. | ✓ To care for yourself and your property as well as that of others, the school and community  
• Caring for personal belongings  
• Playing safely and obeying safety instructions  
• Following school rules and teacher instructions  
• Not using or possessing items of dangerous properties  
• Not being malicious with other’s belongings. |

<table>
<thead>
<tr>
<th><strong>Teacher/Staff Rights</strong></th>
<th><strong>Teacher/Staff Responsibilities</strong></th>
</tr>
</thead>
</table>
| ✓ To teach in a supported and resourced and safe environment. | ✓ To plan, teach and facilitate learning which:  
• Support school policies, programs and plans  
• Encourage and maintain acceptable patterns of behaviour.  
• Assess student, class, school records, policies and programs.  
• Professionally inform and report to students, parents, the Principal and System when required  
• Establish and maintain classroom rules and procedures that are consistent with school and Departmental Policy  
• Abide by EQ’s “Code of Conduct.”  
• Implement “Child Protection” Policy and procedures.  
• Identify and extend prior knowledge and experiences. |
| ✓ To be treated with respect by students, colleagues and parents. | ✓ To treat students, colleagues and parents with respect by  
• Listening and respecting other’s abilities and opinions  
• Act professionally in all communications |
<table>
<thead>
<tr>
<th><strong>Parent Rights</strong></th>
<th><strong>Parent Responsibilities</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ To be supported in your role as a teacher through Professional Development, School and Education Queensland systems and processes.</td>
<td>• Model behaviour, which is non-coercive, and non-threatening.</td>
</tr>
<tr>
<td></td>
<td>✓ To be an active member of the School Organisational learning culture through:</td>
</tr>
<tr>
<td></td>
<td>• Participation in the School’s Supervision program</td>
</tr>
<tr>
<td></td>
<td>• Identifying a Personal Growth Plan</td>
</tr>
<tr>
<td></td>
<td>• Actively looking for Professional Development opportunities</td>
</tr>
<tr>
<td></td>
<td>• Sharing knowledge and experiences with colleagues.</td>
</tr>
<tr>
<td>✓ To discuss with school staff, issues pertinent to your child’s academic, physical and social development</td>
<td><strong>Parent Rights</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Parent Responsibilities</strong></td>
</tr>
<tr>
<td>✓ To participate in school activities that support your child’s Education.</td>
<td>✓ Communicate with school personnel:</td>
</tr>
<tr>
<td></td>
<td>• at mutually convenient times</td>
</tr>
<tr>
<td></td>
<td>• Directly with the most relevant person (use the School communication flowchart from “Lets Talk.”)</td>
</tr>
<tr>
<td></td>
<td>• Have a realistic knowledge of your child’s abilities.</td>
</tr>
<tr>
<td>✓ To participate in the school’s decision making process and have your opinions valued and respected.</td>
<td>✓ To support and assist the school in the academic and social development of children through:</td>
</tr>
<tr>
<td></td>
<td>• Encouraging a positive attitude to schooling</td>
</tr>
<tr>
<td></td>
<td>• Advising the school of aspects which may influence the child’s development</td>
</tr>
<tr>
<td></td>
<td>• To work in a partnership approach with the school</td>
</tr>
<tr>
<td></td>
<td>• Participation in school events such as excursions, open days, reading, craft etc.</td>
</tr>
<tr>
<td></td>
<td>✓ Contribute positively to the school by:</td>
</tr>
<tr>
<td></td>
<td>• Valuing and respecting other’s opinions, values</td>
</tr>
<tr>
<td></td>
<td>• Participating in community forums, P and C, surveys, feedback response sheets</td>
</tr>
<tr>
<td></td>
<td>• Taking an active interest in school issues</td>
</tr>
<tr>
<td></td>
<td>• Encourage positive attitudes towards the school’s policies and expectations.</td>
</tr>
</tbody>
</table>
**APPENDIX 3**

**Behavioural Cards**

Students who are exhibiting behaviours that are concerning may be placed upon a behavioural contract, which monitors those particular students' behaviours throughout the day. This will be one of the more significant tools in providing feedback to the teacher, parent and students regarding their behaviour throughout the day.

<table>
<thead>
<tr>
<th>Time</th>
<th>Afternoon Session</th>
<th>Lunch</th>
<th>Middle Session</th>
<th>Lunch</th>
<th>Morning Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>9am-9:30am</td>
<td></td>
<td></td>
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<tr>
<td>10am-10:30am</td>
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<tr>
<td>11am-11:30am</td>
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<tr>
<td>12pm-12:30pm</td>
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<tr>
<td>12:45pm-1:00pm</td>
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<td></td>
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<tr>
<td>1:15pm-1:30pm</td>
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<td></td>
<td></td>
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<tr>
<td>2:15pm-2:30pm</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX 3

Behavioural Records.
At Koumala State School, teachers will keep anecdotal records of children’s behaviour that serve as a basis for discussions with parents if a Student Behavioural Interview is required. These interviews are sought if students’ misbehaviour shows a recurrence of the same type of action/attitude. While each incident may well be quite minor it is the accumulative pattern that would be discussed.

When teachers believe that behaviours are of a persistent or serious nature then the Principal will be advised. In all behavioural matters the time, nature of incident, investigation and outcomes are stated in the schools Student Behavioural Register and One School). This provides a record of long-term behavioural references that are used by Education Queensland services such as Guidance Officers, and Investigation Officers from Regional Office.
APPENDIX 4

Rules at Koumala State School can be organised under the 3 following areas:

- Responsible – Be It
- Respect – Give It
- Safety – Achieve It

School Rules:

The following are not an exhaustive set of rules for Koumala State School, however they do provide an excellent starting point for parents and students to gain an appreciation of what the School Community (Students, Staff and Parents) have developed over time as to being acceptable behaviour at Koumala State School.

Rules may change from time to time due to varying circumstances and these will generally be discussed via School Parade and the newsletter to achieve consistency.

**Interacting with others**

- Treat others the way you would like to be treated
- Use the High 5 or High 3 when dealing with issues
- Use good manners
- Cooperate with others
- Listen to others and respect their opinions even though they may not be the same as yours.
- Ask for help, when you need it
- Try your best in school and play
- Allow yourself to calm down and then reapproach peers or staff if you feel you have been treated unfairly.
- **Do not “back chat”**
- Bullying physically or verbally will not be tolerated
- **Obscene (swearing) language and physical violence will not be tolerated**
- Obey Staff instructions at all times
- **Wilful disobedience will not be tolerated**
- Encourage others. Be Inclusive with work and play.

**Property**

- Be ready for school with the correct items
- Respect and care for your own property
- Use your own property rather than borrowing
- Put things away after use
- You are responsible for your own belongings. Keep desk trays and bags in an orderly fashion
- Toys, expensive personal items should be kept at home (I-pods, MP3 Players etc.)
- Take care of your belongings, do not place temptation in the way of others.
- Students should retain only small amounts of money.
- Give notes/monies to the teachers at collection time.
- Taking/using other people’s property will be regarded as theft
- Vandalism and Graffiti will incur very stiff penalties
- Mobile phones, I-Pods and MP3 players are to be handed in at the office
Safety

- You cannot leave the school grounds unless with a teacher or supervised.
- Dangerous items such as knives, matches, guns, explosives, drugs or alcohol are **NOT** to be brought to school or school function
- Do not use sticks or stones to harm others.
- Play in areas where it is permitted, do not go into "out of bounds areas."
- Place all rubbish in the bins
- Do not use or move electrical equipment unless supervised by a teacher
- Only enter school buildings when permitted and under teacher supervision
- Shoes must be worn at all times unless under a teacher supervised activity
- Report dangerous items, situations or animals to a staff member
- Wear a hat when playing outside. No Hat, No Play!
- No hat means we remain seated under the main building.
- Wearing of School uniforms is highly recommended.
- Ear studs, sleepers and watches are the only permitted jewellery (unless authorisation is provided by the Principal)
- No running on the verandahs, courtyard and cement areas under the school
Appendix 5
Detention Slip

DATE: ___________

**DETENTION REFERRAL**

Person: _______________ Class: __________

Recommendation for Detention

☐ Serious incident - Pink slip OR
☐ Minor incident - White slip OR
☐ Non compliance with appropriate behaviour expectations
☐ Local Management Practices have previously been applied.

Incident description / context:  
(see over page for details)

☐ Other people are involved.

The person is aware of this referral? Yes / No

Referred by: _______________

Attendance: ☐ No (reminder to be given) ☐ Yes

Supervisor: __________________
Completion Date: ___________

DATE: ___________

**DETENTION REFERRAL**

Person: _______________ Class: __________

Recommendation for Detention

☐ Serious incident - Pink slip OR
☐ Minor incident - White slip OR
☐ Non compliance with appropriate behaviour expectations
☐ Local Management Practices have previously been applied.

Incident description / context:  
(see over page for details)

☐ Other people are involved.

The person is aware of this referral? Yes / No

Referred by: _______________

Attendance: ☐ No (reminder to be given) ☐ Yes

Supervisor: __________________
Completion Date: ___________

Session: Morning/Middle/Afternoon

KLA: 

Reason: 

Session: Morning/Middle/Afternoon

KLA: 

Reason: 

Session: Morning/Middle/Afternoon

KLA: 

Reason: 

Session: Morning/Middle/Afternoon

KLA: 

Reason: 

Session: Morning/Middle/Afternoon

KLA: 

Reason: 

Session: Morning/Middle/Afternoon

KLA: 

Reason:
## APPENDIX 6

**Detention Slip (White Slip)**

<table>
<thead>
<tr>
<th>Minor</th>
<th>Major</th>
<th>INCIDENT NO</th>
<th>Incdent Report</th>
<th>Student Name:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Time:</td>
<td>Date:</td>
</tr>
</tbody>
</table>

- **Undercover Area (Behind A Block)**
- **Spider**
- **Small Undercover Area End of B Block**
- **Oval**
- **Multi Sports Court**
- **Yellow Swings**
- **Junior Adventure Playground**
- **Toilets**
- **Bus Line Up Area**
- **Music Room**
- **Classroom**
- **Library**
- **Computer Lab**
- **Office**
- **Underneath A Block**
- **Outside School Gates**
- **Bus Travel**
- **Class Line Up Areas**
- **Veranda**
- **Excursion**
- **Camp**
- **Courtyard/Eating Area**

### Examples of Behaviour

- Disobeying instructions from staff/supervising adults while representing the school on camp/on excursion
- Not caring for resources/equipment
- Damage to clothing, equipment or environment
- Infrequent compliance with the school dress code
- Inappropriate language towards students on school grounds.
- Not reporting for detentions
- Wilful disobedience/refusal to comply with school rules
- Using objects within the school irresponsibly
- Leaving the classroom without permission
- Habitual/Persistent Bullying inc. Teasing
- Taking other’s property – classroom level (Teacher judgement req. based on students and age level)
- Actions in the community/ travelling to and from school that is determined to be bringing the schools name into disrepute
- Physical misconduct inc (Fighting)
- Physical misconduct inc.Property misconduct
- Refusal to participate in program of instruction
- Substance misconduct involving illicit substance
- Substance misconduct involving tobacco and other legal substances
- Third minor referral
- Truant/skip class
- Other
- Verbal misconduct
- Physical misconduct
<table>
<thead>
<tr>
<th>Pink Slip (Pink In Colour)</th>
<th>Student Name:</th>
<th>Examples of Behaviour</th>
</tr>
</thead>
</table>
| Time: | Date: | - Wilful damage (Vandalism/graffiti to school resources, property or grounds)
| | | - Physical Assaults
| | | - Sexual Harassment
| | | - Smoking
| | | - Possession/use of dangerous/harmful items (firearms, knives, explosives, illicit drugs, alcohol)
| | | - Possession of inappropriate/offensive items or images from mobile phones, magazines, internet usage
| | | - Aggressive/threatening/obscene (verbal/non-verbal) actions towards any person on school grounds/excursion/camp.
| | | - Using objects within the school – endangering the safety of any person on school grounds
| | | - Leaving the school grounds without permission
| | | - Actions in the community/ travelling to and from school that are determined to be bringing the schools name into disrepute, endangering the safety of others and the bus driver.

| Undercover Area Behind A Block | Bullying/harassment |
| Small Undercover Area End of B Block | Defiant/threat/s to adults |
| Oval | Disruptive |
| Multi Sports Court | Dress code |
| Yellow Swings | IT misconduct |
| Junior Adventure Playground | Late |
| Toilets | Lying/Cheating |
| Bus Line Up Area | Misconduct involving object |
| Music Room | Non compliant with routine |
| Classroom | Other conduct prejudicial to the good order and management of school |
| Library | Physical misconduct |
| Computer Lab | Possess prohibited items |
| Office | Prohibited items |
| Underneath A Block | Property misconduct |
| Outside School Gates | Refusal to participate in program of instruction |
| Bus Travel | Substance misconduct involving illicit substance |
| Class Line Up Areas | Substance misconduct involving tobacco and other legal substances |
| Veranda | Third minor referral |
| Excursion | Truant/skip class |
| Camp | Other |
| Courtyard/Eating Area | Verbal misconduct |
BACK OF PINK SLIP

Comments:

Consequences:

Class Teacher: ....................................................... Person giving out the slip: ........................................................................................................

Principal........................................................................................................ Parents Signature..............................................................................
Behaviour Reflection Sheet

Name: ______________________    Date: _________

1. What happened? What did I choose to do??

2. How did my actions affect the people involved?

3. Which school rule did I ignore?

4. What will happen if this behaviour continues?

5. What else could you have done?
   • A Better Choice.....

   Outcome of this would be...

   • Another Better Choice might be...

   Outcome of this would be...

6. What is the Best Choice?
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 at School
Students who bring valuable personal technology devices like digital cameras, video cameras, ipods, mobile phones or MP3 players to school must hand them in to the office or their classroom teacher upon their arrival at school. They will then be collected at 3pm when travelling home.

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.

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

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

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

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

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

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

1 Education Queensland does not tolerate bullying behaviour at schools. This includes bullying conducted by electronic means.
Breach of this policy may be subject to discipline (including suspension and recommendation for exclusion).

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

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

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

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

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

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

* Personal Technology Devices includes, but is not limited to, games devices (such as Portable gaming devices, Tamagotchis®, laptop computers, PDAs, Blackberrys®, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile telephones, iPods® and devices of a similar nature.
Appendix 9

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

**Purpose**

1. Koumala 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 Koumala State School. Research indicates that both those being bullied and those who bully are at risk for behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community’s goals and efforts for supporting all students.

3. Bullying behaviours that will not be tolerated at Koumala 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 Koumala 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 Koumala State School are an addition to our already research-validated school wide 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 school wide universal behaviour support practices will be maintained at all times. This will ensure that:
   - Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour
• All students know the 3 school rules and have been taught the expected behaviours attached to each rule in all areas of the school

• All students have been or are being taught the specific routines in the nonclassroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms

• All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the non-classroom areas of the school

• A high level of quality active supervision is a permanent staff routine in the non-classroom 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 non-classroom areas.

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

10. An initial introductory lesson is delivered, which teaches the 3-step process to be used by all students when experiencing bullying behaviour either as a person being bullied, the person bullying or bystander.

11. The introductory lesson is followed by several shorter lessons, each of which focuses on one of the bullying behaviours that the school has identified and defined. These lessons include instruction on how to approach adults and also on what reactions and systemic responses they should expect from adults.

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

13. Koumala 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.
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 modified to accommodate their specific receptive and expressive needs.
WORKING TOGETHER TO KEEP KOUMALA STATE SCHOOL SAFE

We can work together to keep knives out of school. At Koumala State School:

- Every student has the right to feel safe and be safe at school.
- There is no reason for a student to have a knife at school.
- No knives are allowed to be taken to school by students.
- It is against the law for a student to have a knife at school.
- A student that has a knife at school can receive very serious consequences.

What kinds of knife are banned?

You are not allowed to have any type of knife at school including:

- flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives or craft knives
- any item that can be used as a weapon, for example, a chisel.

If you need a knife or tools for school subjects, school staff will provide them and supervise their use.

What will happen if I bring a knife to school?

- If you have a knife at school, the principal may call the police.
- Police can search you and your property at school if they think you have a knife.
- If you have a knife at school, you may be disciplined [disciplinary measures will be determined from relevant behaviour management school policy or procedure where appropriate. For example, suspension]
- You may be charged with a criminal offence and face serious consequences if convicted, including a fine or jail.

The points below apply to Education Queensland schools

- School property such as desks or lockers can be searched if the principal suspects that you have a knife on or in school property.
- If the principal thinks you have a knife in your bag, the bag can be confiscated until police arrive.
- If you have a knife at school, it can be confiscated by the principal and given to the police.
- You may face serious disciplinary consequences if you bring a knife to school.

How can I help to keep Koumala State School safe?

- Make sure you know the laws and rules about knives.
- Ask your parents not to put knives or knife tools in your lunch box, pencil case or craft kit.
- Contact your teacher if you are being bullied or threatened at school.
- Immediately tell a teacher or adult if you think someone has a knife at school, or if they say they will bring a knife to school.
- Immediately tell a teacher if a student is threatening anyone with an object that could injure them.
# Behaviour Matrix

## Term 1

<table>
<thead>
<tr>
<th>Week</th>
<th>School Rule</th>
<th>Area</th>
<th>Behaviour Matrix</th>
<th>Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Be Respectful</td>
<td>All Areas</td>
<td>Respect others’ personal space and property</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Be Safe</td>
<td>Classroom</td>
<td>Respect School Property</td>
<td>Chairs pushed in when leaving</td>
</tr>
<tr>
<td>3</td>
<td>Be Safe</td>
<td>Stairwells and Verandas</td>
<td>Walk quietly and orderly so that others are not disturbed</td>
<td>Transitioning around the school</td>
</tr>
<tr>
<td>4</td>
<td>Be Safe</td>
<td>Classroom</td>
<td>Enter and Exit a room in an orderly fashion</td>
<td>Showing manners</td>
</tr>
<tr>
<td>5</td>
<td>Be Respectful</td>
<td>Classroom</td>
<td>Raise your hand to speak</td>
<td>Politeness</td>
</tr>
<tr>
<td>6</td>
<td>Be Responsible</td>
<td>Classroom</td>
<td>Keep work space tidy</td>
<td>The curse of the pencil shavings</td>
</tr>
<tr>
<td>7</td>
<td>Be Respectful</td>
<td>All Areas</td>
<td>Wait your turn</td>
<td>Patience</td>
</tr>
<tr>
<td>8</td>
<td>Be Respectful</td>
<td>All Areas</td>
<td>Clean up after yourself</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Be Responsible</td>
<td>Playground</td>
<td>Return equipment to the appropriate place</td>
<td></td>
</tr>
</tbody>
</table>

## Term 2

<table>
<thead>
<tr>
<th>Week</th>
<th>School Rule</th>
<th>Area</th>
<th>Behaviour Matrix</th>
<th>Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Be Respectful</td>
<td>Bus Area</td>
<td>Line up in designated areas and wait quietly for the teacher</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Be Safe</td>
<td>All Areas</td>
<td>Keep Hands, feet and objects to yourself</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Be Responsible</td>
<td>Classroom</td>
<td>Complete set tasks</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Be Respectful</td>
<td>All Areas</td>
<td>Wait your turn</td>
<td>Especially while waiting for a teacher who is speaking to someone else.</td>
</tr>
<tr>
<td>5</td>
<td>Be Respectful</td>
<td>Classroom</td>
<td>Be a good listener</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Be Responsible</td>
<td>Playground</td>
<td>Be a Problem Solver</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Be Safe</td>
<td>Playground</td>
<td>Play fairly – take turns, invite others to join in</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Be Safe</td>
<td>Bus Area</td>
<td>Wait your turn</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Be Respectful</td>
<td>All Areas</td>
<td>Use polite language</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Be Responsible</td>
<td>All Areas</td>
<td>Be in the right place at the right time</td>
<td></td>
</tr>
</tbody>
</table>

## Term 3
<table>
<thead>
<tr>
<th>Week</th>
<th>School Rule</th>
<th>Area</th>
<th>Behaviour Matrix</th>
<th>Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Be Safe</td>
<td>Playground</td>
<td>Play fairly – take turns, invite others to join in and follow the rules</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Be Safe</td>
<td>Classroom</td>
<td>Use equipment appropriately</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Be Respectful</td>
<td>All Areas</td>
<td>Respect others personal space and property</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Be Responsible</td>
<td>Classroom</td>
<td>Take an Active role in classroom activities</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Be Respectful</td>
<td>All Areas</td>
<td>Use polite language</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Be Responsible</td>
<td>All Areas</td>
<td>Follow instructions right away</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Be Safe</td>
<td>Toilets</td>
<td>Respect school property</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Be Safe</td>
<td>Camps</td>
<td>Clean Up after yourself</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Be Safe</td>
<td>Bus lines/Bus Travel</td>
<td>Stay in your seat and sit still</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Be Responsible</td>
<td>All Areas</td>
<td>Be honest</td>
<td></td>
</tr>
</tbody>
</table>

**Term 4**

<table>
<thead>
<tr>
<th>Week</th>
<th>School Rule</th>
<th>Area</th>
<th>Behaviour Matrix</th>
<th>Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Be Respectful</td>
<td>Classroom</td>
<td>Raise your hand to speak</td>
<td>Begin the term with the correct focus</td>
</tr>
<tr>
<td>2</td>
<td>Be Responsible</td>
<td>Playground</td>
<td>Return equipment to the appropriate place at the bell</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Be Safe</td>
<td>All Areas</td>
<td>Use equipment appropriately</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Be Respectful</td>
<td>All Areas</td>
<td>Respect others personal space and property</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Be Responsible</td>
<td>Classroom</td>
<td>Take an Active Role in classroom activities</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Be Safe</td>
<td>Stairwells</td>
<td>Walk quietly and orderly so that others are not disturbed</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Be Respectful</td>
<td>All Areas</td>
<td>Clean Up after yourself</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Be Responsible</td>
<td>Swimming</td>
<td>Be Prepared</td>
<td>Water safety</td>
</tr>
<tr>
<td>9</td>
<td>Be Safe</td>
<td>Swimming</td>
<td>Swimming in a safe and sensible manner</td>
<td>Water safety</td>
</tr>
<tr>
<td>10</td>
<td>Be Respectful</td>
<td>All Areas</td>
<td>Care for equipment when packing up</td>
<td></td>
</tr>
</tbody>
</table>
# You Can Do It Term Plan

## Term 1

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Getting Along</td>
<td>Make a friend, be a friend.</td>
</tr>
<tr>
<td>Week 2</td>
<td>Ready Set You Can do It</td>
<td>Students will understand what success means for them.</td>
</tr>
<tr>
<td>Week 3</td>
<td>Organised</td>
<td>Students will explain what it means to be organised and give examples.</td>
</tr>
<tr>
<td>Week 4</td>
<td>Persistence</td>
<td>Students will be able to state the meaning of Persistence.</td>
</tr>
<tr>
<td>Week 5</td>
<td>Confidence</td>
<td>Students will be able to demonstrate what confidence means both in and out of the classroom.</td>
</tr>
<tr>
<td>Week 6</td>
<td>Resilience</td>
<td>Students will explain what Resilience looks like and feels like for them. They can describe when they would need Resilience.</td>
</tr>
<tr>
<td>Week 7</td>
<td>Getting Along</td>
<td>Discuss with students the meaning of “friendship.” Ask students whether they believe it is possible to form a friendship with someone who doesn’t like them. Ask them to explain their answers. Remind them that even though we may not like everyone we still need to use getting along behaviours. Point out that for us to have “true blue” (good) friendships, we must treat others the way we want to be treated.</td>
</tr>
<tr>
<td>Week 8</td>
<td>Organised</td>
<td>‘We Strive to Progress’. What does that mean? How do we have to be organised to progress forward and what are we striving for. We cannot move forward without being organised. Consider the harder I practise, the luckier I get!</td>
</tr>
<tr>
<td>Week 9</td>
<td>Persistence</td>
<td>Point out that if we exaggerate how difficult something is, we will tend to find it harder to be persistent. This is because we tend to under-estimate our own ability to complete this task (e.g., “This is too hard. I’m not smart enough to do it.”). Ask the following questions: 1. Have you ever exaggerated or “blown up” how hard something was to do? What was it? 2. Have you ever thought that an extremely hard task was “impossible”? How did you feel about doing the task when you thought this way?</td>
</tr>
<tr>
<td>Week 10</td>
<td>Ready Set You Can do It</td>
<td>What has success looked like for you this term</td>
</tr>
</tbody>
</table>

## Term 2

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Ready Set You Can Do it</td>
<td>Setting goals for yourself. What do you want to achieve this term? What do the teachers want you to achieve this year?</td>
</tr>
<tr>
<td>Week 2</td>
<td>Confidence</td>
<td>Write on the board the following thoughts: “This is too hard”, “I can’t do it.” Explain that these ideas are two of the biggest ideas that can destroy your confidence. Have your class provide counters to these two ideas (e.g., “The more I try to do something, the easier it gets.”). Indicate that one of the most powerful ways of thinking is called “I Can Do It!” I Can Do It! means that you think, “I’m probably going to be successful rather than fail at doing this.”</td>
</tr>
</tbody>
</table>
| Week 3 | Organised                | Indicate that setting goals can help you achieve them. For example, setting a goal to be a better speller can help you achieve the goal. Students who regularly set
goals have a way of thinking called “Setting Goals.” Say to students that people who are organised set goals ahead of time so they know what they want to achieve and the steps to take them there.

**Week 4**  
**Persistence**  
Ask students the following questions:  
1. Which types of tasks and activities (Easy, Hard, Impossible) are you most likely to avoid or give up at doing?  
2. Which types of tasks and activities are you most likely to attempt and keep going until you have finished?  
3. If you think something will be hard, will you be more likely or less likely to keep trying than if you think it is impossible?  
4. If you think something is easy (e.g., writing a poem) and you find that it’s really hard, what effect will this have on your trying to do it (Answer: more likely to give up than if you originally thought it would be hard).

**Week 5**  
**Resilience**  
Resilience in NAPLAN week is what the focus should be on. Don’t worry if you don’t know, or don’t think its correct, keep going and keep believing in yourself.

**Week 6**  
**Confidence**  
Instruct students to write two thought statements each day that will help them have the confidence necessary to work on the difficult task.  
Instruct students to repeat their new, confidence-building thoughts aloud five times, and to themselves five times, just before working on their difficult task each day.

**Week 7**  
**Organised**  
Instruct students to set a long-term goal of excelling at something at which they are not very good.  
Instruct students to write this long-term goal. Have them write several short-term goals they will work towards in order to reach their long-term goal.

**Week 8**  
**Persistence**  
Point out that if we exaggerate how difficult something is, we will tend to find it harder to be persistent. This is because we tend to under-estimate our own ability to complete this task (e.g., “This is too hard. I’m not smart enough to do it.”). Ask the following questions:  
1. Have you ever exaggerated or “blown up” how hard something was to do? What was it?  
2. Have you ever thought that an extremely hard task was “impossible”? How did you feel about doing the task when you thought this way?

**Week 9**  
**Resilience**  
Display an “Emotional Thermometer” (Teacher Guide Sheets). State that students can use this thermometer to take their emotional temperature; we will see how hot or cold our emotions are. Explain that the numbers on this thermometer represent how much (hot) or how little (cold) of an emotion we have inside (e.g., “If I’m extremely excited, or angry or worried, my emotional temperature might rise to the highest level on the thermometer.”)

**Week 10**  
**Mindset**  
Talk about the difference between a fixed and a growth mindset. How do the children respond to an environment or stimulus? What do they believe they can do? More information on Carol Dweck as the term goes on.

**Week 11**  
**Ready Set You Can do It**  
Students will understand what success meant for them this term.

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**Term 3**

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Ready Set You Can Do it</td>
<td>Setting goals for yourself. What do you want to achieve this term? What do the teachers want you to achieve this year?</td>
</tr>
<tr>
<td>Week 2</td>
<td>Confidence</td>
<td>Recognise what your body tells you when you are feeling confident, recognise how you feel when you are not. What activities have you started when you have felt confident you could achieve them, what has the teacher noticed?</td>
</tr>
<tr>
<td>Week 3</td>
<td>Organised</td>
<td>Discuss the meaning of the word “goal.” Indicate to students that a goal is something a person decides to do that cannot be done all at once, but can be done in steps. Give several examples of goals as follows: 1. Your school is having a canned food collection. The student who collects the most cans wins a handheld computer game. You know that last year the winning student collected 96 cans. Your goal might be to collect 100 cans. 2. You have a 10-word spelling test on Friday. You missed two words on the last test. Your goal might be to get them all right this week.</td>
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</tr>
<tr>
<td>Week 4</td>
<td>Persistence</td>
<td>Have a getting started chair and a homework chair. Stand up and begin to walk from the “Getting Started” chair towards the “Homework” chair. Ask the class to suggest some obstacles that could block a student’s progress from doing homework (e.g., not having necessary materials, not knowing what to do, feeling like you can’t do the work, being tired, having the television on). Write each suggestion on a piece of paper and place it on the floor in the path between the two chairs.</td>
</tr>
<tr>
<td>Week 5</td>
<td>Resilience</td>
<td>Explain that our thoughts may also be resilient or not resilient. Differentiate between resilient and not resilient thoughts as follows: 1. Resilient thoughts are ideas that are sensible, true and help us to be calm. For example, when you make a mistake on your work, it is sensible to think to yourself “We all make mistakes, making a mistake doesn’t make me bad”. We call this kind of thinking “Accepting Myself” thinking. 2. Non-resilient thoughts are ideas that are not sensible and true and cause us to have hurtful emotions and behaviours. For example, when you make a mistake on your work, it is not resilient to think “I’ve made a mistake, I’m a loser”. We call that kind of thinking “Self Downing”. Explain that Self Downing means thinking that I am a total failure or useless when I have been rejected or have not achieved a good result.</td>
</tr>
<tr>
<td>Week 6</td>
<td>Getting Along</td>
<td>Think happy thoughts about someone else and hope that they succeed at something today.</td>
</tr>
<tr>
<td>Week 7</td>
<td>Confidence</td>
<td>Point out that if we worry too much about something, we will lose confidence and will not perform as well as we would like. For example, if we worry too much about a test, we may panic, forget everything we have studied and, therefore, perform poorly on the actual test. Or, if we worry too much about who we’re going to play with at recess, we might be distracted in class, not learn, and end up not having a fun recess break either. Ask students for examples of times when they worried so much about something that it caused them problems.</td>
</tr>
<tr>
<td>Week 8</td>
<td>Organised</td>
<td>Explain the purpose of setting goals using the following illustration: 1. A truck driver is about to go on a trip. He has the best truck you can buy and a full tank of fuel. The only problem is he does not know where he is going. How will he get there if he does not know where he is going? 2. Explain that setting goals is like deciding where to go on a trip. We have to know where we are going, to move in the right direction to get there. We have to set goals to know what we should do. Once we have set a goal, we have to keep working until we reach it, just like the truck driver has to keep driving to reach his destination.</td>
</tr>
<tr>
<td>Week 9</td>
<td>Persistence</td>
<td>Explain that Hard Yakka is a term that can be used to refer to any task or activity we have to do that is not fun, exciting, or easy. Give some examples of things from your own life that you find to be Hard Yakka (e.g., correcting papers, planning lessons, running off worksheets, doing laundry).</td>
</tr>
<tr>
<td>Week 10</td>
<td>Resilience</td>
<td>Explain that when someone acts badly and treats you unfairly or inconsiderately it can sometimes lead you to feel very angry and to lash out. A negative way of thinking that can make you feel this way is called “Being Intolerant of Others”</td>
</tr>
</tbody>
</table>
(write on the board). Then write up on the board and discuss: Indicate that Being Intolerant of Others means thinking that people should always treat me fairly and considerately and when they do not I can’t stand it and they are totally bad. It would be much more helpful when these things happen if you can stay calm and return to your work or play.

Explain to students that a way of thinking that can help them be resilient is “Being Tolerant of Others” and write it on the board. You can also write its meaning on the board: Being tolerant of others means accepting that everyone acts unfairly towards others some of the time and not making an overall judgement of a person based on one action or incident. It also means acknowledging that we all have habits or behaviours that can be annoying to others, but that is just one small part of us, and doesn’t make us “all bad”.

| Week 10 | Ready Set You Can Do It | Did the students achieve the goals they set for themselves this Term? Did the students reach experience success. |

### Term 4

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Ready Set You Can Do it</td>
<td>Setting goals for yourself. What do you want to achieve this term? What do the teachers want you to achieve this year?</td>
</tr>
<tr>
<td>Week 2</td>
<td>Confidence</td>
<td>Orient students to the lesson with a discussion about strong and weak personal qualities (traits). Explain that all people have both positive and negative (good and not-so-good) qualities. Ask students to discuss whether a few negative traits make a person totally bad or hopeless. Have students give reasons for the responses. Ask students to describe how it feels to get very down. Have them consider the situations of no one wanting to play with them at lunch, or getting a bad mark. Also ask students to say how getting very down effects their confidence. Introduce the way of thinking called “Accepting Myself.” Explain that it means not thinking badly of yourself when bad things happen.</td>
</tr>
<tr>
<td>Week 3</td>
<td>Organised</td>
<td>Jane’s goal is to get an “A” for her social studies project, which is due in two weeks. She thinks it is very important to do a good job on the project, so she starts it well in advance of the due date. She sets aside half an hour each day for the next two weeks to work on the project. When friends call or ask her to play during her project time, she explains that this is her time to work. When she realises that she doesn’t understand some aspect of the project, she asks her teacher about it. When Jane hands in her project, she receives an “A.” Because she dedicated a great amount of effort to the project, Jane was able to reach her goal of getting an “A.”</td>
</tr>
<tr>
<td>Week 4</td>
<td>Persistence</td>
<td>Explain that it is quite common for students to feel like they want to put off doing some work because it’s boring or hard. Introduce the term “procrastination” as another term for “laziness” and write it on the board. Have students pronounce it. Explain that procrastination means putting off doing something that you know you should be doing. Give some examples of how you procrastinate. Ask students for examples, and write them on the board. Indicate that the purpose of this lesson is for students to be able to come up with a plan of action when they catch themselves procrastinating.</td>
</tr>
<tr>
<td>Week 5</td>
<td>Resilience</td>
<td>Explain to students that another strategy that will help them to stay calm in a difficult situation is by finding someone to talk to. Ask students to identify, and list on the board, the people they could talk to if they need support in staying calm and being resilient. Discuss the reasons why it is better to talk to someone about how one feels rather than keeping feelings bottled up inside.</td>
</tr>
<tr>
<td>Week 6</td>
<td>Confidence</td>
<td>Discuss that everyone makes mistakes. Ask students to close their eyes and think about a time they made a mistake. After students have done this, lead a discussion using the</td>
</tr>
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</table>
following questions:
1. How did you feel when you made a mistake?
2. Did anything horrible happen because of the mistake?
3. Do you think it is okay or even important to make mistakes once in a while?
4. What are some sensible thoughts you could have after you make a mistake?

Explain that a good way to think to help you cope with mistakes is called “Taking Risks.” Write its meaning on the board:
“While I would like to get all of my work correct and never make mistakes, I know my work can’t always be perfect, and that it is okay to make mistakes.”

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Activity</th>
</tr>
</thead>
</table>
| Week 7  | Organised    | Ask students to discuss how they determine how much effort to put towards a goal. Point out that we often decide how much effort to put towards a goal by answering the following questions:  
1. How important is the goal to us?  
2. How difficult (or easy) will it be for us to reach the goal?  
3. How much time will it take to reach the goal?  
C. Point out that the more important a goal is to us, the more likely we are to make a greater effort towards it. State that if we perceive a goal as too difficult, too easy, or taking up too much time, we sometimes fail to make our best effort. Therefore, we must remind ourselves of the importance of reaching the goal. |
| Week 8  | Persistence  | Explain to students that sometimes we put off doing something because we have negative self-talk about the task we have to do. Sometimes in our self-talk we make up little excuses for not doing the work. With this type of self-talk, it is impossible to do the work. So the first step to doing something you have been putting off is becoming aware of this negative self-talk. |
| Week 9  | Resilience   | How have you been Resilient this term/year? |
| Week 10 | Ready Set You Can Do It | Did the students achieve the goals they set for themselves this Term? Did the students experience success? |
1. Purpose

“If no one told you they loved you today, remember I do and I always will”
Linda Cliat-Waymann, Principal, North Philadelphia
TED Talk – “How to fix a broken school”, June 2015

Koumala State School has created a behaviour management plan that is purposeful in managing the behaviour of students. Koumala State School works with children from the ages of 5 through to 13 years of age. Children in this age range come to school with a range of experiences and support and they will need to learn how to manage themselves and others during the 7 years they spend at Koumala State School. Children will make mistakes and it is the obligation of the school to teach children how to behave, in conjunction with parents and other community groups.

All children and staff members have the right to teach and learn at school, but all children, parents, and staff, have the responsibility to create an environment for learning and these can be found in the behaviour philosophy:

Whole school behaviour starts with me.

As children, parents and staff, if you behave responsibly with your peers, and if you demonstrate respect to others and appreciate that mistakes can be made but we can all learn from them, then the whole school can move towards a supportive environment.

Three guiding principles should be found in each classroom:
1. Every class should have a Positive behaviour plan that is clearly understood by students and parents.
2. Every class should be a positive and supporting learning environment for all students
3. Student/Teacher relationships is a key to every classroom in that they are positive and respectful. Parent/Teacher relationships are important, if not more important, in establishing behaviour and respect for education.

At Koumala State School we are Purposeful in what we do and we are always aiming to improve. Our goal is to be proactive and optimistic in our management of children, and to create a positive environment for all students while we support and teach them. We wish them to be able to move to high school and achieve with a backpack full of academic skills and a raft of behaviour strategies.

“The kids who need love the most will always ask for it in the most unloving ways”
Russel Barkley
2. Research

“A positive, caring, respectful climate in the classroom is a prior condition to learning”
John Hattie, Visible Learning, 2012, pg. 78

To be able to change a school’s behaviour it is important to use the vast amounts of research that supports positive change in schools. Some of the research that Koumala State School is using to support a positive approach to school management are from John Hattie, Dr Carol Dweck and the SWPBS school approach.

John Hattie strongly supports the ideals behind positive classroom environments and that the relationships between the teacher and the students can be THE difference in all students learning and achieving at school. He has written about the passion for teaching as it relates to the level of enthusiasm that the teacher shows, the extent of commitment to each student, to learning and to teaching itself (2012, pg. 35). This passion will reveal itself in a classroom that is focussed on the positive learning of all students. He also warns about the dangers of focussing on negative behaviour as children who think they are naughty will seek evidence to confirm themselves as naughty children (2012, pg. 45)

Dr Carol Dweck has written a book about Mindset and it deals with the two ways children and adults look at the world, through a Fixed Mindset or a Growth Mindset. When you enter a mindset you enter a new world. In one world – the world of fixed traits – success is about proving your smart or talented. Validating yourself. In the other – the world of changing qualities – it’s about stretching yourself to learn something new. Developing yourself. (2012 pg. 15). In other words, we can have a fixed mindset about ourselves or about others. A child may never achieve academically or behaviourally because we/they may have a fixed mindset about what they can do.

Positive Behaviour for Learning (PBL), previously known in state schools as Schoolwide Positive Behaviour Support (SWPBS) is a whole-school approach to creating a safe and supportive environment that has a strong evidence-base and is used in many Queensland state schools. At Koumala State School we are not a PBL school as we have only 1 staff member (from 2016 data) who has been trained in the program of SWPBS. While we are not a PBL school we follow the example set by the program.

- We are implementing a positive behaviour plan for every classroom and across the school.
- We teach the correct behaviours in classrooms.
- We collect both positive and negative data across the school
- We meet at regular intervals to discuss the data and identify areas, days, times and behaviours that are most common across the school or classrooms.
- We provide teachers with the support they need to address these issues in the class

As the research grows, so it will be added to the behaviour plan to ensure that Koumala State School students and teachers are up to date with the most relevant support available to maintain a positive experience for the whole school community.

“No matter how many mistakes you make, or how slow you progress. You are still way ahead of someone who isn’t even trying”
Tony Robbins
3. Consultation and data review

Koumala State School has been developing this plan during 2015 and we have been receiving regular feedback from staff. This ongoing approach to behaviour support will continue to be developed through 2016 and fed back to the staff and the P&C while we seek to create a school that supports all students.

4. Learning and behaviour statement

Our school community has identified the following school rules to teach and promote our high standards of responsible behaviour that will develop Responsible Learners who will:

- Be safe
- Be responsible
- Be respectful

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

In addition our school community have endorsed the following as expectations we have of students leaving Koumala State School at Year 6.

Our students will exit Yr 6 with a backpack of skills that will empower them to be:

- Literate
- Numerate
- Technological Natives
- Healthy and Active
- Resilient
- Respectful
- Responsible
- Tolerant

Our school also has a belief in the Rights and Responsibilities for our students, staff and community members. For a summary of these please refer to Appendix 2.

5. 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 Koumala 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.

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

The school day commences at 8:50am where students are reminded of our School Wide Positive Behaviour Support program. Students are explicitly taught the expected behaviour of focus for that week and this learning experience is reinforced each day while that particular behaviour remains a school wide focus.
# Schoolwide Expectations Teaching Matrix

<table>
<thead>
<tr>
<th>All Areas</th>
<th>Classroom</th>
<th>Playground</th>
<th>Stairwell/Verandahs</th>
<th>Toilets</th>
<th>Bus Lines/Bus Travel</th>
<th>Library</th>
<th>Extra Curricular Programs (Camps/Excursions)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Be Respectful</strong></td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td></td>
<td>▪ Respect others’ personal space and property</td>
<td>▪ Raise your hand to speak</td>
<td>▪ Participate in school approved games</td>
<td>▪ Rails are for hands</td>
<td>▪ Respect privacy of others</td>
<td>▪ Line up in designated area and wait quietly for the teacher</td>
<td>▪ Respect others’ personal space and property</td>
</tr>
<tr>
<td></td>
<td>▪ Care for equipment</td>
<td>▪ Respect others’ right to learn</td>
<td>▪ Wear shoes and socks at all times</td>
<td>▪ Walk one step at a time</td>
<td>▪ Respect school property (toilet doors, paper hand towel, toilet seats)</td>
<td>▪ Talk quietly when the bus is travelling</td>
<td>▪ Care for equipment</td>
</tr>
<tr>
<td></td>
<td>▪ Clean up after yourself</td>
<td>▪ Talk in turns</td>
<td>▪ Keep passage ways clear at all times</td>
<td>▪ Carry items</td>
<td>▪ Don’t distract the driver</td>
<td>▪ Have your name marked on the bus roll</td>
<td>▪ Clean up after yourself</td>
</tr>
<tr>
<td></td>
<td>▪ Use polite language</td>
<td>▪ Be a good listener</td>
<td>▪ Lift your feet when moving</td>
<td>▪ Use polite language</td>
<td>▪ Be a problem solver</td>
<td>▪ Follow all bus rules</td>
<td>▪ Use polite language</td>
</tr>
<tr>
<td>Be Responsible</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>▪ Ask permission to leave the classroom</td>
<td>▪ Be prepared</td>
<td>▪ Move peacefully in single file</td>
<td>▪ Use toilets during breaks</td>
<td>▪ Arrive promptly (move quickly)</td>
<td>▪ Use a browser card when searching for books</td>
<td>▪ Be a good listener</td>
</tr>
<tr>
<td></td>
<td>▪ Be on time</td>
<td>▪ Complete set tasks</td>
<td>▪ Keep to the left</td>
<td>▪ Be a problem solver</td>
<td>▪ Keep your body to yourself</td>
<td>▪ Talk quietly</td>
<td>▪ Ask permission to leave the classroom</td>
</tr>
<tr>
<td></td>
<td>▪ Be in the right place at the right time</td>
<td>▪ Take an active role in classroom activities</td>
<td>▪ Respect school property (no vandalising tables, chairs and books)</td>
<td>▪ Return equipment to appropriate place at the sports bell</td>
<td>▪ Go to the toilet, wash hands and get a drink prior to lining up</td>
<td>▪ Use equipment to leave the classroom</td>
<td>▪ Be on time</td>
</tr>
<tr>
<td></td>
<td>▪ Follow instructions straight away</td>
<td>▪ Keep work space tidy</td>
<td>▪ Play fairly – take turns, invite others to join in and follow rules</td>
<td>▪ Care for the environment</td>
<td>▪ Have your name marked on the bus roll</td>
<td>▪ Follow the driver’s instructions</td>
<td>▪ Be in the right place at the right time</td>
</tr>
<tr>
<td>Be Safe</td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>▪ Use equipment appropriately</td>
<td>▪ Walk</td>
<td>▪ Play fairly – take turns, invite others to join in and follow rules</td>
<td>▪ Walk quietly and orderly so that others are not disturbed</td>
<td>▪ Wash hands</td>
<td>▪ Use equipment appropriately</td>
<td>▪ Use equipment appropriately</td>
</tr>
<tr>
<td></td>
<td>▪ Keep hands, feet and objects to yourself</td>
<td>▪ Sit still</td>
<td>▪ Care for the environment</td>
<td>▪ Walk on every step (no jumping)</td>
<td>▪ Walk</td>
<td>▪ Keep hands, feet and objects to yourself</td>
<td>▪ Keep hands, feet and objects to yourself</td>
</tr>
<tr>
<td></td>
<td></td>
<td>▪ Enter and exit room in an orderly manner</td>
<td>▪ Use playground equipment in a safe and sensible manner</td>
<td>▪ Use hands on the handrail</td>
<td>▪ Keep your hands to yourself</td>
<td>▪ Pair up with a buddy</td>
<td></td>
</tr>
</tbody>
</table>
6. Positive Behaviour Principles Explained

“Your mind is a powerful thing, when you fill it with positive thoughts your life will start to change”
Zig Ziglar

Every class should have a Positive behaviour plan that is clearly understood by students and parents. Teachers need to be alert to the positive changes that students are making in the class. A plan should be in place that rewards the students for making positive choices and these rewards need to be regular, something that the students appreciate, and public. The positive data of the class needs to be maintained and collected at the end of the term to be presented at a staff meeting. This data will allow the staff to recognise which students are receiving the most ‘love’ and which students have not been noticed as often. A comparison of positive and negative data can sometimes show the correlation between students not receiving as much positive support while also receiving negative consequences. At Koumala it is imperative that all teachers actively seek ways to reward and encourage students for effort and positive behaviour.

Every class must be a positive and supporting learning environment for all students
When a student walks through the gate at 8:30am they should automatically move into a positive and supportive learning environment. It may be as simple as a good morning from a teacher, or even to check how things are going. This enables the staff member to assess how the child may be feeling and how prepared they are to start the day. From 8:30 through to when the child leaves at 3:00pm there should be a positive environment for them to work in. The classroom is a key environment and this can be where targeted teaching takes place. If a child is working in an area they are unsure about but have support and with achievable tasks, then behaviour management will take care of itself. When work is too easy, or hard, when the child does not know what to do, or is bored, that is when behaviour issues begin to occur.

Student/Teacher relationships is a key to every classroom in that they are positive and respectful
At Koumala State School the simple act of showing interest in the child outside of the classroom can create more learning and respect inside the classroom. Shaking of their hand when they come to school, asking about their football team on the weekend, or generally showing interest in the child builds up teacher credibility and can allow for more guidance when it comes to academic or behavioural conversations.

7. Positive Changes in the school

Focus on the Behaviour, not on the child
A child is a growing and developing person and can often make good and bad choices. It is imperative that we focus on the behaviour of the child and not label the child themselves. If a child makes a bad choice, they are not a bad child. The choice they made was bad and needs to be corrected but they are not themselves bad. Similar with positive behaviour, if a child makes a good choice then it is the choice they made that is to be congratulated, the child is not to be labelled as good. If a child makes a good choice and then later in the day they make a bad choice, if incorrectly labelled they can start the day as a good child and end the day as a bad child. Children will make mistakes, as adults do, and so all staff must focus on the behaviour not the child.

Conversation not consequence
At Koumala State School every behaviour will result in a consequence, but the consequence does not necessarily mean the behaviour will change unless there is a conversation around the behaviour. A child who chooses a negative behaviour can be handed a negative consequence, but teachers should not expect the consequence to change the behaviour. Rather the child has made a mistake, the consequence is handed down, but a conversation after to teach the child the correct behaviour needs to take place. So to with positive choices. If the child receives a positive consequence for something they have done, but are not aware as to what they have done, then they will not be able to do it again. It is important that staff do not assume the child knows why they are receiving the consequence, unless we have the conversation outlining the great choice they made.
Stop being afraid of what could go wrong, and start being positive of what could go right

Talent v effort
Research has shown that one of the most harmful ways of hurting the confidence of students is to focus our attention on their talent and ability. If we congratulate a student for being smart when completing a certain task, when the same student attempts a harder task and fails, the student could now feel that they are not smart. If teachers congratulate students on the effort they put in, they students are more likely to put in more effort on tasks that are harder. Dweck’s (2012) research shows many incidences of children as young as one all the way to professional athletes who have responded differently depending on the mindset they had before they even came to the task.

At Koumala State School we wish all students to develop a growth mindset and we encourage all teachers to lavish as much praise and attention on effort, hard work, ideas, and initiatives. Students should not be afraid of mistakes and need to be given stories of people who have made mistakes and succeeded.

8. Parental Involvement

While teachers will do whatever they can to ensure every child receives a great education and be as supportive and encouraging as they can. Every child begins every day in a home. The environment that is created, and the behaviour that is expected, in the home can play a significant role in the behaviour of the child at school. Children will come to the classroom in the state of mind that they left the home. Parents play an important role in ensuring their child’s state of mind is open to learning. Parents are encouraged to support the teachers and the Koumala Behaviour Plan and even implement the positivity in their home. Maslow’s Hierarchy of Needs can demonstrate the responsibilities the whole school community has in raising children and improving their academic and behavioural achievement.

9. Maslow’s Hierarchy of Needs

This chart demonstrates that the needs of children need to be met in the home before they can come to the classroom. Negative behaviour in children can stem from one of these needs not being met. Teachers at Koumala State School will provide the best education for children, and support from the school community can greatly assist in their progress and positive involvement in the classroom.
10. You Can Do It

“If we don’t teach our children how to behave, How can we punish them when they don’t?”

You Can Do it Program
The You Can Do It Program focusses on five key areas that are integral to the development of students at Koumala State School. The Five focus topics of Confidence, Persistence, Organisation, Getting Along and Resilience will support students in their understanding of Being Safe, Respectful and Responsible. The language found in these behavioural concepts will be explored both as lessons and in everyday situations where teachers can find the opportunity to encourage students using these topics. There will be a focus topic a week and teachers can use these to assist in creating a Student of the Week award for Parade. This will allow these five topics to be explored on Parade 8 times each throughout the year, along with countless of other times during general school conversations.

Confidence  Persistence  Organisation  Getting Along  Resilience

11. Proactive Strategies

“The way positive reinforcement is carried out is more important than the amount”  B.F. Skinner

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

- **Praise.** Teacher, peer and parent praise to reinforce positive behaviours is an extremely powerful tool in determining exemplary behaviour.
- **Class Awards** – to recognise great behaviour in the class throughout the term
- **Gotcha Bands** - The three bands of different colours which have the three school rules written on them are to be handed out to students during both school time and class time for behaviour which is positive and needs to be encouraged and supported.
- **Stickers** – to be used as tools to identify and reward good behaviour throughout the day
- **A Daily/Weekly Behaviour Monitoring Chart.** This chart in the classroom is able to provide all students with nonverbal proof of their behaviour in the lesson or the day. The higher levels that state the three school rules will allow students to move up as their behaviour improves throughout the day.
- **Role modelling** by staff and school leaders and peers reinforces the behaviours expected.
  - **Classroom routine/rewards.** Each teacher is required to have a classroom responsible behaviour plan strategy that rewards exemplary behaviour and actions eg stickers, points class parties.
  - **Student of the Week** again reinforces positive classroom behaviours as each week a Student is nominated by their teacher to receive a merit certificate presented at Parade.
  - **Be Responsible, Be Respectful, Be Safe** All staff can reward positive actions by giving a student a “Be Responsible” slip that recognises their effort at demonstrating Responsible Behaviour. These are placed into a box each week and in a Lucky draw at parade a student is selected to win a prize. (Presently a Free meal from the Tuckshop, sponsored by the P and C)
  - **Student Councillor.** Students that are able to maintain high levels of good behaviour and leadership, are able to be selected to our Student Council which assists the school in our decision making process. This is a good way of providing peer models.
  - **School Leaders.** School Captains and Sports Captains provide the school with leadership and direction and again act as positive peer models.
- **Development of specific policies to address:**
  - **The Use of Personal Technology Devices at school (Appendix 7)**
- **Procedures for Preventing and Responding to Incidents of Bullying (including Cyberbullying) (Appendix 8)**

  - **High 5/High 3** The school actively advocates through posters, parade messages, teacher lessons, newsletters, song, raps and rhymes this program. Older children in Years 4-7 are taught to work issues/incidents through by thinking and actioning the following step by step process.

    1. **Talk friendly (ask them to stop)**
    2. **Talk firmly (ask them to stop, loud voice. Leaves person in no doubt as to the inappropriateness of actions.)**
    3. **Ignore.**
    4. **Walk away. (Takes two to have a conflict)**
    5. **Report. (As opposed to dobbling) This is where a person reports to have the actions cease rather than looking for retribution/getting someone punished.**

    A simplified 3-step process is used with the younger children in Years 1-3.

    1. **Talk friendly, ask them to stop.**
    2. **Walk away and ignore**
    3. **Tell a teacher if it doesn’t stop.**

**Five Fingers of Friendship** - Students on a hand list 5 people they trust, so that if they have a problem they can use one of these people to assist.

> “You can’t control what other people do. You can control the way you react”

**Gotcha Bands**

The purpose of the Gotcha Bands is to ‘catch’ students displaying correct behaviour or responses in all parts of the day. Students will be given a Gotcha Band that they can wear around the school for the day. At the end of the day they must place their band on a stand so that their reward can go towards both a school and individual award. When a child receives 25/50/75/100 Gotcha bands they will be given an individual award on parade to celebrate their individual success. Every child who receives a Gotcha Band can also receive a Learner Award that goes towards the Tuckshop prize on Parade.

**12. Negative Consequences**

> “When someone is nasty or treats you poorly, don’t take it personally. It says nothing about you, but a lot about them”

At Koumala State School the teacher is in charge of the day to day management of their own students. Every teacher in the school needs to have a plan in place in dealing with the behaviour of students. These can include:

- Ignore, praise a child for doing correct behaviour, Non-verbal direction
- Proximity, Use of Behaviour Chart,
- Consider the work, the pedagogy and planning
- Provide warning, Use ‘I’ sentences, Give Feedback
- Restate the rule, Actively listen
- Stimulus change, Relocate others
- Give student time to ‘Cool Down’
- Acknowledging emotions

If all these plans fail, then the behaviour may result in a detention. The teacher is to organise the detention of the child which may result in catching up on work, quiet time during play time, or other tasks the teacher deems appropriate as it relates to the behaviour.

All detentions need to be logged on the Detention slip and handed into the Principal at the end of the day.
If it is felt that the behaviour needed a greater consequence, then the teacher can talk to the Principal about a white slip. If the Principal agrees it will then result in a number of detentions. This will be decided in consultation with the teacher. The Principal will then run that detention with the child.

All white slips will be written out by the Principal.

Students who behave in activities that are not negotiable will receive a suspension. This is recorded on a Pink slip and the Principal will be responsible for logging the behaviour and contacting the parents.

All consequences can be handed out and although some will change the behaviour it is important to have the conversation to ensure the lesson can be learnt.

Teachers must be aware of the environment they are creating, the curriculum constraints, the differentiation, the mindset of the child and the times they were positive to the student. Teachers should also identify triggers that may have caused behaviour concerns and move to avoid them in the future.

### 13. Tracking Behaviour

> “You are free to choose. You are not free from the consequence of your choice”

All information of student’s misbehaviour is kept on One School and on an internal monitoring school program. This school system will allow all staff to identify trends across the school in relation to times, places, behaviours, and students.

Parents must also be informed of all detentions through notes home in KIT books or phone calls so that the parent is aware of the child’s behaviour at school.

### 14. Rewards Days

At the end of the school term there will be a rewards day for students who have participated positively at school throughout the term. All students are welcome to attend and are automatically invited. Students who have had behaviour concerns across the term will be discussed with the teacher and the Principal. Teachers can make the argument for/against any child’s attendance in Rewards Day based on the data, or by the effort the child has made in the class. Principal will make the final decision based on consultation with the teacher.

The program consists of the following components:
End of Term – class/teacher negotiated activities that are conducted at school ½ day only

Principal and Teachers will monitor detentions, white slips and pink slips through the school tracking process and OneSchool.

**Encouraging and maintaining positive behaviours**

- Classroom rules and expectations:
  - reflect the values of the wider school community
  - embody the key messages and a common language
  - recognise and focus on positive practices and behaviours
  - are fair, clear and framed in a positive way
  - are developed collaboratively with the class and continually revisited
  - are modelled by staff
  - are implemented in a consistent, fair and just manner
Responding to unacceptable behaviour
Students come to school to learn. Behaviour support represents an important opportunity for learning how to get along with others.

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

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

• Targeted behaviour support

Due to the size of Koumala State School, it is important to recognise that all staff are involved in the support of students who may need more targeted behaviour support. Contact is made between the students and the members of staff every day, in the playground, the classrooms and in the local community. Staff meetings are used to identify students who may require targeted support, and a team approach is used to formulate and record strategies for implementation. Parents/caregivers are involved in the support process through school support personnel (classroom teacher, LST, GO, Chaplain, Principal).

Koumala State School engages the You Can Do It program for the language to assist students in understanding how their behaviour can be

Strategies used for targeted behaviour support include:
• curriculum adjustment - differentiation
• verbal and non-verbal
• increased attention
• communication with the school community
• added responsibilities.

<table>
<thead>
<tr>
<th>Curriculum Adjustment</th>
<th>Staff determine whether a student may need further support in curriculum related areas, and adjustments are made where necessary. This may involve:</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>• working with a teacher aide or learning support teacher</td>
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<td></td>
<td>• adjusted class work</td>
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<td></td>
<td>• working with a peer or older student.</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Verbal</th>
<th>Verbal reinforcement, used every day in both the classroom and playground, includes:</th>
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<tbody>
<tr>
<td></td>
<td>• specific reinforcement e.g. “Thank you for sitting down”.</td>
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<tr>
<td></td>
<td>• Targeted direction giving.</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Non-Verbal</th>
<th>Non-verbal reinforcement, used every day in both the classroom and playground, includes:</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>• body language – smile, thumbs up</td>
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<td></td>
<td>• behaviour charts</td>
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<td></td>
<td>• privately understood signals</td>
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<td></td>
<td>• proximity to the child in terms of desk placement or where staff members are standing</td>
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<tr>
<td></td>
<td>• awards.</td>
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<td></td>
<td>• visual aids</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Increased attention</th>
<th>Students may require increased attention for either curriculum needs or to reinforce acceptable behaviour. This may occur through:</th>
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<tbody>
<tr>
<td></td>
<td>• One on one curriculum support with the teacher</td>
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<tr>
<td></td>
<td>• Teacher aide support</td>
</tr>
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<td></td>
<td>• Work with another member of school staff</td>
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<tr>
<td></td>
<td>• Curriculum support through an older classmate.</td>
</tr>
</tbody>
</table>

| Communication within the school community | Communication with the parents/caregivers occurs through all stages of targeted behaviour support, and includes positive/encouraging letters or phone calls home. |

| Added responsibilities - meaningful roles | A child who is receiving targeted behaviour support may benefit from added responsibilities within the class or school. These responsibilities can include: |
• Peer tutoring
• Working with a younger or older classmate
• Classroom jobs
• School jobs.

**Intensive behaviour support**

At *Koumala State School*, all students who are considered to be “seriously at risk” of significant educational underachievement due to their inappropriate behaviours are supported using a proactive problem solving approach.

A functional analysis approach to assessing behavioural problems is adopted involving a systems approach that looks at the ‘whole’ child. It covers such areas as:

**Case Management:**
The case manager for each student who is identified as “seriously at risk” should be the class teacher. However a support team approach is adopted with staff working collaboratively. Students who are considered to be at risk and have experienced an array of severe management strategies, such as suspension or exclusion, should proceed through a systematic assessment procedure. This may include:

- collation of data which gives an overview of (a) problematic behaviours and (b) consequences implemented i.e. detentions, suspensions etc
- referral for discussion at the school special needs meeting (held weekly)
- referral to Guidance Officer for assessment and preliminary behavioural support
- referral to Advisory Visiting Teacher for Behaviour Support for consultation or support
- full team collaboration to undertake a functional behavioral assessment and develop an Individual Behaviour Support Plan.

Strategies used will be preventative, supportive and/or corrective.

**Preventative** – the action taken to prevent or minimise unnecessary disruption. This may include effective learning and teaching practices, classroom organisation, positive modelling and the use of appropriate content and curriculum material.

**Supportive** – the action taken to employ support for the student and teacher. This may mean strategies teachers put in place to assist students or it may mean additional support from other staff in the school for the teacher and student.

**Corrective** – the actions teachers take when disruptive behaviour occurs. This includes positive correction strategies outlined in the Individual Behaviour Support Plan.

All behaviour that is contrary to school and classroom procedures will be managed based on the individual/s involved. Parents of the child/children involved will be informed of major breaches of behaviour and consequences will be developed based on individual circumstances.

**15. Emergency responses or critical incidents**

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

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

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

**Basic defusing strategies**

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

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

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

**Follow through**
(If the student starts displaying the appropriate behaviour briefly acknowledge their choice and redirect 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 or
- causing or at risk of causing major property damage.

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

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

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

Physical intervention is not to be used as a response to:
- minor property destruction
- school disruption
- refusal to comply
- verbal threats
- leaving a classroom or the school, unless student safety is clearly threatened.

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

**Record keeping**
Each instance involving the use of physical intervention must be formally documented. The following records must be maintained:
- incident report (Appendix 10)
- Health and Safety incident record (link)
- debriefing report (for student and staff) (Appendix 9).

**16. Consequences for unacceptable behaviour**

In 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.

**Consequence Strategies.**
Koumala State School outlines a range of behaviours that are matched to consequences to manage inappropriate behaviours. While the table is not exhaustive it gives the possible consequences dependent upon each circumstance.
### Be Safe

Students can:
- Walk under buildings
- Respect others’ personal space and property
- Care for equipment
- Clean up after themselves
- Use polite language
- Wait their turn
- Raise their hand to speak
- Respect others’ right to learn
- Talk in turns
- Be a good listener
- Respect others’ right to use online resources free from interference or bullying
- Keep any usernames or passwords private
- Follow all teacher instructions about keeping private information off online sites
- Play fairly – take turns, invite others to join in and follow rules
- Care for the environment
- Walk quietly and in an orderly way so that others are not disturbed
- Wash hands after using the toilet and before eating food

### Be Respectful

Students can:
- Use equipment appropriately
- Respect others’ personal space and property
- Raise their hand to speak
- Respect others’ right to learn
- Keep hands, feet and objects to yourself
- Walk on the concrete
- Sit still
- Enter and exit room in an orderly manner
- Participate in use of approved online sites and educational games
- Be courteous and polite in all online communications
- Participate in school approved games
- Wear shoes and socks at all times
- Be sun safe; wear a broad brimmed hat
- Rails are for hands
- Walk one step at a time
- Carry items
- Keep passage ways clear at all times
- Respect privacy of others

### Be Responsible

Students can:
- Ask permission to leave the classroom
- Be on time
- Be in the right place at the right time
- Follow instructions straight away
- Be prepared
- Complete set tasks
- Take an active role in classroom activities
- Keep work space tidy
- Be honest
- Report any unacceptable behaviour to a teacher
- Post only appropriate content online
- Be a problem solver
- Return equipment to appropriate place
- Move peacefully in single file
- Use toilets during breaks

---

#### Level

**Positive Category**
- Class Teacher Controlled

#### Behaviours

- Cooperative In Class
- Play Well
- Uses Manners
- Is Courteous
- Positive Attitude
- Always completes set tasks and homework activities
- Takes care of the school and it’s playground
- Represents the school with pride when out in the community

#### Rewards

- May attend all school functions
- Can be a school leader
- May attend extra – curricular activities (eg: Sport/Excursions/Concerts/In School Visits
- Can receive Parade awards
- Can receive positive reinforcement by way of in class and school rewards
<table>
<thead>
<tr>
<th>LEVEL</th>
<th>BEHAVIOURS</th>
<th>REWARDS</th>
</tr>
</thead>
</table>
| **Green Level (Positive Category)**  | ✓ Cooperative In Class  
✓ Play Well  
✓ Uses Manners  
✓ Is Courteous  
✓ Positive Attitude  
✓ Always completes set tasks and homework activities  
✓ Takes care of the school and it’s playground  
✓ Represents the school with pride when out in the community | ✓ May attend all school functions  
✓ Can be a school leader  
✓ Mat attend extra – curricular activities (eg: Sport/Excursions/Concerts/In School Visits  
✓ Can receive Parade awards  
✓ Can receive positive reinforcement by way of in class and school rewards |

<table>
<thead>
<tr>
<th>BEHAVIOUR</th>
<th>STRATEGIES</th>
<th>CONSEQUENCE</th>
</tr>
</thead>
</table>
| **Minor Behaviour**  
*Teacher Controlled* | • Infrequent inappropriate behaviours in class (rudeness/back chatting, name calling, rocking on chair, calling out, unresponsive in class or within the school),  
• Lateness to class  
• Playing in wrong areas/toilets  
• Noncompliance with instructions  
• Disrupting the learning of others while in the classroom  
• Refusal to accept responsibility for actions  
• Interference with others, their learning or their property  
• Negative/Oppositional behaviour towards learning and work in the classroom/within the school  
• Inappropriate play (running on cement, tackling, rough play)  
• Jumping the fence to collect a ball without permission | How is this child relating to the lesson?  
How is this child relating to the activity?  
Is this lesson providing the student a chance to succeed?  
**Teaching Strategies**  
Ignore  
Praise a child for doing correct behaviour  
Non-verbal direction  
Use of Behaviour Chart  
Consider the work, the pedagogy and planning  
Provide warning  
Use ‘I’ sentences  
Give Feedback  
Restate the rule  
Actively listen  
Stimulus change  
Relocate others  
Give student time to ‘Cool Down’  
Acknowledging emotions  
• Least-to-most intrusive approach to dealing with behaviour issues. | Detention  
Buddy class approach  
Missing of playtime and spend time out with teacher, jobs may involve talking about behaviour in class, picking up rubbish, cleaning up gardens.  
Natural Consequence  
Detention slip reported to Admin and recorded on School plan and One School  
**Rebuild student/teacher relationship**  
Consideration always to be given to minimising embarrassment, dealing with issues in an acceptable, socially valid manner.  
• Least-to-most intrusive approach to dealing with behaviour issues. |
## Major Behaviour

**Admin involved**

- Disobeying instructions from staff/supervising adults
- Not caring for resources/equipment
- Damage to clothing, equipment or environment
- Infrequent compliance with the school dress code
- Inappropriate language towards students on school grounds.
- Not reporting for detentions
- Wilful disobedience/refusal to comply with school rules
- Using objects within the school irresponsibly
- Leaving the classroom without permission
- Habitual/Persistent Bullying inc. Teasing
- Taking other’s property – classroom level (Teacher judgement req. based on students and age level)
- Actions in the community/ travelling to and from school that is determined to be bringing the schools name into disrepute
- Physical misconduct inc (Fighting)
- Leaving the classroom without permission
- Leaving the school grounds without permission

**What triggered this behaviour?**
- Is there a pattern forming?
- What data does this child have containing this type of behaviour?
- Could this behaviour have been prevented?

**STRATEGIES**

- Reminder of school rules
- Acknowledging the environment
- Investigation of behaviour
- Victim support

**CONSEQUENCE**

- **White slip** - Detention organised by the Principal
- Missing of playtime and spend time out with teacher jobs may involve:
  - Finishing work
  - talking about behaviour in class
  - picking up rubbish
  - cleaning up gardens.
  - Withdrawal from some school activities (eg: Disco, Excursions, Video Nights, Camps)
  - Incident Report reported to Administration – Principal informed and updated

## Non Negotiable Behaviour

- Wilful damage (Vandalism/graffiti to school resources, property or grounds)
- Physical Assaults
- Sexual Harassment
- Smoking
- Possession/use of dangerous/harmful items (firearms, knives, explosives, illicit drugs, alcohol)
- Possession of inappropriate/offensive items or images from mobile phones, magazines, internet usage
- Aggressive/threatening/obscene (verbal/non-verbal) actions towards any person on school grounds/excursion/camp.
- Using objects within the school – endangering the safety of any person on school grounds
- Actions in the community/ travelling to and from school that are determined to be bringing the schools name into disrepute, endangering the safety of others and the bus driver.

**What triggered this behaviour?**
- Is this behaviour pattern forming?
- What data does this child have containing this type of behaviour?
- Could this behaviour have been prevented?

**STRATEGIES**

- Reminder of school rules
- Acknowledging the environment
- Investigation of behaviour
- Victim support

**CONSEQUENCE**

- **Pink Slip** - Suspension 1 – 5 days
- Suspension 6 – 20 days
- Suspension pending exclusion
- Withdrawal from some school activities
- Unable to attend Camps organised by the school.
- Review Behavioural Contract
- Inform District Office BMT for support
- Parent/Student re-entry meeting and contract for behaviour
- Referral to Guidance Officer
Koumala State School Behaviour Plan

---

Student

Is Behaviour Appropriate?

No

- Outside
  - Time Out with Teacher
  - Continues

- Inside
  - Class Plan
    - Continues (Principal Involved)
    - White Slip
    - Multiple Detentions
    - Tracked in One School

Yes

- Class Reward Plan

---

Gotcha Band stickers...

- Outside
- Inside

---

Learner Award

Weekly Raffle

Individual Chart received 25/50/75/100

Individual Award

Tracked in One School

---

Detention

Next Break

Sent to Office
**Detention Procedure**
- Use a range of proactive behavioural strategies (praise other students for good work, non-verbal redirection, curriculum related activity, etc) to remind the child to change their behaviour
- Student misbehaviour as per behaviour chart
- Provide a warning to the student for their behaviour
- Detention given – teacher controlled at the next break, or next day.
- Detention slip filled out and given to the Principal. Information is recorded on the School Behaviour Spreadsheet and One School.
- Detention slip given to the Admin for record keeping

**White Slip Procedure**
- Student Misbehaviour
- Teacher/Teacher Aide contact the Principal for a discussion about behaviour and the circumstance.
- Principal makes final decision
- White Slip explained to the child and given.
- Copy of white slip recorded on School Behaviour Spreadsheet and One School.
- White slip given to Admin for record keeping
- Students copy of the White Slip needs to be sighted and signed by parent and brought back to school
- Detention for 2 - 5 days organised by the Principal

<table>
<thead>
<tr>
<th><strong>Pink Slip Procedure</strong></th>
<th><strong>Suspension School Re-entry</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Misbehaviour is extreme</td>
<td></td>
</tr>
<tr>
<td>Teacher/Teacher Aide contact the Principal for a discussion about the behaviour, circumstance and witnesses.</td>
<td></td>
</tr>
<tr>
<td>Pink slip and Suspension explained to the child and given.</td>
<td></td>
</tr>
<tr>
<td>Phone call to the parents indicating the action and the consequence.</td>
<td></td>
</tr>
<tr>
<td>Suspension can range from 1 – 20 days</td>
<td></td>
</tr>
<tr>
<td>Pink slip entered into School Behaviour Spreadsheet and One School.</td>
<td></td>
</tr>
<tr>
<td>Pink slip sent to the Admin for record keeping.</td>
<td>Parent and student return to school for a re-entry meeting.</td>
</tr>
<tr>
<td>This meeting may include, but is not limited to:</td>
<td></td>
</tr>
<tr>
<td>• managed attendance,</td>
<td></td>
</tr>
<tr>
<td>• excepting responsibility for actions resulting in suspension,</td>
<td></td>
</tr>
<tr>
<td>• Behaviour book to track student’s actions and inform parents of their improvement.</td>
<td></td>
</tr>
</tbody>
</table>
Minor Behaviour
Students who seek to disrupt the learning of others will be dealt with by the teacher using a range of strategies. The first step for all teachers will be to positively engage those around the student for the great work they are doing. Teacher will be expected to use a range of non-verbal and verbal direction as well as proximity to bring the student back to the lesson. If options fail than the teacher can provide the child with a warning about their behaviour. If the student persists than the child will be required to participate in a detention organised by the teacher. If the student continues to disrupt the class the teacher may use a time out from the room, or engage the use of a buddy class.

Any time out of the room will automatically result in a detention to catch up on work missed. Detention will be completed either in the classroom with the teacher catching up on work missed, or it could be time spent cleaning the gardens and the grounds.

Teachers must also ask themselves:
- How is this child relating to the lesson?
- How is this child relating to the activity?
- Is this lesson providing the student a chance to succeed?

Understanding of these questions, and the differentiation that goes along with it, may ensure behavioural success for all students.

Detention sheets must be filled out and sent to the Principal. These detention sheets will be logged in the Behaviour Spreadsheet for data collection and collation. This will allow the staff to recognise trends in behaviour for all students. The information will also include an Insert Comment which will contain the name of the teacher, date and the time of day of the student’s behaviour.

Parents will be advised of the detention in their KIT books. Student’s behaviour details will be added to One School.

Major Behaviour
Students who engage in major behaviour, or unexpected behaviour, similar to what is listed in the Behaviour Chart will move directly to a White Slip. Principal will be informed of the behaviour and the details listed on a white slip that will go home to parents. The student involved in the behaviour will receive a consequence organised by the Principal. These consequences could include catching up on work missed, cleaning the school grounds or providing community service to students during playtime.

Students will need to have a conversation with the Principal and/or Teacher regarding their behaviour as it relates to the school rules. They will be given the opportunity to recognise how their behaviour affected others in the conversation.

If the behaviour is deemed to be too dangerous or careless, or if other students are seriously injured, then a suspension can be applied to this situation.

The student’s behaviour details will be listed in One School. The white slip will also be listed in the School Behaviour Spreadsheet for further correspondence.
Extreme incidents (Red)
Students who engage in extreme behaviour similar to what is listed in the Behaviour Chart will move directly to a Pink Slip. Principal will be informed of the behaviour and the details listed on a pink slip that will go home to parents. The student involved in the behaviour will be receive a consequence organised by the Principal ranging from 1 to 20 days suspension.

Students will need to have a conversation with the Principal, Teacher and parents regarding their behaviour as it relates to the school rules. They will be given the opportunity to recognise how their behaviour affected others in the conversation.

The student’s behaviour details will be listed in One School. The pink slip will also be listed in the School Behaviour Spreadsheet for further correspondence.

<table>
<thead>
<tr>
<th>2015</th>
<th>Classroom disruptions</th>
<th>Physical Misconduct</th>
<th>Verbal Misconduct</th>
<th>Not follow Instructions</th>
<th>Property Misconduct</th>
<th>Total White slips</th>
<th>Pink Slips</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

The notification will follow Education Queensland’s guidelines that state:

- Findings of Fact
- Reason for decision
- Decision.
- Notification of length of suspension with dates
- Notification of need to have re-entry meeting before student can return to classes

Grounds for School Disciplinary Absence

Grounds for suspension are:
- Disobedience
- Misconduct
- Other conduct of the student that is prejudicial to the good order and management of the school or state schools.

There are two types of suspension - 1-5 day and 6-20 day.

**Grounds for Exclusion**
The Principal can suspend a student with a proposal to exclude as per the grounds outlined from suspension, but the student's disobedience, misconduct or any other conduct must be so serious that suspension of the student is inadequate to deal with the behaviour. Additionally, the principal can suspend with a proposal to exclude for the student’s contravention of a behaviour improvement condition.
The Principal will only recommend the exclusion to their supervisor if they determine it is inappropriate for them to make the exclusion decision.

**Grounds for Cancellation of Enrolment**
The principal can cancel the enrolment of a post compulsory age student if the student displays persistent refusal to participate in the program of instruction.

**Behaviour Improvement Condition**
A *Behaviour Improvement Condition* is an option to be used only when the student's behaviour warrants grounds for exclusion ie: if the student's disobedience, misconduct or other conduct is so serious that suspension of the student from the school or schools is inadequate to deal with the behaviour.

**For Students receiving a Suspension notice at Koumala State School:**
If any student at Koumala State School receives either a 1-5 day or a 6 – 20 day suspension, the responsibilities to communicate positively between both family/families involved and the school is of high importance. At Koumala State School, we believe that once a suspension notice is handed down communicating effectively to achieve a positive outcome for all involved when returning back to school is the main aim.
If a student receives a suspension between:

(1-5 days) The school will take reasonable steps to ensure those student/s are provided school work so the continuation of their education can be provided for at home. (A re-entry meeting between family, student and Principal is a part of the process. No student is allowed back on school grounds until this meeting occurs and expectations are set)

(6-20 days) The school will arrange student access to an education program to allow the student to continue with their education. The school will also provide the necessary support networks and any suggestions for parents who may wish to follow up on in order for the student/s to re-enter back into the school system positively. (A re-entry meeting between family, student and Principal is a part of the process. No student is allowed back on school grounds until this meeting occurs and expectations are set)

At the re-entry meeting behavioural card and level review parameters will be set (please refer to Appendix 2).

Knives At School
It is important to note that students while on school grounds, as well as travelling to and from school or when on an excursion or camp, that knives are **totally banned**. Any student/s with knives found while on school grounds or that have been reported to the school by parents/carers or community will be made accountable for their action in accordance with the Koumala State School Behaviour Management Policy. Please refer to (Appendix 10)

Monitoring student behaviour is an important component of this Responsible Behaviour Plan (please refer to Appendix 3).

Good behaviour is rewarded via an invitation to participate in the Rewards Day Program at the end of each Term and the Year.

School Rules at Koumala State School can be organised under the 3 areas:
- Responsible
- Respectful
- Safety
(Refer to Appendix 4)

Investigations

At Koumala State School children will be treated fairly through the following processes that are used to investigate an incident by the Principal or a nominated member of staff.

- Children are asked to write out their side of the issue. Verbal statements are taken from the younger students. This generally provides the children with the chance to "Cool Down", reflect on what actually happened and identify others who may assist with resolution of the issue.
- Investigation by Staff member or Principal using the “Responsible Thinking Questions” (refer to Appendix 5)
- Students are advised to come back later for further discussions if they feel aggrieved by a harsh decision. (This needs to be done in a calm and controlled manner not as a “temper” incident leading to secondary or increased consequences)
- Processes used at Koumala State School try to be consistent with those used within our democratic society and follow the basic law court premises of being treated fairly.
### 17. Network of student support

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

- Parents
- Teachers
- Support Staff
- Administration Staff
- Guidance Officer
- Advisory Visiting Teachers
- Mackay Student Support Services/Positive Learning Centre Staff
- 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

### 18. 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.

Koumala 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.

### 19. 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
20. 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

21. Some related resources

- 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

[Signature]
Principal
P&C President or Chair, School Council
Regional Executive Director or Executive Director (Schools)

Date effective: 2016
Be Safe  Be Respectful  Be Responsible
These overarching truths are what we expect from students and ourselves to enable children to enter a world as responsible citizens.

Confidence  Persistence  Organisation  Getting Along
Resilience
The language is more than a poster, it is a reflection tool for students and it needs to be said 600 times before the student accepts it is part of who they are.

<table>
<thead>
<tr>
<th>Building Relationships</th>
<th>Positive Language</th>
<th>Differentiation</th>
<th>High Set of Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>These happen every day, in every classroom, in every lesson, to every child</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Staff  Students  Parents
The heart and soul of the school and the clients in whom we have been entrusted with

At Koumala State School we believe in:
- the power of positive language around learning and behaviour
- Positive before punishment
- recognising the steps before behaviour, and building the relationship after the behaviour
- no limitations to the amount of ways we can engage students to learn and behave

<table>
<thead>
<tr>
<th>Positive Behaviour</th>
<th>Negative Behaviour</th>
</tr>
</thead>
<tbody>
<tr>
<td>Every behaviour has a consequence – Understand it, accept it and love it!</td>
<td>Every behaviour has a consequence – Understand it, accept it and heed the warnings!</td>
</tr>
<tr>
<td>All behaviour is tracked for the student – this enables us to choose you for some exciting rewards!</td>
<td>All behaviour is tracked for the student – you will be sharing it with your parents, your teachers, and you won’t be going anywhere until you can explain it!</td>
</tr>
</tbody>
</table>
**Appendix 2**

**Expectations.**
Our school community has a belief in Rights, Responsibilities and Natural Consequences for Students, Staff and Community members. While the following is not exhaustive it does set out the basic operating procedures.

<table>
<thead>
<tr>
<th>Student Rights</th>
<th>Student Responsibilities</th>
</tr>
</thead>
</table>
| ✔ Learn to your maximum potential. | ✔ To learn to your potential by:  
  • being prepared for class  
  • being attentive  
  • being cooperative  
  • being punctual  
  • caring for your property  
  • displaying a positive attitude to study |
| ✔ To be treated with courtesy and respect, and able to express your feelings as an individual. | ✔ Treating others with respect through:  
  • showing courtesy  
  • using manners  
  • being considerate  
  • being tolerant of others’ views  
  • following instructions |
| ✔ Be in a safe environment and supervised appropriately in a “Duty of Care” environment. | ✔ To care for yourself and your property as well as that of others, the school and community  
  • Caring for personal belongings  
  • Playing safely and obeying safety instructions  
  • Following school rules and teacher instructions  
  • Not using or possessing items of dangerous properties  
  • Not being malicious with other’s belongings. |

<table>
<thead>
<tr>
<th>Teacher/Staff Rights</th>
<th>Teacher/Staff Responsibilities</th>
</tr>
</thead>
</table>
| ✔ To teach in a supported and resourced and safe environment. | ✔ To plan, teach and facilitate learning which:  
  • Support school policies, programs and plans  
  • Encourage and maintain acceptable patterns of behaviour.  
  • Assess student, class, school records, policies and programs.  
  • Professionally inform and report to students, parents, the Principal and System when required  
  • Establish and maintain classroom rules and procedures that are consistent with school and Departmental Policy  
  • Abide by EQ's “Code of Conduct.”  
  • Implement “Child Protection” Policy and procedures.  
  • Identify and extend prior knowledge and experiences. |
| ✔ To be treated with respect by students, colleagues and parents. | ✔ To treat students, colleagues and parents with respect by  
  • Listening and respecting other’s abilities and opinions  
  • Act professionally in all communications |
<table>
<thead>
<tr>
<th><strong>Parent Rights</strong></th>
<th><strong>Parent Responsibilities</strong></th>
</tr>
</thead>
</table>
| ✓ To discuss with school staff, issues pertinent to your child’s academic, physical and social development. | ✓ Communicate with school personnel:  
• at mutually convenient times  
• Directly with the most relevant person (use the School communication flowchart from “Let’s Talk.”)  
• Have a realistic knowledge of your child’s abilities. |
| ✓ To participate in school activities that support your child’s Education. | ✓ To support and assist the school in the academic and social development of children through:  
• Encouraging a positive attitude to schooling  
• Advising the school of aspects which may influence the child’s development  
• To work in a partnership approach with the school  
• Participation in school events such as excursions, open days, reading, craft etc. |
| ✓ To participate in the school’s decision making process and have your opinions valued and respected. | ✓ Contribute positively to the school by:  
• Valuing and respecting other’s opinions, values  
• Participating in community forums, P and C, surveys, feedback response sheets  
• Taking an active interest in school issues  
• Encourage positive attitudes towards the school’s policies and expectations. |
## Behavioural Cards

Students who are exhibiting behaviours that are concerning may be placed upon a behavioural contract, which monitors those particular students' behaviours throughout the day. This will be one of the more significant tools in providing feedback to the teacher, parent and students regarding their behaviour throughout the day.

<table>
<thead>
<tr>
<th>Time</th>
<th>Action</th>
<th>Signature</th>
<th>Satisfaction Rating</th>
<th>Work To Be Done</th>
</tr>
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<tbody>
<tr>
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<td>Homework</td>
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<td>9:30am - 10:00am</td>
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<td>10:00am - 10:30am</td>
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<td>2:00pm - 2:30pm</td>
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<td>Lunch</td>
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<tr>
<td>Middle Session</td>
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<tr>
<td>Lunch</td>
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<tr>
<td>Morning Session</td>
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<td>9:00am - 9:30am</td>
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</tr>
<tr>
<td>Afternoon Session</td>
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</tbody>
</table>
APPENDIX 3

Behavioural Records.
At Koumala State School, teachers will keep anecdotal records of children’s behaviour that serve as a basis for discussions with parents if a Student Behavioural Interview is required. These interviews are sought if students’ misbehaviour shows a recurrence of the same type of action/attitude. While each incident may well be quite minor it is the accumulative pattern that would be discussed.

When teachers believe that behaviours are of a persistent or serious nature then the Principal will be advised. In all behavioural matters the time, nature of incident, investigation and outcomes are stated in the schools Student Behavioural Register and One School). This provides a record of long-term behavioural references that are used by Education Queensland services such as Guidance Officers, and Investigation Officers from Regional Office.
APPENDIX 4

Rules at Koumala State School can be organised under the 3 following areas:

R esponsible – Be It
R espect – Give It
S afety – Achieve It

School Rules:

The following are not an exhaustive set of rules for Koumala State School, however they do provide an excellent starting point for parents and students to gain an appreciation of what the School Community (Students, Staff and Parents) have developed over time as to being acceptable behaviour at Koumala State School.

Rules may change from time to time due to varying circumstances and these will generally be discussed via School Parade and the newsletter to achieve consistency.

Interacting with others

- Treat others the way you would like to be treated
- Use the High 5 or High 3 when dealing with issues
- Use good manners
- Cooperate with others
- Listen to others and respect their opinions even though they may not be the same as yours.
- Ask for help, when you need it
- Try your best in school and play
- Allow yourself to calm down and then reapproach peers or staff if you feel you have been treated unfairly.
- **Do not “back chat”**
- Bullying physically or verbally will not be tolerated
- **Obscene (swearing) language and physical violence will not be tolerated**
- Obey Staff instructions at all times
- **Wilful disobedience will not be tolerated**
- Encourage others. Be Inclusive with work and play.

Property

- Be ready for school with the correct items
- Respect and care for your own property
- Use your own property rather than borrowing
- Put things away after use
- You are responsible for your own belongings. Keep desk trays and bags in an orderly fashion
- Toys, expensive personal items should be kept at home (I-pods, MP3 Players etc.)
- Take care of your belongings, do not place temptation in the way of others.
- Students should retain only small amounts of money.
- Give notes/monies to the teachers at collection time.
- Taking/using other people’s property will be regarded as theft
- Vandalism and Graffiti will incur very stiff penalties
- Mobile phones, I-Pods and MP3 players are to be handed in at the office
Safety

- You cannot leave the school grounds unless with a teacher or supervised.
- Dangerous items such as knives, matches, guns, explosives, drugs or alcohol are **NOT** to be brought to school or school function.
- Do not use sticks or stones to harm others.
- Play in areas where it is permitted, do not go into "out of bounds areas."
- Place all rubbish in the bins.
- Do not use or move electrical equipment unless supervised by a teacher.
- Only enter school buildings when permitted and under teacher supervision.
- Shoes must be worn at all times unless under a teacher supervised activity.
- Report dangerous items, situations or animals to a staff member.
- Wear a hat when playing outside. No Hat, No Play!
- No hat means we remain seated under the main building.
- Wearing of School uniforms is highly recommended.
- Ear studs, sleepers and watches are the only permitted jewellery (unless authorisation is provided by the Principal).
- No running on the verandahs, courtyard and cement areas under the school.
Appendix 5
Detention Slip

Date: __________

Detention Referral

Person: ________________ Class: __________

Recommendation for Detention

☐ Serious incident - Pink slip OR
☐ Minor incident - White slip OR
☐ Non compliance with appropriate behaviour expectations
☐ Local Management Practices have previously been applied.

Incident description / context: (see over page for details)
☐ Other people are involved.

The person is aware of this referral? Yes / No

Referred by: ________________

Attendance: ☐ No (reminder to be given)
☐ Yes

Supervisor: ____________________
Completion Date: __________

Session:
Morning/Middle/Afternoon

KLA:

Reason:

Date: __________

Detention Referral

Person: ________________ Class: __________

Recommendation for Detention

☐ Serious incident - Pink slip OR
☐ Minor incident - White slip OR
☐ Non compliance with appropriate behaviour expectations
☐ Local Management Practices have previously been applied.

Incident description / context: (see over page for details)
☐ Other people are involved.

The person is aware of this referral? Yes / No

Referred by: ________________

Attendance: ☐ No (reminder to be given)
☐ Yes

Supervisor: ____________________
Completion Date: __________

Session:
Morning/Middle/Afternoon

KLA:

Reason:
APPENDIX 6
Detention Slip (White Slip)

<table>
<thead>
<tr>
<th>Location</th>
<th>Example of Behaviour</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undercover Area (Behind A Block)</td>
<td>Bullying/harassment</td>
</tr>
<tr>
<td>Spider</td>
<td>Defiant/threat/s to adults</td>
</tr>
<tr>
<td>Small Undercover Area End of B Block</td>
<td>Disruptive</td>
</tr>
<tr>
<td>Oval</td>
<td>Dress code</td>
</tr>
<tr>
<td>Multi Sports Court</td>
<td>IT misconduct</td>
</tr>
<tr>
<td>Yellow Swings</td>
<td>Late</td>
</tr>
<tr>
<td>Junior Adventure Playground</td>
<td>Lying/Cheating</td>
</tr>
<tr>
<td>Toilets</td>
<td>Misconduct involving object</td>
</tr>
<tr>
<td>Bus Line Up Area</td>
<td>Non compliant with routine</td>
</tr>
<tr>
<td>Music Room</td>
<td>Other conduct prejudicial to the good order and management of school</td>
</tr>
<tr>
<td>Classroom</td>
<td>Physical misconduct</td>
</tr>
<tr>
<td>Library</td>
<td>Possess prohibited items</td>
</tr>
<tr>
<td>Computer Lab</td>
<td>Prohibited items</td>
</tr>
<tr>
<td>Office</td>
<td>Property misconduct</td>
</tr>
<tr>
<td>Underneath A Block</td>
<td>Refusal to participate in program of instruction</td>
</tr>
<tr>
<td>Outside School Gates</td>
<td>Substance misconduct involving illicit substance</td>
</tr>
<tr>
<td>Bus Travel</td>
<td>Substance misconduct involving tobacco and other legal substances</td>
</tr>
<tr>
<td>Class Line Up Areas</td>
<td>Third minor referral</td>
</tr>
<tr>
<td>Veranda</td>
<td>Truant/skip class</td>
</tr>
<tr>
<td>Excursion</td>
<td>Other</td>
</tr>
<tr>
<td>Camp</td>
<td>Verbal misconduct</td>
</tr>
<tr>
<td>Courtyard/Eating Area</td>
<td>Examples of Behaviour</td>
</tr>
</tbody>
</table>

- Disobeying instructions from staff/supervising adults while representing the school on camp/on excursion
- Not caring for resources/equipment
- Damage to clothing, equipment or environment
- Infrequent compliance with the school dress code
- Inappropriate language towards students on school grounds.
- Not reporting for detentions
- Wilful disobedience/refusal to comply with school rules
- Using objects within the school irresponsibly
- Leaving the classroom without permission
- Habitual/Persistent Bullying inc. Teasing
- Taking other’s property – classroom level (Teacher judgement req. based on students and age level)
- Actions in the community/ travelling to and from school that is determined to be bringing the schools name into disrepute
- Physical misconduct inc (Fighting)
- Physical misconduct inc (Fighting)
- Leaving the classroom without permission
- Leaving the school grounds without permission
Examples of Behaviour

- Wilful damage (Vandalism/graffiti to school resources, property or grounds)
- Physical Assaults
- Sexual Harassment
- Smoking
- Possession/use of dangerous/harmful items (firearms, knives, explosives, illicit drugs, alcohol)
- Possession of inappropriate/offensive items or images from mobile phones, magazines, internet usage
- Aggressive/threatening/obscene (verbal/non-verbal) actions towards any person on school grounds/excursion/camp.
- Using objects within the school – endangering the safety of any person on school grounds
- Leaving the school grounds without permission
- Actions in the community/ travelling to and from school that are determined to be bringing the schools name into disrepute, endangering the safety of others and the bus driver.

- Bullying/harassment
- Defiant/threat/s to adults
- Disruptive
- Dress code
- IT misconduct
- Late
- Lying/Cheating
- Misconduct involving object
- Non compliant with routine
- Other conduct prejudicial to the good order and management of school
- Physical misconduct
- Possess prohibited items
- Prohibited items
- Property misconduct
- Refusal to participate in program of instruction
- Substance misconduct involving illicit substance
- Substance misconduct involving tobacco and other legal substances
- Third minor referral
- Truant/skip class
- Other
- Verbal misconduct
APPENDIX 7 -

Behaviour Reflection Sheet

Name: ______________________                Date: _________

1. What happened? What did I choose to do??

2. How did my actions affect the people involved?

3. Which school rule did I ignore?

4. What will happen if this behaviour continues?

5. What else could you have done?
   • A Better Choice....

   Outcome of this would be...

   • Another Better Choice might be...

   Outcome of this would be...

6. What is the Best Choice?
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 at School
Students who bring valuable personal technology devices like digital cameras, video cameras, ipods, mobile phones or MP3 players to school must hand them in to the office or their classroom teacher upon their arrival at school. They will then be collected at 3pm when travelling home.

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.

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

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

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

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

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

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

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* Education Queensland does not tolerate bullying behaviour at schools. This includes bullying conducted by electronic means.
Breach of this policy may be subject to discipline (including suspension and recommendation for exclusion).

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

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

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

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

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

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

* Personal Technology Devices includes, but is not limited to, games devices (such as Portable gaming devices, Tamagotchis®, laptop computers, PDAs, Blackberrys®, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile telephones, IPods® and devices of a similar nature.
Appendix 9

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

Purpose

1. Koumala 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 Koumala State School. Research indicates that both those being bullied and those who bully are at risk for behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community’s goals and efforts for supporting all students.

3. Bullying behaviours that will not be tolerated at Koumala 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 Koumala 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 Koumala State School are an addition to our already research-validated school wide 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 school wide universal behaviour support practices will be maintained at all times. This will ensure that:
   - Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour
• All students know the 3 school rules and have been taught the expected behaviours attached to each rule in all areas of the school
• All students have been or are being taught the specific routines in the nonclassroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms
• All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the non-classroom areas of the school
• A high level of quality active supervision is a permanent staff routine in the non-classroom 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 non-classroom areas.

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

10. An initial introductory lesson is delivered, which teaches the 3-step process to be used by all students when experiencing bullying behaviour either as a person being bullied, the person bullying or bystander.

11. The introductory lesson is followed by several shorter lessons, each of which focuses on one of the bullying behaviours that the school has identified and defined. These lessons include instruction on how to approach adults and also on what reactions and systemic responses they should expect from adults.

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

13. Koumala 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.
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 modified to accommodate their specific receptive and expressive needs.
WORKING TOGETHER TO KEEP KOUMALA STATE SCHOOL SAFE

We can work together to keep knives out of school. At Koumala State School:

• Every student has the right to feel safe and be safe at school.
• There is no reason for a student to have a knife at school.
• No knives are allowed to be taken to school by students.
• It is against the law for a student to have a knife at school.
• A student that has a knife at school can receive very serious consequences.

What kinds of knife are banned?

You are not allowed to have any type of knife at school including:

• flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives,
  butter knives, fruit knives or craft knives
• any item that can be used as a weapon, for example, a chisel.

If you need a knife or tools for school subjects, school staff will provide them and supervise their use.

What will happen if I bring a knife to school?

• If you have a knife at school, the principal may call the police.
• Police can search you and your property at school if they think you have a knife.
• If you have a knife at school, you may be disciplined [disciplinary measures will be determined from relevant behaviour management school policy or procedure where appropriate. For example, suspension]
• You may be charged with a criminal offence and face serious consequences if convicted, including a fine or jail.

The points below apply to Education Queensland schools

• School property such as desks or lockers can be searched if the principal suspects that you have a knife on or in school property.
• If the principal thinks you have a knife in your bag, the bag can be confiscated until police arrive.
• If you have a knife at school, it can be confiscated by the principal and given to the police.
• You may face serious disciplinary consequences if you bring a knife to school.

How can I help to keep Koumala State School safe?

• Make sure you know the laws and rules about knives.
• Ask your parents not to put knives or knife tools in your lunch box, pencil case or craft kit.
• Contact your teacher if you are being bullied or threatened at school.
• Immediately tell a teacher or adult if you think someone has a knife at school, or if they say they will bring a knife to school.
• Immediately tell a teacher if a student is threatening anyone with an object that could injure them.
## Term 1

<table>
<thead>
<tr>
<th>Week</th>
<th>School Rule</th>
<th>Area</th>
<th>Behaviour Matrix</th>
<th>Focus</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Be Respectful</td>
<td>All Areas</td>
<td>Respect others’ personal space and property</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Be Safe</td>
<td>Classroom</td>
<td>Respect School Property</td>
<td>Chairs pushed in when leaving</td>
</tr>
<tr>
<td>3</td>
<td>Be Safe</td>
<td>Stairwells and Verandas</td>
<td>Walk quietly and orderly so that others are not disturbed</td>
<td>Transitioning around the school</td>
</tr>
<tr>
<td>4</td>
<td>Be Safe</td>
<td>Classroom</td>
<td>Enter and Exit a room in an orderly fashion</td>
<td>Showing manners</td>
</tr>
<tr>
<td>5</td>
<td>Be Respectful</td>
<td>Classroom</td>
<td>Raise your hand to speak</td>
<td>Politeness</td>
</tr>
<tr>
<td>6</td>
<td>Be Responsible</td>
<td>Classroom</td>
<td>Keep work space tidy</td>
<td>The curse of the pencil shavings</td>
</tr>
<tr>
<td>7</td>
<td>Be Respectful</td>
<td>All Areas</td>
<td>Wait your turn</td>
<td>Patience</td>
</tr>
<tr>
<td>8</td>
<td>Be Respectful</td>
<td>All Areas</td>
<td>Clean up after yourself</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Be Responsible</td>
<td>Playground</td>
<td>Return equipment to the appropriate place</td>
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</table>

## Term 2

<table>
<thead>
<tr>
<th>Week</th>
<th>School Rule</th>
<th>Area</th>
<th>Behaviour Matrix</th>
<th>Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Be Respectful</td>
<td>Bus Area</td>
<td>Line up in designated areas and wait quietly for the teacher</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Be Safe</td>
<td>All Areas</td>
<td>Keep Hands, feet and objects to yourself</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Be Responsible</td>
<td>Classroom</td>
<td>Complete set tasks</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Be Respectful</td>
<td>All Areas</td>
<td>Wait your turn</td>
<td>Especially while waiting for a teacher who is speaking to someone else.</td>
</tr>
<tr>
<td>5</td>
<td>Be Respectful</td>
<td>Classroom</td>
<td>Be a good listener</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Be Responsible</td>
<td>Playground</td>
<td>Be a Problem Solver</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Be Safe</td>
<td>Playground</td>
<td>Play fairly – take turns, invite others to join in</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Be Safe</td>
<td>Bus Area</td>
<td>Wait your turn</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Be Respectful</td>
<td>All Areas</td>
<td>Use polite language</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Be Responsible</td>
<td>All Areas</td>
<td>Be in the right place at the right time</td>
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## Term 3
<table>
<thead>
<tr>
<th>Week</th>
<th>School Rule</th>
<th>Area</th>
<th>Behaviour Matrix</th>
<th>Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Be Safe</td>
<td>Playground</td>
<td>Play fairly – take turns, invite others to join in and follow the rules</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Be Safe</td>
<td>Classroom</td>
<td>Use equipment appropriately</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Be Respectful</td>
<td>All Areas</td>
<td>Respect others personal space and property</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Be Responsible</td>
<td>Classroom</td>
<td>Take an Active role in classroom activities</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Be Respectful</td>
<td>All Areas</td>
<td>Use polite language</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Be Responsible</td>
<td>All Areas</td>
<td>Follow instructions right away</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Be Safe</td>
<td>Toilets</td>
<td>Respect school property</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Be Safe</td>
<td>Camps</td>
<td>Clean Up after yourself</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Be Safe</td>
<td>Bus lines/Bus Travel</td>
<td>Stay in your seat and sit still</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Be Responsible</td>
<td>All Areas</td>
<td>Be honest</td>
<td></td>
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</tbody>
</table>

**Term 4**

<table>
<thead>
<tr>
<th>Week</th>
<th>School Rule</th>
<th>Area</th>
<th>Behaviour Matrix</th>
<th>Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Be Respectful</td>
<td>Classroom</td>
<td>Raise your hand to speak</td>
<td>Begin the term with the correct focus</td>
</tr>
<tr>
<td>2</td>
<td>Be Responsible</td>
<td>Playground</td>
<td>Return equipment to the appropriate place at the bell</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Be Safe</td>
<td>All Areas</td>
<td>Use equipment appropriately</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Be Respectful</td>
<td>All Areas</td>
<td>Respect others personal space and property</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Be Responsible</td>
<td>Classroom</td>
<td>Take an Active Role in classroom activities</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Be Safe</td>
<td>Stairwells</td>
<td>Walk quietly and orderly so that others are not disturbed</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Be Respectful</td>
<td>All Areas</td>
<td>Clean Up after yourself</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Be Responsible</td>
<td>Swimming</td>
<td>Be Prepared</td>
<td>Water safety</td>
</tr>
<tr>
<td>9</td>
<td>Be Safe</td>
<td>Swimming</td>
<td>Swimming in a safe and sensible manner</td>
<td>Water safety</td>
</tr>
<tr>
<td>10</td>
<td>Be Respectful</td>
<td>All Areas</td>
<td>Care for equipment when packing up</td>
<td></td>
</tr>
</tbody>
</table>
## Term 1

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Getting Along</td>
<td>Make a friend, be a friend.</td>
</tr>
<tr>
<td>2</td>
<td>Ready Set You Can Do It</td>
<td>Students will understand what success means for them.</td>
</tr>
<tr>
<td>3</td>
<td>Organised</td>
<td>Students will explain what it means to be organised and give examples.</td>
</tr>
<tr>
<td>4</td>
<td>Persistence</td>
<td>Students will be able to state the meaning of Persistence.</td>
</tr>
<tr>
<td>5</td>
<td>Confidence</td>
<td>Students will be able to demonstrate what confidence means both in and out of the classroom.</td>
</tr>
<tr>
<td>6</td>
<td>Resilience</td>
<td>Students will explain what Resilience looks like and feels like for them. They can describe when they would need Resilience.</td>
</tr>
<tr>
<td>7</td>
<td>Getting Along</td>
<td>Discuss with students the meaning of “friendship.” Ask students whether they believe it is possible to form a friendship with someone who doesn’t like them. Ask them to explain their answers. Remind them that even though we may not like everyone we still need to use getting along behaviours. Point out that for us to have “true blue” (good) friendships, we must treat others the way we want to be treated.</td>
</tr>
<tr>
<td>8</td>
<td>Organised</td>
<td>‘We Strive to Progress’. What does that mean? How do we have to be organised to progress forward and what are we striving for. We cannot move forward without being organised. Consider the harder I practise, the luckier I get!</td>
</tr>
<tr>
<td>9</td>
<td>Persistence</td>
<td>Point out that if we exaggerate how difficult something is, we will tend to find it harder to be persistent. This is because we tend to under-estimate our own ability to complete this task (e.g., “This is too hard. I’m not smart enough to do it.”). Ask the following questions: 1. Have you ever exaggerated or “blown up” how hard something was to do? What was it? 2. Have you ever thought that an extremely hard task was “impossible”? How did you feel about doing the task when you thought this way?</td>
</tr>
<tr>
<td>10</td>
<td>Ready Set You Can Do It</td>
<td>What has success looked like for you this term</td>
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## Term 2

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Ready Set You Can Do it</td>
<td>Setting goals for yourself. What do you want to achieve this term? What do the teachers want you to achieve this year?</td>
</tr>
<tr>
<td>2</td>
<td>Confidence</td>
<td>Write on the board the following thoughts: “This is too hard”, “I can’t do it.” Explain that these ideas are two of the biggest ideas that can destroy your confidence. Have your class provide counters to these two ideas (e.g., “The more I try to do something, the easier it gets.”). Indicate that one of the most powerful ways of thinking is called “I Can Do It!” I Can Do It! means that you think, “I’m probably going to be successful rather than fail at doing this.”</td>
</tr>
<tr>
<td>3</td>
<td>Organised</td>
<td>Indicate that setting goals can help you achieve them. For example, setting a goal to be a better speller can help you achieve the goal. Students who regularly set</td>
</tr>
</tbody>
</table>
goals have a way of thinking called “Setting Goals.”
Say to students that people who are organised set goals ahead of time so they
know what they want to achieve and the steps to take them there.

Week 4  Persistence  Ask students the following questions:
1. Which types of tasks and activities (Easy, Hard, Impossible) are you most likely
to avoid or give up at doing?
2. Which types of tasks and activities are you most likely to attempt and keep
going until you have finished?
3. If you think something will be hard, will you be more likely or less likely to keep
trying than if you think it is impossible?
4. If you think something is easy (e.g., writing a poem) and you find that it’s really
hard, what effect will this have on your trying to do it (Answer: more likely to give
up than if you originally thought it would be hard).

Week 5  Resilience  Resilience in NAPLAN week is what the focus should be on. Don’t worry if you
don’t know, or don’t think its correct, keep going and keep believing in yourself.

Week 6  Confidence  Instruct students to write two thought statements each day that will help them
have the confidence necessary to work on the difficult task.
Instruct students to repeat their new, confidence-building thoughts aloud five
times, and to themselves five times, just before working on their difficult task each
day.

Week 7  Organised  Instruct students to set a long-term goal of excelling at something at which they
are not very good.
Instruct students to write this long-term goal. Have them write several short-term
goals they will work towards in order to reach their long-term goal.

Week 8  Persistence  Point out that if we exaggerate how difficult something is, we will tend to find it
harder to be persistent. This is because we tend to under-estimate our own ability
to complete this task
(e.g., “This is too hard. I’m not smart enough to do it.”). Ask the following
questions:
1. Have you ever exaggerated or “blown up” how hard something was to do? What
was it?
2. Have you ever thought that an extremely hard task was “impossible”? How did
you feel about doing the task when you thought this way?

Week 9  Resilience  Display an “Emotional Thermometer” (Teacher Guide Sheets). State that students
can use this thermometer to take their emotional temperature; we will see how
hot or cold
our emotions are. Explain that the numbers on this thermometer represent how
much (hot) or how little (cold) of an emotion we have inside (e.g., “If I’m extremely
excited, or angry or worried, my emotional temperature might rise to the highest
level on the thermometer.”)

Week 10  Mindset  Talk about the difference between a fixed and a growth mindset. How do the
children respond to an environment or stimulus? What do they believe they can
do? More information on Carol Dweck as the term goes on.

Week 11  Ready Set You Can do It  Students will understand what success meant for them this term.

Term 3

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<tbody>
<tr>
<td>Week 1</td>
<td>Ready Set You Can Do it</td>
<td>Setting goals for yourself. What do you want to achieve this term? What do the teachers want you to achieve this year?</td>
</tr>
<tr>
<td>Week 2</td>
<td>Confidence</td>
<td>Recognise what your body tells you when you are feeling confident, recognise how you feel when you are not. What activities have you started when you have felt confident you could achieve them, what has the teacher noticed?</td>
</tr>
</tbody>
</table>
List how you feel, what you feel like and what your body is telling you. How can you use those feelings for good?

Week 3 Organised Discuss the meaning of the word “goal.” Indicate to students that a goal is something a person decides to do that cannot be done all at once, but can be done in steps. Give several examples of goals as follows:
1. Your school is having a canned food collection. The student who collects the most cans wins a handheld computer game. You know that last year the winning student collected 96 cans. Your goal might be to collect 100 cans.
2. You have a 10-word spelling test on Friday. You missed two words on the last test. Your goal might be to get them all right this week.

Week 4 Persistence Have a getting started chair and a homework chair. Stand up and begin to walk from the “Getting Started” chair towards the “Homework” chair. Ask the class to suggest some obstacles that could block a student’s progress from doing homework (e.g., not having necessary materials, not knowing what to do, feeling like you can’t do the work, being tired, having the television on). Write each suggestion on a piece of paper and place it on the floor in the path between the two chairs.

Week 5 Resilience Explain that our thoughts may also be resilient or not resilient. Differentiate between resilient and not resilient thoughts as follows:
1. Resilient thoughts are ideas that are sensible, true and help us to be calm. For example, when you make a mistake on your work, it is sensible to think to yourself “We all make mistakes, making a mistake doesn’t make me bad”. We call this kind of thinking “Accepting Myself” thinking.
2. Non-resilient thoughts are ideas that are not sensible and true and cause us to have hurtful emotions and behaviours. For example, when you make a mistake on your work, it is not resilient to think “I’ve made a mistake, I’m a loser”. We call that kind of thinking “Self Downing”. Explain that Self Downing means thinking that I am a total failure or useless when I have been rejected or have not achieved a good result.

Week 6 Getting Along Think happy thoughts about someone else and hope that they succeed at something today.

Week 7 Confidence Point out that if we worry too much about something, we will lose confidence and will not perform as well as we would like. For example, if we worry too much about a test, we may panic, forget everything we have studied and, therefore, perform poorly on the actual test. Or, if we worry too much about who we’re going to play with at recess, we might be distracted in class, not learn, and end up not having a fun recess break either. Ask students for examples of times when they worried so much about something that it caused them problems.

Week 8 Organised Explain the purpose of setting goals using the following illustration:
1. A truck driver is about to go on a trip. He has the best truck you can buy and a full tank of fuel. The only problem is he does not know where he is going. How will he get there if he does not know where he is going?
2. Explain that setting goals is like deciding where to go on a trip. We have to know where we are going, to move in the right direction to get there. We have to set goals to know what we should do. Once we have set a goal, we have to keep working until we reach it, just like the truck driver has to keep driving to reach his destination.

Week 9 Persistence Explain that Hard Yakka is a term that can be used to refer to any task or activity we have to do that is not fun, exciting, or easy. Give some examples of things from your own life that you find to be Hard Yakka (e.g., correcting papers, planning lessons, running off worksheets, doing laundry).

Week 10 Resilience Explain that when someone acts badly and treats you unfairly or inconsiderately it can sometimes lead you to feel very angry and to lash out. A negative way of thinking that can make you feel this way is called “Being Intolerant of Others”
(write on the board). Then write up on the board and discuss: Indicate that Being Intolerant of Others means thinking that people should always treat me fairly and considerately and when they do not I can’t stand it and they are totally bad. It would be much more helpful when these things happen if you can stay calm and return to your work or play. Explain to students that a way of thinking that can help them be resilient is “Being Tolerant of Others” and write it on the board. You can also write its meaning on the board: Being tolerant of others means accepting that everyone acts unfairly towards others some of the time and not making an overall judgement of a person based on one action or incident. It also means acknowledging that we all have habits or behaviours that can be annoying to others, but that is just one small part of us, and doesn’t make us “all bad”.

Week 10

| Week 10 | Read Set You Can Do It | Did the students achieve the goals they set for themselves this Term? Did the students reach experience success. |

**Term 4**

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<tbody>
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<td>Week 1</td>
<td>Ready Set You Can Do it</td>
<td>Setting goals for yourself. What do you want to achieve this term? What do the teachers want you to achieve this year?</td>
</tr>
<tr>
<td>Week 2</td>
<td>Confidence</td>
<td>Orient students to the lesson with a discussion about strong and weak personal qualities (traits). Explain that all people have both positive and negative (good and not-so-good) qualities. Ask students to discuss whether a few negative traits make a person totally bad or hopeless. Have students give reasons for the responses. Ask students to describe how it feels to get very down. Have them consider the situations of no one wanting to play with them at lunch, or getting a bad mark. Also ask students to say how getting very down effects their confidence. Introduce the way of thinking called “Accepting Myself.” Explain that it means not thinking badly of yourself when bad things happen.</td>
</tr>
<tr>
<td>Week 3</td>
<td>Organised</td>
<td>Jane’s goal is to get an “A” for her social studies project, which is due in two weeks. She thinks it is very important to do a good job on the project, so she starts it well in advance of the due date. She sets aside half an hour each day for the next two weeks to work on the project. When friends call or ask her to play during her project time, she explains that this is her time to work. When she realises that she doesn’t understand some aspect of the project, she asks her teacher about it. When Jane hands in her project, she receives an “A.” Because she dedicated a great amount of effort to the project, Jane was able to reach her goal of getting an “A.”</td>
</tr>
<tr>
<td>Week 4</td>
<td>Persistence</td>
<td>Explain that it is quite common for students to feel like they want to put off doing some work because it’s boring or hard. Introduce the term “procrastination” as another term for “laziness” and write it on the board. Have students pronounce it. Explain that procrastination means putting off doing something that you know you should be doing. Give some examples of how you procrastinate. Ask students for examples, and write them on the board. Indicate that the purpose of this lesson is for students to be able to come up with a plan of action when they catch themselves procrastinating.</td>
</tr>
<tr>
<td>Week 5</td>
<td>Resilience</td>
<td>Explain to students that another strategy that will help them to stay calm in a difficult situation is by finding someone to talk to. Ask students to identify, and list on the board, the people they could talk to if they need support in staying calm and being resilient. Discuss the reasons why it is better to talk to someone about how one feels rather than keeping feelings bottled up inside.</td>
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<tr>
<td>Week 6</td>
<td>Confidence</td>
<td>Discuss that everyone makes mistakes. Ask students to close their eyes and think about a time they made a mistake. After students have done this, lead a discussion using the</td>
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</table>
following questions:
1. How did you feel when you made a mistake?
2. Did anything horrible happen because of the mistake?
3. Do you think it is okay or even important to make mistakes once in a while?
4. What are some sensible thoughts you could have after you make a mistake?

Explain that a good way to think to help you cope with mistakes is called “Taking Risks.” Write its meaning on the board:
“While I would like to get all of my work correct and never make mistakes, I know my work can’t always be perfect, and that it is okay to make mistakes.”

| Week 7 | Organised | Ask students to discuss how they determine how much effort to put towards a goal. Point out that we often decide how much effort to put towards a goal by answering the following questions:
1. How important is the goal to us?
2. How difficult (or easy) will it be for us to reach the goal?
3. How much time will it take to reach the goal?
C. Point out that the more important a goal is to us, the more likely we are to make a greater effort towards it. State that if we perceive a goal as too difficult, too easy, or taking up too much time, we sometimes fail to make our best effort. Therefore, we must remind ourselves of the importance of reaching the goal. |
| Week 8 | Persistence | Explain to students that sometimes we put off doing something because we have negative self-talk about the task we have to do. Sometimes in our self-talk we make up little excuses for not doing the work. With this type of self-talk, it is impossible to do the work. So the first step to doing something you have been putting off is becoming aware of this negative self-talk. |
| Week 9 | Resilience | How have you been Resilient this term/year? |
| Week 10 | Ready Set You Can Do It | Did the students achieve the goals they set for themselves this Term? Did the students experience success? |
KOUMALA STATE SCHOOL

Behaviour Management Plan 2018

Reviewed Annually

1. Purpose

“If no one told you they loved you today, remember I do and I always will”
Linda Cliat-Waymann, Principal, North Philadelphia
TED Talk – “How to fix a broken school”, June 2015

Koumala State School has created a behaviour management plan that is purposeful in managing the behaviour of students. Koumala State School works with children from the ages of 5 through to 13 years of age. Children in this age range come to school with a range of experiences and support and they will need to learn how to manage themselves and others during the 7 years they spend at Koumala State School. Children will make mistakes and it is the obligation of the school to teach children how to behave, in conjunction with parents and other community groups.

All children and staff members have the right to teach and learn at school, but all children, parents, and staff, have the responsibility to create an environment for learning and these can be found in the behaviour philosophy:

Whole school behaviour starts with me.

As children, parents and staff, if you behave responsibly with your peers, and if you demonstrate respect to others and appreciate that mistakes can be made but we can all learn from them, then the whole school can move towards a supportive environment.

Three guiding principles should be found in each classroom:
1. Every class should have a Positive behaviour plan that is clearly understood by students and parents.
2. Every class should be a positive and supporting learning environment for all students
3. Student/Teacher relationships is a key to every classroom in that they are positive and respectful. Parent/Teacher relationships are important, if not more important, in establishing behaviour and respect for education.

At Koumala State School we are Purposeful in what we do and we are always aiming to improve. Our goal is to be proactive and optimistic in our management of children, and to create a positive environment for all students while we support and teach them. We wish them to be able to move to high school and achieve with a backpack full of academic skills and a raft of behaviour strategies.

“The kids who need love the most will always ask for it in the most unloving ways”
Russel Barkley
2. Research

“A positive, caring, respectful climate in the classroom is a prior condition to learning”
John Hattie, Visible Learning, 2012, pg. 78

To be able to change a school’s behaviour it is important to use the vast amounts of research that supports positive change in schools. Some of the research that Koumala State School is using to support a positive approach to school management are from John Hattie, Dr Carol Dweck and the SWPBS school approach.

John Hattie strongly supports the ideals behind positive classroom environments and that the relationships between the teacher and the students can be THE difference in all students learning and achieving at school. He has written about the passion for teaching as it relates to the level of enthusiasm that the teacher shows, the extent of commitment to each student, to learning and to teaching itself (2012, pg. 35). This passion will reveal itself in a classroom that is focussed on the positive learning of all students. He also warns about the dangers of focussing on negative behaviour as children who think they are naughty will seek evidence to confirm themselves as naughty children (2012, pg. 45)

Dr Carol Dweck has written a book about Mindset and it deals with the two ways children and adults look at the world, through a Fixed Mindset or a Growth Mindset. When you enter a mindset you enter a new world. In one world – the world of fixed traits – success is about proving your smart or talented. Validating yourself. In the other – the world of changing qualities – it’s about stretching yourself to learn something new. Developing yourself. (2012 pg. 15). In other words, we can have a fixed mindset about ourselves or about others. A child may never achieve academically or behaviourally because we/they may have a fixed mindset about what they can do.

Positive Behaviour for Learning (PBL), previously known in state schools as Schoolwide Positive Behaviour Support (SWPBS) is a whole-school approach to creating a safe and supportive environment that has a strong evidence-base and is used in many Queensland state schools. At Koumala State School we are not a PBL school as we have only 1 staff member (from 2016 data) who has been trained in the program of SWPBS. While we are not a PBL school we follow the example set by the program.

• We are implementing a positive behaviour plan for every classroom and across the school.
• We teach the correct behaviours in classrooms.
• We collect both positive and negative data across the school
• We meet at regular intervals to discuss the data and identify areas, days, times and behaviours that are most common across the school or classrooms.
• We provide teachers with the support they need to address these issues in the class

As the research grows, so it will be added to the behaviour plan to ensure that Koumala State School students and teachers are up to date with the most relevant support available to maintain a positive experience for the whole school community.

“No matter how many mistakes you make, or how slow you progress. You are still way ahead of someone who isn’t even trying”
Tony Robbins
3. Consultation and data review

Koumala State School has been developing this plan during 2015 and we have been receiving regular feedback from staff. This ongoing approach to behaviour support will continue to be developed through 2016 and fed back to the staff and the P&C while we seek to create a school that supports all students.

4. Learning and behaviour statement

Our school community has identified the following school rules to teach and promote our high standards of responsible behaviour that will develop Responsible Learners who will:

- Be safe
- Be responsible
- Be respectful

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

In addition our school community have endorsed the following as expectations we have of students leaving Koumala State School at Year 6.

Our students will exit Yr 6 with a backpack of skills that will empower them to be:

- Literate
- Numerate
- Technological Natives
- Healthy and Active
- Resilient
- Respectful
- Responsible
- Tolerant

Our school also has a belief in the Rights and Responsibilities for our students, staff and community members. For a summary of these please refer to Appendix 2.

5. 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 Koumala 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.

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

The school day commences at 8:50am where students are reminded of our School Wide Positive Behaviour Support program. Students are explicitly taught the expected behaviour of focus for that week and this learning experience is reinforced each day while that particular behaviour remains a school wide focus.
## SCHOOLWIDE EXPECTATIONS TEACHING MATRIX

<table>
<thead>
<tr>
<th>BE RESPECTFUL</th>
<th>ALL AREAS</th>
<th>CLASSROOM</th>
<th>PLAYGROUND</th>
<th>STAIRWELL/ VERANDAHS</th>
<th>TOILETS</th>
<th>BUS LINES/ BUS TRAVEL</th>
<th>LIBRARY</th>
<th>EXTRA CURRICULAR PROGRAMS (Camps/ Excursions)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respect others’ personal space and property</td>
<td>· Respect your hand to speak</td>
<td>· Participate in school approved games</td>
<td>· Rails are for hands</td>
<td>· Respect privacy of others</td>
<td>· Line up in designated area and wait quietly for the teacher</td>
<td>· A waterproof bag is required for borrowing</td>
<td>· Respect others’ personal space and property</td>
<td></td>
</tr>
<tr>
<td>· Care for equipment</td>
<td>· Respect others’ right to learn</td>
<td>· Wear shoes and socks at all times</td>
<td>· Walk one step at a time</td>
<td>· Respect school property (toilet doors, paper hand towel, toilet seats)</td>
<td>· Talk quietly when the bus is travelling</td>
<td>· Respect school property (no vandalising tables, chairs or books)</td>
<td>· Care for equipment</td>
<td></td>
</tr>
<tr>
<td>· Clean up after yourself</td>
<td>· Talk in turns</td>
<td>· Be sun safe; wear a broad brimmed hat</td>
<td>· Carry items</td>
<td>· Don’t distract the driver</td>
<td>· Have your name marked on the bus roll</td>
<td>· Clean up after yourself</td>
<td>· Use polite language</td>
<td></td>
</tr>
<tr>
<td>· Use polite language</td>
<td>· Be a good listener</td>
<td>· Lift your feet when moving</td>
<td>· Keep passage ways clear at all times</td>
<td>· Be a good listener</td>
<td>· Follow all bus rules</td>
<td>· Use polite language</td>
<td>· Wait your turn</td>
<td></td>
</tr>
<tr>
<td>· Use polite language</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>· Follow the driver’s instructions</td>
<td></td>
<td>· Use polite language</td>
<td></td>
</tr>
<tr>
<td>BE RESPONSIBLE</td>
<td>Ask permission to leave the classroom</td>
<td>Be prepared</td>
<td>Be a problem solver</td>
<td>Move peacefully in single file</td>
<td>Use toilets during breaks</td>
<td>Use a browser card when searching for books</td>
<td>Be a good listener</td>
<td></td>
</tr>
<tr>
<td>· Be on time</td>
<td>· Complete set tasks</td>
<td>· Be a problem solver</td>
<td></td>
<td>· Keep to the left</td>
<td></td>
<td>· Ask permission to leave the classroom</td>
<td></td>
<td></td>
</tr>
<tr>
<td>· Be in the right place at the right time</td>
<td>· Take an active role in classroom activities</td>
<td>· Return equipment to appropriate place at the sports bell</td>
<td></td>
<td>· Be prepared</td>
<td></td>
<td>· Be on time</td>
<td></td>
<td></td>
</tr>
<tr>
<td>· Follow instructions straight away</td>
<td>· Keep work space tidy</td>
<td>· Walk quietly and orderly so that others are not disturbed</td>
<td></td>
<td>· Be prepared</td>
<td></td>
<td>· Be in the right place at the right time</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BE SAFE</td>
<td>Use equipment appropriately</td>
<td>Walk</td>
<td>Play fairly – take turns, invite others to join in and follow rules</td>
<td>Walk quietly and orderly so that others are not disturbed</td>
<td>Wash hands</td>
<td>Use equipment appropriately</td>
<td>Use equipment appropriately</td>
<td></td>
</tr>
<tr>
<td>· Keep hands, feet and objects to yourself</td>
<td>· Sit still</td>
<td>· Care for the environment</td>
<td>· Walk on every step (no jumping)</td>
<td>· Walk</td>
<td>· Keep your belongings nearby</td>
<td>· Keep hands, feet and objects to yourself</td>
<td></td>
<td></td>
</tr>
<tr>
<td>· Walk in an orderly manner</td>
<td>· Enter and exit room in an orderly manner</td>
<td>· Use playground equipment in a safe and sensible manner</td>
<td>· Use hands on the handrail</td>
<td>· Wash hands</td>
<td>· Stay in your seat and sit still</td>
<td>· Pair up with a buddy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>· Respect school property (no vandalising tables, chairs and books)</td>
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<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>
6. Positive Behaviour Principles Explained

"Your mind is a powerful thing, when you fill it with positive thoughts your life will start to change"
Zig Ziglar

Every class should have a Positive behaviour plan that is clearly understood by students and parents. Teachers need to be alert to the positive changes that students are making in the class. A plan should be in place that rewards the students for making positive choices and these rewards need to be regular, something that the students appreciate, and public. The positive data of the class needs to be maintained and collected at the end of the term to be presented at a staff meeting. This data will allow the staff to recognise which students are receiving the most ‘love’ and which students have not been noticed as often. A comparison of positive and negative data can sometimes show the correlation between students not receiving as much positive support while also receiving negative consequences. At Koumala it is imperative that all teachers actively seek ways to reward and encourage students for effort and positive behaviour.

Every class must be a positive and supporting learning environment for all students
When a student walks through the gate at 8:30am they should automatically move into a positive and supportive learning environment. It may be as simple as a good morning from a teacher, or even to check how things are going. This enables the staff member to assess how the child may be feeling and how prepared they are to start the day. From 8:30 through to when the child leaves at 3:00pm there should be a positive environment for them to work in. The classroom is a key environment and this can be where targeted teaching takes place. If a child is working in an area they are unsure about but have support and with achievable tasks, then behaviour management will take care of itself. When work is too easy, or hard, when the child does not know what to do, or is bored, that is when behaviour issues begin to occur.

Student/Teacher relationships is a key to every classroom in that they are positive and respectful
At Koumala State School the simple act of showing interest in the child outside of the classroom can create more learning and respect inside the classroom. Shaking of their hand when they come to school, asking about their football team on the weekend, or generally showing interest in the child builds up teacher credibility and can allow for more guidance when it comes to academic or behavioural conversations.

7. Positive Changes in the school

Focus on the Behaviour, not on the child
A child is a growing and developing person and can often make good and bad choices. It is imperative that we focus on the behaviour of the child and not label the child themselves. If a child makes a bad choice, they are not a bad child. The choice they made was bad and needs to be corrected but they are not themselves bad. Similar with positive behaviour, if a child makes a good choice then it is the choice they made that is to be congratulated, the child is not to be labelled as good. If a child makes a good choice and then later in the day they make a bad choice, if incorrectly labelled they can start the day as a good child and end the day as a bad child. Children will make mistakes, as adults do, and so all staff must focus on the behaviour not the child.

Conversation not consequence
At Koumala State School every behaviour will result in a consequence, but the consequence does not necessarily mean the behaviour will change unless there is a conversation around the behaviour. A child who chooses a negative behaviour can be handed a negative consequence, but teachers should not expect the consequence to change the behaviour. Rather the child has made a mistake, the consequence is handed down, but a conversation after to teach the child the correct behaviour needs to take place. So to with positive choices. If the child receives a positive consequence for something they have done, but are not aware as to what they have done, then they will not be able to do it again. It is important that staff do not assume the child knows why they are receiving the consequence, unless we have the conversation outlining the great choice they made.
Talent v Effort
Research has shown that one of the most harmful ways of hurting the confidence of students is to focus our attention on their talent and ability. If we congratulate a student for being smart when completing a certain task, when the same student attempts a harder task and fails, the student could now feel that they are not smart. If teachers congratulate students on the effort they put in, they students are more likely to put in more effort on tasks that are harder. Dweck’s (2012) research shows many incidences of children as young as one all the way to professional athletes who have responded differently depending on the mindset they had before they even came to the task.

At Koumala State School we wish all students to develop a growth mindset and we encourage all teachers to lavish as much praise and attention on effort, hard work, ideas, and initiatives. Students should not be afraid of mistakes and need to be given stories of people who have made mistakes and succeeded.

8. Parental Involvement

While teachers will do whatever they can to ensure every child receives a great education and be as supportive and encouraging as they can. Every child begins every day in a home. The environment that is created, and the behaviour that is expected, in the home can play a significant role in the behaviour of the child at school. Children will come to the classroom in the state of mind that they left the home. Parents play an important role in ensuring their child’s state of mind is open to learning. Parents are encouraged to support the teachers and the Koumala Behaviour Plan and even implement the positivity in their home. Maslow’s Hierarchy of Needs can demonstrate the responsibilities the whole school community has in raising children and improving their academic and behavioural achievement.

9. Maslow’s Hierarchy of Needs

This chart demonstrates that the needs of children need to be met in the home before they can come to the classroom. Negative behaviour in children can stem from one of these needs not being met. Teachers at Koumala State School will provide the best education for children, and support from the school community can greatly assist in their progress and positive involvement in the classroom.
10. You Can Do It

“If we don’t teach our children how to behave, How can we punish them when they don’t?”

You Can Do It Program
The You Can Do It Program focusses on five key areas that are integral to the development of students at Koumala State School. The Five focus topics of Confidence, Persistence, Organisation, Getting Along and Resilience will support students in their understanding of Being Safe, Respectful and Responsible. The language found in these behavioural concepts will be explored both as lessons and in everyday situations where teachers can find the opportunity to encourage students using these topics. There will be a focus topic a week and teachers can use these to assist in creating a Student of the Week award for Parade. This will allow these five topics to be explored on Parade 8 times each throughout the year, along with countless of other times during general school conversations.

Confidence    Persistence    Organisation    Getting Along

Resilience

11. Proactive Strategies

“The way positive reinforcement is carried out is more important than the amount”
B.F. Skinner

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

- **Praise.** Teacher, peer and parent praise to reinforce positive behaviours is an extremely powerful tool in determining exemplary behaviour.
- **Class Awards** – to recognise great behaviour in the class throughout the term
- **Gotcha Bands** - The three bands of different colours which have the three school rules written on them are to be handed out to students during both school time and class time for behaviour which is positive and needs to be encouraged and supported.
- **Stickers** – to be used as tools to identify and reward good behaviour throughout the day
- **A Daily/Weekly Behaviour Monitoring Chart.** This chart in the classroom is able to provide all students with nonverbal proof of their behaviour in the lesson or the day. The higher levels that state the three school rules will allow students to move up as their behaviour improves throughout the day.
- **Role modelling** by staff and school leaders and peers reinforces the behaviours expected.
  - **Classroom routine/rewards.** Each teacher is required to have a classroom responsible behaviour plan strategy that rewards exemplary behaviour and actions eg stickers, points class parties.
  - **Student of the Week** again reinforces positive classroom behaviours as each week a Student is nominated by their teacher to receive a merit certificate presented at Parade.
  - **Be Responsible, Be Respectful, Be Safe** All staff can reward positive actions by giving a student a “Be Responsible” slip that recognises their effort at demonstrating Responsible Behaviour. These are placed into a box each week and in a Lucky draw at parade a student is selected to win a prize. (Presently a Free meal from the Tuckshop, sponsored by the P and C)
  - **Student Councillor.** Students that are able to maintain high levels of good behaviour and leadership, are able to be selected to our Student Council which assists the school in our decision making process. This is a good way of providing peer models.
  - **School Leaders.** School Captains and Sports Captains provide the school with leadership and direction and again act as positive peer models.
- **Development of specific policies to address:**
  - The Use of Personal Technology Devices at school (Appendix 7)
Procedures for Preventing and Responding to Incidents of Bullying (including Cyberbullying) (Appendix 8)

- **High 5/High 3** The school actively advocates through posters, parade messages, teacher lessons, newsletters, song, raps and rhymes this program. Older children in Years 4-7 are taught to work issues/incidents through by thinking and actioning the following step by step process.

  1. **Talk friendly (ask them to stop)**
  2. **Talk firmly (ask them to stop, loud voice. Leaves person in no doubt as to the inappropriateness of actions.)**
  3. **Ignore.**
  4. **Walk away. (Takes two to have a conflict)**
  5. **Report. (As opposed to dobbing) This is where a person reports to have the actions cease rather than looking for retribution/getting someone punished.**

A simplified 3-step process is used with the younger children in Years 1-3.

  1. **Talk friendly, ask them to stop.**
  2. **Walk away and ignore**
  3. **Tell a teacher if it doesn’t stop.**

**Five Fingers of Friendship** - Students on a hand list 5 people they trust, so that if they have a problem they can use one of these people to assist.

> “You can’t control what other people do. You can control the way you react”

**Gotcha Bands**
The purpose of the Gotcha Bands is to ‘catch’ students displaying correct behaviour or responses in all parts of the day. Students will be given a Gotcha Band that they can wear around the school for the day. At the end of the day they must place their band on a stand so that their reward can go towards both a school and individual award. When a child receives 25/50/75/100 Gotcha bands they will be given an individual award on parade to celebrate their individual success. Every child who receives a Gotcha Band can also receive a Learner Award that goes towards the Tuckshop prize on Parade.

**12. Negative Consequences**

> “When someone is nasty or treats you poorly, don’t take it personally. It says nothing about you, but a lot about them”

At Koumala State School the teacher is in charge of the day to day management of their own students. Every teacher in the school needs to have a plan in place in dealing with the behaviour of students. These can include:

- Ignore, praise a child for doing correct behaviour, Non-verbal direction
- Proximity, Use of Behaviour Chart,
- Consider the work, the pedagogy and planning
- Provide warning, Use ‘I’ sentences, Give Feedback
- Restate the rule, Actively listen
- Stimulus change, Relocate others
- Give student time to ‘Cool Down’
- Acknowledging emotions

If all these plans fail, then the behaviour may result in a detention. The teacher is to organise the detention of the child which may result in catching up on work, quiet time during play time, or other tasks the teacher deems appropriate as it relates to the behaviour.

All detentions need to be logged on the Detention slip and handed into the Principal at the end of the day.
If it is felt that the behaviour needed a greater consequence, then the teacher can talk to the Principal about a white slip. If the Principal agrees it will then result in a number of detentions. This will be decided in consultation with the teacher. The Principal will then run that detention with the child.

All white slips will be written out by the Principal.

Students who behave in activities that are not negotiable will receive a suspension. This is recorded on a Pink slip and the Principal will be responsible for logging the behaviour and contacting the parents.

All consequences can be handed out and although some will change the behaviour it is important to have the conversation to ensure the lesson can be learnt.

Teachers must be aware of the environment they are creating, the curriculum constraints, the differentiation, the mindset of the child and the times they were positive to the student. Teachers should also identify triggers that may have caused behaviour concerns and move to avoid them in the future.

13. Tracking Behaviour

“
You are free to choose.
You are not free from the consequence of your choice
”

All information of student’s misbehaviour is kept on One School and on an internal monitoring school program. This school system will allow all staff to identify trends across the school in relation to times, places, behaviours, and students.

Parents must also be informed of all detentions through notes home in KIT books or phone calls so that the parent is aware of the child’s behaviour at school.

14. Rewards Days

At the end of the school term there will be a rewards day for students who have participated positively at school throughout the term. All students are welcome to attend and are automatically invited. Students who have had behaviour concerns across the term will be discussed with the teacher and the Principal. Teachers can make the argument for/against any child’s attendance in Rewards Day based on the data, or by the effort the child has made in the class.

Principal will make the final decision based on consultation with the teacher.

The program consists of the following components:
End of Term – class/teacher negotiated activities that are conducted at school ½ day only

Principal and Teachers will monitor detentions, white slips and pink slips through the school tracking process and OneSchool.

Encouraging and maintaining positive behaviours

Classroom rules and expectations:
• reflect the values of the wider school community
• embody the key messages and a common language
• recognise and focus on positive practices and behaviours
• are fair, clear and framed in a positive way
• are developed collaboratively with the class and continually revisited
• are modelled by staff
• are implemented in a consistent, fair and just manner
Responding to unacceptable behaviour
Students come to school to learn. Behaviour support represents an important opportunity for learning how to get along with others.

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

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

Targeted behaviour support
Due to the size of Koumala State School, it is important to recognise that all staff are involved in the support of students who may need more targeted behaviour support. Contact is made between the students and the members of staff every day, in the playground, the classrooms and in the local community. Staff meetings are used to identify students who may require targeted support, and a team approach is used to formulate and record strategies for implementation. Parents/caregivers are involved in the support process through school support personnel (classroom teacher, LST, GO, Chaplain, Principal).

Koumala State School engages the You Can Do It program for the language to assist students in understanding how their behaviour can be

Strategies used for targeted behaviour support include:
- curriculum adjustment - differentiation
- verbal and non-verbal
- increased attention
- communication with the school community
- added responsibilities.

| Curriculum Adjustment | Staff determine whether a student may need further support in curriculum related areas, and adjustments are made where necessary. This may involve:
| | • working with a teacher aide or learning support teacher
| | • adjusted class work
| | • working with a peer or older student. |
| Verbal | Verbal reinforcement, used every day in both the classroom and playground, includes:
| | • specific reinforcement e.g. “Thank you for sitting down”.
| | • Targeted direction giving. |
| Non-Verbal | Non-verbal reinforcement, used every day in both the classroom and playground, includes:
| | • body language – smile, thumbs up
| | • behaviour charts
| | • privately understood signals
| | • proximity to the child in terms of desk placement or where staff members are standing
| | • awards.
| | • visual aids |
| Increased attention | Students may require increased attention for either curriculum needs or to reinforce acceptable behaviour. This may occur through:
| | • One on one curriculum support with the teacher
| | • Teacher aide support
| | • Work with another member of school staff
| | • Curriculum support through an older classmate. |
| Communication within the school community | Communication with the parents/caregivers occurs through all stages of targeted behaviour support, and includes positive/encouraging letters or phone calls home. |
| Added responsibilities - meaningful roles | A child who is receiving targeted behaviour support may benefit from added responsibilities within the class or school. These responsibilities can include: |
• Peer tutoring
• Working with a younger or older classmate
• Classroom jobs
• School jobs.

Intensive behaviour support

At Koumala State School, all students who are considered to be “seriously at risk” of significant educational underachievement due to their inappropriate behaviours are supported using a proactive problem solving approach.

A functional analysis approach to assessing behavioural problems is adopted involving a systems approach that looks at the ‘whole’ child. It covers such areas as:

Case Management:
The case manager for each student who is identified as “seriously at risk” should be the class teacher. However a support team approach is adopted with staff working collaboratively. Students who are considered to be at risk and have experienced an array of severe management strategies, such as suspension or exclusion, should proceed through a systematic assessment procedure. This may include:

• collation of data which gives an overview of (a) problematic behaviours and (b) consequences implemented i.e. detentions, suspensions etc
• referral for discussion at the school special needs meeting (held weekly)
• referral to Guidance Officer for assessment and preliminary behavioural support
• referral to Advisory Visiting Teacher for Behaviour Support for consultation or support
• full team collaboration to undertake a functional behavioral assessment and develop an Individual Behaviour Support Plan.

Strategies used will be preventative, supportive and/or corrective.

Preventative – the action taken to prevent or minimise unnecessary disruption. This may include effective learning and teaching practices, classroom organisation, positive modelling and the use of appropriate content and curriculum material.

Supportive – the action taken to employ support for the student and teacher. This may mean strategies teachers put in place to assist students or it may mean additional support from other staff in the school for the teacher and student.

Corrective – the actions teachers take when disruptive behaviour occurs. This includes positive correction strategies outlined in the Individual Behaviour Support Plan.

All behaviour that is contrary to school and classroom procedures will be managed based on the individual/s involved. Parents of the child/children involved will be informed of major breaches of behaviour and consequences will be developed based on individual circumstances.

15. Emergency responses or critical incidents

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

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

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

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

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

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

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

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

**Physical Intervention**
Staff may make legitimate use of physical intervention if all non-physical interventions have been exhausted and a student is:
- physically assaulting another student or staff member
- posing an immediate danger to him/herself or to others or
- causing or at risk of causing major property damage.

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

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

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

Physical intervention is not to be used as a response to:
- minor property destruction
- school disruption
- refusal to comply
- verbal threats
- leaving a classroom or the school, unless student safety is clearly threatened.

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

**Record keeping**
Each instance involving the use of physical intervention must be formally documented. The following records must be maintained:
- incident report (Appendix 10)
- [Health and Safety incident record](link) (for student and staff) (Appendix 9).

### 16. Consequences for unacceptable behaviour

*In 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.*

**Consequence Strategies.**
Koumala State School outlines a range of behaviours that are matched to consequences to manage inappropriate behaviours. While the table is not exhaustive it gives the possible consequences dependent upon each circumstance.
### Be Safe

**Students can:**
- Walk under buildings
- Respect others’ personal space and property
- Care for equipment
- Clean up after themselves
- Use polite language
- Wait their turn
- Raise their hand to speak
- Respect others’ right to learn
- Talk in turns
- Be a good listener
- Respect others’ right to use online resources free from interference or bullying
- Keep any usernames or passwords private
- Follow all teacher instructions about keeping private information off online sites
- Play fairly – take turns, invite others to join in and follow rules
- Care for the environment
- Walk quietly and in an orderly way so that others are not disturbed
- Wash hands after using the toilet and before eating food

### Be Respectful

**Students can:**
- Use equipment appropriately
- Respect others’ personal space and property
- Raise their hand to speak
- Respect others’ right to learn
- Keep hands, feet and objects to yourself
- Walk on the concrete
- Sit still
- Enter and exit room in an orderly manner
- Participate in use of approved online sites and educational games
- Be courteous and polite in all online communications
- Participate in school approved games
- Wear shoes and socks at all times
- Be sun safe; wear a broad brimmed hat
- Rails are for hands
- Walk one step at a time
- Carry items
- Keep passage ways clear at all times
- Respect privacy of others

### Be Responsible

**Students can:**
- Ask permission to leave the classroom
- Be on time
- Be in the right place at the right time
- Follow instructions straight away
- Be prepared
- Complete set tasks
- Take an active role in classroom activities
- Keep work space tidy
- Be honest
- Report any unacceptable behaviour to a teacher
- Post only appropriate content online
- Be a problem solver
- Return equipment to appropriate place
- Move peacefully in single file
- Use toilets during breaks

<table>
<thead>
<tr>
<th>LEVEL</th>
<th>BEHAVIOURS</th>
<th>REWARDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Positive Category</td>
<td>✓ Cooperative In Class ✓ Play Well ✓ Uses Manners ✓ Is Courteous ✓ Positive Attitude ✓ Always completes set tasks and homework activities ✓ Takes care of the school and it's playground ✓ Represents the school with pride when out in the community</td>
<td>✓ May attend all school functions ✓ Can be a school leader ✓ May attend extra – curricular activities (eg: Sport/Excursions/Concerts/In School Visits ✓ Can receive Parade awards ✓ Can receive positive reinforcement by way of in class and school rewards</td>
</tr>
<tr>
<td>LEVEL</td>
<td>BEHAVIOURS</td>
<td>REWARDS</td>
</tr>
<tr>
<td>---------------------------</td>
<td>-----------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| **Green Level (Positive  | ✓ Cooperative In Class  
| Category)**               | ✓ Play Well  
| • Class Teacher Controlled| ✓ Uses Manners  
|                          | ✓ Is Courteous  
|                          | ✓ Positive Attitude  
|                          | ✓ Always completes set tasks and homework activities  
|                          | ✓ Takes care of the school and it’s playground  
|                          | ✓ Represents the school with pride when out in the community                 | ✓ May attend all school functions  
|                          | • Class Teacher Controlled  
|                          | ✓ Can be a school leader  
|                          | ✓ Mat attend extra – curricular activities (eg: Sport/Excursions/Concerts/In School Visits  
|                          | ✓ Can receive Parade awards  
|                          | ✓ Can receive positive reinforcement by way of in class and school rewards |

### BEHAVIOUR

<table>
<thead>
<tr>
<th>Minor Behaviour</th>
<th>Teacher Controlled</th>
</tr>
</thead>
</table>
| Infrequent inappropriate behaviours in class (rudeness/back chatting, name calling, rocking on chair, calling out, unresponsive in class or within the school),  
| Lateness to class  
| Playing in wrong areas/toilets  
| Noncompliance with instructions  
| Disrupting the learning of others while in the classroom  
| Refusal to accept responsibility for actions  
| Interference with others, their learning or their property  
| Negative/Oppositional behaviour towards learning and work in the classroom/within the school  
| Inappropriate play (running on cement, tackling, rough play)  
| Jumping the fence to collect a ball without permission |

<table>
<thead>
<tr>
<th>STRATEGIES</th>
<th>CONSEQUENCE</th>
</tr>
</thead>
</table>
| How is this child relating to the lesson?  
| How is this child relating to the activity?  
| Is this lesson providing the student a chance to succeed?  
| **Teaching Strategies**  
| Ignore  
| Praise a child for doing correct behaviour  
| Non-verbal direction  
| Use of Behaviour Chart  
| Consider the work, the pedagogy and planning  
| Provide warning  
| Use ‘I’ sentences  
| Give Feedback  
| Restate the rule  
| Actively listen  
| Stimulus change  
| Relocate others  
| Give student time to ‘Cool Down’  
| Acknowledging emotions  
| Detention slip reported to Admin and recorded on School plan and One School  
| **Rebuild student/teacher relationship**  
| Consideration always to be given to minimising embarrassment, dealing with issues in an acceptable, socially valid manner.  
| • Least-to-most intrusive approach to dealing with behaviour issues.  
| Buddy class approach  
| Missing of playtime and spend time out with teacher, jobs may involve talking about behaviour in class, picking up rubbish, cleaning up gardens. Natural Consequence  
| Detention  
<p>| Buddy class approach |</p>
<table>
<thead>
<tr>
<th>BEHAVIOUR</th>
<th>STRATEGIES</th>
<th>CONSEQUENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Major Behaviour  &lt;br&gt; Admin involved  &lt;br&gt; • Disobeying instructions from staff/supervising adults  &lt;br&gt; • Not caring for resources/equipment  &lt;br&gt; • Damage to clothing, equipment or environment  &lt;br&gt; • Infrequent compliance with the school dress code  &lt;br&gt; • Inappropriate language towards students on school grounds.  &lt;br&gt; • Not reporting for detentions  &lt;br&gt; • Wilful disobedience/refusal to comply with school rules  &lt;br&gt; • Using objects within the school irresponsibly  &lt;br&gt; • Leaving the classroom without permission  &lt;br&gt; • Habitual/Persistent Bullying inc. Teasing  &lt;br&gt; • Taking other’s property – classroom level (Teacher judgement req. based on students and age level)  &lt;br&gt; • Actions in the community/ travelling to and from school that is determined to be bringing the schools name into disrepute  &lt;br&gt; • Physical misconduct inc (Fighting)  &lt;br&gt; • Leaving the classroom without permission  &lt;br&gt; • Leaving the school grounds without permission</td>
<td>What triggered this behaviour?  &lt;br&gt; Is there a pattern forming?  &lt;br&gt; What data does this child have containing this type of behaviour?  &lt;br&gt; Could this behaviour have been prevented?  &lt;br&gt; • Reminder of school rules  &lt;br&gt; • Acknowledging the environment  &lt;br&gt; • Investigation of behaviour  &lt;br&gt; • Victim support</td>
<td>White slip - Detention organised by the Principal  &lt;br&gt; Missing of playtime and spend time out with teacher jobs may involve:  &lt;br&gt; • Finishing work  &lt;br&gt; • talking about behaviour in class  &lt;br&gt; • picking up rubbish  &lt;br&gt; • cleaning up gardens.  &lt;br&gt; • Withdrawal from some school activities (eg: Disco, Excursions, Video Nights, Camps)  &lt;br&gt; • Incident Report reported to Administration – Principal informed and updated</td>
</tr>
<tr>
<td>Non Negotiable Behaviour  &lt;br&gt; • Wilful damage (Vandalism/graffiti to school resources, property or grounds )  &lt;br&gt; • Physical Assaults  &lt;br&gt; • Sexual Harassment  &lt;br&gt; • Smoking  &lt;br&gt; • Possession/use of dangerous/harmful items (firearms, knives, explosives, illicit drugs, alcohol)  &lt;br&gt; • Possession of inappropriate/offensive items or images from mobile phones, magazines, internet usage  &lt;br&gt; • Aggressive/threatening/obscene (verbal/non-verbal) actions towards any person on school grounds/excursion/camp.  &lt;br&gt; • Using objects within the school – endangering the safety of any person on school grounds  &lt;br&gt; • Actions in the community/ travelling to and from school that are determined to be bringing the schools name into disrepute, endangering the safety of others and the bus driver.</td>
<td>What triggered this behaviour?  &lt;br&gt; Is this behaviour pattern forming?  &lt;br&gt; What data does this child have containing this type of behaviour?  &lt;br&gt; Could this behaviour have been prevented?  &lt;br&gt; • Reminder of school rules  &lt;br&gt; • Acknowledging the environment  &lt;br&gt; • Investigation of behaviour  &lt;br&gt; • Victim support</td>
<td>Pink Slip  &lt;br&gt; Suspension 1 – 5 days  &lt;br&gt; Suspension 6 – 20 days  &lt;br&gt; Suspension pending exclusion  &lt;br&gt; • Withdrawal from some school activities  &lt;br&gt; • Unable to attend Camps organised by the school.  &lt;br&gt; • Review Behavioural Contract  &lt;br&gt; • Inform District Office BMT for support  &lt;br&gt; • Parent/Student re-entry meeting and contract for behaviour  &lt;br&gt; • Referral to Guidance Officer</td>
</tr>
</tbody>
</table>
Detention Procedure
- Use a range of proactive behavioural strategies (praise other students for good work, non-verbal redirection, curriculum related activity, etc) to remind the child to change their behaviour
- Student misbehaviour as per behaviour chart
- Provide a warning to the student for their behaviour
- Detention given – teacher controlled at the next break, or next day.
- Detention slip filled out and given to the Principal. Information is recorded on the School Behaviour Spreadsheet and One School.
- Detention slip given to the Admin for record keeping

White Slip Procedure
- Student Misbehaviour
- Teacher/Teacher Aide contact the Principal for a discussion about behaviour and the circumstance.
- Principal makes final decision
- White Slip explained to the child and given.
- Copy of white slip recorded on School Behaviour Spreadsheet and One School.
- White slip given to Admin for record keeping
- Students copy of the White Slip needs to be sighted and signed by parent and brought back to school
- Detention for 2 - 5 days organised by the Principal

Pink Slip Procedure
- Student Misbehaviour is extreme
- Teacher/Teacher Aide contact the Principal for a discussion about the behaviour, circumstance and witnesses.
- Pink slip and Suspension explained to the child and given.
- Phone call to the parents indicating the action and the consequence.
- Suspension can range from 1 – 20 days
- Pink slip entered into School Behaviour Spreadsheet and One School.
- Pink slip sent to the Admin for record keeping.

Suspension School Re-entry
Parent and student return to school for a re-entry meeting.
This meeting may include, but is not limited to:
- managed attendance,
- excepting responsibility for actions resulting in suspension,
- Behaviour book to track student’s actions and inform parents of their improvement.
Minor Behaviour
Students who seek to disrupt the learning of others will be dealt with by the teacher using a range of strategies. The first step for all teachers will be to positively engage those around the student for the great work they are doing. Teacher will be expected to use a range of non-verbal and verbal direction as well as proximity to bring the student back to the lesson. If options fail than the teacher can provide the child with a warning about their behaviour. If the student persists than the child will be required to participate in a detention organised by the teacher. If the student continues to disrupt the class the teacher may use a time out from the room, or engage the use of a buddy class.

Any time out of the room will automatically result in a detention to catch up on work missed. Detention will be completed either in the classroom with the teacher catching up on work missed, or it could be time spent cleaning the gardens and the grounds.

Teachers must also ask themselves:
- How is this child relating to the lesson?
- How is this child relating to the activity?
- Is this lesson providing the student a chance to succeed?

Understanding of these questions, and the differentiation that goes along with it, may ensure behavioural success for all students.

Detention sheets must be filled out and sent to the Principal. These detention sheets will be logged in the Behaviour Spreadsheet for data collection and collation. This will allow the staff to recognise trends in behaviour for all students. The information will also include an Insert Comment which will contain the name of the teacher, date and the time of day of the student’s behaviour.

Parents will be advised of the detention in their KIT books. Student’s behaviour details will be added to One School.

Major Behaviour
Students who engage in major behaviour, or unexpected behaviour, similar to what is listed in the Behaviour Chart will move directly to a White Slip. Principal will be informed of the behaviour and the details listed on a white slip that will go home to parents. The student involved in the behaviour will receive a consequence organised by the Principal. These consequences could include catching up on work missed, cleaning the school grounds or providing community service to students during playtime.

Students will need to have a conversation with the Principal and/or Teacher regarding their behaviour as it relates to the school rules. They will be given the opportunity to recognise how their behaviour affected others in the conversation.

If the behaviour is deemed to be too dangerous or careless, or if other students are seriously injured, then a suspension can be applied to this situation.

The student’s behaviour details will be listed in One School. The white slip will also be listed in the School Behaviour Spreadsheet for further correspondence.
Extreme incidents (Red)
Students who engage in extreme behaviour similar to what is listed in the Behaviour Chart will move directly to a Pink Slip. Principal will be informed of the behaviour and the details listed on a pink slip that will go home to parents. The student involved in the behaviour will be receive a consequence organised by the Principal ranging from 1 to 20 days suspension.

Students will need to have a conversation with the Principal, Teacher and parents regarding their behaviour as it relates to the school rules. They will be given the opportunity to recognise how their behaviour affected others in the conversation.

The student’s behaviour details will be listed in One School.
The pink slip will also be listed in the School Behaviour Spreadsheet for further correspondence.

<table>
<thead>
<tr>
<th>2015</th>
<th>Classroom disruptions</th>
<th>Physical Misconduct</th>
<th>Verbal Misconduct</th>
<th>Not follow Instructions</th>
<th>Property Misconduct</th>
<th>Total</th>
<th>White slips</th>
<th>Pink Slips</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

The notification will follow Education Queensland’s guidelines that state:

- Findings of Fact
- Reason for decision
- Decision.
- Notification of length of suspension with dates
- Notification of need to have re-entry meeting before student can return to classes

Grounds for School Disciplinary Absence

Grounds for suspension are:
- Disobedience
- Misconduct
- Other conduct of the student that is prejudicial to the good order and management of the school or state schools.

There are two types of suspension - 1-5 day and 6-20 day.

Grounds for Exclusion
The Principal can suspend a student with a proposal to exclude as per the grounds outlined from suspension, but the student's disobedience, misconduct or any other conduct must be so serious that suspension of the student is inadequate to deal with the behaviour. Additionally, the principal can suspend with a proposal to exclude for the student ’s contravention of a behaviour improvement condition.
The Principal will only recommend the exclusion to their supervisor if they determine it is inappropriate for them to make the exclusion decision.

Grounds for Cancellation of Enrolment
The principal can cancel the enrolment of a post compulsory age student if the student displays persistent refusal to participate in the program of instruction.

Behaviour Improvement Condition
A Behaviour Improvement Condition is an option to be used only when the student's behaviour warrants grounds for exclusion ie: if the student's disobedience, misconduct or other conduct is so serious that suspension of the student from the school or schools is inadequate to deal with the behaviour.

For Students receiving a Suspension notice at Koumala State School:
If any student at Koumala State School receives either a 1-5 day or a 6 – 20 day suspension, the responsibilities to communicate positively between both family/families involved and the school is of high importance. At Koumala State School, we believe that once a suspension notice is handed down communicating effectively to achieve a positive outcome for all involved when returning back to school is the main aim.
If a student receives a suspension between:

(1-5 days) The school will take reasonable steps to ensure those student/s are provided school work so the continuation of their education can be provided for at home. (A re-entry meeting between family, student and Principal is a part of the process. No student is allowed back on school grounds until this meeting occurs and expectations are set)

(6-20 days) The school will arrange student access to an education program to allow the student to continue with their education. The school will also provide the necessary support networks and any suggestions for parents who may wish to follow up on in order for the student/s to re-enter back into the school system positively. (A re-entry meeting between family, student and Principal is a part of the process. No student is allowed back on school grounds until this meeting occurs and expectations are set)

At the re-entry meeting behavioural card and level review parameters will be set (please refer to Appendix 2).

Knives At School
It is important to note that students while on school grounds, as well as travelling to and from school or when on an excursion or camp, that knives are totally banned. Any student/s with knives found while on school grounds or that have been reported to the school by parents/carers or community will be made accountable for their action in accordance with the Koumala State School Behaviour Management Policy. Please refer to (Appendix 10)

Monitoring student behaviour is an important component of this Responsible Behaviour Plan (please refer to Appendix 3).

Good behaviour is rewarded via an invitation to participate in the Rewards Day Program at the end of each Term and the Year.

School Rules at Koumala State School can be organised under the 3 areas:
- Responsible
- Respectful
- Safety
(refer to Appendix 4)

Investigations

At Koumala State School children will be treated fairly through the following processes that are used to investigate an incident by the Principal or a nominated member of staff.
- Children are asked to write out their side of the issue. Verbal statements are taken from the younger students. This generally provides the children with the chance to "Cool Down", reflect on what actually happened and identify others who may assist with resolution of the issue.
- Investigation by Staff member or Principal using the “Responsible Thinking Questions” (refer to Appendix 5)
- Students are advised to come back later for further discussions if they feel aggrieved by a harsh decision. (This needs to be done in a calm and controlled manner not as a “temper” incident leading to secondary or increased consequences)
- Processes used at Koumala State School try to be consistent with those used within our democratic society and follow the basic law court premises of being treated fairly.
17. Network of student support

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

- Parents
- Teachers
- Support Staff
- Administration Staff
- Guidance Officer
- Advisory Visiting Teachers
- Mackay Student Support Services/Positive Learning Centre Staff
- 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

18. 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.

Koumala 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.

19. 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
20. 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

21. Some related resources

- 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

<table>
<thead>
<tr>
<th>Principal</th>
<th>P&amp;C President or Chair, School Council</th>
<th>Regional Executive Director or Executive Director (Schools)</th>
</tr>
</thead>
</table>

Date effective: 2016
APPENDIX 1

KOUMALA STATE SCHOOL
‘BELIEVE, STRIVE, ACHIEVE’

Be Safe  Be Respectful  Be Responsible
These overarching truths are what we expect from students and ourselves to enable children to enter a world as responsible citizens.

Confidence  Persistence  Organisation  Getting Along
Resilience
The language is more than a poster, it is a reflection tool for students and it needs to be said 600 times before the student accepts it is part of who they are.

Building Relationships  Positive Language  Differentiation  High Set of Expectations
These happen every day, in every classroom, in every lesson, to every child.

Staff  Students  Parents
The heart and soul of the school and the clients in whom we have been entrusted with

At Koumala State School we believe in:
- the power of positive language around learning and behaviour
- Positive before punishment
- recognising the steps before behaviour, and building the relationship after the behaviour
- no limitations to the amount of ways we can engage students to learn and behave

<table>
<thead>
<tr>
<th>Positive Behaviour</th>
<th>Negative Behaviour</th>
</tr>
</thead>
</table>
| • Every behaviour has a consequence – Understand it, accept it and love it!  
• All behaviour is tracked for the student – this enables us to choose you for some exciting rewards! | • Every behaviour has a consequence – Understand it, accept it and heed the warnings!  
• All behaviour is tracked for the student – you will be sharing it with your parents, your teachers, and you won’t be going anywhere until you can explain it! |
Appendix 2

Expectations.
Our school community has a belief in Rights, Responsibilities and Natural Consequences for Students, Staff and Community members. While the following is not exhaustive it does set out the basic operating procedures.

<table>
<thead>
<tr>
<th>Student Rights</th>
<th>Student Responsibilities</th>
</tr>
</thead>
</table>
| ✓ Learn to your maximum potential. | ✓ To learn to your potential by:  
  • being prepared for class  
  • being attentive  
  • being cooperative  
  • being punctual  
  • caring for your property  
  • displaying a positive attitude to study |
| ✓ To be treated with courtesy and respect, and able to express your feelings as an individual. | ✓ Treating others with respect through:  
  • showing courtesy  
  • using manners  
  • being considerate  
  • being tolerant of others’ views  
  • following instructions |
| ✓ Be in a safe environment and supervised appropriately in a “Duty of Care” environment. | ✓ To care for yourself and your property as well as that of others, the school and community  
  • Caring for personal belongings  
  • Playing safely and obeying safety instructions  
  • Following school rules and teacher instructions  
  • Not using or possessing items of dangerous properties  
  • Not being malicious with other’s belongings. |

<table>
<thead>
<tr>
<th>Teacher/Staff Rights</th>
<th>Teacher/Staff Responsibilities</th>
</tr>
</thead>
</table>
| ✓ To teach in a supported and resourced and safe environment. | ✓ To plan, teach and facilitate learning which:  
  • Support school policies, programs and plans  
  • Encourage and maintain acceptable patterns of behaviour.  
  • Assess student, class, school records, policies and programs.  
  • Professionally inform and report to students, parents, the Principal and System when required  
  • Establish and maintain classroom rules and procedures that are consistent with school and Departmental Policy  
  • Abide by EQ's “Code of Conduct.”  
  • Implement “Child Protection” Policy and procedures.  
  • Identify and extend prior knowledge and experiences. |
| ✓ To be treated with respect by students, colleagues and parents. | ✓ To treat students, colleagues and parents with respect by  
  • Listening and respecting other’s abilities and opinions  
  • Act professionally in all communications |
| To be supported in your role as a teacher through Professional Development, School and Education Queensland systems and processes. | • Model behaviour, which is non-coercive, and non-threatening.  
| To be an active member of the School Organisational learning culture through: | • Participation in the School’s Supervision program  
• Identifying a Personal Growth Plan  
• Actively looking for Professional Development opportunities  
• Sharing knowledge and experiences with colleagues. |

<table>
<thead>
<tr>
<th><strong>Parent Rights</strong></th>
<th><strong>Parent Responsibilities</strong></th>
</tr>
</thead>
</table>
| ✓ To discuss with school staff, issues pertinent to your child’s academic, physical and social development. | ✓ Communicate with school personnel:  
• at mutually convenient times  
• Directly with the most relevant person (use the School communication flowchart from “Lets Talk.”)  
• Have a realistic knowledge of your child’s abilities. |
| ✓ To participate in school activities that support your child’s Education. | ✓ To support and assist the school in the academic and social development of children through:  
• Encouraging a positive attitude to schooling  
• Advising the school of aspects which may influence the child’s development  
• To work in a partnership approach with the school  
• Participation in school events such as excursions, open days, reading, craft etc. |
| ✓ To participate in the school’s decision making process and have your opinions valued and respected. | ✓ Contribute positively to the school by:  
• Valuing and respecting other’s opinions, values  
• Participating in community forums, P and C, surveys, feedback response sheets  
• Taking an active interest in school issues  
• Encourage positive attitudes towards the school’s policies and expectations. |
**APPENDIX 3**

**Behavioural Cards**

Students who are exhibiting behaviours that are concerning may be placed upon a behavioural contract, which monitors those particular students' behaviours throughout the day. This will be one of the more significant tools in providing feedback to the teacher, parent and students regarding their behaviour throughout the day.

<table>
<thead>
<tr>
<th>Time</th>
<th>Morning Session</th>
<th>Middle Session</th>
<th>Lunch</th>
<th>Lunch</th>
<th>Lunch</th>
</tr>
</thead>
<tbody>
<tr>
<td>9am - 9:33am</td>
<td>10am - 10:50am</td>
<td>11:36am - 12:36pm</td>
<td>12:45pm - 12:45pm</td>
<td>12:15pm - 12:15pm</td>
<td>11:00am - 11:00am</td>
</tr>
</tbody>
</table>

**Behaviour Management Booklet**

Name: 

Work To Be Done: 

Satisfaction Rating: 

Signature: 

[Table for Behavioural Cards]
**APPENDIX 3**

**Behavioural Records.**
At Koumala State School, teachers will keep anecdotal records of children’s behaviour that serve as a basis for discussions with parents if a Student Behavioural Interview is required. These interviews are sought if students’ misbehaviour shows a recurrence of the same type of action/attitude. While each incident may well be quite minor it is the accumulative pattern that would be discussed.

When teachers believe that behaviours are of a persistent or serious nature then the Principal will be advised. In all behavioural matters the time, nature of incident, investigation and outcomes are stated in the schools Student Behavioural Register and One School). This provides a record of long-term behavioural references that are used by Education Queensland services such as Guidance Officers, and Investigation Officers from Regional Office.
APPENDIX 4

Rules at Koumala State School can be organised under the 3 following areas:

Responsible – Be It
Respect – Give It
Safety – Achieve It

School Rules:

The following are not an exhaustive set of rules for Koumala State School, however they do provide an excellent starting point for parents and students to gain an appreciation of what the School Community (Students, Staff and Parents) have developed overtime as to being acceptable behaviour at Koumala State School.

Rules may change from time to time due to varying circumstances and these will generally be discussed via School Parade and the newsletter to achieve consistency.

Interacting with others

- Treat others the way you would like to be treated
- Use the High 5 or High 3 when dealing with issues
- Use good manners
- Cooperate with others
- Listen to others and respect their opinions even though they may not be the same as yours.
- Ask for help, when you need it
- Try your best in school and play
- Allow yourself to calm down and then reapproach peers or staff if you feel you have been treated unfairly.
- Do not “back chat”
- Bullying physically or verbally will not be tolerated
- Obscene (swearing) language and physical violence will not be tolerated
- Obey Staff instructions at all times
- Wilful disobedience will not be tolerated
- Encourage others. Be Inclusive with work and play.

Property

- Be ready for school with the correct items
- Respect and care for your own property
- Use your own property rather than borrowing
- Put things away after use
- You are responsible for your own belongings. Keep desk trays and bags in an orderly fashion
- Toys, expensive personal items should be kept at home (I-pods, MP3 Players etc.)
- Take care of your belongings, do not place temptation in the way of others.
- Students should retain only small amounts of money.
- Give notes/monies to the teachers at collection time.
- Taking/using other people’s property will be regarded as theft
- Vandalism and Graffiti will incur very stiff penalties
- Mobile phones, I-Pods and MP3 players are to be handed in at the office
Safety

- You cannot leave the school grounds unless with a teacher or supervised.
- Dangerous items such as knives, matches, guns, explosives, drugs or alcohol are **NOT** to be brought to school or school function
- Do not use sticks or stones to harm others.
- Play in areas where it is permitted, do not go into “out of bounds areas.”
- Place all rubbish in the bins
- Do not use or move electrical equipment unless supervised by a teacher
- Only enter school buildings when permitted and under teacher supervision
- Shoes must be worn at all times unless under a teacher supervised activity
- Report dangerous items, situations or animals to a staff member
- Wear a hat when playing outside. No Hat, No Play!
- No hat means we remain seated under the main building.
- Wearing of School uniforms is highly recommended.
- Ear studs, sleepers and watches are the only permitted jewellery (unless authorisation is provided by the Principal)
- No running on the verandahs, courtyard and cement areas under the school
<table>
<thead>
<tr>
<th>DATE: ___________</th>
<th>DATE: ___________</th>
</tr>
</thead>
<tbody>
<tr>
<td>DETENTION REFERRAL</td>
<td>DETENTION REFERRAL</td>
</tr>
</tbody>
</table>

| Person: ________________ Class: __________ |

**Recommendation for Detention**

- [ ] Serious incident - Pink slip **OR**
- [ ] Minor incident - White slip **OR**
- [ ] Non compliance with appropriate behaviour expectations
- [ ] Local Management Practices have previously been applied.

**Incident description / context:**

(see over page for details)

- [ ] Other people are involved.

**The person is aware of this referral?** Yes / No

**Referred by:** ________________

**Attendance:**

- [ ] No (reminder to be given)
- [ ] Yes

**Supervisor:** ________________

**Completion Date:** ____________

---

**Session:**

Morning/Middle/Afternoon

**KLA:**

Reason:

---

**Session:**

Morning/Middle/Afternoon

**KLA:**

Reason:
APPENDIX 6
Detention Slip (White Slip)

Time: …………………………………………………Date: …………………………………………….

□ Undercover Area (Behind A Block)
□ Spider
□ Small Undercover Area End of B Block
□ Oval
□ Multi Sports Court
□ Yellow Swings
□ Junior Adventure Playground
□ Toilets
□ Bus Line Up Area
□ Music Room
□ Classroom
□ Library
□ Computer Lab
□ Office
□ Underneath A Block
□ Outside School Gates
□ Bus Travel
□ Class Line Up Areas
□ Veranda
□ Excursion
□ Camp
□ Courtyard/Eating Area

□ Bullying/harassment
□ Defiant/threat/s to adults
□ Disruptive
□ Dress code
□ IT misconduct
□ Late
□ Lying/Cheating
□ Misconduct involving object
□ Non compliant with routine
□ Other conduct prejudicial to the good order and management of school
□ Physical misconduct
□ Possess prohibited items
□ Prohibited items
□ Property misconduct
□ Refusal to participate in program of instruction
□ Substance misconduct involving illicit substance
□ Substance misconduct involving tobacco and other legal substances
□ Third minor referral
□ Truant/skip class
□ Other
□ Verbal misconduct

Examples of Behaviour
- Disobeying instructions from staff/supervising adults while representing the school on camp/on excursion
- Not caring for resources/equipment
- Damage to clothing, equipment or environment
- Infrequent compliance with the school dress code
- Inappropriate language towards students on school grounds.
- Not reporting for detentions
- Wilful disobedience/refusal to comply with school rules
- Using objects within the school irresponsibly
- Leaving the classroom without permission
- Habitual/Persistent Bullying inc. Teasing
- Taking other’s property – classroom level (Teacher judgement req. based on students and age level)
- Actions in the community/travelling to and from school that is determined to be bringing the schools name into disrepute
- Physical misconduct inc (Fighting)
- Physical misconduct inc (Fighting)
- Leaving the classroom without permission
- Leaving the school grounds without permission
BACK OF WHITE SLIP

Comments:

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Consequences:

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Class Teacher: ........................................................................................................... Person giving out the slip: .................................................................................................................................

Principal......................................................................................................................... Parents Signature.........................................................................................................................
<table>
<thead>
<tr>
<th>Box</th>
<th>Example of Behaviour</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Bullying/harassment</td>
</tr>
<tr>
<td>2</td>
<td>Defiant/threat/s to adults</td>
</tr>
<tr>
<td>3</td>
<td>Disruptive</td>
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<tr>
<td>4</td>
<td>Dress code</td>
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<tr>
<td>5</td>
<td>IT misconduct</td>
</tr>
<tr>
<td>6</td>
<td>Late</td>
</tr>
<tr>
<td>7</td>
<td>Lying/Cheating</td>
</tr>
<tr>
<td>8</td>
<td>Misconduct involving object</td>
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<td>9</td>
<td>Non compliant with routine</td>
</tr>
<tr>
<td>10</td>
<td>Other conduct prejudicial to the good order and management of school</td>
</tr>
<tr>
<td>11</td>
<td>Physical misconduct</td>
</tr>
<tr>
<td>12</td>
<td>Possess prohibited items</td>
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<td>13</td>
<td>Prohibited items</td>
</tr>
<tr>
<td>14</td>
<td>Property misconduct</td>
</tr>
<tr>
<td>15</td>
<td>Refusal to participate in program of instruction</td>
</tr>
<tr>
<td>16</td>
<td>Substance misconduct involving illicit substance</td>
</tr>
<tr>
<td>17</td>
<td>Substance misconduct involving tobacco and other legal substances</td>
</tr>
<tr>
<td>18</td>
<td>Third minor referral</td>
</tr>
<tr>
<td>19</td>
<td>Truant/skip class</td>
</tr>
<tr>
<td>20</td>
<td>Other</td>
</tr>
<tr>
<td>21</td>
<td>Verbal misconduct</td>
</tr>
<tr>
<td>22</td>
<td>Wilful damage (Vandalism/graffiti to school resources, property or grounds)</td>
</tr>
<tr>
<td>23</td>
<td>Physical Assaults</td>
</tr>
<tr>
<td>24</td>
<td>Sexual Harassment</td>
</tr>
<tr>
<td>25</td>
<td>Smoking</td>
</tr>
<tr>
<td>26</td>
<td>Possession/use of dangerous/harmful items (firearms, knives, explosives, illicit drugs, alcohol)</td>
</tr>
<tr>
<td>27</td>
<td>Possession of inappropriate/offensive items or images from mobile phones, magazines, internet usage</td>
</tr>
<tr>
<td>28</td>
<td>Aggressive/threatening/obscene (verbal/non-verbal) actions towards any person on school grounds/excursion/camp.</td>
</tr>
<tr>
<td>29</td>
<td>Using objects within the school – endangering the safety of any person on school grounds</td>
</tr>
<tr>
<td>30</td>
<td>Leaving the school grounds without permission</td>
</tr>
<tr>
<td>31</td>
<td>Actions in the community/ travelling to and from school that are determined to be bringing the schools name into disrepute, endangering the safety of others and the bus driver.</td>
</tr>
</tbody>
</table>
APPENDIX 7 -

Behaviour Reflection Sheet

Name: ______________________                Date: _________

1. What happened? What did I choose to do??

2. How did my actions affect the people involved?

3. Which school rule did I ignore?

4. What will happen if this behaviour continues?

5. What else could you have done?
   - A Better Choice.....

   Outcome of this would be...

   - Another Better Choice might be...

   Outcome of this would be...

6. What is the Best Choice?
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 at School
Students who bring valuable personal technology devices like digital cameras, video cameras, ipods, mobile phones or MP3 players to school must hand them in to the office or their classroom teacher upon their arrival at school. They will then be collected at 3pm when travelling home.

Confiscation
Permited 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.

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 Koumala State School. Students using personal technology devices to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks etc) for the purpose of dissemination among the student body or outside the school, by any means (including distribution by phone or internet posting) builds a culture of distrust and disharmony. Students must not record images anywhere that recording would not reasonably be considered appropriate (e.g. in change rooms, toilets or any other place where a reasonable person would expect to be afforded privacy).

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

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

Even where consent is obtained for such recording, the school will not tolerate images or sound captured by personal technology devices on the school premises or elsewhere being disseminated to others, if it is done for the purpose of causing embarrassment to individuals or the school, for the purpose of bullying\(^1\) 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

---

\(^1\) Education Queensland does not tolerate bullying behaviour at schools. This includes bullying conducted by electronic means.
Breach of this policy may be subject to discipline (including suspension and recommendation for exclusion).

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

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

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

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

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

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

* Personal Technology Devices includes, but is not limited to, games devices (such as Portable gaming devices, Tamagotchis®, laptop computers, PDAs, Blackberrys®, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile telephones, iPads® and devices of a similar nature.
Appendix 9

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

Purpose
1. Koumala 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 Koumala State School. Research indicates that both those being bullied and those who bully are at risk for behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community’s goals and efforts for supporting all students.

3. Bullying behaviours that will not be tolerated at Koumala 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 Koumala 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 Koumala State School are an addition to our already research-validated school wide 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 school wide universal behaviour support practices will be maintained at all times. This will ensure that:
   - Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour
• All students know the 3 school rules and have been taught the expected behaviours attached to each rule in all areas of the school
• All students have been or are being taught the specific routines in the nonclassroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms
• All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the non-classroom areas of the school
• A high level of quality active supervision is a permanent staff routine in the non-classroom 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 non-classroom areas.

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

10. An initial introductory lesson is delivered, which teaches the 3-step process to be used by all students when experiencing bullying behaviour either as a person being bullied, the person bullying or bystander.

11. The introductory lesson is followed by several shorter lessons, each of which focuses on one of the bullying behaviours that the school has identified and defined. These lessons include instruction on how to approach adults and also on what reactions and systemic responses they should expect from adults.

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

13. Koumala 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.
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 modified to accommodate their specific receptive and expressive needs.
Appendix 11   KNIVES AT KOUMALA STATE SCHOOL

WORKING TOGETHER TO KEEP KOUMALA STATE SCHOOL SAFE

We can work together to keep knives out of school. At Koumala State School:

- Every student has the right to feel safe and be safe at school.
- There is no reason for a student to have a knife at school.
- No knives are allowed to be taken to school by students.
- It is against the law for a student to have a knife at school.
- A student that has a knife at school can receive very serious consequences.

What kinds of knife are banned?

You are not allowed to have any type of knife at school including:

- flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives or craft knives
- any item that can be used as a weapon, for example, a chisel.

If you need a knife or tools for school subjects, school staff will provide them and supervise their use.

What will happen if I bring a knife to school?

- If you have a knife at school, the principal may call the police.
- Police can search you and your property at school if they think you have a knife.
- If you have a knife at school, you may be disciplined [disciplinary measures will be determined from relevant behaviour management school policy or procedure where appropriate. For example, suspension]
- You may be charged with a criminal offence and face serious consequences if convicted, including a fine or jail.

The points below apply to Education Queensland schools

- School property such as desks or lockers can be searched if the principal suspects that you have a knife on or in school property.
- If the principal thinks you have a knife in your bag, the bag can be confiscated until police arrive.
- If you have a knife at school, it can be confiscated by the principal and given to the police.
- You may face serious disciplinary consequences if you bring a knife to school.

How can I help to keep Koumala State School safe?

- Make sure you know the laws and rules about knives.
- Ask your parents not to put knives or knife tools in your lunch box, pencil case or craft kit.
- Contact your teacher if you are being bullied or threatened at school.
- Immediately tell a teacher or adult if you think someone has a knife at school, or if they say they will bring a knife to school.
- Immediately tell a teacher if a student is threatening anyone with an object that could injure them.
### Term 1

<table>
<thead>
<tr>
<th>Week</th>
<th>School Rule</th>
<th>Area</th>
<th>Behaviour Matrix</th>
<th>Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Be Respectful</td>
<td>All Areas</td>
<td>Respect others’ personal space and property</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Be Safe</td>
<td>Classroom</td>
<td>Respect School Property</td>
<td>Chairs pushed in when leaving</td>
</tr>
<tr>
<td>3</td>
<td>Be Safe</td>
<td>Stairwells and Verandas</td>
<td>Walk quietly and orderly so that others are not disturbed</td>
<td>Transitioning around the school</td>
</tr>
<tr>
<td>4</td>
<td>Be Safe</td>
<td>Classroom</td>
<td>Enter and Exit a room in an orderly fashion</td>
<td>Showing manners</td>
</tr>
<tr>
<td>5</td>
<td>Be Respectful</td>
<td>Classroom</td>
<td>Raise your hand to speak</td>
<td>Politeness</td>
</tr>
<tr>
<td>6</td>
<td>Be Responsible</td>
<td>Classroom</td>
<td>Keep work space tidy</td>
<td>The curse of the pencil shavings</td>
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<tr>
<td>7</td>
<td>Be Respectful</td>
<td>All Areas</td>
<td>Wait your turn</td>
<td>Patience</td>
</tr>
<tr>
<td>8</td>
<td>Be Respectful</td>
<td>All Areas</td>
<td>Clean up after yourself</td>
<td></td>
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<tr>
<td>9</td>
<td>Be Responsible</td>
<td>Playground</td>
<td>Return equipment to the appropriate place</td>
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</table>

### Term 2

<table>
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<th>School Rule</th>
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<th>Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Be Respectful</td>
<td>Bus Area</td>
<td>Line up in designated areas and wait quietly for the teacher</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Be Safe</td>
<td>All Areas</td>
<td>Keep Hands, feet and objects to yourself</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Be Responsible</td>
<td>Classroom</td>
<td>Complete set tasks</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Be Respectful</td>
<td>All Areas</td>
<td>Wait your turn</td>
<td>Especially while waiting for a teacher who is speaking to someone else.</td>
</tr>
<tr>
<td>5</td>
<td>Be Respectful</td>
<td>Classroom</td>
<td>Be a good listener</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Be Responsible</td>
<td>Playground</td>
<td>Be a Problem Solver</td>
<td></td>
</tr>
<tr>
<td>6-7</td>
<td>Be Safe</td>
<td>Playground</td>
<td>Play fairly – take turns, invite others to join in</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Be Safe</td>
<td>Bus Area</td>
<td>Wait your turn</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Be Respectful</td>
<td>All Areas</td>
<td>Use polite language</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Be Responsible</td>
<td>All Areas</td>
<td>Be in the right place at the right time</td>
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</table>

### Term 3
<table>
<thead>
<tr>
<th>Week</th>
<th>School Rule</th>
<th>Area</th>
<th>Behaviour Matrix</th>
<th>Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Be Safe</td>
<td>Playground</td>
<td>Play fairly – take turns, invite others to join in and follow the rules</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Be Safe</td>
<td>Classroom</td>
<td>Use equipment appropriately</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Be Respectful</td>
<td>All Areas</td>
<td>Respect others personal space and property</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Be Responsible</td>
<td>Classroom</td>
<td>Take an Active role in classroom activities</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Be Respectful</td>
<td>All Areas</td>
<td>Use polite language</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Be Responsible</td>
<td>All Areas</td>
<td>Follow instructions right away</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Be Safe</td>
<td>Toilets</td>
<td>Respect school property</td>
<td></td>
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<tr>
<td>8</td>
<td>Be Safe</td>
<td>Camps</td>
<td>Clean Up after yourself</td>
<td></td>
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<tr>
<td>9</td>
<td>Be Safe</td>
<td>Bus lines/Bus Travel</td>
<td>Stay in your seat and sit still</td>
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<tr>
<td>10</td>
<td>Be Responsible</td>
<td>All Areas</td>
<td>Be honest</td>
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</table>

**Term 4**

<table>
<thead>
<tr>
<th>Week</th>
<th>School Rule</th>
<th>Area</th>
<th>Behaviour Matrix</th>
<th>Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Be Respectful</td>
<td>Classroom</td>
<td>Raise your hand to speak</td>
<td>Begin the term with the correct focus</td>
</tr>
<tr>
<td>2</td>
<td>Be Responsible</td>
<td>Playground</td>
<td>Return equipment to the appropriate place at the bell</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Be Safe</td>
<td>All Areas</td>
<td>Use equipment appropriately</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Be Respectful</td>
<td>All Areas</td>
<td>Respect others personal space and property</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Be Responsible</td>
<td>Classroom</td>
<td>Take an Active Role in classroom activities</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Be Safe</td>
<td>Stairwells</td>
<td>Walk quietly and orderly so that others are not disturbed</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Be Respectful</td>
<td>All Areas</td>
<td>Clean Up after yourself</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Be Responsible</td>
<td>Swimming</td>
<td>Be Prepared</td>
<td>Water safety</td>
</tr>
<tr>
<td>9</td>
<td>Be Safe</td>
<td>Swimming</td>
<td>Swimming in a safe and sensible manner</td>
<td>Water safety</td>
</tr>
<tr>
<td>10</td>
<td>Be Respectful</td>
<td>All Areas</td>
<td>Care for equipment when packing up</td>
<td></td>
</tr>
</tbody>
</table>
### Term 1

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Getting Along</td>
<td>Make a friend, be a friend.</td>
</tr>
<tr>
<td>Week 2</td>
<td>Ready Set You Can Do It</td>
<td>Students will understand what success means for them.</td>
</tr>
<tr>
<td>Week 3</td>
<td>Organised</td>
<td>Students will explain what it means to be organised and give examples.</td>
</tr>
<tr>
<td>Week 4</td>
<td>Persistence</td>
<td>Students will be able to state the meaning of Persistence.</td>
</tr>
<tr>
<td>Week 5</td>
<td>Confidence</td>
<td>Students will be able to demonstrate what confidence means both in and out of the classroom.</td>
</tr>
<tr>
<td>Week 6</td>
<td>Resilience</td>
<td>Students will explain what Resilience looks like and feels like for them. They can describe when they would need Resilience.</td>
</tr>
<tr>
<td>Week 7</td>
<td>Getting Along</td>
<td>Discuss with students the meaning of “friendship.” Ask students whether they believe it is possible to form a friendship with someone who doesn’t like them. Ask them to explain their answers. Remind them that even though we may not like everyone we still need to use getting along behaviours. Point out that for us to have “true blue” (good) friendships, we must treat others the way we want to be treated.</td>
</tr>
<tr>
<td>Week 8</td>
<td>Organised</td>
<td>‘We Strive to Progress’. What does that mean? How do we have to be organised to progress forward and what are we striving for. We cannot move forward without being organised. Consider the harder I practise, the luckier I get!</td>
</tr>
<tr>
<td>Week 9</td>
<td>Persistence</td>
<td>Point out that if we exaggerate how difficult something is, we will tend to find it harder to be persistent. This is because we tend to under-estimate our own ability to complete this task (e.g., “This is too hard. I’m not smart enough to do it.”). Ask the following questions: 1. Have you ever exaggerated or “blown up” how hard something was to do? What was it? 2. Have you ever thought that an extremely hard task was “impossible”? How did you feel about doing the task when you thought this way?</td>
</tr>
<tr>
<td>Week 10</td>
<td>Ready Set You Can Do It</td>
<td>What has success looked like for you this term</td>
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### Term 2

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Topic</th>
<th>Description</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Ready Set You Can Do it</td>
<td>Setting goals for yourself. What do you want to achieve this term? What do the teachers want you to achieve this year?</td>
</tr>
<tr>
<td>Week 2</td>
<td>Confidence</td>
<td>Write on the board the following thoughts: “This is too hard”, “I can’t do it.” Explain that these ideas are two of the biggest ideas that can destroy your confidence. Have your class provide counters to these two ideas (e.g., “The more I try to do something, the easier it gets.”). Indicate that one of the most powerful ways of thinking is called “I Can Do It!” I Can Do It! means that you think, “I’m probably going to be successful rather than fail at doing this.”</td>
</tr>
<tr>
<td>Week 3</td>
<td>Organised</td>
<td>Indicate that setting goals can help you achieve them. For example, setting a goal to be a better speller can help you achieve the goal. Students who regularly set</td>
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goals have a way of thinking called “Setting Goals.” Say to students that people who are organised set goals ahead of time so they know what they want to achieve and the steps to take them there.

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<tr>
<th>Week</th>
<th>Topic</th>
<th>Description</th>
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<tbody>
<tr>
<td>4</td>
<td>Persistence</td>
<td>Ask students the following questions: 1. Which types of tasks and activities (Easy, Hard, Impossible) are you most likely to avoid or give up at doing? 2. Which types of tasks and activities are you most likely to attempt and keep going until you have finished? 3. If you think something will be hard, will you be more likely or less likely to keep trying than if you think it is impossible? 4. If you think something is easy (e.g., writing a poem) and you find that it’s really hard, what effect will this have on your trying to do it (Answer: more likely to give up than if you originally thought it would be hard).</td>
</tr>
<tr>
<td>5</td>
<td>Resilience</td>
<td>Resilience in NAPLAN week is what the focus should be on. Don’t worry if you don’t know, or don’t think its correct, keep going and keep believing in yourself.</td>
</tr>
<tr>
<td>6</td>
<td>Confidence</td>
<td>Instruct students to write two thought statements each day that will help them have the confidence necessary to work on the difficult task. Instruct students to repeat their new, confidence-building thoughts aloud five times, and to themselves five times, just before working on their difficult task each day.</td>
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<tr>
<td>7</td>
<td>Organised</td>
<td>Instruct students to set a long-term goal of excelling at something at which they are not very good. Instruct students to write this long-term goal. Have them write several short-term goals they will work towards in order to reach their long-term goal.</td>
</tr>
<tr>
<td>8</td>
<td>Persistence</td>
<td>Point out that if we exaggerate how difficult something is, we will tend to find it harder to be persistent. This is because we tend to under-estimate our own ability to complete this task (e.g., “This is too hard. I’m not smart enough to do it.”). Ask the following questions: 1. Have you ever exaggerated or “blown up” how hard something was to do? What was it? 2. Have you ever thought that an extremely hard task was “impossible”? How did you feel about doing the task when you thought this way?</td>
</tr>
<tr>
<td>9</td>
<td>Resilience</td>
<td>Display an “Emotional Thermometer” (Teacher Guide Sheets). State that students can use this thermometer to take their emotional temperature; we will see how hot or cold our emotions are. Explain that the numbers on this thermometer represent how much (hot) or how little (cold) of an emotion we have inside (e.g., “If I’m extremely excited, or angry or worried, my emotional temperature might rise to the highest level on the thermometer.”)</td>
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<tr>
<td>10</td>
<td>Mindset</td>
<td>Talk about the difference between a fixed and a growth mindset. How do the children respond to an environment or stimulus? What do they believe they can do? More information on Carol Dweck as the term goes on.</td>
</tr>
<tr>
<td>11</td>
<td>Ready Set You Can do It</td>
<td>Students will understand what success meant for them this term.</td>
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</table>
List how you feel, what you feel like and what your body is telling you. How can you use those feelings for good?

**Week 3** Organised
Discuss the meaning of the word “goal.” Indicate to students that a goal is something a person decides to do that cannot be done all at once, but can be done in steps. Give several examples of goals as follows:
1. Your school is having a canned food collection. The student who collects the most cans wins a handheld computer game. You know that last year the winning student collected 96 cans. Your goal might be to collect 100 cans.
2. You have a 10-word spelling test on Friday. You missed two words on the last test. Your goal might be to get them all right this week.

**Week 4** Persistence
Have a getting started chair and a homework chair. Stand up and begin to walk from the “Getting Started” chair towards the “Homework” chair. Ask the class to suggest some obstacles that could block a student’s progress from doing homework (e.g., not having necessary materials, not knowing what to do, feeling like you can’t do the work, being tired, having the television on). Write each suggestion on a piece of paper and place it on the floor in the path between the two chairs.

**Week 5** Resilience
Explain that our thoughts may also be resilient or not resilient. Differentiate between resilient and not resilient thoughts as follows:
1. Resilient thoughts are ideas that are sensible, true and help us to be calm. For example, when you make a mistake on your work, it is sensible to think to yourself “We all make mistakes, making a mistake doesn’t make me bad”. We call this kind of thinking “Accepting Myself” thinking.
2. Non-resilient thoughts are ideas that are not sensible and true and cause us to have hurtful emotions and behaviours. For example, when you make a mistake on your work, it is not resilient to think “I’ve made a mistake, I’m a loser”. We call that kind of thinking “Self Downing”. Explain that Self Downing means thinking that I am a total failure or useless when I have been rejected or have not achieved a good result.

**Week 6** Getting Along
Think happy thoughts about someone else and hope that they succeed at something today.

**Week 7** Confidence
Point out that if we worry too much about something, we will lose confidence and will not perform as well as we would like. For example, if we worry too much about a test, we may panic, forget everything we have studied and, therefore, perform poorly on the actual test. Or, if we worry too much about who we’re going to play with at recess, we might be distracted in class, not learn, and end up not having a fun recess break either. Ask students for examples of times when they worried so much about something that it caused them problems.

**Week 8** Organised
Explain the purpose of setting goals using the following illustration:
1. A truck driver is about to go on a trip. He has the best truck you can buy and a full tank of fuel. The only problem is he does not know where he is going. How will he get there if he does not know where he is going?
2. Explain that setting goals is like deciding where to go on a trip. We have to know where we are going, to move in the right direction to get there. We have to set goals to know what we should do. Once we have set a goal, we have to keep working until we reach it, just like the truck driver has to keep driving to reach his destination.

**Week 9** Persistence
Explain that Hard Yakka is a term that can be used to refer to any task or activity we have to do that is not fun, exciting, or easy. Give some examples of things from your own life that you find to be Hard Yakka (e.g., correcting papers, planning lessons, running off worksheets, doing laundry).

**Week 10** Resilience
Explain that when someone acts badly and treats you unfairly or inconsiderately it can sometimes lead you to feel very angry and to lash out. A negative way of thinking that can make you feel this way is called “Being Intolerant of Others”
(write on the board). Then write up on the board and discuss: Indicate that Being Intolerant of Others means thinking that people should always treat me fairly and considerately and when they do not I can’t stand it and they are totally bad. It would be much more helpful when these things happen if you can stay calm and return to your work or play.

Explain to students that a way of thinking that can help them be resilient is “Being Tolerant of Others” and write it on the board. You can also write its meaning on the board: Being tolerant of others means accepting that everyone acts unfairly towards others some of the time and not making an overall judgement of a person based on one action or incident. It also means acknowledging that we all have habits or behaviours that can be annoying to others, but that is just one small part of us, and doesn’t make us “all bad”.

| Week 10 | Ready Set You Can Do It | Did the students achieve the goals they set for themselves this Term? Did the students reach experience success. |

**Term 4**

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Description</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Ready Set You Can Do it</td>
<td>Setting goals for yourself. What do you want to achieve this term? What do the teachers want you to achieve this year?</td>
</tr>
<tr>
<td>Week 2</td>
<td>Confidence</td>
<td>Orient students to the lesson with a discussion about strong and weak personal qualities (traits). Explain that all people have both positive and negative (good and not-so-good) qualities. Ask students to discuss whether a few negative traits make a person totally bad or hopeless. Have students give reasons for the responses. Ask students to describe how it feels to get very down. Have them consider the situations of no one wanting to play with them at lunch, or getting a bad mark. Also ask students to say how getting very down effects their confidence. Introduce the way of thinking called “Accepting Myself.” Explain that it means not thinking badly of yourself when bad things happen.</td>
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<tr>
<td>Week 3</td>
<td>Organised</td>
<td>Jane’s goal is to get an “A” for her social studies project, which is due in two weeks. She thinks it is very important to do a good job on the project, so she starts it well in advance of the due date. She sets aside half an hour each day for the next two weeks to work on the project. When friends call or ask her to play during her project time, she explains that this is her time to work. When she realises that she doesn’t understand some aspect of the project, she asks her teacher about it. When Jane hands in her project, she receives an “A.” Because she dedicated a great amount of effort to the project, Jane was able to reach her goal of getting an “A.”</td>
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<tr>
<td>Week 4</td>
<td>Persistence</td>
<td>Explain that it is quite common for students to feel like they want to put off doing some work because it’s boring or hard. Introduce the term “procrastination” as another term for “laziness” and write it on the board. Have students pronounce it. Explain that procrastination means putting off doing something that you know you should be doing. Give some examples of how you procrastinate. Ask students for examples, and write them on the board. Indicate that the purpose of this lesson is for students to be able to come up with a plan of action when they catch themselves procrastinating.</td>
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<tr>
<td>Week 5</td>
<td>Resilience</td>
<td>Explain to students that another strategy that will help them to stay calm in a difficult situation is by finding someone to talk to. Ask students to identify, and list on the board, the people they could talk to if they need support in staying calm and being resilient. Discuss the reasons why it is better to talk to someone about how one feels rather than keeping feelings bottled up inside.</td>
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<tr>
<td>Week 6</td>
<td>Confidence</td>
<td>Discuss that everyone makes mistakes. Ask students to close their eyes and think about a time they made a mistake. After students have done this, lead a discussion using the</td>
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following questions:
1. How did you feel when you made a mistake?
2. Did anything horrible happen because of the mistake?
3. Do you think it is okay or even important to make mistakes once in a while?
4. What are some sensible thoughts you could have after you make a mistake?

Explain that a good way to think to help you cope with mistakes is called “Taking Risks.” Write its meaning on the board:
“While I would like to get all of my work correct and never make mistakes, I know my work can’t always be perfect, and that it is okay to make mistakes.”

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<thead>
<tr>
<th>Week 7</th>
<th>Organised</th>
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<tr>
<td>Ask students to discuss how they determine how much effort to put towards a goal. Point out that we often decide how much effort to put towards a goal by answering the following questions:</td>
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<tr>
<td>1. How important is the goal to us?</td>
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<td>2. How difficult (or easy) will it be for us to reach the goal?</td>
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<tr>
<td>3. How much time will it take to reach the goal?</td>
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<td>C. Point out that the more important a goal is to us, the more likely we are to make a greater effort towards it. State that if we perceive a goal as too difficult, too easy, or taking up too much time, we sometimes fail to make our best effort. Therefore, we must remind ourselves of the importance of reaching the goal.</td>
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<tr>
<th>Week 8</th>
<th>Persistence</th>
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<tr>
<td>Explain to students that sometimes we put off doing something because we have negative self-talk about the task we have to do. Sometimes in our self-talk we make up little excuses for not doing the work. With this type of self-talk, it is impossible to do the work. So the first step to doing something you have been putting off is becoming aware of this negative self-talk.</td>
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<tr>
<th>Week 9</th>
<th>Resilience</th>
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<tr>
<td>How have you been Resilient this term/year?</td>
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<tr>
<th>Week 10</th>
<th>Ready Set You Can Do It</th>
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<tr>
<td>Did the students achieve the goals they set for themselves this Term? Did the students experience success?</td>
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KOUMALA STATE SCHOOL

Behaviour Management Plan 2018

Reviewed Annually

1. Purpose

“If no one told you they loved you today, remember I do and I always will”
Linda Ciat-Waymann, Principal, North Philadelphia
TED Talk – “How to fix a broken school”, June 2015

Koumala State School has created a behaviour management plan that is purposeful in managing the behaviour of students. Koumala State School works with children from the ages of 5 through to 13 years of age. Children in this age range come to school with a range of experiences and support and they will need to learn how to manage themselves and others during the 7 years they spend at Koumala State School. Children will make mistakes and it is the obligation of the school to teach children how to behave, in conjunction with parents and other community groups.

All children and staff members have the right to teach and learn at school, but all children, parents, and staff, have the responsibility to create an environment for learning and these can be found in the behaviour philosophy:

Whole school behaviour starts with me.

As children, parents and staff, if you behave responsibly with your peers, and if you demonstrate respect to others and appreciate that mistakes can be made but we can all learn from them, then the whole school can move towards a supportive environment.

Three guiding principles should be found in each classroom:
1. Every class should have a Positive behaviour plan that is clearly understood by students and parents.
2. Every class should be a positive and supporting learning environment for all students
3. Student/Teacher relationships is a key to every classroom in that they are positive and respectful. Parent/Teacher relationships are important, if not more important, in establishing behaviour and respect for education.

At Koumala State School we are Purposeful in what we do and we are always aiming to improve. Our goal is to be proactive and optimistic in our management of children, and to create a positive environment for all students while we support and teach them. We wish them to be able to move to high school and achieve with a backpack full of academic skills and a raft of behaviour strategies.

“The kids who need love the most will always ask for it in the most unloving ways”
Russel Barkley
To be able to change a school’s behaviour it is important to use the vast amounts of research that supports positive change in schools. Some of the research that Koumala State School is using to support a positive approach to school management are from John Hattie, Dr Carol Dweck and the SWPBS school approach.

John Hattie strongly supports the ideals behind positive classroom environments and that the relationships between the teacher and the students can be THE difference in all students learning and achieving at school. He has written about the passion for teaching as it relates to the level of enthusiasm that the teacher shows, the extent of commitment to each student, to learning and to teaching itself (2012, pg. 35). This passion will reveal itself in a classroom that is focussed on the positive learning of all students. He also warns about the dangers of focussing on negative behaviour as children who think they are naughty will seek evidence to confirm themselves as naughty children (2012, pg. 45).

Dr Carol Dweck has written a book about Mindset and it deals with the two ways children and adults look at the world, through a Fixed Mindset or a Growth Mindset. When you enter a mindset you enter a new world. In one world – the world of fixed traits – success is about proving your smart or talented. Validating yourself. In the other – the world of changing qualities – it’s about stretching yourself to learn something new. Developing yourself. (2012 pg. 15). In other words, we can have a fixed mindset about ourselves or about others. A child may never achieve academically or behaviourally because we/they may have a fixed mindset about what they can do.

Positive Behaviour for Learning (PBL), previously known in state schools as Schoolwide Positive Behaviour Support (SWPBS) is a whole-school approach to creating a safe and supportive environment that has a strong evidence-base and is used in many Queensland state schools. At Koumala State School we are not a PBL school as we have only 1 staff member (from 2016 data) who has been trained in the program of SWPBS. While we are not a PBL school we follow the example set by the program.

- We are implementing a positive behaviour plan for every classroom and across the school.
- We teach the correct behaviours in classrooms.
- We collect both positive and negative data across the school.
- We meet at regular intervals to discuss the data and identify areas, days, times and behaviours that are most common across the school or classrooms.
- We provide teachers with the support they need to address these issues in the class.

As the research grows, so it will be added to the behaviour plan to ensure that Koumala State School students and teachers are up to date with the most relevant support available to maintain a positive experience for the whole school community.

“No matter how many mistakes you make, or how slow you progress. You are still way ahead of someone who isn’t even trying”

Tony Robbins
3. Consultation and data review

Koumala State School has been developing this plan during 2015 and we have been receiving regular feedback from staff. This ongoing approach to behaviour support will continue to be developed through 2016 and fed back to the staff and the P&C while we seek to create a school that supports all students.

4. Learning and behaviour statement

Our school community has identified the following school rules to teach and promote our high standards of responsible behaviour that will develop Responsible Learners who will:

- Be safe
- Be responsible
- Be respectful

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

In addition our school community have endorsed the following as expectations we have of students leaving Koumala State School at Year 6.

Our students will exit Yr 6 with a backpack of skills that will empower them to be:

- Literate
- Numerate
- Technological Natives
- Healthy and Active
- Resilient
- Respectful
- Responsible
- Tolerant

Our school also has a belief in the Rights and Responsibilities for our students, staff and community members. For a summary of these please refer to Appendix 2.

5. 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 Koumala 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.

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

The school day commences at 8:50am where students are reminded of our School Wide Positive Behaviour Support program. Students are explicitly taught the expected behaviour of focus for that week and this learning experience is reinforced each day while that particular behaviour remains a school wide focus.
<table>
<thead>
<tr>
<th>SCHOOLWIDE EXPECTATIONS TEACHING MATRIX</th>
<th>ALL AREAS</th>
<th>CLASSROOM</th>
<th>PLAYGROUND</th>
<th>STAIRWELL/ VERANDAHS</th>
<th>TOILETS</th>
<th>BUS LINES/ BUS TRAVEL</th>
<th>LIBRARY</th>
<th>EXTRA CURRICULAR PROGRAMS (Camps/Excursions)</th>
</tr>
</thead>
<tbody>
<tr>
<td>BE RESPECTFUL</td>
<td>Respect others’ personal space and property</td>
<td>Care for equipment</td>
<td>Clean up after yourself</td>
<td>Use polite language</td>
<td>Wait your turn</td>
<td></td>
<td>Respect others’ personal space and property</td>
<td>Care for equipment</td>
</tr>
<tr>
<td></td>
<td>Respect others’ right to learn</td>
<td>Talk in turns</td>
<td>Be a good listener</td>
<td></td>
<td></td>
<td></td>
<td>Clean up after yourself</td>
<td>Use polite language</td>
</tr>
<tr>
<td></td>
<td>Raise your hand to speak</td>
<td>Wear shoes and socks at all times</td>
<td>Be sun safe; wear a broad brimmed hat</td>
<td></td>
<td></td>
<td></td>
<td>Respect school property (toilet doors, paper hand towel, toilet seats)</td>
<td>Use polite language</td>
</tr>
<tr>
<td></td>
<td>Participate in school approved games</td>
<td>Carry items</td>
<td>Keep passage ways clear at all times</td>
<td></td>
<td>Respect privacy of others</td>
<td></td>
<td>Respect school property (no vandalising tables, chairs or books)</td>
<td>Talk quietly when the bus is travelling</td>
</tr>
<tr>
<td></td>
<td>Rail safety</td>
<td>Keep passage ways clear at all times</td>
<td>Lift your feet when moving</td>
<td></td>
<td>Line up in designated area and wait quietly for the teacher</td>
<td></td>
<td>Respect school property (no vandalising tables, chairs or books)</td>
<td>Don’t distract the driver</td>
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<tr>
<td>BE RESPONSIBLE</td>
<td>Ask permission to leave the classroom</td>
<td>Be prepared at the classroom</td>
<td>Be a problem solver</td>
<td>Move peacefully in single file</td>
<td>Use toilets during breaks</td>
<td>Arrive promptly (move quickly)</td>
<td>A waterproof bag is required for borrowing</td>
<td>Respect others’ personal space and property</td>
</tr>
<tr>
<td></td>
<td>Be on time</td>
<td>Complete set tasks</td>
<td>Return equipment to appropriate place at the sports bell</td>
<td>Keep to the left</td>
<td></td>
<td>Keep your body to yourself</td>
<td>Clean up after yourself</td>
<td>Care for equipment</td>
</tr>
<tr>
<td></td>
<td>Be in the right place at the right time</td>
<td>Take an active role in classroom activities</td>
<td></td>
<td></td>
<td></td>
<td>Go to the toilet, wash hands and get a drink prior to lining up</td>
<td>Use polite language</td>
<td>Clean up after yourself</td>
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<tr>
<td></td>
<td>Follow instructions straight away</td>
<td>Keep work space tidy</td>
<td></td>
<td></td>
<td></td>
<td>Have your name marked on the bus roll</td>
<td>Use polite language</td>
<td>Wait your turn</td>
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<tr>
<td></td>
<td></td>
<td>Be honest</td>
<td></td>
<td></td>
<td></td>
<td>Follow all bus rules</td>
<td>Use polite language</td>
<td>Use polite language</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Follow the bus driver’s instructions</td>
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<tr>
<td>BE SAFE</td>
<td>Use equipment appropriately</td>
<td>Walk</td>
<td>Play fairly – take turns, invite others to join in and follow rules</td>
<td>Wash hands</td>
<td>Wash hands</td>
<td>Wait your turn</td>
<td>Use equipment appropriately</td>
<td>Respect others’ personal space and property</td>
</tr>
<tr>
<td></td>
<td>Keep hands, feet and objects to yourself</td>
<td>Sit still</td>
<td>Care for the environment</td>
<td>Wash</td>
<td>Wash hands</td>
<td>Keep your belongings nearby</td>
<td>Keep hands, feet and objects to yourself</td>
<td>Care for equipment</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Enter and exit room in an orderly manner</td>
<td>Use playground equipment in a safe and sensible manner</td>
<td>Walk</td>
<td>Wash hands</td>
<td>Stay in your seat and sit still</td>
<td>Use equipment appropriately</td>
<td>Keep hands, feet and objects to yourself</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Respect school property (no vandalising tables, chairs and books)</td>
<td>Walk quietly and orderly so that others are not disturbed</td>
<td>Walk</td>
<td>Wash hands</td>
<td>Keep your hands to yourself</td>
<td>Pair up with a buddy</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Walk on every step (no jumping)</td>
<td>Walk</td>
<td>Wash hands</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Use hands on the handrail</td>
<td>Wash</td>
<td></td>
<td></td>
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</tbody>
</table>
6. Positive Behaviour Principles Explained

“Your mind is a powerful thing,
when you fill it with positive thoughts
your life will start to change”
Zig Ziglar

Every class should have a Positive behaviour plan that is clearly understood by students and parents. Teachers need to be alert to the positive changes that students are making in the class. A plan should be in place that rewards the students for making positive choices and these rewards need to be regular, something that the students appreciate, and public. The positive data of the class needs to be maintained and collected at the end of the term to be presented at a staff meeting. This data will allow the staff to recognise which students are receiving the most ‘love’ and which students have not been noticed as often. A comparison of positive and negative data can sometimes show the correlation between students not receiving as much positive support while also receiving negative consequences. At Koumala it is imperative that all teachers actively seek ways to reward and encourage students for effort and positive behaviour.

Every class must be a positive and supporting learning environment for all students
When a student walks through the gate at 8:30am they should automatically move into a positive and supportive learning environment. It may be as simple as a good morning from a teacher, or even to check how things are going. This enables the staff member to assess how the child may be feeling and how prepared they are to start the day. From 8:30 through to when the child leaves at 3:00pm there should be a positive environment for them to work in. The classroom is a key environment and this can be where targeted teaching takes place. If a child is working in an area they are unsure about but have support and with achievable tasks, then behaviour management will take care of itself. When work is too easy, or hard, when the child does not know what to do, or is bored, that is when behaviour issues begin to occur.

Student/Teacher relationships is a key to every classroom in that they are positive and respectful
At Koumala State School the simple act of showing interest in the child outside of the classroom can create more learning and respect inside the classroom. Shaking of their hand when they come to school, asking about their football team on the weekend, or generally showing interest in the child builds up teacher credibility and can allow for more guidance when it comes to academic or behavioural conversations.

7. Positive Changes in the school

Focus on the Behaviour, not on the child
A child is a growing and developing person and can often make good and bad choices. It is imperative that we focus on the behaviour of the child and not label the child themselves. If a child makes a bad choice, they are not a bad child. The choice they made was bad and needs to be corrected but they are not themselves bad. Similar with positive behaviour, if a child makes a good choice then it is the choice they made that is to be congratulated, the child is not to be labelled as good. If a child makes a good choice and then later in the day they make a bad choice, if incorrectly labelled they can start the day as a good child and end the day as a bad child. Children will make mistakes, as adults do, and so all staff must focus on the behaviour not the child.

Conversation not consequence
At Koumala State School every behaviour will result in a consequence, but the consequence does not necessarily mean the behaviour will change unless there is a conversation around the behaviour. A child who chooses a negative behaviour can be handed a negative consequence, but teachers should not expect the consequence to change the behaviour. Rather the child has made a mistake, the consequence is handed down, but a conversation after to teach the child the correct behaviour needs to take place. So to with positive choices. If the child receives a positive consequence for something they have done, but are not aware as to what they have done, then they will not be able to do it again. It is important that staff do not assume the child knows why they are receiving the consequence, unless we have the conversation outlining the great choice they made.
“Stop being afraid of what could go wrong, and start being positive of what could go right”

**Talent v effort**

Research has shown that one of the most harmful ways of hurting the confidence of students is to focus our attention on their talent and ability. If we congratulate a student for being smart when completing a certain task, when the same student attempts a harder task and fails, the student could now feel that they are not smart. If teachers congratulate students on the effort they put in, they students are more likely to put in more effort on tasks that are harder. Dweck’s (2012) research shows many incidences of children as young as one all the way to professional athletes who have responded differently depending on the mindset they had before they even came to the task.

At Koumala State School we wish all students to develop a growth mindset and we encourage all teachers to lavish as much praise and attention on effort, hard work, ideas, and initiatives. Students should not be afraid of mistakes and need to be given stories of people who have made mistakes and succeeded.

8. **Parental Involvement**

While teachers will do whatever they can to ensure every child receives a great education and be as supportive and encouraging as they can. Every child begins every day in a home. The environment that is created, and the behaviour that is expected, in the home can play a significant role in the behaviour of the child at school. Children will come to the classroom in the state of mind that they left the home. Parents play an important role in ensuring their child’s state of mind is open to learning. Parents are encouraged to support the teachers and the Koumala Behaviour Plan and even implement the positivity in their home. Maslow’s Hierarchy of Needs can demonstrate the responsibilities the whole school community has in raising children and improving their academic and behavioural achievement.

9. **Maslow’s Hierarchy of Needs**

This chart demonstrates that the needs of children need to be met in the home before they can come to the classroom. Negative behaviour in children can stem from one of these needs not being met. Teachers at Koumala State School will provide the best education for children, and support from the school community can greatly assist in their progress and positive involvement in the classroom.
10. You Can Do It

“If we don’t teach our children how to behave, How can we punish them when they don’t?”

You Can Do it Program
The You Can Do It Program focuses on five key areas that are integral to the development of students at Koumala State School. The five focus topics of Confidence, Persistence, Organisation, Getting Along and Resilience will support students in their understanding of Being Safe, Respectful and Responsible. The language found in these behavioural concepts will be explored both as lessons and in everyday situations where teachers can find the opportunity to encourage students using these topics. There will be a focus topic a week and teachers can use these to assist in creating a Student of the Week award for Parade. This will allow these five topics to be explored on Parade 8 times each throughout the year, along with countless of other times during general school conversations.

Confidence |
Persistence |
Organisation |
Getting Along |
Resilience

11. Proactive Strategies

“You Can Do it Program”

“The way positive reinforcement is carried out is more important than the amount”
B.F. Skinner

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

- **Praise.** Teacher, peer and parent praise to reinforce positive behaviours is an extremely powerful tool in determining exemplary behaviour.
- **Class Awards** – to recognise great behaviour in the class throughout the term
- **Gotcha Bands** - The three bands of different colours which have the three school rules written on them are to be handed out to students during both school time and class time for behaviour which is positive and needs to be encouraged and supported.
- **Stickers** – to be used as tools to identify and reward good behaviour throughout the day
- **A Daily/Weekly Behaviour Monitoring Chart.** This chart in the classroom is able to provide all students with nonverbal proof of their behaviour in the lesson or the day. The higher levels that state the three school rules will allow students to move up as their behaviour improves throughout the day.
- **Role modelling** by staff and school leaders and peers reinforces the behaviours expected.
- **Classroom routine/rewards.** Each teacher is required to have a classroom responsible behaviour plan strategy that rewards exemplary behaviour and actions eg stickers, points class parties.
- **Student of the Week** again reinforces positive classroom behaviours as each week a Student is nominated by their teacher to receive a merit certificate presented at Parade.
- **Be Responsible, Be Respectful, Be Safe** All staff can reward positive actions by giving a student a “Be Responsible” slip that recognises their effort at demonstrating Responsible Behaviour. These are placed into a box each week and in a Lucky draw at parade a student is selected to win a prize. (Presently a Free meal from the Tuckshop, sponsored by the P and C)
- **Student Councillor.** Students that are able to maintain high levels of good behaviour and leadership, are able to be selected to our Student Council which assists the school in our decision making process. This is a good way of providing peer models.
- **School Leaders.** School Captains and Sports Captains provide the school with leadership and direction and again act as positive peer models.
- **Development of specific policies to address:**
  - The Use of Personal Technology Devices at school (Appendix 7)
- Procedures for Preventing and Responding to Incidents of Bullying (including Cyberbullying) (Appendix 8)
  - **High 5/High 3** The school actively advocates through posters, parade messages, teacher lessons, newsletters, song, raps and rhymes this program. Older children in Years 4-7 are taught to work issues/incidents through by thinking and actioning the following step by step process.
    1. **Talk friendly (ask them to stop)**
    2. **Talk firmly (ask them to stop, loud voice. Leaves person in no doubt as to the inappropriateness of actions.)**
    3. Ignore.
    4. **Walk away. (Takes two to have a conflict)**
    5. **Report. (As opposed to dobbing) This is where a person reports to have the actions cease rather than looking for retribution/getting someone punished.**

A simplified 3-step process is used with the younger children in Years 1-3.
  1. **Talk friendly, ask them to stop.**
  2. **Walk away and ignore.**
  3. **Tell a teacher if it doesn’t stop.**

**Five Fingers of Friendship** - Students on a hand list 5 people they trust, so that if they have a problem they can use one of these people to assist.

> “You can’t control what other people do. You **can** control the way you react”

**Gotcha Bands**
The purpose of the Gotcha Bands is to ‘catch’ students displaying correct behaviour or responses in all parts of the day. Students will be given a Gotcha Band that they can wear around the school for the day. At the end of the day they must place their band on a stand so that their reward can go towards both a school and individual award. When a child receives 25/50/75/100 Gotcha bands they will be given an individual award on parade to celebrate their individual success. Every child who receives a Gotcha Band can also receive a Learner Award that goes towards the Tuckshop prize on Parade.

**12. Negative Consequences**

> “When someone is nasty or treats you poorly, don’t take it personally. It says nothing about you, but a lot about them”

At Koumala State School the teacher is in charge of the day to day management of their own students. Every teacher in the school needs to have a plan in place in dealing with the behaviour of students. These can include:
- Ignore, praise a child for doing correct behaviour, Non-verbal direction
- Proximity, Use of Behaviour Chart,
- Consider the work, the pedagogy and planning
- Provide warning, Use ‘I’ sentences, Give Feedback
- Restate the rule, Actively listen
- Stimulus change, Relocate others
- Give student time to ‘Cool Down’
- Acknowledging emotions

If all these plans fail, then the behaviour may result in a detention. The teacher is to organise the detention of the child which may result in catching up on work, quiet time during play time, or other tasks the teacher deems appropriate as it relates to the behaviour.

All detentions need to be logged on the Detention slip and handed into the Principal at the end of the day.
If it is felt that the behaviour needed a greater consequence, then the teacher can talk to the Principal about a white slip. If the Principal agrees it will then result in a number of detentions. This will be decided in consultation with the teacher. The Principal will then run that detention with the child.

All white slips will be written out by the Principal.

Students who behave in activities that are not negotiable will receive a suspension. This is recorded on a Pink slip and the Principal will be responsible for logging the behaviour and contacting the parents.

All consequences can be handed out and although some will change the behaviour it is important to have the conversation to ensure the lesson can be learnt.

Teachers must be aware of the environment they are creating, the curriculum constraints, the differentiation, the mindset of the child and the times they were positive to the student. Teachers should also identify triggers that may have caused behaviour concerns and move to avoid them in the future.

13. Tracking Behaviour

“You are free to choose.
You are not free from the consequence of your choice”

All information of student’s misbehaviour is kept on One School and on an internal monitoring school program. This school system will allow all staff to identify trends across the school in relation to times, places, behaviours, and students.

Parents must also be informed of all detentions through notes home in KIT books or phone calls so that the parent is aware of the child’s behaviour at school.

14. Rewards Days

At the end of the school term there will be a rewards day for students who have participated positively at school throughout the term. All students are welcome to attend and are automatically invited. Students who have had behaviour concerns across the term will be discussed with the teacher and the Principal. Teachers can make the argument for/against any child’s attendance in Rewards Day based on the data, or by the effort the child has made in the class. Principal will make the final decision based on consultation with the teacher.

The program consists of the following components:
End of Term – class/teacher negotiated activities that are conducted at school ½ day only

Principal and Teachers will monitor detentions, white slips and pink slips through the school tracking process and OneSchool.

Encouraging and maintaining positive behaviours
Classroom rules and expectations:
• reflect the values of the wider school community
• embody the key messages and a common language
• recognise and focus on positive practices and behaviours
• are fair, clear and framed in a positive way
• are developed collaboratively with the class and continually revisited
• are modelled by staff
• are implemented in a consistent, fair and just manner
Responding to unacceptable behaviour
Students come to school to learn. Behaviour support represents an important opportunity for learning how to get along with others.

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

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

- Targeted behaviour support

Due to the size of Koumala State School, it is important to recognise that all staff are involved in the support of students who may need more targeted behaviour support. Contact is made between the students and the members of staff every day, in the playground, the classrooms and in the local community. Staff meetings are used to identify students who may require targeted support, and a team approach is used to formulate and record strategies for implementation. Parents/caregivers are involved in the support process through school support personnel (classroom teacher, LST, GO, Chaplain, Principal).

Koumala State School engages the You Can Do It program for the language to assist students in understanding how their behaviour can be

Strategies used for targeted behaviour support include:
- curriculum adjustment - *differentiation*
- verbal and non-verbal
- increased attention
- communication with the school community
- added responsibilities.

<table>
<thead>
<tr>
<th>Curriculum Adjustment</th>
<th>Staff determine whether a student may need further support in curriculum related areas, and adjustments are made where necessary. This may involve:</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>• working with a teacher aide or learning support teacher</td>
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<tr>
<td></td>
<td>• adjusted class work</td>
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<td></td>
<td>• working with a peer or older student.</td>
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<thead>
<tr>
<th>Verbal</th>
<th>Verbal reinforcement, used every day in both the classroom and playground, includes:</th>
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<tbody>
<tr>
<td></td>
<td>• specific reinforcement e.g. “Thank you for sitting down”.</td>
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<tr>
<td></td>
<td>• Targeted direction giving.</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Non-Verbal</th>
<th>Non-verbal reinforcement, used every day in both the classroom and playground, includes:</th>
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<tbody>
<tr>
<td></td>
<td>• body language – smile, thumbs up</td>
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<td>• behaviour charts</td>
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<td>• privately understood signals</td>
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<td>• proximity to the child in terms of desk placement or where staff members are standing</td>
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<td>• awards.</td>
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<td>• visual aids</td>
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<tr>
<th>Increased attention</th>
<th>Students may require increased attention for either curriculum needs or to reinforce acceptable behaviour. This may occur through:</th>
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<tbody>
<tr>
<td></td>
<td>• One on one curriculum support with the teacher</td>
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<tr>
<td></td>
<td>• Teacher aide support</td>
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<td></td>
<td>• Work with another member of school staff</td>
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<td></td>
<td>• Curriculum support through an older classmate.</td>
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</table>

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<thead>
<tr>
<th>Communication within the school community</th>
<th>Communication with the parents/caregivers occurs through all stages of targeted behaviour support, and includes positive/encouraging letters or phone calls home.</th>
</tr>
</thead>
</table>

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<thead>
<tr>
<th>Added responsibilities - meaningful roles</th>
<th>A child who is receiving targeted behaviour support may benefit from added responsibilities within the class or school. These responsibilities can include:</th>
</tr>
</thead>
</table>
Peer tutoring
• Working with a younger or older classmate
• Classroom jobs
• School jobs.

**Intensive behaviour support**

At *Koumala State School*, all students who are considered to be “seriously at risk” of significant educational underachievement due to their inappropriate behaviours are supported using a proactive problem solving approach.

A functional analysis approach to assessing behavioural problems is adopted involving a systems approach that looks at the ‘whole’ child. It covers such areas as:

**Case Management:**

The case manager for each student who is identified as “seriously at risk” should be the class teacher. However a support team approach is adopted with staff working collaboratively. Students who are considered to be at risk and have experienced an array of severe management strategies, such as suspension or exclusion, should proceed through a systematic assessment procedure. This may include:

- collation of data which gives an overview of (a) problematic behaviours and (b) consequences implemented i.e. detentions, suspensions etc
- referral for discussion at the school special needs meeting (held weekly)
- referral to Guidance Officer for assessment and preliminary behavioural support
- referral to Advisory Visiting Teacher for Behaviour Support for consultation or support
- full team collaboration to undertake a functional behavioral assessment and develop an Individual Behaviour Support Plan.

Strategies used will be preventative, supportive and/or corrective.

**Preventative** – the action taken to prevent or minimise unnecessary disruption. This may include effective learning and teaching practices, classroom organisation, positive modelling and the use of appropriate content and curriculum material.

**Supportive** – the action taken to employ support for the student and teacher. This may mean strategies teachers put in place to assist students or it may mean additional support from other staff in the school for the teacher and student.

**Corrective** – the actions teachers take when disruptive behaviour occurs. This includes positive correction strategies outlined in the Individual Behaviour Support Plan.

All behaviour that is contrary to school and classroom procedures will be managed based on the individual/s involved. Parents of the child/children involved will be informed of major breaches of behaviour and consequences will be developed based on individual circumstances.

**15. Emergency responses or critical incidents**

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

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

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

**Basic defusing strategies**

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

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

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

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

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

Physical Intervention
Staff may make legitimate use of physical intervention if all non-physical interventions have been exhausted and a student is:
- physically assaulting another student or staff member
- posing an immediate danger to him/herself or to others or
- causing or at risk of causing major property damage.

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

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

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

Physical intervention is not to be used as a response to:
- minor property destruction
- school disruption
- refusal to comply
- verbal threats
- leaving a classroom or the school, unless student safety is clearly threatened.

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

Record keeping
Each instance involving the use of physical intervention must be formally documented. The following records must be maintained:
• incident report (Appendix 10)
• Health and Safety incident record (link)
• debriefing report (for student and staff) (Appendix 9).

16. Consequences for unacceptable behaviour

In 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.

Consequence Strategies.
Koumala State School outlines a range of behaviours that are matched to consequences to manage inappropriate behaviours. While the table is not exhaustive it gives the possible consequences dependent upon each circumstance.
### Be Safe
Students can:
- Walk under buildings
- Respect others’ personal space and property
- Care for equipment
- Clean up after themselves
- Use polite language
- Wait their turn
- Raise their hand to speak
- Respect others’ right to learn
- Talk in turns
- Be a good listener
- Respect others’ right to use online resources free from interference or bullying
- Keep any usernames or passwords private
- Follow all teacher instructions about keeping private information off online sites
- Play fairly – take turns, invite others to join in and follow rules
- Care for the environment
- Walk quietly and in an orderly way so that others are not disturbed
- Wash hands after using the toilet and before eating food

### Be Respectful
Students can:
- Use equipment appropriately
- Respect others’ personal space and property
- Raise their hand to speak
- Respect others’ right to learn
- Keep hands, feet and objects to yourself
- Walk on the concrete
- Sit still
- Enter and exit room in an orderly manner
- Participate in use of approved online sites and educational games
- Be courteous and polite in all online communications
- Participate in school approved games
- Wear shoes and socks at all times
- Be sun safe; wear a broad brimmed hat
- Rails are for hands
- Walk one step at a time
- Carry items
- Keep passage ways clear at all times
- Respect privacy of others

### Be Responsible
Students can:
- Ask permission to leave the classroom
- Be on time
- Be in the right place at the right time
- Follow instructions straight away
- Be prepared
- Complete set tasks
- Take an active role in classroom activities
- Keep work space tidy
- Be honest
- Report any unacceptable behaviour to a teacher
- Post only appropriate content online
- Be a problem solver
- Return equipment to appropriate place
- Move peacefully in single file
- Use toilets during breaks

<table>
<thead>
<tr>
<th>LEVEL</th>
<th>BEHAVIOURS</th>
<th>REWARDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Positive Category</td>
<td>✓ Cooperative In Class ✓ Play Well ✓ Uses Manners ✓ Is Courteous ✓ Positive Attitude ✓ Always completes set tasks and homework activities ✓ Takes care of the school and its playground ✓ Represents the school with pride when out in the community</td>
<td>✓ May attend all school functions ✓ Can be a school leader ✓ May attend extra – curricular activities (eg: Sport/Excursions/Concerts/In School Visits ✓ Can receive Parade awards ✓ Can receive positive reinforcement by way of in class and school rewards</td>
</tr>
<tr>
<td>LEVEL</td>
<td>BEHAVIOURS</td>
<td>REWARDS</td>
</tr>
<tr>
<td>-------</td>
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<td>---------</td>
</tr>
</tbody>
</table>
| Green Level (Positive Category) | ✓ Cooperative In Class  
✓ Play Well  
✓ Uses Manners  
✓ Is Courteous  
✓ Positive Attitude  
✓ Always completes set tasks and homework activities  
✓ Takes care of the school and its playground  
✓ Represents the school with pride when out in the community | ✓ May attend all school functions  
✓ Can be a school leader  
✓ May attend extra-curricular activities (e.g. Sport/Excursions/Concerts/In School Visits)  
✓ Can receive Parade awards  
✓ Can receive positive reinforcement by way of in class and school rewards |

<table>
<thead>
<tr>
<th>BEHAVIOUR</th>
<th>STRATEGIES</th>
<th>CONSEQUENCE</th>
</tr>
</thead>
</table>
| Minor Behaviour Teacher Controlled | Infrequent inappropriate behaviours in class (rudeness/back chatting, name calling, rocking on chair, calling out, unresponsive in class or within the school),  
• Lateness to class  
• Playing in wrong areas/toilets  
• Noncompliance with instructions  
• Disrupting the learning of others while in the classroom  
• Refusal to accept responsibility for actions  
• Interference with others, their learning or their property  
• Negative/Oppositional behaviour towards learning and work in the classroom/within the school  
• Inappropriate play (running on cement, tackling, rough play)  
• Jumping the fence to collect a ball without permission | How is this child relating to the lesson?  
How is this child relating to the activity?  
Is this lesson providing the student a chance to succeed?  
**Teaching Strategies**  
Ignore  
Praise a child for doing correct behaviour  
Non-verbal direction  
Use of Behaviour Chart  
Consider the work, the pedagogy and planning  
Provide warning  
Use ‘I’ sentences  
Give Feedback  
Restate the rule  
Actively listen  
Stimulus change  
Relocate others  
Give student time to ‘Cool Down’  
Acknowledging emotions | Detention  
Buddy class approach  
Missing of playtime and spend time out with teacher, jobs may involve talking about behaviour in class, picking up rubbish, cleaning up gardens. Natural Consequence  
Detention slip reported to Admin and recorded on School plan and One School  
**Rebuild student/teacher relationship**  
Consideration always to be given to minimising embarrassment, dealing with issues in an acceptable, socially valid manner.  
• Least-to-most intrusive approach to dealing with behaviour issues. |
<table>
<thead>
<tr>
<th>BEHAVIOUR</th>
<th>STRATEGIES</th>
<th>CONSEQUENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Major Behaviour</strong>&lt;br&gt;Admin involved</td>
<td>• Disobeying instructions from staff/supervising adults&lt;br&gt;• Not caring for resources/equipment&lt;br&gt;• Damage to clothing, equipment or environment&lt;br&gt;• Infrequent compliance with the school dress code&lt;br&gt;• Inappropriate language towards students on school grounds.&lt;br&gt;• Not reporting for detentions&lt;br&gt;• Wilful disobedience/refusal to comply with school rules&lt;br&gt;• Using objects within the school irresponsibly&lt;br&gt;• Leaving the classroom without permission&lt;br&gt;• Habitual/Persistent Bullying inc. Teasing&lt;br&gt;• Taking other’s property – classroom level (Teacher judgement req. based on students and age level)&lt;br&gt;• Actions in the community/ travelling to and from school that is determined to be bringing the schools name into disrepute&lt;br&gt;• Physical misconduct inc (Fighting)&lt;br&gt;• Leaving the classroom without permission&lt;br&gt;• Leaving the school grounds without permission</td>
<td>What triggered this behaviour?&lt;br&gt;Is there a pattern forming?&lt;br&gt;What data does this child have containing this type of behaviour?&lt;br&gt;Could this behaviour have been prevented?&lt;br&gt;• Reminder of school rules&lt;br&gt;• Acknowledging the environment&lt;br&gt;• Investigation of behaviour&lt;br&gt;• Victim support</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>BEHAVIOUR</th>
<th>STRATEGIES</th>
<th>CONSEQUENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Non Negotiable Behaviour</strong></td>
<td>• Wilful damage (Vandalism/graffiti to school resources, property or grounds)&lt;br&gt;• Physical Assaults&lt;br&gt;• Sexual Harassment&lt;br&gt;• Smoking&lt;br&gt;• Possession/use of dangerous/harmful items (firearms, knives, explosives, illicit drugs, alcohol)&lt;br&gt;• Possession of inappropriate/offensive items or images from mobile phones, magazines, internet usage&lt;br&gt;• Aggressive/threatening/obscene (verbal/non-verbal) actions towards any person on school grounds/excursion/camp.&lt;br&gt;• Using objects within the school – endangering the safety of any person on school grounds&lt;br&gt;• Actions in the community/ travelling to and from school that are determined to be bringing the schools name into disrepute, endangering the safety of others and the bus driver.</td>
<td>What triggered this behaviour?&lt;br&gt;Is this behaviour pattern forming?&lt;br&gt;What data does this child have containing this type of behaviour?&lt;br&gt;Could this behaviour have been prevented?&lt;br&gt;• Reminder of school rules&lt;br&gt;• Acknowledging the environment&lt;br&gt;• Investigation of behaviour&lt;br&gt;• Victim support</td>
</tr>
</tbody>
</table>
**Detention Procedure**

- Use a range of proactive behavioural strategies (praise other students for good work, non-verbal redirection, curriculum related activity, etc) to remind the child to change their behaviour
- Student misbehaviour as per behaviour chart
- Provide a warning to the student for their behaviour
- Detention given – teacher controlled at the next break, or next day.
- Detention slip filled out and given to the Principal. Information is recorded on the School Behaviour Spreadsheet and One School.
- Detention slip given to the Admin for record keeping

**White Slip Procedure**

- Student Misbehaviour
- Teacher/Teacher Aide contact the Principal for a discussion about behaviour and the circumstance.
- Principal makes final decision
- White Slip explained to the child and given.
- Copy of white slip recorded on School Behaviour Spreadsheet and One School.
- White slip given to Admin for record keeping
- Students copy of the White Slip needs to be sighted and signed by parent and brought back to school
- Detention for 2 - 5 days organised by the Principal

**Pink Slip Procedure**

- Student Misbehaviour is extreme
- Teacher/Teacher Aide contact the Principal for a discussion about the behaviour, circumstance and witnesses.
- Pink slip and Suspension explained to the child and given.
- Phone call to the parents indicating the action and the consequence.
- Suspension can range from 1 – 20 days
- Pink slip entered into School Behaviour Spreadsheet and One School.
- Pink slip sent to the Admin for record keeping

**Suspension School Re-entry**

Parent and student return to school for a re-entry meeting.

This meeting may include, but is not limited to:
- managed attendance,
- excepting responsibility for actions resulting in suspension,
- Behaviour book to track student’s actions and inform parents of their improvement.
**Minor Behaviour**

Students who seek to disrupt the learning of others will be dealt with by the teacher using a range of strategies. The first step for all teachers will be to positively engage those around the student for the great work they are doing. Teacher will be expected to use a range of non-verbal and verbal direction as well as proximity to bring the student back to the lesson. If options fail than the teacher can provide the child with a warning about their behaviour. If the student persists than the child will be required to participate in a detention organised by the teacher. If the student continues to disrupt the class the teacher may use a time out from the room, or engage the use of a buddy class.

Any time out of the room will automatically result in a detention to catch up on work missed. Detention will be completed either in the classroom with the teacher catching up on work missed, or it could be time spent cleaning the gardens and the grounds.

Teachers must also ask themselves:
- How is this child relating to the lesson?
- How is this child relating to the activity?
- Is this lesson providing the student a chance to succeed?

Understanding of these questions, and the differentiation that goes along with it, may ensure behavioural success for all students.

Detention sheets must be filled out and sent to the Principal. These detention sheets will be logged in the Behaviour Spreadsheet for data collection and collation. This will allow the staff to recognise trends in behaviour for all students. The information will also include an Insert Comment which will contain the name of the teacher, date and the time of day of the student’s behaviour.

<table>
<thead>
<tr>
<th>Year</th>
<th>Classroom Disruptions</th>
<th>Physical Misconduct</th>
<th>Verbal Misconduct</th>
<th>Not Follow Instructions</th>
<th>Property Misconduct</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

Parents will be advised of the detention in their KIT books. Student's behaviour details will be added to One School.

**Major Behaviour**

Students who engage in major behaviour, or unexpected behaviour, similar to what is listed in the Behaviour Chart will move directly to a White Slip. Principal will be informed of the behaviour and the details listed on a white slip that will go home to parents. The student involved in the behaviour will receive a consequence organised by the Principal. These consequences could include catching up on work missed, cleaning the school grounds or providing community service to students during playtime.

Students will need to have a conversation with the Principal and/or Teacher regarding their behaviour as it relates to the school rules. They will be given the opportunity to recognise how their behaviour affected others in the conversation.

If the behaviour is deemed to be too dangerous or careless, or if other students are seriously injured, then a suspension can be applied to this situation.

The student’s behaviour details will be listed in One School.
The white slip will also be listed in the School Behaviour Spreadsheet for further correspondence.

<table>
<thead>
<tr>
<th>Year</th>
<th>Classroom Disruptions</th>
<th>Physical Misconduct</th>
<th>Verbal Misconduct</th>
<th>Not Follow Instructions</th>
<th>Property Misconduct</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Extreme incidents (Red)

Students who engage in extreme behaviour similar to what is listed in the Behaviour Chart will move directly to a Pink Slip. Principal will be informed of the behaviour and the details listed on a pink slip that will go home to parents. The student involved in the behaviour will be receive a consequence organised by the Principal ranging from 1 to 20 days suspension.

Students will need to have a conversation with the Principal, Teacher and parents regarding their behaviour as it relates to the school rules. They will be given the opportunity to recognise how their behaviour affected others in the conversation.

The student’s behaviour details will be listed in One School.
The pink slip will also be listed in the School Behaviour Spreadsheet for further correspondence.

<table>
<thead>
<tr>
<th>2015</th>
<th>Classroom disruptions</th>
<th>Physical Misconduct</th>
<th>Verbal Misconduct</th>
<th>Not follow Instructions</th>
<th>Property Misconduct</th>
<th>Total White slips</th>
<th>Pink Slips</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

The notification will follow Education Queensland’s guidelines that state:

- Findings of Fact
- Reason for decision
- Decision.
- Notification of length of suspension with dates
- Notification of need to have re-entry meeting before student can return to classes

Grounds for School Disciplinary Absence

Grounds for suspension are:
- Disobedience
- Misconduct
- Other conduct of the student that is prejudicial to the good order and management of the school or state schools.

There are two types of suspension - 1-5 day and 6-20 day.

Grounds for Exclusion

The Principal can suspend a student with a proposal to exclude as per the grounds outlined from suspension, but the student's disobedience, misconduct or any other conduct must be so serious that suspension of the student is inadequate to deal with the behaviour. Additionally, the principal can suspend with a proposal to exclude for the student 's contravention of a behaviour improvement condition.

The Principal will only recommend the exclusion to their supervisor if they determine it is inappropriate for them to make the exclusion decision.

Grounds for Cancellation of Enrolment

The principal can cancel the enrolment of a post compulsory age student if the student displays persistent refusal to participate in the program of instruction.

Behaviour Improvement Condition

A Behaviour Improvement Condition is an option to be used only when the student's behaviour warrants grounds for exclusion ie: if the student's disobedience, misconduct or other conduct is so serious that suspension of the student from the school or schools is inadequate to deal with the behaviour.

For Students receiving a Suspension notice at Koumala State School:

If any student at Koumala State School receives either a 1-5 day or a 6 – 20 day suspension, the responsibilities to communicate positively between both family/families involved and the school is of high importance. At Koumala State School, we believe that once a suspension notice is handed down communicating effectively to achieve a positive outcome for all involved when returning back to school is the main aim.
If a student receives a suspension between:

(1-5 days) The school will take reasonable steps to ensure those student/s are provided school work so the continuation of their education can be provided for at home. (A re-entry meeting between family, student and Principal is a part of the process. No student is allowed back on school grounds until this meeting occurs and expectations are set)

(6-20 days) The school will arrange student access to an education program to allow the student to continue with their education. The school will also provide the necessary support networks and any suggestions for parents who may wish to follow up on in order for the student/s to re-enter back into the school system positively. (A re-entry meeting between family, student and Principal is a part of the process. No student is allowed back on school grounds until this meeting occurs and expectations are set)

At the re-entry meeting behavioural card and level review parameters will be set (please refer to Appendix 2).

Knives At School
It is important to note that students while on school grounds, as well as travelling to and from school or when on an excursion or camp, that knives are totally banned. Any student/s with knives found while on school grounds or that have been reported to the school by parents/carers or community will be made accountable for their action in accordance with the Koumala State School Behaviour Management Policy. Please refer to (Appendix 10)

Monitoring student behaviour is an important component of this Responsible Behaviour Plan (please refer to Appendix 3).

Good behaviour is rewarded via an invitation to participate in the Rewards Day Program at the end of each Term and the Year.

School Rules at Koumala State School can be organised under the 3 areas:
Responsible
Respectful
Safety
(refer to Appendix 4)

Investigations
At Koumala State School children will be treated fairly through the following processes that are used to investigate an incident by the Principal or a nominated member of staff.
- Children are asked to write out their side of the issue. Verbal statements are taken from the younger students. This generally provides the children with the chance to "Cool Down", reflect on what actually happened and identify others who may assist with resolution of the issue.
- Investigation by Staff member or Principal using the “Responsible Thinking Questions” (refer to Appendix 5)
- Students are advised to come back later for further discussions if they feel aggrieved by a harsh decision. (This needs to be done in a calm and controlled manner not as a “temper” incident leading to secondary or increased consequences)
- Processes used at Koumala State School try to be consistent with those used within our democratic society and follow the basic law court premises of being treated fairly.
17. Network of student support
Students at Koumala State School are supported through positive reinforcement and a system of universal, targeted, and intensive behaviour supports by:

- Parents
- Teachers
- Support Staff
- Administration Staff
- Guidance Officer
- Advisory Visiting Teachers
- Mackay Student Support Services/Positive Learning Centre Staff
- 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

18. 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.

Koumala 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.

19. 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
20. 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

21. Some related resources

- 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 or Chair, School Council  Regional Executive Director or Executive Director (Schools)

Date effective: 2016
KOUMALA STATE SCHOOL
‘BELIEVE, STRIVE, ACHIEVE’

Be Safe  Be Respectful  Be Responsible
These overarching truths are what we expect from students and ourselves to enable children to enter a world as responsible citizens.

Confidence  Persistence  Organisation  Getting Along

Resilience
The language is more than a poster, it is a reflection tool for students and it needs to be said 600 times before the student accepts it is part of who they are.

Building Relationships  Positive Language  Differentiation  High Set of Expectations
These happen every day, in every classroom, in every lesson, to every child.

Staff  Students  Parents
The heart and soul of the school and the clients in whom we have been entrusted with

At Koumala State School we believe in:
- the power of positive language around learning and behaviour
- Positive before punishment
- recognising the steps before behaviour, and building the relationship after the behaviour
- no limitations to the amount of ways we can engage students to learn and behave

<table>
<thead>
<tr>
<th>Positive Behaviour</th>
<th>Negative Behaviour</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Every behaviour has a consequence – Understand it, accept it and love it!</td>
<td>• Every behaviour has a consequence – Understand it, accept it and heed the warnings!</td>
</tr>
<tr>
<td>• All behaviour is tracked for the student – this enables us to choose you for some exciting rewards!</td>
<td>• All behaviour is tracked for the student – you will be sharing it with your parents, your teachers, and you won’t be going anywhere until you can explain it!</td>
</tr>
</tbody>
</table>
**Appendix 2**

**Expectations.**
Our school community has a belief in Rights, Responsibilities and Natural Consequences for Students, Staff and Community members. While the following is not exhaustive it does set out the basic operating procedures.

<table>
<thead>
<tr>
<th><strong>Student Rights</strong></th>
<th><strong>Student Responsibilities</strong></th>
</tr>
</thead>
</table>
| ✓ Learn to your maximum potential. | ✓ To learn to your potential by:  
• being prepared for class  
• being attentive  
• being cooperative  
• being punctual  
• caring for your property  
• displaying a positive attitude to study |
| ✓ To be treated with courtesy and respect, and able to express your feelings as an individual. | ✓ Treating others with respect through:  
• showing courtesy  
• using manners  
• being considerate  
• being tolerant of others’ views  
• following instructions |
| ✓ Be in a safe environment and supervised appropriately in a “Duty of Care” environment. | ✓ To care for yourself and your property as well as that of others, the school and community  
• Caring for personal belongings  
• Playing safely and obeying safety instructions  
• Following school rules and teacher instructions  
• Not using or possessing items of dangerous properties  
• Not being malicious with other’s belongings. |

<table>
<thead>
<tr>
<th><strong>Teacher/Staff Rights</strong></th>
<th><strong>Teacher/Staff Responsibilities</strong></th>
</tr>
</thead>
</table>
| ✓ To teach in a supported and resourced and safe environment. | ✓ To plan, teach and facilitate learning which:  
• Support school policies, programs and plans  
• Encourage and maintain acceptable patterns of behaviour.  
• Assess student, class, school records, policies and programs.  
• Professionally inform and report to students, parents, the Principal and System when required  
• Establish and maintain classroom rules and procedures that are consistent with school and Departmental Policy  
• Abide by EQ’s “Code of Conduct.”  
• Implement “Child Protection” Policy and procedures.  
• Identify and extend prior knowledge and experiences. |
| ✓ To be treated with respect by students, colleagues and parents. | ✓ To treat students, colleagues and parents with respect by  
• Listening and respecting other’s abilities and opinions  
• Act professionally in all communications |
| To be supported in your role as a teacher through Professional Development, School and Education Queensland systems and processes. | Model behaviour, which is non-coercive, and non-threatening.  
To be an active member of the School Organisational learning culture through:  
Participation in the School’s Supervision program  
Identifying a Personal Growth Plan  
Actively looking for Professional Development opportunities  
Sharing knowledge and experiences with colleagues. |
|---|---|
| ✓ To be supported in your role as a teacher through Professional Development, School and Education Queensland systems and processes. | ✓ To be an active member of the School Organisational learning culture through:  
Participation in the School’s Supervision program  
Identifying a Personal Growth Plan  
Actively looking for Professional Development opportunities  
Sharing knowledge and experiences with colleagues. |

<table>
<thead>
<tr>
<th><strong>Parent Rights</strong></th>
<th><strong>Parent Responsibilities</strong></th>
</tr>
</thead>
</table>
| ✓ To discuss with school staff, issues pertinent to your child’s academic, physical and social development | ✓ Communicate with school personnel:  
at mutually convenient times  
Directly with the most relevant person (use the School communication flowchart from “Lets Talk.”)  
Have a realistic knowledge of your child’s abilities. |
| ✓ To discuss with school staff, issues pertinent to your child’s academic, physical and social development | ✓ To support and assist the school in the academic and social development of children through:  
Encouraging a positive attitude to schooling  
Advising the school of aspects which may influence the child’s development  
To work in a partnership approach with the school  
Participation in school events such as excursions, open days, reading, craft etc. |
| ✓ To participate in school activities that support your child’s Education. | ✓ Contribute positively to the school by:  
Valuing and respecting other’s opinions, values  
Participating in community forums, P and C, surveys, feedback response sheets  
Taking an active interest in school issues  
Encourage positive attitudes towards the school’s policies and expectations. |
| ✓ To participate in school activities that support your child’s Education. | ✓ To support and assist the school in the academic and social development of children through:  
Encouraging a positive attitude to schooling  
Advising the school of aspects which may influence the child’s development  
To work in a partnership approach with the school  
Participation in school events such as excursions, open days, reading, craft etc. |
| ✓ To participate in the school’s decision making process and have your opinions valued and respected. | ✓ To support and assist the school in the academic and social development of children through:  
Encouraging a positive attitude to schooling  
Advising the school of aspects which may influence the child’s development  
To work in a partnership approach with the school  
Participation in school events such as excursions, open days, reading, craft etc. |
| ✓ To participate in the school’s decision making process and have your opinions valued and respected. | ✓ To support and assist the school in the academic and social development of children through:  
Encouraging a positive attitude to schooling  
Advising the school of aspects which may influence the child’s development  
To work in a partnership approach with the school  
Participation in school events such as excursions, open days, reading, craft etc. |
Students who are exhibiting behaviours that are concerning may be placed upon a behavioural contract, which monitors those particular students' behaviours throughout the day. This will be one of the more significant tools in providing feedback to the teacher, parent, and students regarding their behaviour throughout the day.

### Behavioural Cards

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00am-10:00am</td>
<td>Morning Session</td>
</tr>
<tr>
<td>10:00am-10:50am</td>
<td>Lunch</td>
</tr>
<tr>
<td>10:50am-11:30am</td>
<td>Lunch</td>
</tr>
<tr>
<td>11:30am-12:15pm</td>
<td>Afternoon Session</td>
</tr>
<tr>
<td>12:15pm-1:00pm</td>
<td>Afternoon Session</td>
</tr>
<tr>
<td>1:00pm-2:45pm</td>
<td>Afternoon Session</td>
</tr>
<tr>
<td>2:45pm-2:55pm</td>
<td>Afternoon Session</td>
</tr>
</tbody>
</table>

**Signature**

**Work To Be Done**

**Satisfaction Rating**
APPENDIX 3

Behavioural Records.
At Koumala State School, teachers will keep anecdotal records of children’s behaviour that serve as a basis for discussions with parents if a Student Behavioural Interview is required. These interviews are sought if students’ misbehaviour shows a recurrence of the same type of action/attitude. While each incident may well be quite minor it is the accumulative pattern that would be discussed.

When teachers believe that behaviours are of a persistent or serious nature then the Principal will be advised. In all behavioural matters the time, nature of incident, investigation and outcomes are stated in the schools Student Behavioural Register and One School). This provides a record of long-term behavioural references that are used by Education Queensland services such as Guidance Officers, and Investigation Officers from Regional Office.
APPENDIX 4

Rules at Koumala State School can be organised under the 3 following areas:

Responsible – Be It
Respect – Give It
Safety – Achieve It

School Rules:

The following are not an exhaustive set of rules for Koumala State School, however they do provide an excellent starting point for parents and students to gain an appreciation of what the School Community (Students, Staff and Parents) have developed over time as to being acceptable behaviour at Koumala State School.

Rules may change from time to time due to varying circumstances and these will generally be discussed via School Parade and the newsletter to achieve consistency.

Interacting with others

- Treat others the way you would like to be treated
- Use the High 5 or High 3 when dealing with issues
- Use good manners
- Cooperate with others
- Listen to others and respect their opinions even though they may not be the same as yours.
- Ask for help, when you need it
- Try your best in school and play
- Allow yourself to calm down and then reapproach peers or staff if you feel you have been treated unfairly.
- Do not “back chat”
- Bullying physically or verbally will not be tolerated
- Obscene (swearing) language and physical violence will not be tolerated
- Obey Staff instructions at all times
- Wilful disobedience will not be tolerated
- Encourage others. Be Inclusive with work and play.

Property

- Be ready for school with the correct items
- Respect and care for your own property
- Use your own property rather than borrowing
- Put things away after use
- You are responsible for your own belongings. Keep desk trays and bags in an orderly fashion
- Toys, expensive personal items should be kept at home (I-pods, MP3 Players etc.)
- Take care of your belongings, do not place temptation in the way of others.
- Students should retain only small amounts of money.
- Give notes/monies to the teachers at collection time.
- Taking/using other people’s property will be regarded as theft
- Vandalism and Graffiti will incur very stiff penalties
- Mobile phones, I-Pods and MP3 players are to be handed in at the office
Safety

- You cannot leave the school grounds unless with a teacher or supervised.
- Dangerous items such as knives, matches, guns, explosives, drugs or alcohol are **NOT** to be brought to school or school function.
- Do not use sticks or stones to harm others.
- Play in areas where it is permitted, do not go into "out of bounds areas."
- Place all rubbish in the bins.
- Do not use or move electrical equipment unless supervised by a teacher.
- Only enter school buildings when permitted and under teacher supervision.
- Shoes must be worn at all times unless under teacher supervised activity.
- Report dangerous items, situations or animals to a staff member.
- Wear a hat when playing outside. No Hat, No Play!
- No hat means we remain seated under the main building.
- Wearing of School uniforms is highly recommended.
- Ear studs, sleepers and watches are the only permitted jewellery (unless authorisation is provided by the Principal).
- No running on the verandahs, courtyard and cement areas under the school.
## Detention Referral

**DATE:** __________

### DETENTION REFERRAL

**Person:** ________________ **Class:** __________

**Recommendation for Detention**

[ ] Serious incident - Pink slip **OR**
[ ] Minor incident - White slip **OR**
[ ] Non-compliance with appropriate behaviour expectations
[ ] Local Management Practices have previously been applied.

**Incident description / context:**

(see over page for details)

[ ] Other people are involved.

**The person is aware of this referral?** Yes / No

**Referred by:** ________________

**Attendance:**

[ ] No (reminder to be given)
[ ] Yes

**Supervisor:** ________________

**Completion Date:** __________

---

### Session

**Morning/Middle/Afternoon**

### KLA:

### Reason:

---

### Session

**Morning/Middle/Afternoon**

### KLA:

### Reason:
### APPENDIX 6

**Detention Slip (White Slip)**

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>Time:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Undercover Area (Behind A Block)</td>
<td>□ Bullying/harassment</td>
<td></td>
</tr>
<tr>
<td>□ Spider</td>
<td>□ Defiant/threat/s to adults</td>
<td></td>
</tr>
<tr>
<td>□ Small Undercover Area End of B Block</td>
<td>□ Disruptive</td>
<td></td>
</tr>
<tr>
<td>□ Oval</td>
<td>□ Dress code</td>
<td></td>
</tr>
<tr>
<td>□ Multi Sports Court</td>
<td>□ IT misconduct</td>
<td></td>
</tr>
<tr>
<td>□ Yellow Swings</td>
<td>□ Late</td>
<td></td>
</tr>
<tr>
<td>□ Junior Adventure Playground</td>
<td>□ Lying/Cheating</td>
<td></td>
</tr>
<tr>
<td>□ Toilets</td>
<td>□ Misconduct involving object</td>
<td></td>
</tr>
<tr>
<td>□ Bus Line Up Area</td>
<td>□ Non compliant with routine</td>
<td></td>
</tr>
<tr>
<td>□ Music Room</td>
<td>□ Other conduct prejudicial to the good order and management of school</td>
<td></td>
</tr>
<tr>
<td>□ Classroom</td>
<td>□ Physical misconduct</td>
<td></td>
</tr>
<tr>
<td>□ Library</td>
<td>□ Possess prohibited items</td>
<td></td>
</tr>
<tr>
<td>□ Computer Lab</td>
<td>□ Prohibited items</td>
<td></td>
</tr>
<tr>
<td>□ Office</td>
<td>□ Property misconduct</td>
<td></td>
</tr>
<tr>
<td>□ Underneath A Block</td>
<td>□ Refusal to participate in program of instruction</td>
<td></td>
</tr>
<tr>
<td>□ Outside School Gates</td>
<td>□ Substance misconduct involving illicit substance</td>
<td></td>
</tr>
<tr>
<td>□ Bus Travel</td>
<td>□ Substance misconduct involving tobacco and other legal substances</td>
<td></td>
</tr>
<tr>
<td>□ Class Line Up Areas</td>
<td>□ Third minor referral</td>
<td></td>
</tr>
<tr>
<td>□ Veranda</td>
<td>□ Truant/skip class</td>
<td></td>
</tr>
<tr>
<td>□ Excursion</td>
<td>□ Other</td>
<td></td>
</tr>
<tr>
<td>□ Camp</td>
<td>□ Verbal misconduct</td>
<td></td>
</tr>
<tr>
<td>□ Courtyard/Eating Area</td>
<td>□</td>
<td></td>
</tr>
</tbody>
</table>

**Examples of Behaviour**

- Disobeying instructions from staff/supervising adults while representing the school on camp/on excursion
- Not caring for resources/equipment
- Damage to clothing, equipment or environment
- Infrequent compliance with the school dress code
- Inappropriate language towards students on school grounds.
- Not reporting for detentions
- Wilful disobedience/refusal to comply with school rules
- Using objects within the school irresponsibly
- Leaving the classroom without permission
- Habitual/Persistent Bullying inc. Teasing
- Taking other’s property – classroom level (Teacher judgement req. based on students and age level)
- Actions in the community/ travelling to and from school that is determined to be bringing the schools name into disrepute
- Physical misconduct inc. (Fighting)
- Leaving the classroom without permission
- Leaving the school grounds without permission
<table>
<thead>
<tr>
<th>Controls</th>
<th>Examples of Behaviour</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Undercover Area Behind A Block                                       • Wilful damage (Vandalism/graffiti to school resources, property or grounds )</td>
<td></td>
</tr>
<tr>
<td>□ Spider                                                               • Physical Assaults</td>
<td></td>
</tr>
<tr>
<td>□ Small Undercover Area End of B Block                                 • Sexual Harassment</td>
<td></td>
</tr>
<tr>
<td>□ Oval                                                                 • Smoking</td>
<td></td>
</tr>
<tr>
<td>□ Multi Sports Court                                                   • Possession/use of dangerous/harmful items (firearms, knives, explosives, illicit drugs, alcohol)</td>
<td></td>
</tr>
<tr>
<td>□ Yellow Swings                                                        • Possession of inappropriate/offensive items or images from mobile phones, magazines, internet usage</td>
<td></td>
</tr>
<tr>
<td>□ Junior Adventure Playground                                          • Aggressive/threatening/obscene (verbal/non-verbal) actions towards any person on school grounds/excursion/camp.</td>
<td></td>
</tr>
<tr>
<td>□ Toilets                                                              • Using objects within the school – endangering the safety of any person on school grounds</td>
<td></td>
</tr>
<tr>
<td>□ Bus Line Up Area                                                     • Leaving the school grounds without permission</td>
<td></td>
</tr>
<tr>
<td>□ Music Room                                                           • Actions in the community/travelling to and from school that are determined to be bringing the schools name into disrepute, endangering the safety of others and the bus driver.</td>
<td></td>
</tr>
<tr>
<td>□ Classroom                                                            • Other misconduct involving object</td>
<td></td>
</tr>
<tr>
<td>□ Library                                                              • Non compliant with routine</td>
<td></td>
</tr>
<tr>
<td>□ Computer Lab                                                         • Other conduct prejudicial to the good order and management of school</td>
<td></td>
</tr>
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<td>□ Office                                                               • Physical misconduct</td>
<td></td>
</tr>
<tr>
<td>□ Underneath A Block                                                   • Possess prohibited items</td>
<td></td>
</tr>
<tr>
<td>□ Outside School Gates                                                 • Prohibited items</td>
<td></td>
</tr>
<tr>
<td>□ Bus Travel                                                           • Property misconduct</td>
<td></td>
</tr>
<tr>
<td>□ Class Line Up Areas                                                  • Refusal to participate in program of instruction</td>
<td></td>
</tr>
<tr>
<td>□ Veranda                                                              • Substance misconduct involving illicit substance</td>
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<td>□ Excursion                                                            • Substance misconduct involving tobacco and other legal substances</td>
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</tr>
<tr>
<td>□ Camp                                                                 • Third minor referral</td>
<td></td>
</tr>
<tr>
<td>□ Courtyard/Eating Area                                               • Truant/skip class</td>
<td></td>
</tr>
<tr>
<td>• Other</td>
<td></td>
</tr>
<tr>
<td>• Verbal misconduct</td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX 7 -

Behaviour Reflection Sheet

Name: ______________________                Date: __________

1. What happened? What did I choose to do??

2. How did my actions affect the people involved?

3. Which school rule did I ignore?

4. What will happen if this behaviour continues?

5. What else could you have done?
   • A Better Choice.....

   Outcome of this would be...

   • Another Better Choice might be...

   Outcome of this would be...

6. What is the Best Choice?
Appendix 8

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 at School
Students who bring valuable personal technology devices like digital cameras, video cameras, ipods, mobile phones or MP3 players to school must hand them in to the office or their classroom teacher upon their arrival at school. They will then be collected at 3pm when travelling home.

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.

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

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

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

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

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

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

1 Education Queensland does not tolerate bullying behaviour at schools. This includes bullying conducted by electronic means.
Breach of this policy may be subject to discipline (including suspension and recommendation for exclusion).

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

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

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

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

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

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

*Personal Technology Devices includes, but is not limited to, games devices (such as Portable gaming devices, Tamagotchis®, laptop computers, PDAs, Blackberrys®, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile telephones, iPods® and devices of a similar nature.*
Appendix 9

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

Purpose

1. Koumala 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 Koumala State School. Research indicates that both those being bullied and those who bully are at risk for behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community’s goals and efforts for supporting all students.

3. Bullying behaviours that will not be tolerated at Koumala 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 Koumala 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 Koumala State School are an addition to our already research-validated school wide 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 school wide universal behaviour support practices will be maintained at all times. This will ensure that:
   - Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour
• All students know the 3 school rules and have been taught the expected behaviours attached to each rule in all areas of the school
• All students have been or are being taught the specific routines in the nonclassroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms
• All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the non-classroom areas of the school
• A high level of quality active supervision is a permanent staff routine in the non-classroom 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 non-classroom areas.

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

10. An initial introductory lesson is delivered, which teaches the 3-step process to be used by all students when experiencing bullying behaviour either as a person being bullied, the person bullying or bystander.

11. The introductory lesson is followed by several shorter lessons, each of which focuses on one of the bullying behaviours that the school has identified and defined. These lessons include instruction on how to approach adults and also on what reactions and systemic responses they should expect from adults.

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

13. Koumala 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.
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.
WORKING TOGETHER TO KEEP KOUMALA STATE SCHOOL SAFE

We can work together to keep knives out of school. At Koumala State School:

- Every student has the right to feel safe and be safe at school.
- There is no reason for a student to have a knife at school.
- No knives are allowed to be taken to school by students.
- It is against the law for a student to have a knife at school.
- A student that has a knife at school can receive very serious consequences.

What kinds of knife are banned?

You are not allowed to have any type of knife at school including:
- flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives or craft knives
- any item that can be used as a weapon, for example, a chisel.

If you need a knife or tools for school subjects, school staff will provide them and supervise their use.

What will happen if I bring a knife to school?

- If you have a knife at school, the principal may call the police.
- Police can search you and your property at school if they think you have a knife.
- If you have a knife at school, you may be disciplined [disciplinary measures will be determined from relevant behaviour management school policy or procedure where appropriate. For example, suspension]
- You may be charged with a criminal offence and face serious consequences if convicted, including a fine or jail.

The points below apply to Education Queensland schools

- School property such as desks or lockers can be searched if the principal suspects that you have a knife on or in school property.
- If the principal thinks you have a knife in your bag, the bag can be confiscated until police arrive.
- If you have a knife at school, it can be confiscated by the principal and given to the police.
- You may face serious disciplinary consequences if you bring a knife to school.

How can I help to keep Koumala State School safe?

- Make sure you know the laws and rules about knives.
- Ask your parents not to put knives or knife tools in your lunch box, pencil case or craft kit.
- Contact your teacher if you are being bullied or threatened at school.
- Immediately tell a teacher or adult if you think someone has a knife at school, or if they say they will bring a knife to school.
- Immediately tell a teacher if a student is threatening anyone with an object that could injure them.
## Behaviour Matrix

### Term 1

<table>
<thead>
<tr>
<th>Week</th>
<th>School Rule</th>
<th>Area</th>
<th>Behaviour Matrix</th>
<th>Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Be Respectful</td>
<td>All Areas</td>
<td>Respect others’ personal space and property</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Be Safe</td>
<td>Classroom</td>
<td>Respect School Property</td>
<td>Chairs pushed in when leaving</td>
</tr>
<tr>
<td>3</td>
<td>Be Safe</td>
<td>Stairwells and Verandas</td>
<td>Walk quietly and orderly so that others are not disturbed</td>
<td>Transitioning around the school</td>
</tr>
<tr>
<td>4</td>
<td>Be Safe</td>
<td>Classroom</td>
<td>Enter and Exit a room in an orderly fashion</td>
<td>Showing manners</td>
</tr>
<tr>
<td>5</td>
<td>Be Respectful</td>
<td>Classroom</td>
<td>Raise your hand to speak</td>
<td>Politeness</td>
</tr>
<tr>
<td>6</td>
<td>Be Responsible</td>
<td>Classroom</td>
<td>Keep work space tidy</td>
<td>The curse of the pencil shavings</td>
</tr>
<tr>
<td>7</td>
<td>Be Respectful</td>
<td>All Areas</td>
<td>Wait your turn</td>
<td>Patience</td>
</tr>
<tr>
<td>8</td>
<td>Be Respectful</td>
<td>All Areas</td>
<td>Clean up after yourself</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Be Responsible</td>
<td>Playground</td>
<td>Return equipment to the appropriate place</td>
<td></td>
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</tbody>
</table>

### Term 2

<table>
<thead>
<tr>
<th>Week</th>
<th>School Rule</th>
<th>Area</th>
<th>Behaviour Matrix</th>
<th>Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Be Respectful</td>
<td>Bus Area</td>
<td>Line up in designated areas and wait quietly for the teacher</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Be Safe</td>
<td>All Areas</td>
<td>Keep Hands, feet and objects to yourself</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Be Responsible</td>
<td>Classroom</td>
<td>Complete set tasks</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Be Respectful</td>
<td>All Areas</td>
<td>Wait your turn</td>
<td>Especially while waiting for a teacher who is speaking to someone else.</td>
</tr>
<tr>
<td>5</td>
<td>Be Respectful</td>
<td>Classroom</td>
<td>Be a good listener</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Be Responsible</td>
<td>Playground</td>
<td>Be a Problem Solver</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Be Safe</td>
<td>Playground</td>
<td>Play fairly – take turns, invite others to join in</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Be Safe</td>
<td>Bus Area</td>
<td>Wait your turn</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Be Respectful</td>
<td>All Areas</td>
<td>Use polite language</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Be Responsible</td>
<td>All Areas</td>
<td>Be in the right place at the right time</td>
<td></td>
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### Term 3

- [Appendix 12](#)

- [Behaviour Matrix](#)

- [Term 1](#)

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- [Term 3](#)
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<tr>
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<th>Focus</th>
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<tbody>
<tr>
<td>1</td>
<td>Be Safe</td>
<td>Playground</td>
<td>Play fairly – take turns, invite others to join in and follow the rules</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Be Safe</td>
<td>Classroom</td>
<td>Use equipment appropriately</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Be Respectful</td>
<td>All Areas</td>
<td>Respect others personal space and property</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Be Responsible</td>
<td>Classroom</td>
<td>Take an Active role in classroom activities</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Be Respectful</td>
<td>All Areas</td>
<td>Use polite language</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Be Responsible</td>
<td>All Areas</td>
<td>Follow instructions right away</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Be Safe</td>
<td>Toilets</td>
<td>Respect school property</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Be Safe</td>
<td>Camps</td>
<td>Clean Up after yourself</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Be Safe</td>
<td>Bus lines/Bus Travel</td>
<td>Stay in your seat and sit still</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Be Responsible</td>
<td>All Areas</td>
<td>Be honest</td>
<td></td>
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</tbody>
</table>

**Term 4**

<table>
<thead>
<tr>
<th>Week</th>
<th>School Rule</th>
<th>Area</th>
<th>Behaviour Matrix</th>
<th>Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Be Respectful</td>
<td>Classroom</td>
<td>Raise your hand to speak</td>
<td>Begin the term with the correct focus</td>
</tr>
<tr>
<td>2</td>
<td>Be Responsible</td>
<td>Playground</td>
<td>Return equipment to the appropriate place at the bell</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Be Safe</td>
<td>All Areas</td>
<td>Use equipment appropriately</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Be Respectful</td>
<td>All Areas</td>
<td>Respect others personal space and property</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Be Responsible</td>
<td>Classroom</td>
<td>Take an Active Role in classroom activities</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Be Safe</td>
<td>Stairwells</td>
<td>Walk quietly and orderly so that others are not disturbed</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Be Respectful</td>
<td>All Areas</td>
<td>Clean Up after yourself</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Be Responsible</td>
<td>Swimming</td>
<td>Be Prepared</td>
<td>Water safety</td>
</tr>
<tr>
<td>9</td>
<td>Be Safe</td>
<td>Swimming</td>
<td>Swimming in a safe and sensible manner</td>
<td>Water safety</td>
</tr>
<tr>
<td>10</td>
<td>Be Respectful</td>
<td>All Areas</td>
<td>Care for equipment when packing up</td>
<td></td>
</tr>
</tbody>
</table>
# Term 1

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Getting Along</td>
<td>Make a friend, be a friend.</td>
</tr>
<tr>
<td>Week 2</td>
<td>Ready Set You Can Do It</td>
<td>Students will understand what success means for them.</td>
</tr>
<tr>
<td>Week 3</td>
<td>Organised</td>
<td>Students will explain what it means to be organised and give examples.</td>
</tr>
<tr>
<td>Week 4</td>
<td>Persistence</td>
<td>Students will be able to state the meaning of Persistence.</td>
</tr>
<tr>
<td>Week 5</td>
<td>Confidence</td>
<td>Students will be able to demonstrate what confidence means both in and out of the classroom.</td>
</tr>
<tr>
<td>Week 6</td>
<td>Resilience</td>
<td>Students will explain what Resilience looks like and feels like for them. They can describe when they would need Resilience.</td>
</tr>
<tr>
<td>Week 7</td>
<td>Getting Along</td>
<td>Discuss with students the meaning of “friendship.” Ask students whether they believe it is possible to form a friendship with someone who doesn’t like them. Ask them to explain their answers. Remind them that even though we may not like everyone we still need to use getting along behaviours. Point out that for us to have “true blue” (good) friendships, we must treat others the way we want to be treated.</td>
</tr>
<tr>
<td>Week 8</td>
<td>Organised</td>
<td>‘We Strive to Progress’. What does that mean? How do we have to be organised to progress forward and what are we striving for. We cannot move forward without being organised. Consider the harder I practise, the luckier I get!</td>
</tr>
<tr>
<td>Week 9</td>
<td>Persistence</td>
<td>Point out that if we exaggerate how difficult something is, we will tend to find it harder to be persistent. This is because we tend to under-estimate our own ability to complete this task (e.g., “This is too hard. I’m not smart enough to do it.”). Ask the following questions: 1. Have you ever exaggerated or “blown up” how hard something was to do? What was it? 2. Have you ever thought that an extremely hard task was “impossible”? How did you feel about doing the task when you thought this way?</td>
</tr>
<tr>
<td>Week 10</td>
<td>Ready Set You Can do It</td>
<td>What has success looked like for you this term</td>
</tr>
</tbody>
</table>

# Term 2

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Ready Set You Can Do it</td>
<td>Setting goals for yourself. What do you want to achieve this term? What do the teachers want you to achieve this year?</td>
</tr>
<tr>
<td>Week 2</td>
<td>Confidence</td>
<td>Write on the board the following thoughts: “This is too hard”, “I can’t do it.” Explain that these ideas are two of the biggest ideas that can destroy your confidence. Have your class provide counters to these two ideas (e.g., “The more I try to do something, the easier it gets.”). Indicate that one of the most powerful ways of thinking is called “I Can Do It!” I Can Do It! means that you think, “I’m probably going to be successful rather than fail at doing this.”</td>
</tr>
</tbody>
</table>
| Week 3 | Organised                     | Indicate that setting goals can help you achieve them. For example, setting a goal to be a better speller can help you achieve the goal. Students who regularly set
goals have a way of thinking called “Setting Goals.”
Say to students that people who are organised set goals ahead of time so they
know what they want to achieve and the steps to take them there.

| Week 4 | Persistence | Ask students the following questions:
1. Which types of tasks and activities (Easy, Hard, Impossible) are you most likely
to avoid or give up at doing?
2. Which types of tasks and activities are you most likely to attempt and keep
going until you have finished?
3. If you think something will be hard, will you be more likely or less likely to keep
trying than if you think it is impossible?
4. If you think something is easy (e.g., writing a poem) and you find that it’s really
hard, what effect will this have on your trying to do it (Answer: more likely to give
up than if you originally thought it would be hard).

| Week 5 | Resilience | Resilience in NAPLAN week is what the focus should be on. Don’t worry if you
don’t know, or don’t think its correct, keep going and keep believing in yourself.

| Week 6 | Confidence | Instruct students to write two thought statements each day that will help them
have the confidence necessary to work on the difficult task.
Instruct students to repeat their new, confidence-building thoughts aloud five
times, and to themselves five times, just before working on their difficult task each
day.

| Week 7 | Organised | Instruct students to set a long-term goal of excelling at something at which they
are not very good.
Instruct students to write this long-term goal. Have them write several short-term
goals they will work towards in order to reach their long-term goal.

| Week 8 | Persistence | Point out that if we exaggerate how difficult something is, we will tend to find it
harder to be persistent. This is because we tend to under-estimate our own ability
to complete this task (e.g., “This is too hard. I’m not smart enough to do it.”). Ask the following
questions:
1. Have you ever exaggerated or “blown up” how hard something was to do? What
was it?
2. Have you ever thought that an extremely hard task was “impossible”? How did
you feel about doing the task when you thought this way?

| Week 9 | Resilience | Display an “Emotional Thermometer” (Teacher Guide Sheets). State that students
can use this thermometer to take their emotional temperature; we will see how
hot or cold
our emotions are. Explain that the numbers on this thermometer represent how
much (hot) or how little (cold) of an emotion we have inside (e.g., “If I’m extremely
excited, or angry or worried, my emotional temperature might rise to the highest
level on the thermometer.”)

| Week 10 | Mindset | Talk about the difference between a fixed and a growth mindset. How do the
children respond to an environment or stimulus? What do they believe they can
do? More information on Carol Dweck as the term goes on.

| Week 11 | Ready Set You Can do It | Students will understand what success meant for them this term.

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**Term 3**

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Description</th>
</tr>
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<tbody>
<tr>
<td>Week 1</td>
<td>Ready Set You Can Do it</td>
<td>Setting goals for yourself. What do you want to achieve this term? What do the teachers want you to achieve this year?</td>
</tr>
<tr>
<td>Week 2</td>
<td>Confidence</td>
<td>Recognise what your body tells you when you are feeling confident, recognise how you feel when you are not. What activities have you started when you have felt confident you could achieve them, what has the teacher noticed?</td>
</tr>
</tbody>
</table>
List how you feel, what you feel like and what your body is telling you. How can you use those feelings for good?

<table>
<thead>
<tr>
<th>Week 3</th>
<th>Organised</th>
</tr>
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</table>
| Discuss the meaning of the word “goal.” Indicate to students that a goal is something a person decides to do that cannot be done all at once, but can be done in steps. Give several examples of goals as follows:
1. Your school is having a canned food collection. The student who collects the most cans wins a handheld computer game. You know that last year the winning student collected 96 cans. Your goal might be to collect 100 cans.
2. You have a 10-word spelling test on Friday. You missed two words on the last test. Your goal might be to get them all right this week. |

<table>
<thead>
<tr>
<th>Week 4</th>
<th>Persistence</th>
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<tbody>
<tr>
<td>Have a getting started chair and a homework chair. Stand up and begin to walk from the “Getting Started” chair towards the “Homework” chair. Ask the class to suggest some obstacles that could block a student’s progress from doing homework (e.g., not having necessary materials, not knowing what to do, feeling like you can’t do the work, being tired, having the television on). Write each suggestion on a piece of paper and place it on the floor in the path between the two chairs.</td>
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<table>
<thead>
<tr>
<th>Week 5</th>
<th>Resilience</th>
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</table>
| Explain that our thoughts may also be resilient or not resilient. Differentiate between resilient and not resilient thoughts as follows:
1. Resilient thoughts are ideas that are sensible, true and help us to be calm. For example, when you make a mistake on your work, it is sensible to think to yourself “We all make mistakes, making a mistake doesn’t make me bad”. We call this kind of thinking “Accepting Myself” thinking.
2. Non-resilient thoughts are ideas that are not sensible and true and cause us to have hurtful emotions and behaviours. For example, when you make a mistake on your work, it is not resilient to think “I’ve made a mistake, I’m a loser”. We call that kind of thinking “Self Downing”. Explain that Self Downing means thinking that I am a total failure or useless when I have been rejected or have not achieved a good result. |

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<tr>
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<th>Getting Along</th>
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<tbody>
<tr>
<td>Think happy thoughts about someone else and hope that they succeed at something today.</td>
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</table>

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<thead>
<tr>
<th>Week 7</th>
<th>Confidence</th>
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<tbody>
<tr>
<td>Point out that if we worry too much about something, we will lose confidence and will not perform as well as we would like. For example, if we worry too much about a test, we may panic, forget everything we have studied and, therefore, perform poorly on the actual test. Or, if we worry too much about who we’re going to play with at recess, we might be distracted in class, not learn, and end up not having a fun recess break either. Ask students for examples of times when they worried so much about something that it caused them problems.</td>
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<thead>
<tr>
<th>Week 8</th>
<th>Organised</th>
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</thead>
</table>
| Explain the purpose of setting goals using the following illustration:
1. A truck driver is about to go on a trip. He has the best truck you can buy and a full tank of fuel. The only problem is he does not know where he is going. How will he get there if he does not know where he is going?
2. Explain that setting goals is like deciding where to go on a trip. We have to know where we are going, to move in the right direction to get there. We have to set goals to know what we should do. Once we have set a goal, we have to keep working until we reach it, just like the truck driver has to keep driving to reach his destination. |

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<th>Week 9</th>
<th>Persistence</th>
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<tbody>
<tr>
<td>Explain that Hard Yakka is a term that can be used to refer to any task or activity we have to do that is not fun, exciting, or easy. Give some examples of things from your own life that you find to be Hard Yakka (e.g., correcting papers, planning lessons, running off worksheets, doing laundry).</td>
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<thead>
<tr>
<th>Week 10</th>
<th>Resilience</th>
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<tbody>
<tr>
<td>Explain that when someone acts badly and treats you unfairly or inconsiderately it can sometimes lead you to feel very angry and to lash out. A negative way of thinking that can make you feel this way is called “Being Intolerant of Others”</td>
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</table>
(write on the board). Then write up on the board and discuss: Indicate that Being Intolerant of Others means thinking that people should always treat me fairly and considerately and when they do not I can’t stand it and they are totally bad. It would be much more helpful when these things happen if you can stay calm and return to your work or play.

Explain to students that a way of thinking that can help them be resilient is “Being Tolerant of Others” and write it on the board. You can also write its meaning on the board: Being tolerant of others means accepting that everyone acts unfairly towards others some of the time and not making an overall judgement of a person based on one action or incident. It also means acknowledging that we all have habits or behaviours that can be annoying to others, but that is just one small part of us, and doesn’t make us “all bad”.

### Week 10

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<tbody>
<tr>
<td>Week 10</td>
<td>Ready Set You Can Do It</td>
<td>Did the students achieve the goals they set for themselves this Term? Did the students reach experience success.</td>
</tr>
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</table>

### Term 4

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Ready Set You Can Do it</td>
<td>Setting goals for yourself. What do you want to achieve this term? What do the teachers want you to achieve this year?</td>
</tr>
<tr>
<td>Week 2</td>
<td>Confidence</td>
<td>Orient students to the lesson with a discussion about strong and weak personal qualities (traits). Explain that all people have both positive and negative (good and not-so-good) qualities. Ask students to discuss whether a few negative traits make a person totally bad or hopeless. Have students give reasons for the responses. Ask students to describe how it feels to get very down. Have them consider the situations of no one wanting to play with them at lunch, or getting a bad mark. Also ask students to say how getting very down effects their confidence. Introduce the way of thinking called “Accepting Myself.” Explain that it means not thinking badly of yourself when bad things happen.</td>
</tr>
<tr>
<td>Week 3</td>
<td>Organised</td>
<td>Jane’s goal is to get an “A” for her social studies project, which is due in two weeks. She thinks it is very important to do a good job on the project, so she starts it well in advance of the due date. She sets aside half an hour each day for the next two weeks to work on the project. When friends call or ask her to play during her project time, she explains that this is her time to work. When she realises that she doesn’t understand some aspect of the project, she asks her teacher about it. When Jane hands in her project, she receives an “A.” Because she dedicated a great amount of effort to the project, Jane was able to reach her goal of getting an “A.”</td>
</tr>
<tr>
<td>Week 4</td>
<td>Persistence</td>
<td>Explain that it is quite common for students to feel like they want to put off doing some work because it’s boring or hard. Introduce the term “procrastination” as another term for “laziness” and write it on the board. Have students pronounce it. Explain that procrastination means putting off doing something that you know you should be doing. Give some examples of how you procrastinate. Ask students for examples, and write them on the board. Indicate that the purpose of this lesson is for students to be able to come up with a plan of action when they catch themselves procrastinating.</td>
</tr>
<tr>
<td>Week 5</td>
<td>Resilience</td>
<td>Explain to students that another strategy that will help them to stay calm in a difficult situation is by finding someone to talk to. Ask students to identify, and list on the board, the people they could talk to if they need support in staying calm and being resilient. Discuss the reasons why it is better to talk to someone about how one feels rather than keeping feelings bottled up inside.</td>
</tr>
<tr>
<td>Week 6</td>
<td>Confidence</td>
<td>Discuss that everyone makes mistakes. Ask students to close their eyes and think about a time they made a mistake. After students have done this, lead a discussion using the</td>
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following questions:
1. How did you feel when you made a mistake?
2. Did anything horrible happen because of the mistake?
3. Do you think it is okay or even important to make mistakes once in a while?
4. What are some sensible thoughts you could have after you make a mistake?
Explain that a good way to think to help you cope with mistakes is called “Taking Risks.” Write its meaning on the board:
“While I would like to get all of my work correct and never make mistakes, I know my work can’t always be perfect, and that it is okay to make mistakes.”

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<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Activity</th>
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</thead>
</table>
| Week 7 | Organised      | Ask students to discuss how they determine how much effort to put towards a goal. Point out that we often decide how much effort to put towards a goal by answering the following questions:  
1. How important is the goal to us?  
2. How difficult (or easy) will it be for us to reach the goal?  
3. How much time will it take to reach the goal?  
C. Point out that the more important a goal is to us, the more likely we are to make a greater effort towards it. State that if we perceive a goal as too difficult, too easy, or taking up too much time, we sometimes fail to make our best effort. Therefore, we must remind ourselves of the importance of reaching the goal. |
| Week 8 | Persistence    | Explain to students that sometimes we put off doing something because we have negative self-talk about the task we have to do. Sometimes in our self-talk we make up little excuses for not doing the work. With this type of self-talk, it is impossible to do the work. So the first step to doing something you have been putting off is becoming aware of this negative self-talk. |
| Week 9 | Resilience     | How have you been Resilient this term/year?                            |
| Week 10| Ready Set You Can Do It | Did the students achieve the goals they set for themselves this Term? Did the students experience success? |
KOUMALA STATE SCHOOL

Behaviour Management Plan 2018

Reviewed Annually

1. Purpose

“If no one told you they loved you today, remember I do and I always will”
Linda Cliat-Waymann, Principal, North Philadelphia
TED Talk – “How to fix a broken school”, June 2015

Koumala State School has created a behaviour management plan that is purposeful in managing the behaviour of students. Koumala State School works with children from the ages of 5 through to 13 years of age. Children in this age range come to school with a range of experiences and support and they will need to learn how to manage themselves and others during the 7 years they spend at Koumala State School. Children will make mistakes and it is the obligation of the school to teach children how to behave, in conjunction with parents and other community groups.

All children and staff members have the right to teach and learn at school, but all children, parents, and staff, have the responsibility to create an environment for learning and these can be found in the behaviour philosophy:

**Whole school behaviour starts with me.**

As children, parents and staff, if you behave responsibly with your peers, and if you demonstrate respect to others and appreciate that mistakes can be made but we can all learn from them, then the whole school can move towards a supportive environment.

Three guiding principles should be found in each classroom:
1. Every class should have a Positive behaviour plan that is clearly understood by students and parents.
2. Every class should be a positive and supporting learning environment for all students.
3. Student/Teacher relationships is a key to every classroom in that they are positive and respectful. Parent/Teacher relationships are important, if not more important, in establishing behaviour and respect for education.

At Koumala State School we are Purposeful in what we do and we are always aiming to improve. Our goal is to be proactive and optimistic in our management of children, and to create a positive environment for all students while we support and teach them. We wish them to be able to move to high school and achieve with a backpack full of academic skills and a raft of behaviour strategies.

“The kids who need love the most will always ask for it in the most unloving ways”
Russel Barkley
2. Research

“A positive, caring, respectful climate in the classroom is a prior condition to learning”
John Hattie, Visible Learning, 2012, pg. 78

To be able to change a school’s behaviour it is important to use the vast amounts of research that supports positive change in schools. Some of the research that Koumala State School is using to support a positive approach to school management are from John Hattie, Dr Carol Dweck and the SWPBS school approach.

John Hattie strongly supports the ideals behind positive classroom environments and that the relationships between the teacher and the students can be THE difference in all students learning and achieving at school. He has written about the passion for teaching as it relates to the level of enthusiasm that the teacher shows, the extent of commitment to each student, to learning and to teaching itself (2012, pg. 35). This passion will reveal itself in a classroom that is focussed on the positive learning of all students. He also warns about the dangers of focussing on negative behaviour as children who think they are naughty will seek evidence to confirm themselves as naughty children (2012, pg. 45)

Dr Carol Dweck has written a book about Mindset and it deals with the two ways children and adults look at the world, through a Fixed Mindset or a Growth Mindset. When you enter a mindset you enter a new world. In one world – the world of fixed traits – success is about proving your smart or talented. Validating yourself. In the other – the world of changing qualities – it’s about stretching yourself to learn something new. Developing yourself. (2012 pg. 15). In other words, we can have a fixed mindset about ourselves or about others. A child may never achieve academically or behaviourally because we/they may have a fixed mindset about what they can do.

Positive Behaviour for Learning (PBL), previously known in state schools as Schoolwide Positive Behaviour Support (SWPBS) is a whole-school approach to creating a safe and supportive environment that has a strong evidence-base and is used in many Queensland state schools. At Koumala State School we are not a PBL school as we have only 1 staff member (from 2016 data) who has been trained in the program of SWPBS. While we are not a PBL school we follow the example set by the program.

- We are implementing a positive behaviour plan for every classroom and across the school.
- We teach the correct behaviours in classrooms.
- We collect both positive and negative data across the school
- We meet at regular intervals to discuss the data and identify areas, days, times and behaviours that are most common across the school or classrooms.
- We provide teachers with the support they need to address these issues in the class

As the research grows, so it will be added to the behaviour plan to ensure that Koumala State School students and teachers are up to date with the most relevant support available to maintain a positive experience for the whole school community.

“No matter how many mistakes you make, or how slow you progress. You are still way ahead of someone who isn’t even trying”
Tony Robbins
3. Consultation and data review

Koumala State School has been developing this plan during 2015 and we have been receiving regular feedback from staff. This ongoing approach to behaviour support will continue to be developed through 2016 and fed back to the staff and the P&C while we seek to create a school that supports all students.

4. Learning and behaviour statement

Our school community has identified the following school rules to teach and promote our high standards of responsible behaviour that will develop Responsible Learners who will:

- Be safe
- Be responsible
- Be respectful

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

In addition our school community have endorsed the following as expectations we have of students leaving Koumala State School at Year 6.

Our students will exit Yr 6 with a backpack of skills that will empower them to be:

- Literate
- Numerate
- Technological Natives
- Healthy and Active
- Resilient
- Respectful
- Responsible
- Tolerant

Our school also has a belief in the Rights and Responsibilities for our students, staff and community members. For a summary of these please refer to Appendix 2.

5. 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 Koumala 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.

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

The school day commences at 8:50am where students are reminded of our School Wide Positive Behaviour Support program. Students are explicitly taught the expected behaviour of focus for that week and this learning experience is reinforced each day while that particular behaviour remains a school wide focus.
### SCHOOLWIDE EXPECTATIONS TEACHING MATRIX

<table>
<thead>
<tr>
<th>ALL AREAS</th>
<th>CLASSROOM</th>
<th>PLAYGROUND</th>
<th>STAIRWELL/ VERANDAHS</th>
<th>TOILETS</th>
<th>BUS LINES/ BUS TRAVEL</th>
<th>LIBRARY</th>
<th>EXTRA CURRICULAR PROGRAMS (Camps/ Excursions)</th>
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<tbody>
<tr>
<td><strong>BE RESPECTFUL</strong></td>
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<td>Respect others’ personal space and property</td>
<td>Raise your hand to speak</td>
<td>Participate in school approved games</td>
<td>Rails are for hands</td>
<td>Respect privacy of others</td>
<td>Line up in designated area and wait quietly for the teacher</td>
<td>A waterproof bag is required for borrowing</td>
<td>Respect others’ personal space and property</td>
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<tr>
<td>Care for equipment</td>
<td>Respect others’ right to learn</td>
<td>Wear shoes and socks at all times</td>
<td>Walk one step at a time</td>
<td>Respect school property (toilet doors, paper hand towel, toilet seats)</td>
<td>Talk quietly when the bus is travelling</td>
<td>Respect school property (no vandalising tables, chairs or books)</td>
<td>Care for equipment</td>
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<tr>
<td>Clean up after yourself</td>
<td>Talk in turns</td>
<td>Keep passage ways clear at all times</td>
<td>Carry items</td>
<td></td>
<td>Don’t distract the driver</td>
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<td>Clean up after yourself</td>
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<tr>
<td>Use polite language</td>
<td>Be a good listener</td>
<td>Lift your feet when moving</td>
<td>Keep passage ways clear at all times</td>
<td></td>
<td></td>
<td></td>
<td>Use polite language</td>
</tr>
<tr>
<td>Wait your turn</td>
<td>Use polite language</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Wear shoes and socks at all times</td>
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<tr>
<td>Use polite language</td>
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<td></td>
<td>Be sun safe; wear a broad brimmed hat</td>
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| **BE RESPONSIBLE** | | | | | | | |
| Ask permission to leave the classroom | Be prepared | Be a problem solver | Move peacefully in single file | Use toilets during breaks | Use toilets during breaks | Use a browser card when searching for books | Respect others’ personal space and property |
| Be on time | Complete set tasks | Return equipment to appropriate place at the sports bell | Keep to the left | | | | Care for equipment |
| Be in the right place at the right time | Take an active role in classroom activities | | | | | | Clean up after yourself |
| Follow instructions straight away | Keep work space tidy | | | | | | Use polite language |
| | Be honest | | | | | | Wear shoes and socks at all times |

| **BE SAFE** | | | | | | | |
| Use equipment appropriately | Walk | Play fairly – take turns, invite others to join in and follow rules | Walk quietly and orderly so that others are not disturbed | Wash hands | Wash hands | Use equipment appropriately | Use equipment appropriately |
| Keep hands, feet and objects to yourself | Sit still | Care for the environment | Walk on every step (no jumping) | | | Keep hands, feet and objects to yourself | Keep hands, feet and objects to yourself |
| | Enter and exit room in an orderly manner | Use playground equipment in a safe and sensible manner | Use hands on the handrail | | | | Pair up with a buddy |
| | Respect school property (no vandalising tables, chairs and books) | | | | | | |
6. Positive Behaviour Principles Explained

“Your mind is a powerful thing, when you fill it with positive thoughts your life will start to change”
Zig Ziglar

Every class should have a Positive behaviour plan that is clearly understood by students and parents. Teachers need to be alert to the positive changes that students are making in the class. A plan should be in place that rewards the students for making positive choices and these rewards need to be regular, something that the students appreciate, and public. The positive data of the class needs to be maintained and collected at the end of the term to be presented at a staff meeting. This data will allow the staff to recognise which students are receiving the most ‘love’ and which students have not been noticed as often. A comparison of positive and negative data can sometimes show the correlation between students not receiving as much positive support while also receiving negative consequences. At Koumala it is imperative that all teachers actively seek ways to reward and encourage students for effort and positive behaviour.

Every class must be a positive and supporting learning environment for all students
When a student walks through the gate at 8:30am they should automatically move into a positive and supportive learning environment. It may be as simple as a good morning from a teacher, or even to check how things are going. This enables the staff member to assess how the child may be feeling and how prepared they are to start the day. From 8:30 through to when the child leaves at 3:00pm there should be a positive environment for them to work in. The classroom is a key environment and this can be where targeted teaching takes place. If a child is working in an area they are unsure about but have support and with achievable tasks, then behaviour management will take care of itself. When work is too easy, or hard, when the child does not know what to do, or is bored, that is when behaviour issues begin to occur.

Student/Teacher relationships is a key to every classroom in that they are positive and respectful
At Koumala State School the simple act of showing interest in the child outside of the classroom can create more learning and respect inside the classroom. Shaking of their hand when they come to school, asking about their football team on the weekend, or generally showing interest in the child builds up teacher credibility and can allow for more guidance when it comes to academic or behavioural conversations.

7. Positive Changes in the school

Focus on the Behaviour, not on the child
A child is a growing and developing person and can often make good and bad choices. It is imperative that we focus on the behaviour of the child and not label the child themselves. If a child makes a bad choice, they are not a bad child. The choice they made was bad and needs to be corrected but they are not themselves bad. Similar with positive behaviour, if a child makes a good choice then it is the choice they made that is to be congratulated, the child is not to be labelled as good. If a child makes a good choice and then later in the day they make a bad choice, if incorrectly labelled they can start the day as a good child and end the day as a bad child. Children will make mistakes, as adults do, and so all staff must focus on the behaviour not the child.

Conversation not consequence
At Koumala State School every behaviour will result in a consequence, but the consequence does not necessarily mean the behaviour will change unless there is a conversation around the behaviour. A child who chooses a negative behaviour can be handed a negative consequence, but teachers should not expect the consequence to change the behaviour. Rather the child has made a mistake, the consequence is handed down, but a conversation after to teach the child the correct behaviour needs to take place. So to with positive choices. If the child receives a positive consequence for something they have done, but are not aware as to what they have done, then they will not be able to do it again. It is important that staff do not assume the child knows why they are receiving the consequence, unless we have the conversation outlining the great choice they made.
“Stop being afraid of what could go wrong, and start being positive of what could go right”

**Talent v effort**
Research has shown that one of the most harmful ways of hurting the confidence of students is to focus our attention on their talent and ability. If we congratulate a student for being smart when completing a certain task, when the same student attempts a harder task and fails, the student could now feel that they are not smart. If teachers congratulate students on the effort they put in, they students are more likely to put in more effort on tasks that are harder. Dweck’s (2012) research shows many incidences of children as young as one all the way to professional athletes who have responded differently depending on the mindset they had before they even came to the task.

At Koumala State School we wish all students to develop a growth mindset and we encourage all teachers to lavish as much praise and attention on effort, hard work, ideas, and initiatives. Students should not be afraid of mistakes and need to be given stories of people who have made mistakes and succeeded.

**8. Parental Involvement**

While teachers will do whatever they can to ensure every child receives a great education and be as supportive and encouraging as they can. Every child begins every day in a home. The environment that is created, and the behaviour that is expected, in the home can play a significant role in the behaviour of the child at school. Children will come to the classroom in the state of mind that they left the home. Parents play an important role in ensuring their child’s state of mind is open to learning. Parents are encouraged to support the teachers and the Koumala Behaviour Plan and even implement the positivity in their home. Maslow’s Hierarchy of Needs can demonstrate the responsibilities the whole school community has in raising children and improving their academic and behavioural achievement.

**9. Maslow’s Hierarchy of Needs**

This chart demonstrates that the needs of children need to be met in the home before they can come to the classroom. Negative behaviour in children can stem from one of these needs not being met. Teachers at Koumala State School will provide the best education for children, and support from the school community can greatly assist in their progress and positive involvement in the classroom.
You Can Do it Program
The You Can Do It Program focuses on five key areas that are integral to the development of students at Koumala State School. The Five focus topics of Confidence, Persistence, Organisation, Getting Along and Resilience will support students in their understanding of Being Safe, Respectful and Responsible. The language found in these behavioural concepts will be explored both as lessons and in everyday situations where teachers can find the opportunity to encourage students using these topics. There will be a focus topic a week and teachers can use these to assist in creating a Student of the Week award for Parade. This will allow these five topics to be explored on Parade 8 times each throughout the year, along with countless of other times during general school conversations.

11. Proactive Strategies

“The way positive reinforcement is carried out is more important than the amount”
B.F. Skinner

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

- **Praise.** Teacher, peer and parent praise to reinforce positive behaviours is an extremely powerful tool in determining exemplary behaviour.
- **Class Awards** – to recognise great behaviour in the class throughout the term
- **Gotcha Bands** - The three bands of different colours which have the three school rules written on them are to be handed out to students during both school time and class time for behaviour which is positive and needs to be encouraged and supported.
- **Stickers** – to be used as tools to identify and reward good behaviour throughout the day
- **A Daily/Weekly Behaviour Monitoring Chart.** This chart in the classroom is able to provide all students with nonverbal proof of their behaviour in the lesson or the day. The higher levels that state the three school rules will allow students to move up as their behaviour improves throughout the day.
- **Role modelling** by staff and school leaders and peers reinforces the behaviours expected.
  - **Classroom routine/rewards.** Each teacher is required to have a classroom responsible behaviour plan strategy that rewards exemplary behaviour and actions eg stickers, points class parties.
  - **Student of the Week** again reinforces positive classroom behaviours as each week a Student is nominated by their teacher to receive a merit certificate presented at Parade.
  - **Be Responsible, Be Respectful, Be Safe** All staff can reward positive actions by giving a student a “Be Responsible” slip that recognises their effort at demonstrating Responsible Behaviour. These are placed into a box each week and in a Lucky draw at parade a student is selected to win a prize. (Presently a Free meal from the Tuckshop, sponsored by the P and C)
  - **Student Councillor.** Students that are able to maintain high levels of good behaviour and leadership, are able to be selected to our Student Council which assists the school in our decision making process. This is a good way of providing peer models.
  - **School Leaders.** School Captains and Sports Captains provide the school with leadership and direction and again act as positive peer models.
- **Development of specific policies to address:**
  - **The Use of Personal Technology Devices at school** (Appendix 7)
Procedures for Preventing and Responding to Incidents of Bullying (including Cyberbullying) (Appendix 8)

- **High 5/High 3** The school actively advocates through posters, parade messages, teacher lessons, newsletters, song, raps and rhymes this program. Older children in Years 4-7 are taught to work issues/incidents through by thinking and actioning the following step by step process.
  1. **Talk friendly (ask them to stop)**
  2. **Talk firmly (ask them to stop, loud voice. Leaves person in no doubt as to the inappropriateness of actions.)**
  3. Ignore.
  4. **Walk away. (Takes two to have a conflict)**
  5. **Report. (As opposed to dobbing) This is where a person reports to have the actions cease rather than looking for retribution/getting someone punished.**

A simplified 3-step process is used with the younger children in Years 1-3.
  1. **Talk friendly, ask them to stop.**
  2. **Walk away and ignore**
  3. **Tell a teacher if it doesn’t stop.**

**Five Fingers of Friendship** - Students on a hand list 5 people they trust, so that if they have a problem they can use one of these people to assist.

“You can’t control what other people do. You can control the way you react”

**Gotcha Bands**

The purpose of the Gotcha Bands is to ‘catch’ students displaying correct behaviour or responses in all parts of the day. Students will be given a Gotcha Band that they can wear around the school for the day. At the end of the day they must place their band on a stand so that their reward can go towards both a school and individual award. When a child receives 25/50/75/100 Gotcha bands they will be given an individual award on parade to celebrate their individual success. Every child who receives a Gotcha Band can also receive a Learner Award that goes towards the Tuckshop prize on Parade.

**12. Negative Consequences**

“When someone is nasty or treats you poorly, don’t take it personally. It says nothing about you, but a lot about them”

At Koumala State School the teacher is in charge of the day to day management of their own students. Every teacher in the school needs to have a plan in place in dealing with the behaviour of students. These can include:

- Ignore, praise a child for doing correct behaviour, Non-verbal direction
- Proximity, Use of Behaviour Chart,
- Consider the work, the pedagogy and planning
- Provide warning, Use ‘I’ sentences, Give Feedback
- Restate the rule, Actively listen
- Stimulus change, Relocate others
- Give student time to ‘Cool Down’
- Acknowledging emotions

If all these plans fail, then the behaviour may result in a detention. The teacher is to organise the detention of the child which may result in catching up on work, quiet time during play time, or other tasks the teacher deems appropriate as it relates to the behaviour.

All detentions need to be logged on the Detention slip and handed into the Principal at the end of the day.
If it is felt that the behaviour needed a greater consequence, then the teacher can talk to the Principal about a white slip. If the Principal agrees it will then result in a number of detentions. This will be decided in consultation with the teacher. The Principal will then run that detention with the child.

All white slips will be written out by the Principal.

Students who behave in activities that are not negotiable will receive a suspension. This is recorded on a Pink slip and the Principal will be responsible for logging the behaviour and contacting the parents.

All consequences can be handed out and although some will change the behaviour it is important to have the conversation to ensure the lesson can be learnt.

Teachers must be aware of the environment they are creating, the curriculum constraints, the differentiation, the mindset of the child and the times they were positive to the student. Teachers should also identify triggers that may have caused behaviour concerns and move to avoid them in the future.

13. Tracking Behaviour

“You are free to choose.
You are not free from the consequence of your choice”

All information of student’s misbehaviour is kept on One School and on an internal monitoring school program. This school system will allow all staff to identify trends across the school in relation to times, places, behaviours, and students.

Parents must also be informed of all detentions through notes home in KIT books or phone calls so that the parent is aware of the child’s behaviour at school.

14. Rewards Days

At the end of the school term there will be a rewards day for students who have participated positively at school throughout the term. All students are welcome to attend and are automatically invited. Students who have had behaviour concerns across the term will be discussed with the teacher and the Principal. Teachers can make the argument for/against any child’s attendance in Rewards Day based on the data, or by the effort the child has made in the class.

Principal will make the final decision based on consultation with the teacher.

The program consists of the following components:
End of Term – class/teacher negotiated activities that are conducted at school ½ day only

Principal and Teachers will monitor detentions, white slips and pink slips through the school tracking process and OneSchool.

Encouraging and maintaining positive behaviours

Classroom rules and expectations:
• reflect the values of the wider school community
• embody the key messages and a common language
• recognise and focus on positive practices and behaviours
• are fair, clear and framed in a positive way
• are developed collaboratively with the class and continually revisited
• are modelled by staff
• are implemented in a consistent, fair and just manner
Responding to unacceptable behaviour
Students come to school to learn. Behaviour support represents an important opportunity for learning how to get along with others.

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

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

• Targeted behaviour support

Due to the size of Koumala State School, it is important to recognise that all staff are involved in the support of students who may need more targeted behaviour support. Contact is made between the students and the members of staff every day, in the playground, the classrooms and in the local community. Staff meetings are used to identify students who may require targeted support, and a team approach is used to formulate and record strategies for implementation. Parents/caregivers are involved in the support process through school support personnel (classroom teacher, LST, GO, Chaplain, Principal).

Koumala State School engages the You Can Do It program for the language to assist students in understanding how their behaviour can be

Strategies used for targeted behaviour support include:
• curriculum adjustment - differentiation
• verbal and non-verbal
• increased attention
• communication with the school community
• added responsibilities.

<table>
<thead>
<tr>
<th>Curriculum Adjustment</th>
<th>Staff determine whether a student may need further support in curriculum related areas, and adjustments are made where necessary. This may involve:</th>
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<tbody>
<tr>
<td></td>
<td>• working with a teacher aide or learning support teacher</td>
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<td>• adjusted class work</td>
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<td>• working with a peer or older student.</td>
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<tr>
<th>Verbal</th>
<th>Verbal reinforcement, used every day in both the classroom and playground, includes:</th>
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<tr>
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<td>• specific reinforcement e.g. “Thank you for sitting down”.</td>
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<td>• Targeted direction giving.</td>
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<th>Non-Verbal</th>
<th>Non-verbal reinforcement, used every day in both the classroom and playground, includes:</th>
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<td>• body language – smile, thumbs up</td>
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<td>• behaviour charts</td>
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<td>• privately understood signals</td>
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<td>• proximity to the child in terms of desk placement or where staff members are standing</td>
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<td>• awards.</td>
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<td>• visual aids</td>
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<th>Increased attention</th>
<th>Students may require increased attention for either curriculum needs or to reinforce acceptable behaviour. This may occur through:</th>
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<td>• One on one curriculum support with the teacher</td>
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<td>• Teacher aide support</td>
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<td></td>
<td>• Work with another member of school staff</td>
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<td>• Curriculum support through an older classmate.</td>
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<th>Communication within the school community</th>
<th>Communication with the parents/caregivers occurs through all stages of targeted behaviour support, and includes positive/encouraging letters or phone calls home.</th>
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<th>Added responsibilities - meaningful roles</th>
<th>A child who is receiving targeted behaviour support may benefit from added responsibilities within the class or school. These responsibilities can include:</th>
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• Peer tutoring
• Working with a younger or older classmate
• Classroom jobs
• School jobs.

Intensive behaviour support

At Koumala State School, all students who are considered to be “seriously at risk” of significant educational underachievement due to their inappropriate behaviours are supported using a proactive problem solving approach.

A functional analysis approach to assessing behavioural problems is adopted involving a systems approach that looks at the ‘whole’ child. It covers such areas as:

Case Management:
The case manager for each student who is identified as “seriously at risk” should be the class teacher. However a support team approach is adopted with staff working collaboratively. Students who are considered to be at risk and have experienced an array of severe management strategies, such as suspension or exclusion, should proceed through a systematic assessment procedure. This may include:
• collation of data which gives an overview of (a) problematic behaviours and (b) consequences implemented i.e. detentions, suspensions etc
• referral for discussion at the school special needs meeting (held weekly)
• referral to Guidance Officer for assessment and preliminary behavioural support
• referral to Advisory Visiting Teacher for Behaviour Support for consultation or support
• full team collaboration to undertake a functional behavioral assessment and develop an Individual Behaviour Support Plan.

Strategies used will be preventative, supportive and/or corrective.

Preventative – the action taken to prevent or minimise unnecessary disruption. This may include effective learning and teaching practices, classroom organisation, positive modelling and the use of appropriate content and curriculum material.

Supportive – the action taken to employ support for the student and teacher. This may mean strategies teachers put in place to assist students or it may mean additional support from other staff in the school for the teacher and student.

Corrective – the actions teachers take when disruptive behaviour occurs. This includes positive correction strategies outlined in the Individual Behaviour Support Plan.

All behaviour that is contrary to school and classroom procedures will be managed based on the individual/s involved. Parents of the child/children involved will be informed of major breaches of behaviour and consequences will be developed based on individual circumstances.

15. Emergency responses or critical incidents

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

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

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

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

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

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

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

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

**Physical Intervention**
Staff may make legitimate use of physical intervention if all non-physical interventions have been exhausted and a student is:
- physically assaulting another student or staff member
- posing an immediate danger to him/herself or to others or
- causing or at risk of causing major property damage.

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

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

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

Physical intervention is not to be used as a response to:
- minor property destruction
- school disruption
- refusal to comply
- verbal threats
- leaving a classroom or the school, unless student safety is clearly threatened.

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

**Record keeping**
Each instance involving the use of physical intervention must be formally documented. The following records must be maintained:
- incident report (Appendix 10)
- [Health and Safety incident record](link)
- debriefing report (for student and staff) (Appendix 9).

### 16. Consequences for unacceptable behaviour

*In 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.*

**Consequence Strategies.**
Koumala State School outlines a range of behaviours that are matched to consequences to manage inappropriate behaviours. While the table is not exhaustive it gives the possible consequences dependent upon each circumstance.
**Be Safe**

Students can:

- Walk under buildings
- Respect others’ personal space and property
- Care for equipment
- Clean up after themselves
- Use polite language
- Wait their turn
- Raise their hand to speak
- Respect others’ right to learn
- Talk in turns
- Be a good listener
- Respect others’ right to use online resources free from interference or bullying
- Keep any usernames or passwords private
- Follow all teacher instructions about keeping private information off online sites
- Play fairly – take turns, invite others to join in and follow rules
- Care for the environment
- Walk quietly and in an orderly way so that others are not disturbed
- Wash hands after using the toilet and before eating food

**Be Respectful**

Students can:

- Use equipment appropriately
- Respect others’ personal space and property
- Raise their hand to speak
- Respect others’ right to learn
- Keep hands, feet and objects to yourself
- Walk on the concrete
- Sit still
- Enter and exit room in an orderly manner
- Participate in use of approved online sites and educational games
- Be courteous and polite in all online communications
- Participate in school approved games
- Wear shoes and socks at all times
- Be sun safe; wear a broad brimmed hat
- Rails are for hands
- Walk one step at a time
- Carry items
- Keep passage ways clear at all times
- Respect privacy of others

**Be Responsible**

Students can:

- Ask permission to leave the classroom
- Be on time
- Be in the right place at the right time
- Follow instructions straight away
- Be prepared
- Complete set tasks
- Take an active role in classroom activities
- Keep work space tidy
- Be honest
- Report any unacceptable behaviour to a teacher
- Post only appropriate content online
- Be a problem solver
- Return equipment to appropriate place
- Move peacefully in single file
- Use toilets during breaks

<table>
<thead>
<tr>
<th>LEVEL</th>
<th>BEHAVIOURS</th>
<th>REWARDS</th>
</tr>
</thead>
</table>
| Positive Category | ✓ Cooperative In Class  
✓ Play Well  
✓ Uses Manners  
✓ Is Courteous  
✓ Positive Attitude  
✓ Always completes set tasks and homework activities  
✓ Takes care of the school and it’s playground  
✓ Represents the school with pride when out in the community | ✓ May attend all school functions  
✓ Can be a school leader  
✓ May attend extra – curricular activities (eg: Sport/Excursions/Concerts/In School Visits  
✓ Can receive Parade awards  
✓ Can receive positive reinforcement by way of in class and school rewards |
<table>
<thead>
<tr>
<th>LEVEL</th>
<th>BEHAVIOURS</th>
<th>REWARDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Green Level (Positive Category)</td>
<td>✓ Cooperative In Class ✓ Play Well ✓ Uses Manners ✓ Is Courteous ✓ Positive Attitude ✓ Always completes set tasks and homework activities ✓ Takes care of the school and its playground ✓ Represents the school with pride when out in the community</td>
<td>✓ May attend all school functions ✓ Can be a school leader ✓ Mat attend extra-curricular activities (eg: Sport/Excursions/Concerts/In School Visits ✓ Can receive Parade awards ✓ Can receive positive reinforcement by way of in class and school rewards</td>
</tr>
<tr>
<td>Minor Behaviour</td>
<td>Infrequent inappropriate behaviours in class (rudeness/back chatting, name calling, rocking on chair, calling out, unresponsive in class or within the school), ✓ Lateness to class ✓ Playing in wrong areas/toilets ✓ Noncompliance with instructions ✓ Disrupting the learning of others while in the classroom ✓ Refusal to accept responsibility for actions ✓ Interference with others, their learning or their property ✓ Negative/Oppositional behaviour towards learning and work in the classroom/within the school ✓ Inappropriate play (running on cement, tackling, rough play) ✓ Jumping the fence to collect a ball without permission</td>
<td>How is this child relating to the lesson? How is this child relating to the activity? Is this lesson providing the student a chance to succeed? <strong>Teaching Strategies</strong> Ignore Praise a child for doing correct behaviour Non-verbal direction Use of Behaviour Chart Consider the work, the pedagogy and planning Provide warning Use ‘I’ sentences Give Feedback Restate the rule Actively listen Stimulus change Relocate others Give student time to ‘Cool Down’ Acknowledging emotions</td>
</tr>
</tbody>
</table>

**STRATEGIES** | **CONSEQUENCE** |
<p>| | Detention Buddy class approach Missing of playtime and spend time out with teacher, jobs may involve talking about behaviour in class, picking up rubbish, cleaning up gardens. Natural Consequence Detention slip reported to Admin and recorded on School plan and One School <strong>Rebuild student/teacher relationship</strong> Consideration always to be given to minimising embarrassment, dealing with issues in an acceptable, socially valid manner. ▪ Least-to-most intrusive approach to dealing with behaviour issues. |</p>
<table>
<thead>
<tr>
<th>Major Behaviour Admin involved</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Disobeying instructions from staff/supervising adults</td>
</tr>
<tr>
<td>• Not caring for resources/equipment</td>
</tr>
<tr>
<td>• Damage to clothing, equipment or environment</td>
</tr>
<tr>
<td>• Infrequent compliance with the school dress code</td>
</tr>
<tr>
<td>• Inappropriate language towards students on school grounds.</td>
</tr>
<tr>
<td>• Not reporting for detentions</td>
</tr>
<tr>
<td>• Wilful disobedience/refusal to comply with school rules</td>
</tr>
<tr>
<td>• Using objects within the school irresponsibly</td>
</tr>
<tr>
<td>• Leaving the classroom without permission</td>
</tr>
<tr>
<td>• Habitual/Persistent Bullying inc. Teasing</td>
</tr>
<tr>
<td>• Taking other’s property – classroom level (Teacher judgement req. based on students and age level)</td>
</tr>
<tr>
<td>• Actions in the community/ travelling to and from school that is determined to be bringing the schools name into disrepute</td>
</tr>
<tr>
<td>• Physical misconduct inc (Fighting)</td>
</tr>
<tr>
<td>• Leaving the classroom without permission</td>
</tr>
<tr>
<td>• Leaving the school grounds without permission</td>
</tr>
</tbody>
</table>

| What triggered this behaviour? |
| What is there a pattern forming? |
| What data does this child have containing this type of behaviour? |
| Could this behaviour have been prevented? |
| • Reminder of school rules |
| • Acknowledging the environment |
| • Investigation of behaviour |
| • Victim support |

| White slip - Detention organised by the Principal |
| Missing of playtime and spend time out with teacher jobs may involve: |
| • Finishing work |
| • Talking about behaviour in class |
| • Picking up rubbish |
| • Cleaning up gardens. |
| • Withdrawal from some school activities (eg: Disco, Excursions, Video Nights, Camps) |
| • Incident Report reported to Administration – Principal informed and updated |

<table>
<thead>
<tr>
<th>Non Negotiable Behaviour</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Wilful damage (Vandalism/graffiti to school resources, property or grounds )</td>
</tr>
<tr>
<td>• Physical Assaults</td>
</tr>
<tr>
<td>• Sexual Harassment</td>
</tr>
<tr>
<td>• Smoking</td>
</tr>
<tr>
<td>• Possession/use of dangerous/harmful items (firearms, knives, explosives, illicit drugs, alcohol)</td>
</tr>
<tr>
<td>• Possession of inappropriate/offensive items or images from mobile phones, magazines, internet usage</td>
</tr>
<tr>
<td>• Aggressive/threatening/obscene (verbal/non-verbal) actions towards any person on school grounds/excursion/camp.</td>
</tr>
<tr>
<td>• Using objects within the school – endangering the safety of any person on school grounds</td>
</tr>
<tr>
<td>• Actions in the community/ travelling to and from school that are determined to be bringing the schools name into disrepute, endangering the safety of others and the bus driver.</td>
</tr>
</tbody>
</table>

| What triggered this behaviour? |
| What is this behaviour pattern forming? |
| What data does this child have containing this type of behaviour? |
| Could this behaviour have been prevented? |
| • Reminder of school rules |
| • Acknowledging the environment |
| • Investigation of behaviour |
| • Victim support |

| Pink Slip |
| Suspension 1 – 5 days |
| Suspension 6 – 20 days |
| Suspension pending exclusion |
| Withdrawal from some school activities |
| Unable to attend Camps organised by the school. |
| Review Behavioural Contract |
| Inform District Office BMT for support |
| Parent/Student re-entry meeting and contract for behaviour |
| Referral to Guidance Officer |
Koumala State School Behaviour Plan

Gotcha Band stickers... → Learner Award → Weekly Raffle

Gotcha Band stickers... → Individual Chart → received 25/50/75/100

Individual Award → Tracked in One School

Inside → Continues

Yes → Class Reward Plan

Outside

No →

Is Behaviour Appropriate?

Outside

No → Time Out with Teacher

Inside

Class Plan

Continues

Principal Involved

Yes → White Slip

No → Multiple Detentions

Suspension

Tracked in One School

Tracked in School Chart

Sent to Office

Detention Next Break
ALL INCIDENTS ARE TO BE FORWARDED TO THE OFFICE FOR GAIL TO KEEP RECORD ON SPREADSHEET AND ONESCHOOL. THIS IS A PROCESS BASED ON THE PROFESSIONAL JUDGEMENT OF KOUMLA STATE SCHOOL STAFF.

<table>
<thead>
<tr>
<th>Detention Procedure</th>
<th>White Slip Procedure</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Use a range of proactive behavioural strategies (praise other students for good work, non-verbal redirection, curriculum related activity, etc) to remind the child to change their behaviour</td>
<td><strong>Student Misbehaviour</strong></td>
</tr>
<tr>
<td>• Student misbehaviour as per behaviour chart</td>
<td>• Teacher/Teacher Aide contact the Principal for a discussion about behaviour and the circumstance.</td>
</tr>
<tr>
<td>• Provide a warning to the student for their behaviour</td>
<td>• Principal makes final decision</td>
</tr>
<tr>
<td>• Detention given – teacher controlled at the next break, or next day.</td>
<td>• White Slip explained to the child and given.</td>
</tr>
<tr>
<td>• Detention slip filled out and given to the Principal. Information is recorded on the School Behaviour Spreadsheet and One School.</td>
<td>• Copy of white slip recorded on School Behaviour Spreadsheet and One School.</td>
</tr>
<tr>
<td>• Detention slip given to the Admin for record keeping</td>
<td>• White slip given to Admin for record keeping</td>
</tr>
<tr>
<td><strong>White Slip Procedure</strong></td>
<td>• Students copy of the White Slip needs to be sighted and signed by parent and brought back to school</td>
</tr>
<tr>
<td><strong>Pink Slip Procedure</strong></td>
<td>• Detention for 2 - 5 days organised by the Principal</td>
</tr>
<tr>
<td>• Student Misbehaviour is extreme</td>
<td><strong>Suspension School Re-entry</strong></td>
</tr>
<tr>
<td>• Teacher/Teacher Aide contact the Principal for a discussion about the behaviour, circumstance and witnesses.</td>
<td>Parent and student return to school for a re-entry meeting. This meeting may include, but is not limited to:</td>
</tr>
<tr>
<td>• Pink slip and Suspension explained to the child and given.</td>
<td>• managed attendance,</td>
</tr>
<tr>
<td>• Phone call to the parents indicating the action and the consequence.</td>
<td>• excepting responsibility for actions resulting in suspension,</td>
</tr>
<tr>
<td>• Suspension can range from 1 – 20 days</td>
<td>• Behaviour book to track student’s actions and inform parents of their improvement.</td>
</tr>
<tr>
<td>• Pink slip entered into School Behaviour Spreadsheet and One School.</td>
<td><strong>Suspension School Re-entry</strong></td>
</tr>
<tr>
<td>• Pink slip sent to the Admin for record keeping.</td>
<td>Parent and student return to school for a re-entry meeting. This meeting may include, but is not limited to:</td>
</tr>
</tbody>
</table>

- managed attendance,
- excepting responsibility for actions resulting in suspension,
- Behaviour book to track student’s actions and inform parents of their improvement.
Minor Behaviour
Students who seek to disrupt the learning of others will be dealt with by the teacher using a range of strategies. The first step for all teachers will be to positively engage those around the student for the great work they are doing. Teacher will be expected to use a range of non-verbal and verbal direction as well as proximity to bring the student back to the lesson. If options fail than the teacher can provide the child with a warning about their behaviour. If the student persists than the child will be required to participate in a detention organised by the teacher. If the student continues to disrupt the class the teacher may use a time out from the room, or engage the use of a buddy class.

Any time out of the room will automatically result in a detention to catch up on work missed. Detention will be completed either in the classroom with the teacher catching up on work missed, or it could be time spent cleaning the gardens and the grounds.

Teachers must also ask themselves:
- How is this child relating to the lesson?
- How is this child relating to the activity?
- Is this lesson providing the student a chance to succeed?

Understanding of these questions, and the differentiation that goes along with it, may ensure behavioural success for all students.

Detention sheets must be filled out and sent to the Principal. These detention sheets will be logged in the Behaviour Spreadsheet for data collection and collation. This will allow the staff to recognise trends in behaviour for all students. The information will also include an Insert Comment which will contain the name of the teacher, date and the time of day of the student’s behaviour.

Parents will be advised of the detention in their KIT books. Student’s behaviour details will be added to One School.

Major Behaviour
Students who engage in major behaviour, or unexpected behaviour, similar to what is listed in the Behaviour Chart will move directly to a White Slip. Principal will be informed of the behaviour and the details listed on a white slip that will go home to parents. The student involved in the behaviour will receive a consequence organised by the Principal. These consequences could include catching up on work missed, cleaning the school grounds or providing community service to students during playtime.

Students will need to have a conversation with the Principal and/or Teacher regarding their behaviour as it relates to the school rules. They will be given the opportunity to recognise how their behaviour affected others in the conversation.

If the behaviour is deemed to be too dangerous or careless, or if other students are seriously injured, then a suspension can be applied to this situation.

The student’s behaviour details will be listed in One School. The white slip will also be listed in the School Behaviour Spreadsheet for further correspondence.
Extreme incidents (Red)
Students who engage in extreme behaviour similar to what is listed in the Behaviour Chart will move directly to a Pink Slip. Principal will be informed of the behaviour and the details listed on a pink slip that will go home to parents. The student involved in the behaviour will be receive a consequence organised by the Principal ranging from 1 to 20 days suspension.

Students will need to have a conversation with the Principal, Teacher and parents regarding their behaviour as it relates to the school rules. They will be given the opportunity to recognise how their behaviour affected others in the conversation.

The student’s behaviour details will be listed in One School.
The pink slip will also be listed in the School Behaviour Spreadsheet for further correspondence.

<table>
<thead>
<tr>
<th>2015</th>
<th>Classroom disruptions</th>
<th>Physical Misconduct</th>
<th>Verbal Misconduct</th>
<th>Not follow Instructions</th>
<th>Property Misconduct</th>
<th>Total White slips</th>
<th>Pink Slips</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The notification will follow Education Queensland’s guidelines that state:

- Findings of Fact
- Reason for decision
- Decision.
- Notification of length of suspension with dates
- Notification of need to have re-entry meeting before student can return to classes

Grounds for School Disciplinary Absence

Grounds for suspension are:
- Disobedience
- Misconduct
- Other conduct of the student that is prejudicial to the good order and management of the school or state schools.

There are two types of suspension - 1-5 day and 6-20 day.

Grounds for Exclusion
The Principal can suspend a student with a proposal to exclude as per the grounds outlined from suspension, but the student's disobedience, misconduct or any other conduct must be so serious that suspension of the student is inadequate to deal with the behaviour.
Additionally, the principal can suspend with a proposal to exclude for the student’s contravention of a behaviour improvement condition.
The Principal will only recommend the exclusion to their supervisor if they determine it is inappropriate for them to make the exclusion decision.

Grounds for Cancellation of Enrolment
The principal can cancel the enrolment of a post compulsory age student if the student displays persistent refusal to participate in the program of instruction.

Behaviour Improvement Condition
A Behaviour Improvement Condition is an option to be used only when the student's behaviour warrants grounds for exclusion ie: if the student's disobedience, misconduct or other conduct is so serious that suspension of the student from the school or schools is inadequate to deal with the behaviour.

For Students receiving a Suspension notice at Koumala State School:
If any student at Koumala State School receives either a 1-5 day or a 6 – 20 day suspension, the responsibilities to communicate positively between both family/families involved and the school is of high importance. At Koumala State School, we believe that once a suspension notice is handed down communicating effectively to achieve a positive outcome for all involved when returning back to school is the main aim.
If a student receives a suspension between:

(1-5 days) The school will take reasonable steps to ensure those student/s are provided school work so the continuation of their education can be provided for at home. (A re-entry meeting between family, student and Principal is a part of the process. No student is allowed back on school grounds until this meeting occurs and expectations are set)

(6-20 days) The school will arrange student access to an education program to allow the student to continue with their education. The school will also provide the necessary support networks and any suggestions for parents who may wish to follow up on in order for the student/s to re-enter back into the school system positively. (A re-entry meeting between family, student and Principal is a part of the process. No student is allowed back on school grounds until this meeting occurs and expectations are set)

At the re-entry meeting behavioural card and level review parameters will be set (please refer to Appendix 2).

Knives At School
It is important to note that students while on school grounds, as well as travelling to and from school or when on an excursion or camp, that knives are **totally banned**. Any student/s with knives found while on school grounds or that have been reported to the school by parents/carers or community will be made accountable for their action in accordance with the Koumala State School Behaviour Management Policy. Please refer to (Appendix 10)

Monitoring student behaviour is an important component of this Responsible Behaviour Plan (please refer to Appendix 3).

Good behaviour is rewarded via an invitation to participate in the Rewards Day Program at the end of each Term and the Year.

School Rules at Koumala State School can be organised under the 3 areas:
- Responsible
- Respectful
- Safety
(see Appendix 4)

Investigations
At Koumala State School children will be treated fairly through the following processes that are used to investigate an incident by the Principal or a nominated member of staff.
- Children are asked to write out their side of the issue. Verbal statements are taken from the younger students. This generally provides the children with the chance to "Cool Down", reflect on what actually happened and identify others who may assist with resolution of the issue.
- Investigation by Staff member or Principal using the “Responsible Thinking Questions” (refer to Appendix 5)
- Students are advised to come back later for further discussions if they feel aggrieved by a harsh decision. (This needs to be done in a calm and controlled manner not as a “temper” incident leading to secondary or increased consequences)
- Processes used at Koumala State School try to be consistent with those used within our democratic society and follow the basic law court premises of being treated fairly.
17. Network of student support
Students at Koumala State School are supported through positive reinforcement and a system of universal, targeted, and intensive behaviour supports by:
- Parents
- Teachers
- Support Staff
- Administration Staff
- Guidance Officer
- Advisory Visiting Teachers
- Mackay Student Support Services/Positive Learning Centre Staff
- 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

18. 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.

Koumala 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.

19. 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
20. 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

21. Some related resources

- 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
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- 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 or Chair, School Council

Regional Executive Director or Executive Director (Schools)

Date effective: 2016
Be Safe  Be Respectful  Be Responsible
These overarching truths are what we expect from students and ourselves to enable children to enter a world as responsible citizens.

Confidence  Persistence  Organisation  Getting Along
Resilience
The language is more than a poster, it is a reflection tool for students and it needs to be said 600 times before the student accepts it is part of who they are.

Building Relationships  Positive Language  Differentiation  High Set of Expectations
These happen every day, in every classroom, in every lesson, to every child.

Staff  Students  Parents
The heart and soul of the school and the clients in whom we have been entrusted with

At Koumala State School we believe in:
- the power of positive language around learning and behaviour
- Positive before punishment
- recognising the steps before behaviour, and building the relationship after the behaviour
- no limitations to the amount of ways we can engage students to learn and behave

<table>
<thead>
<tr>
<th>Positive Behaviour</th>
<th>Negative Behaviour</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Every behaviour has a consequence – Understand it, accept it and love it!</td>
<td>• Every behaviour has a consequence – Understand it, accept it and heed the warnings!</td>
</tr>
<tr>
<td>• All behaviour is tracked for the student – this enables us to choose you for some exciting rewards!</td>
<td>• All behaviour is tracked for the student – you will be sharing it with your parents, your teachers, and you won’t be going anywhere until you can explain it!</td>
</tr>
</tbody>
</table>
## Appendix 2

### Expectations.

Our school community has a belief in Rights, Responsibilities and Natural Consequences for Students, Staff and Community members. While the following is not exhaustive it does set out the basic operating procedures.

<table>
<thead>
<tr>
<th>Student Rights</th>
<th>Student Responsibilities</th>
</tr>
</thead>
</table>
| ✓  Learn to your maximum potential. | ✓  To learn to your potential by:  
  • being prepared for class  
  • being attentive  
  • being cooperative  
  • being punctual  
  • caring for your property  
  • displaying a positive attitude to study |
| ✓  To be treated with courtesy and respect, and able to express your feelings as an individual. | ✓  Treating others with respect through:  
  • showing courtesy  
  • using manners  
  • being considerate  
  • being tolerant of others’ views  
  • following instructions |
| ✓  Be in a safe environment and supervised appropriately in a “Duty of Care” environment. | ✓  To care for yourself and your property as well as that of others, the school and community  
  • Caring for personal belongings  
  • Playing safely and obeying safety instructions  
  • Following school rules and teacher instructions  
  • Not using or possessing items of dangerous properties  
  • Not being malicious with other’s belongings. |

<table>
<thead>
<tr>
<th>Teacher/Staff Rights</th>
<th>Teacher/Staff Responsibilities</th>
</tr>
</thead>
</table>
| ✓  To teach in a supported and resourced and safe environment. | ✓  To plan, teach and facilitate learning which:  
  • Support school policies, programs and plans  
  • Encourage and maintain acceptable patterns of behaviour.  
  • Assess student, class, school records, policies and programs.  
  • Professionally inform and report to students, parents, the Principal and System when required  
  • Establish and maintain classroom rules and procedures that are consistent with school and Departmental Policy  
  • Abide by EQ’s “Code of Conduct.”  
  • Implement “Child Protection” Policy and procedures.  
  • Identify and extend prior knowledge and experiences. |
| ✓  To be treated with respect by students, colleagues and parents. | ✓  To treat students, colleagues and parents with respect by  
  • Listening and respecting other’s abilities and opinions  
  • Act professionally in all communications |
To be supported in your role as a teacher through Professional Development, School and Education Queensland systems and processes.

- Model behaviour, which is non-coercive, and non-threatening.

To be an active member of the School Organisational learning culture through:
- Participation in the School’s Supervision program
- Identifying a Personal Growth Plan
- Actively looking for Professional Development opportunities
- Sharing knowledge and experiences with colleagues.

<table>
<thead>
<tr>
<th>Parent Rights</th>
<th>Parent Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ To discuss with school staff, issues pertinent to your child’s academic,</td>
<td>✓ Communicate with school personnel:</td>
</tr>
<tr>
<td>physical and social development</td>
<td>at mutually convenient times</td>
</tr>
<tr>
<td>✓ To participate in school activities that support your child’s Education.</td>
<td>Directly with the most relevant person</td>
</tr>
<tr>
<td></td>
<td>(use the School communication flowchart from “Let’s</td>
</tr>
<tr>
<td></td>
<td>Talk.”)</td>
</tr>
<tr>
<td>✓ To participate in the school’s decision making process and have your</td>
<td>Have a realistic knowledge of your child’s abilities.</td>
</tr>
<tr>
<td>opinions valued and respected.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>✓ To support and assist the school in the academic and</td>
</tr>
<tr>
<td></td>
<td>social development of children through:</td>
</tr>
<tr>
<td></td>
<td>Encouraging a positive attitude to schooling</td>
</tr>
<tr>
<td></td>
<td>Advising the school of aspects which may influence the</td>
</tr>
<tr>
<td></td>
<td>child’s development</td>
</tr>
<tr>
<td></td>
<td>To work in a partnership approach with the school</td>
</tr>
<tr>
<td></td>
<td>Participation in school events such as excursions, open</td>
</tr>
<tr>
<td></td>
<td>days, reading, craft etc.</td>
</tr>
<tr>
<td></td>
<td>✓ Contribute positively to the school by:</td>
</tr>
<tr>
<td></td>
<td>Valuing and respecting other’s opinions, values</td>
</tr>
<tr>
<td></td>
<td>Participating in community forums, P and C, surveys,</td>
</tr>
<tr>
<td></td>
<td>feedback response sheets</td>
</tr>
<tr>
<td></td>
<td>Taking an active interest in school issues</td>
</tr>
<tr>
<td></td>
<td>Encourage positive attitudes towards the school’s</td>
</tr>
<tr>
<td></td>
<td>policies and expectations.</td>
</tr>
</tbody>
</table>
Students who are exhibiting behaviours that are concerning may be placed upon a behavioural contract, which monitors those particular students’ behaviours throughout the day. This will be one of the more significant tools in providing feedback to the teacher, parent, and students regarding their behaviour throughout the day.

### Behavioural Cards

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
<th>Signature</th>
<th>Work To Be Done</th>
<th>Satisfaction Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00 am - 10:00 am</td>
<td>Morning Session</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10:00 am - 11:00 am</td>
<td>Morning Session</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11:00 am - 12:00 pm</td>
<td>Lunch</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12:00 pm - 1:00 pm</td>
<td>Lunch</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1:00 pm - 2:00 pm</td>
<td>Afternoon</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2:00 pm - 3:00 pm</td>
<td>Afternoon</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX 3

Behavioural Records.
At Koumala State School, teachers will keep anecdotal records of children’s behaviour that serve as a basis for discussions with parents if a Student Behavioural Interview is required. These interviews are sought if students’ misbehaviour shows a recurrence of the same type of action/attitude. While each incident may well be quite minor it is the accumulative pattern that would be discussed.

When teachers believe that behaviours are of a persistent or serious nature then the Principal will be advised. In all behavioural matters the time, nature of incident, investigation and outcomes are stated in the schools Student Behavioural Register and One School). This provides a record of long-term behavioural references that are used by Education Queensland services such as Guidance Officers, and Investigation Officers from Regional Office.
APPENDIX 4

Rules at Koumala State School can be organised under the 3 following areas:

**Responsible – Be It**

**Respect – Give It**

**Safety – Achieve It**

School Rules:

The following are not an exhaustive set of rules for Koumala State School, however they do provide an excellent starting point for parents and students to gain an appreciation of what the School Community (Students, Staff and Parents) have developed over time as to being acceptable behaviour at Koumala State School.

Rules may change from time to time due to varying circumstances and these will generally be discussed via School Parade and the newsletter to achieve consistency.

**Interacting with others**

- Treat others the way you would like to be treated
- Use the High 5 or High 3 when dealing with issues
- Use good manners
- Cooperate with others
- Listen to others and respect their opinions even though they may not be the same as yours.
- Ask for help, when you need it
- Try your best in school and play
- Allow yourself to calm down and then reapproach peers or staff if you feel you have been treated unfairly.
- **Do not “back chat”**
- Bullying physically or verbally will not be tolerated
- **Obscene (swearing) language and physical violence will not be tolerated**
- Obey Staff instructions at all times
- **Wilful disobedience will not be tolerated**
- Encourage others. Be Inclusive with work and play.

**Property**

- Be ready for school with the correct items
- Respect and care for your own property
- Use your own property rather than borrowing
- Put things away after use
- You are responsible for your own belongings. Keep desk trays and bags in an orderly fashion
- Toys, expensive personal items should be kept at home (I-pods, MP3 Players etc.)
- Take care of your belongings, do not place temptation in the way of others.
- Students should retain only small amounts of money.
- Give notes/monies to the teachers at collection time.
- Taking/using other people’s property will be regarded as theft
- Vandalism and Graffiti will incur very stiff penalties
- Mobile phones, I-Pods and MP3 players are to be handed in at the office
Safety

- You cannot leave the school grounds unless with a teacher or supervised.
- Dangerous items such as knives, matches, guns, explosives, drugs or alcohol are **NOT** to be brought to school or school function
- Do not use sticks or stones to harm others.
- Play in areas where it is permitted, do not go into “out of bounds areas.”
- Place all rubbish in the bins
- Do not use or move electrical equipment unless supervised by a teacher
- Only enter school buildings when permitted and under teacher supervision
- Shoes must be worn at all times unless under a teacher supervised activity
- Report dangerous items, situations or animals to a staff member
- Wear a hat when playing outside. No Hat, No Play!
- No hat means we remain seated under the main building.
- Wearing of School uniforms is highly recommended.
- Ear studs, sleepers and watches are the only permitted jewellery (unless authorisation is provided by the Principal)
- No running on the verandahs, courtyard and cement areas under the school
## Detention Slip

### Person:  

### Class:  

### Date:  

### DETENTION REFERRAL

**Recommendation for Detention**

- [ ] Serious incident - Pink slip OR
- [ ] Minor incident - White slip OR
- [ ] Non compliance with appropriate behaviour expectations
- [ ] Local Management Practices have previously been applied.

**Incident description / context:**

(see over page for details)

**Other people are involved.**

**The person is aware of this referral? Yes / No**

**Referred by:**  

**Attendance:**

- [ ] No (reminder to be given)
- [ ] Yes

**Supervisor:**  

**Completion Date:**  

---

### Session:

Morning/Middle/Afternoon

### KLA:

### Reason:

---

### Date:  

### DETENTION REFERRAL

**Recommendation for Detention**

- [ ] Serious incident - Pink slip OR
- [ ] Minor incident - White slip OR
- [ ] Non compliance with appropriate behaviour expectations
- [ ] Local Management Practices have previously been applied.

**Incident description / context:**

(see over page for details)

**Other people are involved.**

**The person is aware of this referral? Yes / No**

**Referred by:**  

**Attendance:**

- [ ] No (reminder to be given)
- [ ] Yes

**Supervisor:**  

**Completion Date:**  

---

### Session:

Morning/Middle/Afternoon

### KLA:

### Reason:
### APPENDIX 6

Detention Slip (White Slip)

| □ | Undercover Area (Behind A Block) | □ | Bullying/harassment |
| □ | Spider | □ | Defiant/threat/s to adults |
| □ | Small Undercover Area End of B Block | □ | Disruptive |
| □ | Oval | □ | Dress code |
| □ | Multi Sports Court | □ | IT misconduct |
| □ | Yellow Swings | □ | Late |
| □ | Junior Adventure Playground | □ | Lying/Cheating |
| □ | Toilets | □ | Misconduct involving object |
| □ | Bus Line Up Area | □ | Non compliant with routine |
| □ | Music Room | □ | Other conduct prejudicial to the good order and management of school |
| □ | Classroom | □ | Physical misconduct |
| □ | Library | □ | Possess prohibited items |
| □ | Computer Lab | □ | Prohibited items |
| □ | Office | □ | Property misconduct |
| □ | Underneath A Block | □ | Refusal to participate in program of instruction |
| □ | Outside School Gates | □ | Substance misconduct involving illicit substance |
| □ | Bus Travel | □ | Substance misconduct involving tobacco and other legal substances |
| □ | Class Line Up Areas | □ | Third minor referral |
| □ | Veranda | □ | Truant/skip class |
| □ | Excursion | □ | Other |
| □ | Camp | □ | Verbal misconduct |
| □ | Courtyard/Eating Area | □ | |

#### Examples of Behaviour

- Disobeying instructions from staff/supervising adults while representing the school on camp/on excursion
- Not caring for resources/equipment
- Damage to clothing, equipment or environment
- Infrequent compliance with the school dress code
- Inappropriate language towards students on school grounds.
- Not reporting for detentions
- Wilful disobedience/refusal to comply with school rules
- Using objects within the school irresponsibly
- Leaving the classroom without permission
- Habitual/Persistent Bullying inc. Teasing
- Taking other’s property – classroom level (Teacher judgement req. based on students and age level)
- Actions in the community/ travelling to and from school that is determined to be bringing the schools name into disrepute
- Physical misconduct inc (Fighting)
- Physical misconduct inc (Fighting)
- Leaving the classroom without permission
- Leaving the school grounds without permission
<table>
<thead>
<tr>
<th>Time: .................................</th>
<th>Date: .................................</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pink Slip (Pink In Colour)</strong></td>
<td><strong>Student Name: .....................</strong></td>
</tr>
</tbody>
</table>

- Undercover Area Behind A Block
- Spider
- Small Undercover Area End of B Block
- Oval
- Multi Sports Court
- Yellow Swings
- Junior Adventure Playground
- Toilets
- Bus Line Up Area
- Music Room
- Classroom
- Library
- Computer Lab
- Office
- Underneath A Block
- Outside School Gates
- Bus Travel
- Class Line Up Areas
- Veranda
- Excursion
- Camp
- Courtyard/Eating Area

- Bullying/harassment
- Defiant/threat/s to adults
- Disruptive
- Dress code
- IT misconduct
- Late
- Lying/Cheating
- Misconduct involving object
- Non compliant with routine
- Other conduct prejudicial to the good order and management of school
- Physical misconduct
- Possess prohibited items
- Prohibited items
- Property misconduct
- Refusal to participate in program of instruction
- Substance misconduct involving illicit substance
- Substance misconduct involving tobacco and other legal substances
- Third minor referral
- Truant/skip class
- Other
- Verbal misconduct

### Examples of Behaviour

- Wilful damage (Vandalism/graffiti to school resources, property or grounds)
- Physical Assaults
- Sexual Harassment
- Smoking
- Possession/use of dangerous/harmful items (firearms, knives, explosives, illicit drugs, alcohol)
- Possession of inappropriate/offensive items or images from mobile phones, magazines, internet usage
- Aggressive/threatening/obscene (verbal/non-verbal) actions towards any person on school grounds/excursion/camp.
- Using objects within the school – endangering the safety of any person on school grounds
- Leaving the school grounds without permission
- Actions in the community/ travelling to and from school that are determined to be bringing the schools name into disrepute, endangering the safety of others and the bus driver.
APPENDIX 7 -

Behaviour Reflection Sheet

Name: ______________________                Date: _________

1. What happened? What did I choose to do??

2. How did my actions affect the people involved?

3. Which school rule did I ignore?

4. What will happen if this behaviour continues?

5. What else could you have done?
   • A Better Choice.....

   Outcome of this would be...

   • Another Better Choice might be...

   Outcome of this would be...

6. What is the Best Choice?
Appendix 8

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 at School

Students who bring valuable personal technology devices like digital cameras, video cameras, ipods, mobile phones or MP3 players to school must hand them in to the office or their classroom teacher upon their arrival at school. They will then be collected at 3pm when travelling home.

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.

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

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

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

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

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

Students involved in:

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

---

Education Queensland does not tolerate bullying behaviour at schools. This includes bullying conducted by electronic means.
Breach of this policy may be subject to discipline (including suspension and recommendation for exclusion).

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

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

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

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

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

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

* Personal Technology Devices includes, but is not limited to, games devices (such as Portable gaming devices, Tamagotchis®, laptop computers, PDAs, Blackberrys®, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile telephones, iPods® and devices of a similar nature.
Appendix 9

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

Purpose
1. Koumala 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 Koumala State School. Research indicates that both those being bullied and those who bully are at risk for behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community’s goals and efforts for supporting all students.

3. Bullying behaviours that will not be tolerated at Koumala 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 Koumala 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 Koumala State School are an addition to our already research-validated school wide 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 school wide universal behaviour support practices will be maintained at all times. This will ensure that:
   - Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour
• All students know the 3 school rules and have been taught the expected behaviours attached to each rule in all areas of the school
• All students have been or are being taught the specific routines in the nonclassroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms
• All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the non-classroom areas of the school
• A high level of quality active supervision is a permanent staff routine in the non-classroom 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 non-classroom areas.

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

10. An initial introductory lesson is delivered, which teaches the 3-step process to be used by all students when experiencing bullying behaviour either as a person being bullied, the person bullying or bystander.

11. The introductory lesson is followed by several shorter lessons, each of which focuses on one of the bullying behaviours that the school has identified and defined. These lessons include instruction on how to approach adults and also on what reactions and systemic responses they should expect from adults.

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

13. Koumala 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.
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.
WORKING TOGETHER TO KEEP KOUMALA STATE SCHOOL SAFE

We can work together to keep knives out of school. At Koumala State School:

• Every student has the right to feel safe and be safe at school.
• There is no reason for a student to have a knife at school.
• No knives are allowed to be taken to school by students.
• It is against the law for a student to have a knife at school.
• A student that has a knife at school can receive very serious consequences.

What kinds of knife are banned?

You are not allowed to have any type of knife at school including:
• flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives or craft knives
• any item that can be used as a weapon, for example, a chisel.

If you need a knife or tools for school subjects, school staff will provide them and supervise their use.

What will happen if I bring a knife to school?

• If you have a knife at school, the principal may call the police.
• Police can search you and your property at school if they think you have a knife.
• If you have a knife at school, you may be disciplined [disciplinary measures will be determined from relevant behaviour management school policy or procedure where appropriate. For example, suspension]
• You may be charged with a criminal offence and face serious consequences if convicted, including a fine or jail.

The points below apply to Education Queensland schools

• School property such as desks or lockers can be searched if the principal suspects that you have a knife on or in school property.
• If the principal thinks you have a knife in your bag, the bag can be confiscated until police arrive.
• If you have a knife at school, it can be confiscated by the principal and given to the police.
• You may face serious disciplinary consequences if you bring a knife to school.

How can I help to keep Koumala State School safe?

• Make sure you know the laws and rules about knives.
• Ask your parents not to put knives or knife tools in your lunch box, pencil case or craft kit.
• Contact your teacher if you are being bullied or threatened at school.
• Immediately tell a teacher or adult if you think someone has a knife at school, or if they say they will bring a knife to school.
• Immediately tell a teacher if a student is threatening anyone with an object that could injure them.
<table>
<thead>
<tr>
<th>Week</th>
<th>School Rule</th>
<th>Area</th>
<th>Behaviour Matrix</th>
<th>Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Be Respectful</td>
<td>All Areas</td>
<td>Respect others’ personal space and property</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Be Safe</td>
<td>Classroom</td>
<td>Respect School Property</td>
<td>Chairs pushed in when leaving</td>
</tr>
<tr>
<td>3</td>
<td>Be Safe</td>
<td>Stairwells and Verandas</td>
<td>Walk quietly and orderly so that others are not disturbed</td>
<td>Transitioning around the school</td>
</tr>
<tr>
<td>4</td>
<td>Be Safe</td>
<td>Classroom</td>
<td>Enter and Exit a room in an orderly fashion</td>
<td>Showing manners</td>
</tr>
<tr>
<td>5</td>
<td>Be Respectful</td>
<td>Classroom</td>
<td>Raise your hand to speak</td>
<td>Politeness</td>
</tr>
<tr>
<td>6</td>
<td>Be Responsible</td>
<td>Classroom</td>
<td>Keep work space tidy</td>
<td>The curse of the pencil shavings</td>
</tr>
<tr>
<td>7</td>
<td>Be Respectful</td>
<td>All Areas</td>
<td>Wait your turn</td>
<td>Patience</td>
</tr>
<tr>
<td>8</td>
<td>Be Respectful</td>
<td>All Areas</td>
<td>Clean up after yourself</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Be Responsible</td>
<td>Playground</td>
<td>Return equipment to the appropriate place</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week</th>
<th>School Rule</th>
<th>Area</th>
<th>Behaviour Matrix</th>
<th>Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Be Respectful</td>
<td>Bus Area</td>
<td>Line up in designated areas and wait quietly for the teacher</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Be Safe</td>
<td>All Areas</td>
<td>Keep Hands, feet and objects to yourself</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Be Responsible</td>
<td>Classroom</td>
<td>Complete set tasks</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Be Respectful</td>
<td>All Areas</td>
<td>Wait your turn</td>
<td>Especially while waiting for a teacher who is speaking to someone else.</td>
</tr>
<tr>
<td>5</td>
<td>Be Respectful</td>
<td>Classroom</td>
<td>Be a good listener</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Be Responsible</td>
<td>Playground</td>
<td>Be a Problem Solver</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Be Safe</td>
<td>Playground</td>
<td>Play fairly – take turns, invite others to join in</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Be Safe</td>
<td>Bus Area</td>
<td>Wait your turn</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Be Respectful</td>
<td>All Areas</td>
<td>Use polite language</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Be Responsible</td>
<td>All Areas</td>
<td>Be in the right place at the right time</td>
<td></td>
</tr>
<tr>
<td>Week</td>
<td>School Rule</td>
<td>Area</td>
<td>Behaviour Matrix</td>
<td>Focus</td>
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<td>--------------------------------------------</td>
</tr>
<tr>
<td>1</td>
<td>Be Safe</td>
<td>Playground</td>
<td>Play fairly – take turns, invite others to join in and follow the rules</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Be Safe</td>
<td>Classroom</td>
<td>Use equipment appropriately</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Be Respectful</td>
<td>All Areas</td>
<td>Respect others personal space and property</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Be Responsible</td>
<td>Classroom</td>
<td>Take an Active role in classroom activities</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Be Respectful</td>
<td>All Areas</td>
<td>Use polite language</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Be Responsible</td>
<td>All Areas</td>
<td>Follow instructions right away</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Be Safe</td>
<td>Toilets</td>
<td>Respect school property</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Be Safe</td>
<td>Camps</td>
<td>Clean Up after yourself</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Be Safe</td>
<td>Bus lines/Bus Travel</td>
<td>Stay in your seat and sit still</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Be Responsible</td>
<td>All Areas</td>
<td>Be honest</td>
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</table>

**Term 4**

<table>
<thead>
<tr>
<th>Week</th>
<th>School Rule</th>
<th>Area</th>
<th>Behaviour Matrix</th>
<th>Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Be Respectful</td>
<td>Classroom</td>
<td>Raise your hand to speak</td>
<td>Begin the term with the correct focus</td>
</tr>
<tr>
<td>2</td>
<td>Be Responsible</td>
<td>Playground</td>
<td>Return equipment to the appropriate place at the bell</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Be Safe</td>
<td>All Areas</td>
<td>Use equipment appropriately</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Be Respectful</td>
<td>All Areas</td>
<td>Respect others personal space and property</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Be Responsible</td>
<td>Classroom</td>
<td>Take an Active Role in classroom activities</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Be Safe</td>
<td>Stairwells</td>
<td>Walk quietly and orderly so that others are not disturbed</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Be Respectful</td>
<td>All Areas</td>
<td>Clean Up after yourself</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Be Responsible</td>
<td>Swimming</td>
<td>Be Prepared</td>
<td>Water safety</td>
</tr>
<tr>
<td>9</td>
<td>Be Safe</td>
<td>Swimming</td>
<td>Swimming in a safe and sensible manner</td>
<td>Water safety</td>
</tr>
<tr>
<td>10</td>
<td>Be Respectful</td>
<td>All Areas</td>
<td>Care for equipment when packing up</td>
<td></td>
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</tbody>
</table>
## Term 1

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Description</th>
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<tbody>
<tr>
<td>1</td>
<td>Getting Along</td>
<td>Make a friend, be a friend.</td>
</tr>
<tr>
<td>2</td>
<td>Ready Set You Can Do It</td>
<td>Students will understand what success means for them.</td>
</tr>
<tr>
<td>3</td>
<td>Organised</td>
<td>Students will explain what it means to be organised and give examples.</td>
</tr>
<tr>
<td>4</td>
<td>Persistence</td>
<td>Students will be able to state the meaning of Persistence.</td>
</tr>
<tr>
<td>5</td>
<td>Confidence</td>
<td>Students will be able to demonstrate what confidence means both in and out of the classroom.</td>
</tr>
<tr>
<td>6</td>
<td>Resilience</td>
<td>Students will explain what Resilience looks like and feels like for them. They can describe when they would need Resilience.</td>
</tr>
<tr>
<td>7</td>
<td>Getting Along</td>
<td>Discuss with students the meaning of “friendship.” Ask students whether they believe it is possible to form a friendship with someone who doesn’t like them. Ask them to explain their answers. Remind them that even though we may not like everyone we still need to use getting along behaviours. Point out that for us to have “true blue” (good) friendships, we must treat others the way we want to be treated.</td>
</tr>
<tr>
<td>8</td>
<td>Organised</td>
<td>‘We Strive to Progress’. What does that mean? How do we have to be organised to progress forward and what are we striving for. We cannot move forward without being organised. Consider the harder I practise, the luckier I get!</td>
</tr>
<tr>
<td>9</td>
<td>Persistence</td>
<td>Point out that if we exaggerate how difficult something is, we will tend to find it harder to be persistent. This is because we tend to under-estimate our own ability to complete this task (e.g., “This is too hard. I’m not smart enough to do it.”). Ask the following questions: 1. Have you ever exaggerated or “blown up” how hard something was to do? What was it? 2. Have you ever thought that an extremely hard task was “impossible”? How did you feel about doing the task when you thought this way?</td>
</tr>
<tr>
<td>10</td>
<td>Ready Set You Can Do It</td>
<td>What has success looked like for you this term</td>
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## Term 2

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Ready Set You Can Do it</td>
<td>Setting goals for yourself. What do you want to achieve this term? What do the teachers want you to achieve this year?</td>
</tr>
<tr>
<td>2</td>
<td>Confidence</td>
<td>Write on the board the following thoughts: “This is too hard”, “I can’t do it.” Explain that these ideas are two of the biggest ideas that can destroy your confidence. Have your class provide counters to these two ideas (e.g., “The more I try to do something, the easier it gets.”). Indicate that one of the most powerful ways of thinking is called “I Can Do It!” I Can Do It! means that you think, “I’m probably going to be successful rather than fail at doing this.”</td>
</tr>
<tr>
<td>3</td>
<td>Organised</td>
<td>Indicate that setting goals can help you achieve them. For example, setting a goal to be a better speller can help you achieve the goal. Students who regularly set</td>
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</table>
goals have a way of thinking called “Setting Goals.”
Say to students that people who are organised set goals ahead of time so they know what they want to achieve and the steps to take them there.

| Week 4 | Persistence | Ask students the following questions:
|        |             | 1. Which types of tasks and activities (Easy, Hard, Impossible) are you most likely to avoid or give up at doing?
|        |             | 2. Which types of tasks and activities are you most likely to attempt and keep going until you have finished?
|        |             | 3. If you think something will be hard, will you be more likely or less likely to keep trying than if you think it is impossible?
|        |             | 4. If you think something is easy (e.g., writing a poem) and you find that it’s really hard, what effect will this have on your trying to do it (Answer: more likely to give up than if you originally thought it would be hard).

| Week 5 | Resilience | Resilience in NAPLAN week is what the focus should be on. Don’t worry if you don’t know, or don’t think its correct, keep going and keep believing in yourself.

| Week 6 | Confidence | Instruct students to write two thought statements each day that will help them have the confidence necessary to work on the difficult task.
|        |             | Instruct students to repeat their new, confidence-building thoughts aloud five times, and to themselves five times, just before working on their difficult task each day.

| Week 7 | Organised | Instruct students to set a long-term goal of excelling at something at which they are not very good.
|        |             | Instruct students to write this long-term goal. Have them write several short-term goals they will work towards in order to reach their long-term goal.

| Week 8 | Persistence | Point out that if we exaggerate how difficult something is, we will tend to find it harder to be persistent. This is because we tend to under-estimate our own ability to complete this task (e.g., “This is too hard. I’m not smart enough to do it.”). Ask the following questions:
|        |             | 1. Have you ever exaggerated or “blown up” how hard something was to do? What was it?
|        |             | 2. Have you ever thought that an extremely hard task was “impossible”? How did you feel about doing the task when you thought this way?

| Week 9 | Resilience | Display an “Emotional Thermometer” (Teacher Guide Sheets). State that students can use this thermometer to take their emotional temperature; we will see how hot or cold our emotions are. Explain that the numbers on this thermometer represent how much (hot) or how little (cold) of an emotion we have inside (e.g., “If I’m extremely excited, or angry or worried, my emotional temperature might rise to the highest level on the thermometer.”)

| Week 10 | Mindset | Talk about the difference between a fixed and a growth mindset. How do the children respond to an environment or stimulus? What do they believe they can do? More information on Carol Dweck as the term goes on.

| Week 11 | Ready Set You Can do It | Students will understand what success meant for them this term.

**Term 3**

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Ready Set You Can Do it</td>
<td>Setting goals for yourself. What do you want to achieve this term? What do the teachers want you to achieve this year?</td>
</tr>
<tr>
<td>Week 2</td>
<td>Confidence</td>
<td>Recognise what your body tells you when you are feeling confident, recognise how you feel when you are not. What activities have you started when you have felt confident you could achieve them, what has the teacher noticed?</td>
</tr>
<tr>
<td>Week</td>
<td>Topic</td>
<td>Activity/Explanation</td>
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<tr>
<td>3</td>
<td>Organised</td>
<td>Discuss the meaning of the word “goal.” Indicate to students that a goal is something a person decides to do that cannot be done all at once, but can be done in steps. Give several examples of goals as follows: 1. Your school is having a canned food collection. The student who collects the most cans wins a handheld computer game. You know that last year the winning student collected 96 cans. Your goal might be to collect 100 cans. 2. You have a 10-word spelling test on Friday. You missed two words on the last test. Your goal might be to get them all right this week.</td>
</tr>
<tr>
<td>4</td>
<td>Persistence</td>
<td>Have a getting started chair and a homework chair. Stand up and begin to walk from the “Getting Started” chair towards the “Homework” chair. Ask the class to suggest some obstacles that could block a student’s progress from doing homework (e.g., not having necessary materials, not knowing what to do, feeling like you can’t do the work, being tired, having the television on). Write each suggestion on a piece of paper and place it on the floor in the path between the two chairs.</td>
</tr>
<tr>
<td>5</td>
<td>Resilience</td>
<td>Explain that our thoughts may also be resilient or not resilient. Differentiate between resilient and not resilient thoughts as follows: 1. Resilient thoughts are ideas that are sensible, true and help us to be calm. For example, when you make a mistake on your work, it is sensible to think to yourself “We all make mistakes, making a mistake doesn’t make me bad”. We call this kind of thinking “Accepting Myself” thinking. 2. Non-resilient thoughts are ideas that are not sensible and true and cause us to have hurtful emotions and behaviours. For example, when you make a mistake on your work, it is not resilient to think “I’ve made a mistake, I’m a loser”. We call that kind of thinking “Self Downing”. Explain that Self Downing means thinking that I am a total failure or useless when I have been rejected or have not achieved a good result.</td>
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<tr>
<td>6</td>
<td>Getting Along</td>
<td>Think happy thoughts about someone else and hope that they succeed at something today.</td>
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<tr>
<td>7</td>
<td>Confidence</td>
<td>Point out that if we worry too much about something, we will lose confidence and will not perform as well as we would like. For example, if we worry too much about a test, we may panic, forget everything we have studied and, therefore, perform poorly on the actual test. Or, if we worry too much about who we’re going to play with at recess, we might be distracted in class, not learn, and end up not having a fun recess break either. Ask students for examples of times when they worried so much about something that it caused them problems.</td>
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<tr>
<td>8</td>
<td>Organised</td>
<td>Explain the purpose of setting goals using the following illustration: 1. A truck driver is about to go on a trip. He has the best truck you can buy and a full tank of fuel. The only problem is he does not know where he is going. How will he get there if he does not know where he is going? 2. Explain that setting goals is like deciding where to go on a trip. We have to know where we are going, to move in the right direction to get there. We have to set goals to know what we should do. Once we have set a goal, we have to keep working until we reach it, just like the truck driver has to keep driving to reach his destination.</td>
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<td>9</td>
<td>Persistence</td>
<td>Explain that Hard Yakka is a term that can be used to refer to any task or activity we have to do that is not fun, exciting, or easy. Give some examples of things from your own life that you find to be Hard Yakka (e.g., correcting papers, planning lessons, running off worksheets, doing laundry).</td>
</tr>
<tr>
<td>10</td>
<td>Resilience</td>
<td>Explain that when someone acts badly and treats you unfairly or inconsiderately it can sometimes lead you to feel very angry and to lash out. A negative way of thinking that can make you feel this way is called “Being Intolerant of Others”</td>
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(write on the board). Then write up on the board and discuss: Indicate that Being Intolerant of Others means thinking that people should always treat me fairly and considerately and when they do not I can’t stand it and they are totally bad. It would be much more helpful when these things happen if you can stay calm and return to your work or play.

Explain to students that a way of thinking that can help them be resilient is “Being Tolerant of Others” and write it on the board. You can also write its meaning on the board: Being tolerant of others means accepting that everyone acts unfairly towards others some of the time and not making an overall judgement of a person based on one action or incident. It also means acknowledging that we all have habits or behaviours that can be annoying to others, but that is just one small part of us, and doesn’t make us “all bad”.

| Week 10 | Ready Set You Can Do It | Did the students achieve the goals they set for themselves this Term? Did the students reach experience success. |

**Term 4**

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Description</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Ready Set You Can Do It</td>
<td>Setting goals for yourself. What do you want to achieve this term? What do the teachers want you to achieve this year?</td>
</tr>
<tr>
<td>Week 2</td>
<td>Confidence</td>
<td>Orient students to the lesson with a discussion about strong and weak personal qualities (traits). Explain that all people have both positive and negative (good and not-so-good) qualities. Ask students to discuss whether a few negative traits make a person totally bad or hopeless. Have students give reasons for the responses. Ask students to describe how it feels to get very down. Have them consider the situations of no one wanting to play with them at lunch, or getting a bad mark. Also ask students to say how getting very down effects their confidence. Introduce the way of thinking called “Accepting Myself.” Explain that it means not thinking badly of yourself when bad things happen.</td>
</tr>
<tr>
<td>Week 3</td>
<td>Organised</td>
<td>Jane’s goal is to get an “A” for her social studies project, which is due in two weeks. She thinks it is very important to do a good job on the project, so she starts it well in advance of the due date. She sets aside half an hour each day for the next two weeks to work on the project. When friends call or ask her to play during her project time, she explains that this is her time to work. When she realises that she doesn’t understand some aspect of the project, she asks her teacher about it. When Jane hands in her project, she receives an “A.” Because she dedicated a great amount of effort to the project, Jane was able to reach her goal of getting an “A.”</td>
</tr>
<tr>
<td>Week 4</td>
<td>Persistence</td>
<td>Explain that it is quite common for students to feel like they want to put off doing some work because it’s boring or hard. Introduce the term “procrastination” as another term for “laziness” and write it on the board. Have students pronounce it. Explain that procrastination means putting off doing something that you know you should be doing. Give some examples of how you procrastinate. Ask students for examples, and write them on the board. Indicate that the purpose of this lesson is for students to be able to come up with a plan of action when they catch themselves procrastinating.</td>
</tr>
<tr>
<td>Week 5</td>
<td>Resilience</td>
<td>Explain to students that another strategy that will help them to stay calm in a difficult situation is by finding someone to talk to. Ask students to identify, and list on the board, the people they could talk to if they need support in staying calm and being resilient. Discuss the reasons why it is better to talk to someone about how one feels rather than keeping feelings bottled up inside.</td>
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</table>
| Week 6 | Confidence | Discuss that everyone makes mistakes. Ask students to close their eyes and think about a time they made a mistake. After students have done this, lead a discussion using the
following questions:
1. How did you feel when you made a mistake?
2. Did anything horrible happen because of the mistake?
3. Do you think it is okay or even important to make mistakes once in a while?
4. What are some sensible thoughts you could have after you make a mistake?

Explain that a good way to think to help you cope with mistakes is called “Taking Risks.” Write its meaning on the board:
“While I would like to get all of my work correct and never make mistakes, I know my work can’t always be perfect, and that it is okay to make mistakes.”

| Week 7 | Organised | Ask students to discuss how they determine how much effort to put towards a goal. Point out that we often decide how much effort to put towards a goal by answering the following questions:
1. How important is the goal to us?
2. How difficult (or easy) will it be for us to reach the goal?
3. How much time will it take to reach the goal?
C. Point out that the more important a goal is to us, the more likely we are to make a greater effort towards it. State that if we perceive a goal as too difficult, too easy, or taking up too much time, we sometimes fail to make our best effort. Therefore, we must remind ourselves of the importance of reaching the goal. |
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<tbody>
<tr>
<td>Week 8</td>
<td>Persistence</td>
<td>Explain to students that sometimes we put off doing something because we have negative self-talk about the task we have to do. Sometimes in our self-talk we make up little excuses for not doing the work. With this type of self-talk, it is impossible to do the work. So the first step to doing something you have been putting off is becoming aware of this negative self-talk.</td>
</tr>
<tr>
<td>Week 9</td>
<td>Resilience</td>
<td>How have you been Resilient this term/year?</td>
</tr>
<tr>
<td>Week 10</td>
<td>Ready Set You Can Do It</td>
<td>Did the students achieve the goals they set for themselves this Term? Did the students experience success?</td>
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</table>
KOUMALA STATE SCHOOL
Behaviour Management Plan 2018
Reviewed Annually

1. Purpose

“If no one told you they loved you today, remember I do and I always will”
Linda Cliat-Waymann, Principal, North Philadelphia
TED Talk – “How to fix a broken school”, June 2015

Koumala State School has created a behaviour management plan that is purposeful in managing the behaviour of students. Koumala State School works with children from the ages of 5 through to 13 years of age. Children in this age range come to school with a range of experiences and support and they will need to learn how to manage themselves and others during the 7 years they spend at Koumala State School. Children will make mistakes and it is the obligation of the school to teach children how to behave, in conjunction with parents and other community groups.

All children and staff members have the right to teach and learn at school, but all children, parents, and staff, have the responsibility to create an environment for learning and these can be found in the behaviour philosophy:

*Whole school behaviour starts with me.*

As children, parents and staff, if you behave responsibly with your peers, and if you demonstrate respect to others and appreciate that mistakes can be made but we can all learn from them, then the whole school can move towards a supportive environment.

Three guiding principles should be found in each classroom:

1. Every class should have a Positive behaviour plan that is clearly understood by students and parents.
2. Every class should be a positive and supporting learning environment for all students
3. Student/Teacher relationships is a key to every classroom in that they are positive and respectful. Parent/Teacher relationships are important, if not more important, in establishing behaviour and respect for education.

At Koumala State School we are Purposeful in what we do and we are always aiming to improve. Our goal is to be proactive and optimistic in our management of children, and to create a positive environment for all students while we support and teach them. We wish them to be able to move to high school and achieve with a backpack full of academic skills and a raft of behaviour strategies.

“The kids who need love the most will always ask for it in the most unloving ways”
Russel Barkley
2. Research

“A positive, caring, respectful climate in the classroom is a prior condition to learning”
John Hattie, Visible Learning, 2012, pg. 78

To be able to change a school's behaviour it is important to use the vast amounts of research that supports positive change in schools. Some of the research that Koumala State School is using to support a positive approach to school management are from John Hattie, Dr Carol Dweck and the SWPBS school approach.

John Hattie strongly supports the ideals behind positive classroom environments and that the relationships between the teacher and the students can be THE difference in all students learning and achieving at school. He has written about the passion for teaching as it relates to the level of enthusiasm that the teacher shows, the extent of commitment to each student, to learning and to teaching itself (2012, pg. 35). This passion will reveal itself in a classroom that is focussed on the positive learning of all students. He also warns about the dangers of focussing on negative behaviour as children who think they are naughty will seek evidence to confirm themselves as naughty children (2012, pg. 45).

Dr Carol Dweck has written a book about Mindset and it deals with the two ways children and adults look at the world, through a Fixed Mindset or a Growth Mindset. When you enter a mindset you enter a new world. In one world – the world of fixed traits – success is about proving your smart or talented. Validating yourself. In the other – the world of changing qualities – it’s about stretching yourself to learn something new. Developing yourself. (2012 pg. 15). In other words, we can have a fixed mindset about ourselves or about others. A child may never achieve academically or behaviourally because we/they may have a fixed mindset about what they can do.

Positive Behaviour for Learning (PBL), previously known in state schools as Schoolwide Positive Behaviour Support (SWPBS) is a whole-school approach to creating a safe and supportive environment that has a strong evidence-base and is used in many Queensland state schools. At Koumala State School we are not a PBL school as we have only 1 staff member (from 2016 data) who has been trained in the program of SWPBS. While we are not a PBL school we follow the example set by the program.

- We are implementing a positive behaviour plan for every classroom and across the school.
- We teach the correct behaviours in classrooms.
- We collect both positive and negative data across the school.
- We meet at regular intervals to discuss the data and identify areas, days, times and behaviours that are most common across the school or classrooms.
- We provide teachers with the support they need to address these issues in the class.

As the research grows, so it will be added to the behaviour plan to ensure that Koumala State School students and teachers are up to date with the most relevant support available to maintain a positive experience for the whole school community.

“No matter how many mistakes you make, or how slow you progress. You are still way ahead of someone who isn’t even trying”
Tony Robbins
3. Consultation and data review

Koumala State School has been developing this plan during 2015 and we have been receiving regular feedback from staff. This ongoing approach to behaviour support will continue to be developed through 2016 and fed back to the staff and the P&C while we seek to create a school that supports all students.

4. Learning and behaviour statement

Our school community has identified the following school rules to teach and promote our high standards of responsible behaviour that will develop Responsible Learners who will:

- Be safe
- Be responsible
- Be respectful

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

In addition our school community have endorsed the following as expectations we have of students leaving Koumala State School at Year 6.

Our students will exit Yr 6 with a backpack of skills that will empower them to be:

- Literate
- Numerate
- Technological Natives
- Healthy and Active
- Resilient
- Respectful
- Responsible
- Tolerant

Our school also has a belief in the Rights and Responsibilities for our students, staff and community members. For a summary of these please refer to Appendix 2.

5. 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 Koumala 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.

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

The school day commences at 8:50am where students are reminded of our School Wide Positive Behaviour Support program. Students are explicitly taught the expected behaviour of focus for that week and this learning experience is reinforced each day while that particular behaviour remains a school wide focus.
<table>
<thead>
<tr>
<th>SCHOOLWIDE EXPECTATIONS TEACHING MATRIX</th>
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<tr>
<td><strong>ALL AREAS</strong></td>
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<td><strong>BE RESPECTFUL</strong></td>
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<td><strong>BE RESPONSIBLE</strong></td>
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<td><strong>BE SAFE</strong></td>
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Every class should have a Positive behaviour plan that is clearly understood by students and parents. Teachers need to be alert to the positive changes that students are making in the class. A plan should be in place that rewards the students for making positive choices and these rewards need to be regular, something that the students appreciate, and public. The positive data of the class needs to be maintained and collected at the end of the term to be presented at a staff meeting. This data will allow the staff to recognise which students are receiving the most ‘love’ and which students have not been noticed as often. A comparison of positive and negative data can sometimes show the correlation between students not receiving as much positive support while also receiving negative consequences. At Koumala it is imperative that all teachers actively seek ways to reward and encourage students for effort and positive behaviour.

Every class must be a positive and supporting learning environment for all students
When a student walks through the gate at 8:30am they should automatically move into a positive and supportive learning environment. It may be as simple as a good morning from a teacher, or even to check how things are going. This enables the staff member to assess how the child may be feeling and how prepared they are to start the day. From 8:30 through to when the child leaves at 3:00pm there should be a positive environment for them to work in. The classroom is a key environment and this can be where targeted teaching takes place. If a child is working in an area they are unsure about but have support and with achievable tasks, then behaviour management will take care of itself. When work is too easy, or hard, when the child does not know what to do, or is bored, that is when behaviour issues begin to occur.

Student/Teacher relationships is a key to every classroom in that they are positive and respectful
At Koumala State School the simple act of showing interest in the child outside of the classroom can create more learning and respect inside the classroom. Shaking of their hand when they come to school, asking about their football team on the weekend, or generally showing interest in the child builds up teacher credibility and can allow for more guidance when it comes to academic or behavioural conversations.

7. Positive Changes in the school

Focus on the Behaviour, not on the child
A child is a growing and developing person and can often make good and bad choices. It is imperative that we focus on the behaviour of the child and not label the child themselves. If a child makes a bad choice, they are not a bad child. The choice they made was bad and needs to be corrected but they are not themselves bad. Similar with positive behaviour, if a child makes a good choice then it is the choice they made that is to be congratulated, the child is not to be labelled as good. If a child makes a good choice and then later in the day they make a bad choice, if incorrectly labelled they can start the day as a good child and end the day as a bad child. Children will make mistakes, as adults do, and so all staff must focus on the behaviour not the child.

Conversation not consequence
At Koumala State School every behaviour will result in a consequence, but the consequence does not necessarily mean the behaviour will change unless there is a conversation around the behaviour. A child who chooses a negative behaviour can be handed a negative consequence, but teachers should not expect the consequence to change the behaviour. Rather the child has made a mistake, the consequence is handed down, but a conversation after to teach the child the correct behaviour needs to take place. So to with positive choices. If the child receives a positive consequence for something they have done, but are not aware as to what they have done, then they will not be able to do it again. It is important that staff do not assume the child knows why they are receiving the consequence, unless we have the conversation outlining the great choice they made.
“Stop being afraid of what could go wrong, and start being positive of what could go right”

Talent v effort
Research has shown that one of the most harmful ways of hurting the confidence of students is to focus our attention on their talent and ability. If we congratulate a student for being smart when completing a certain task, when the same student attempts a harder task and fails, the student could now feel that they are not smart. If teachers congratulate students on the effort they put in, they students are more likely to put in more effort on tasks that are harder. Dweck’s (2012) research shows many incidences of children as young as one all the way to professional athletes who have responded differently depending on the mindset they had before they even came to the task.

At Koumala State School we wish all students to develop a growth mindset and we encourage all teachers to lavish as much praise and attention on effort, hard work, ideas, and initiatives. Students should not be afraid of mistakes and need to be given stories of people who have made mistakes and succeeded.

8. Parental Involvement

While teachers will do whatever they can to ensure every child receives a great education and be as supportive and encouraging as they can. Every child begins every day in a home. The environment that is created, and the behaviour that is expected, in the home can play a significant role in the behaviour of the child at school. Children will come to the classroom in the state of mind that they left the home. Parents play an important role in ensuring their child’s state of mind is open to learning. Parents are encouraged to support the teachers and the Koumala Behaviour Plan and even implement the positivity in their home. Maslow’s Hierarchy of Needs can demonstrate the responsibilities the whole school community has in raising children and improving their academic and behavioural achievement.

9. Maslow’s Hierarchy of Needs

This chart demonstrates that the needs of children need to be met in the home before they can come to the classroom. Negative behaviour in children can stem from one of these needs not being met. Teachers at Koumala State School will provide the best education for children, and support from the school community can greatly assist in their progress and positive involvement in the classroom.
“If we don’t teach our children how to behave, How can we punish them when they don’t?”

You Can Do it Program
The You Can Do It Program focusses on five key areas that are integral to the development of students at Koumala State School. The Five focus topics of Confidence, Persistence, Organisation, Getting Along and Resilience will support students in their understanding of Being Safe, Respectful and Responsible. The language found in these behavioural concepts will be explored both as lessons and in everyday situations where teachers can find the opportunity to encourage students using these topics. There will be a focus topic a week and teachers can use these to assist in creating a Student of the Week award for Parade. This will allow these five topics to be explored on Parade 8 times each throughout the year, along with countless of other times during general school conversations.

<table>
<thead>
<tr>
<th>Confidence</th>
<th>Persistence</th>
<th>Organisation</th>
<th>Getting Along</th>
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<td>Resilience</td>
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11. Proactive Strategies

“The way positive reinforcement is carried out is more important than the amount”
B.F. Skinner

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

- **Praise.** Teacher, peer and parent praise to reinforce positive behaviours is an extremely powerful tool in determining exemplary behaviour.
- **Class Awards** – to recognise great behaviour in the class throughout the term
- **Gotcha Bands** - The three bands of different colours which have the three school rules written on them are to be handed out to students during both school time and class time for behaviour which is positive and needs to be encouraged and supported.
- **Stickers** – to be used as tools to identify and reward good behaviour throughout the day
- **A Daily/Weekly Behaviour Monitoring Chart.** This chart in the classroom is able to provide all students with nonverbal proof of their behaviour in the lesson or the day. The higher levels that state the three school rules will allow students to move up as their behaviour improves throughout the day.
- **Role modelling** by staff and school leaders and peers reinforces the behaviours expected.
  - **Classroom routine/rewards.** Each teacher is required to have a classroom responsible behaviour plan strategy that rewards exemplary behaviour and actions eg stickers, points class parties.
  - **Student of the Week** again reinforces positive classroom behaviours as each week a Student is nominated by their teacher to receive a merit certificate presented at Parade.
  - **Be Responsible, Be Respectful, Be Safe** All staff can reward positive actions by giving a student a “Be Responsible” slip that recognises their effort at demonstrating Responsible Behaviour. These are placed into a box each week and in a Lucky draw at parade a student is selected to win a prize. (Presently a Free meal from the Tuckshop, sponsored by the P and C)
  - **Student Councillor.** Students that are able to maintain high levels of good behaviour and leadership, are able to be selected to our Student Council which assists the school in our decision making process. This is a good way of providing peer models.
  - **School Leaders.** School Captains and Sports Captains provide the school with leadership and direction and again act as positive peer models.
- **Development of specific policies to address:**
  - The Use of Personal Technology Devices at school (Appendix 7)
- Procedures for Preventing and Responding to Incidents of Bullying (including Cyberbullying) (Appendix 8)

- **High 5/High 3** The school actively advocates through posters, parade messages, teacher lessons, newsletters, song, raps and rhymes this program. Older children in Years 4-7 are taught to work issues/incidents through by thinking and actioning the following step by step process.

  1. **Talk friendly (ask them to stop)**
  2. **Talk firmly (ask them to stop, loud voice. Leaves person in no doubt as to the inappropriateness of actions.)**
  3. **Ignore.**
  4. **Walk away. (Takes two to have a conflict)**
  5. **Report. (As opposed to dob) This is where a person reports to have the actions cease rather than looking for retribution getting someone punished.**

A simplified 3-step process is used with the younger children in Years 1-3.

  1. **Talk friendly, ask them to stop.**
  2. **Walk away and ignore**
  3. **Tell a teacher if it doesn’t stop.**

**Five Fingers of Friendship** - Students on a hand list 5 people they trust, so that if they have a problem they can use one of these people to assist.

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“You can’t control what other people do.
You can control the way you react”
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**Gotcha Bands**
The purpose of the Gotcha Bands is to ‘catch’ students displaying correct behaviour or responses in all parts of the day. Students will be given a Gotcha Band that they can wear around the school for the day. At the end of the day they must place their band on a stand so that their reward can go towards both a school and individual award. When a child receives 25/50/75/100 Gotcha bands they will be given an individual award on parade to celebrate their individual success. Every child who receives a Gotcha Band can also receive a Learner Award that goes towards the Tuckshop prize on Parade.

**12. Negative Consequences**

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“When someone is nasty or treats you poorly,
don’t take it personally.
It says nothing about you, but a lot about them”
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At Koumala State School the teacher is in charge of the day to day management of their own students. Every teacher in the school needs to have a plan in place in dealing with the behaviour of students. These can include:

- Ignore, praise a child for doing correct behaviour, Non-verbal direction
- Proximity, Use of Behaviour Chart,
- Consider the work, the pedagogy and planning
- Provide warning, Use ‘I’ sentences, Give Feedback
- Restate the rule, Actively listen
- Stimulus change, Relocate others
- Give student time to ‘Cool Down’
- Acknowledging emotions

If all these plans fail, then the behaviour may result in a detention. The teacher is to organise the detention of the child which may result in catching up on work, quiet time during play time, or other tasks the teacher deems appropriate as it relates to the behaviour.

All detentions need to be logged on the Detention slip and handed into the Principal at the end of the day.
If it is felt that the behaviour needed a greater consequence, then the teacher can talk to the Principal about a white slip. If the Principal agrees it will then result in a number of detentions. This will be decided in consultation with the teacher. The Principal will then run that detention with the child.

All white slips will be written out by the Principal.

Students who behave in activities that are not negotiable will receive a suspension. This is recorded on a Pink slip and the Principal will be responsible for logging the behaviour and contacting the parents.

All consequences can be handed out and although some will change the behaviour it is important to have the conversation to ensure the lesson can be learnt.

Teachers must be aware of the environment they are creating, the curriculum constraints, the differentiation, the mindset of the child and the times they were positive to the student. Teachers should also identify triggers that may have caused behaviour concerns and move to avoid them in the future.

13. Tracking Behaviour

“You are free to choose.
You are not free from the consequence of your choice”

All information of student’s misbehaviour is kept on One School and on an internal monitoring school program. This school system will allow all staff to identify trends across the school in relation to times, places, behaviours, and students.

Parents must also be informed of all detentions through notes home in KIT books or phone calls so that the parent is aware of the child’s behaviour at school.

14. Rewards Days

At the end of the school term there will be a rewards day for students who have participated positively at school throughout the term. All students are welcome to attend and are automatically invited. Students who have had behaviour concerns across the term will be discussed with the teacher and the Principal. Teachers can make the argument for/against any child’s attendance in Rewards Day based on the data, or by the effort the child has made in the class. Principal will make the final decision based on consultation with the teacher.

The program consists of the following components:
End of Term – class/teacher negotiated activities that are conducted at school ½ day only

Principal and Teachers will monitor detentions, white slips and pink slips through the school tracking process and OneSchool.

**Encouraging and maintaining positive behaviours**

Classroom rules and expectations:
- reflect the values of the wider school community
- embody the key messages and a common language
- recognise and focus on positive practices and behaviours
- are fair, clear and framed in a positive way
- are developed collaboratively with the class and continually revisited
- are modelled by staff
- are implemented in a consistent, fair and just manner
**Responding to unacceptable behaviour**

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

**Re-directing low-level and infrequent problem behaviour**

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

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

- **Targeted behaviour support**

Due to the size of *Koumala State School*, it is important to recognise that all staff are involved in the support of students who may need more targeted behaviour support. Contact is made between the students and the members of staff every day, in the playground, the classrooms and in the local community. Staff meetings are used to identify students who may require targeted support, and a team approach is used to formulate and record strategies for implementation. Parents/caregivers are involved in the support process through school support personnel (classroom teacher, LST, GO, Chaplain, Principal).

*Koumala State School* engages the *You Can Do It* program for the language to assist students in understanding how their behaviour can be

Strategies used for targeted behaviour support include:

- curriculum adjustment - *differentiation*
- verbal and non-verbal
- increased attention
- communication with the school community
- added responsibilities.

| Curriculum Adjustment | Staff determine whether a student may need further support in curriculum related areas, and adjustments are made where necessary. This may involve:  
| | • working with a teacher aide or learning support teacher  
| | • adjusted class work  
| | • working with a peer or older student. |
| Verbal | Verbal reinforcement, used every day in both the classroom and playground, includes:  
| | • specific reinforcement e.g. “Thank you for sitting down”.  
| | • Targeted direction giving. |
| Non-Verbal | Non-verbal reinforcement, used every day in both the classroom and playground, includes:  
| | • body language – smile, thumbs up  
| | • behaviour charts  
| | • privately understood signals  
| | • proximity to the child in terms of desk placement or where staff members are standing  
| | • awards.  
| | • visual aids |
| Increased attention | Students may require increased attention for either curriculum needs or to reinforce acceptable behaviour. This may occur through:  
| | • One on one curriculum support with the teacher  
| | • Teacher aide support  
| | • Work with another member of school staff  
| | • Curriculum support through an older classmate. |
| Communication within the school community | Communication with the parents/caregivers occurs through all stages of targeted behaviour support, and includes positive/encouraging letters or phone calls home. |
| Added responsibilities - meaningful roles | A child who is receiving targeted behaviour support may benefit from added responsibilities within the class or school. These responsibilities can include: |
- Peer tutoring
- Working with a younger or older classmate
- Classroom jobs
- School jobs.

**Intensive behaviour support**

At *Koumala State School*, all students who are considered to be “seriously at risk” of significant educational underachievement due to their inappropriate behaviours are supported using a proactive problem solving approach.

A functional analysis approach to assessing behavioural problems is adopted involving a systems approach that looks at the ‘whole’ child. It covers such areas as:

**Case Management:**
The case manager for each student who is identified as “seriously at risk” should be the class teacher. However a support team approach is adopted with staff working collaboratively. Students who are considered to be at risk and have experienced an array of severe management strategies, such as suspension or exclusion, should proceed through a systematic assessment procedure. This may include:

- collation of data which gives an overview of (a) problematic behaviours and (b) consequences implemented i.e. detentions, suspensions etc
- referral for discussion at the school special needs meeting (held weekly)
- referral to Guidance Officer for assessment and preliminary behavioural support
- referral to Advisory Visiting Teacher for Behaviour Support for consultation or support
- full team collaboration to undertake a functional behavioral assessment and develop an Individual Behaviour Support Plan.

Strategies used will be preventative, supportive and/or corrective.

**Preventative** – the action taken to prevent or minimise unnecessary disruption. This may include effective learning and teaching practices, classroom organisation, positive modelling and the use of appropriate content and curriculum material.

**Supportive** – the action taken to employ support for the student and teacher. This may mean strategies teachers put in place to assist students or it may mean additional support from other staff in the school for the teacher and student.

**Corrective** – the actions teachers take when disruptive behaviour occurs. This includes positive correction strategies outlined in the Individual Behaviour Support Plan.

All behaviour that is contrary to school and classroom procedures will be managed based on the individual/s involved. Parents of the child/children involved will be informed of major breaches of behaviour and consequences will be developed based on individual circumstances.

15. Emergency responses or critical incidents

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

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

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

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

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

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

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

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

**Physical Intervention**
Staff may make legitimate use of physical intervention if all non-physical interventions have been exhausted and a student is:
- physically assaulting another student or staff member
- posing an immediate danger to him/herself or to others or
- causing or at risk of causing major property damage.

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

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

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

Physical intervention is not to be used as a response to:
- minor property destruction
- school disruption
- refusal to comply
- verbal threats
- leaving a classroom or the school, unless student safety is clearly threatened.

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

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

• incident report (Appendix 10)
• Health and Safety incident record (link)
• debriefing report (for student and staff) (Appendix 9).

16. Consequences for unacceptable behaviour

In 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.

Consequence Strategies.
Koumala State School outlines a range of behaviours that are matched to consequences to manage inappropriate behaviours. While the table is not exhaustive it gives the possible consequences dependent upon each circumstance.
**Be Safe**

Students can:
- Walk under buildings
- Respect others’ personal space and property
- Care for equipment
- Clean up after themselves
- Use polite language
- Wait their turn
- Raise their hand to speak
- Respect others’ right to learn
- Talk in turns
- Be a good listener
- Respect others’ right to use online resources free from interference or bullying
- Keep any usernames or passwords private
- Follow all teacher instructions about keeping private information off online sites
- Play fairly – take turns, invite others to join in and follow rules
- Care for the environment
- Walk quietly and in an orderly way so that others are not disturbed
- Wash hands after using the toilet and before eating food

**Be Responsible**

Students can:
- Ask permission to leave the classroom
- Be on time
- Be in the right place at the right time
- Follow instructions straight away
- Be prepared
- Complete set tasks
- Take an active role in classroom activities
- Keep work space tidy
- Be honest
- Report any unacceptable behaviour to a teacher
- Post only appropriate content online
- Be a problem solver
- Return equipment to appropriate place
- Move peacefully in single file
- Use toilets during breaks

**Be Respectful**

Students can:
- Use equipment appropriately
- Respect others’ personal space and property
- Raise their hand to speak
- Respect others’ right to learn
- Keep hands, feet and objects to yourself
- Walk on the concrete
- Sit still
- Enter and exit room in an orderly manner
- Participate in use of approved online sites and educational games
- Be courteous and polite in all online communications
- Participate in school approved games
- Wear shoes and socks at all times
- Be sun safe; wear a broad brimmed hat
- Rails are for hands
- Walk one step at a time
- Carry items
- Keep passage ways clear at all times
- Respect privacy of others

**LEVEL**

**BEHAVIOURS**

- Positive Category
  - Class Teacher Controlled
  - Cooperative In Class
  - Play Well
  - Uses Manners
  - Is Courteous
  - Positive Attitude
  - Always completes set tasks and homework activities
  - Takes care of the school and its playground
  - Represents the school with pride when out in the community

**REWARDS**

- May attend all school functions
- Can be a school leader
- May attend extra – curricular activities (eg: Sport/Excursions/Concerts/In School Visits
- Can receive Parade awards
- Can receive positive reinforcement by way of in class and school rewards
<table>
<thead>
<tr>
<th>LEVEL</th>
<th>BEHAVIOURS</th>
<th>REWARDS</th>
</tr>
</thead>
</table>
| Green Level (Positive Category) | ✓ Cooperative In Class  
✓ Play Well  
✓ Uses Manners  
✓ Is Courteous  
✓ Positive Attitude  
✓ Always completes set tasks and homework activities  
✓ Takes care of the school and its playground  
✓ Represents the school with pride when out in the community | ✓ May attend all school functions  
✓ Can be a school leader  
✓ Mat attend extra – curricular activities (eg: Sport/Excursions/Concerts/In School Visits  
✓ Can receive Parade awards  
✓ Can receive positive reinforcement by way of in class and school rewards |

<table>
<thead>
<tr>
<th>LEVEL</th>
<th>BEHAVIOURS</th>
</tr>
</thead>
</table>
| Minor Behaviour Teacher Controlled | ✓ Infrequent inappropriate behaviours in class (rudeness/back chatting, name calling, rocking on chair, calling out, unresponsive in class or within the school),  
✓ Lateness to class  
✓ Playing in wrong areas/toilets  
✓ Noncompliance with instructions  
✓ Disrupting the learning of others while in the classroom  
✓ Refusal to accept responsibility for actions  
✓ Interference with others, their learning or their property  
✓ Negative/Oppositional behaviour towards learning and work in the classroom/within the school  
✓ Inappropriate play (running on cement, tackling, rough play)  
✓ Jumping the fence to collect a ball without permission |

<table>
<thead>
<tr>
<th>STRATEGIES</th>
<th>CONSEQUENCE</th>
</tr>
</thead>
</table>
| How is this child relating to the lesson?  
How is this child relating to the activity?  
Is this lesson providing the student a chance to succeed? Teaching Strategies  
Ignore  
Praise a child for doing correct behaviour  
Non-verbal direction  
Use of Behaviour Chart  
Consider the work, the pedagogy and planning  
Provide warning  
Use ‘I’ sentences  
Give Feedback  
Restate the rule  
Actively listen  
Stimulus change  
Relocate others  
Give student time to ‘Cool Down’  
Acknowledging emotions | Detention  
Buddy class approach  
Missing of playtime and spend time out with teacher, jobs may involve talking about behaviour in class, picking up rubbish, cleaning up gardens. Natural Consequence  
Detention slip reported to Admin and recorded on School plan and One School  
Rebuild student/teacher relationship  
Consideration always to be given to minimising embarrassment, dealing with issues in an acceptable, socially valid manner.  
Least-to-most intrusive approach to dealing with behaviour issues. |
<table>
<thead>
<tr>
<th>BEHAVIOUR</th>
<th>STRATEGIES</th>
<th>CONSEQUENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Major Behaviour Admin involved</td>
<td></td>
<td>White slip - Detention organised by the Principal</td>
</tr>
<tr>
<td>• Disobeying instructions from staff/supervising adults</td>
<td>What triggered this behaviour?</td>
<td>Missing of playtime and spend time out with teacher jobs may involve;</td>
</tr>
<tr>
<td>• Not caring for resources/equipment</td>
<td>Is there a pattern forming?</td>
<td>• Finishing work</td>
</tr>
<tr>
<td>• Damage to clothing, equipment or environment</td>
<td>What data does this child have containing this type of behaviour?</td>
<td>• talking about behaviour in class</td>
</tr>
<tr>
<td>• Infrequent compliance with the school dress code</td>
<td>Could this behaviour have been prevented?</td>
<td>• picking up rubbish</td>
</tr>
<tr>
<td>• Inappropriate language towards students on school grounds.</td>
<td>• Reminder of school rules</td>
<td>• cleaning up gardens.</td>
</tr>
<tr>
<td>• Not reporting for detentions</td>
<td>• Acknowledging the environment</td>
<td>• Withdrawal from some school activities (eg: Disco, Excursions, Video Nights, Camps)</td>
</tr>
<tr>
<td>• Wilful disobedience/refusal to comply with school rules</td>
<td>• Investigation of behaviour</td>
<td>• Incident Report reported to Administration – Principal informed and updated</td>
</tr>
<tr>
<td>• Using objects within the school irresponsibly</td>
<td>• Victim support</td>
<td></td>
</tr>
<tr>
<td>• Leaving the classroom without permission</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Habitual/Persistent Bullying inc. Teasing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Taking other’s property – classroom level (Teacher judgement req. based on students and age level)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Actions in the community/ travelling to and from school that is determined to be bringing the schools name into disrepute</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Physical misconduct inc (Fighting)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Leaving the classroom without permission</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Leaving the school grounds without permission</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Non Negotiable Behaviour</td>
<td></td>
<td>Pink Slip</td>
</tr>
<tr>
<td>• Wilful damage (Vandalism/graffiti to school resources, property or grounds )</td>
<td>What triggered this behaviour?</td>
<td>Suspension 1 – 5 days</td>
</tr>
<tr>
<td>• Physical Assaults</td>
<td>Is this behaviour pattern forming?</td>
<td>Suspension 6 – 20 days</td>
</tr>
<tr>
<td>• Sexual Harassment</td>
<td>What data does this child have containing this type of behaviour?</td>
<td>Suspension pending exclusion</td>
</tr>
<tr>
<td>• Smoking</td>
<td>Could this behaviour have been prevented?</td>
<td>• Withdrawal from some school activities</td>
</tr>
<tr>
<td>• Possession/use of dangerous/harmful items (firearms, knives, explosives, illicit drugs, alcohol)</td>
<td>Who else needs to be informed?</td>
<td>• Unable to attend Camps organised by the school.</td>
</tr>
<tr>
<td>• Possession of inappropriate/offensive items or images from mobile phones, magazines, internet usage</td>
<td>• Reminder of school rules</td>
<td>• Review Behavioural Contract</td>
</tr>
<tr>
<td>• Aggressive/threatening/obscene (verbal/non-verbal) actions towards any person on school grounds/excursion/camp.</td>
<td>• Acknowledging the environment</td>
<td>• Inform District Office BMT for support</td>
</tr>
<tr>
<td>• Using objects within the school – endangering the safety of any person on school grounds</td>
<td>• Investigation of behaviour</td>
<td>• Parent/Student re-entry meeting and contract for behaviour</td>
</tr>
<tr>
<td>• Actions in the community/ travelling to and from school that are determined to be bringing the schools name into disrepute, endangering the safety of others and the bus driver.</td>
<td>• Victim support</td>
<td>• Referral to Guidance Officer</td>
</tr>
</tbody>
</table>
**Detention Procedure**
- Use a range of proactive behavioural strategies (praise other students for good work, non-verbal redirection, curriculum related activity, etc) to remind the child to change their behaviour.
- Student misbehaviour as per behaviour chart
- Provide a warning to the student for their behaviour
- Detention given – teacher controlled at the next break, or next day.
- Detention slip filled out and given to the Principal. Information is recorded on the School Behaviour Spreadsheet and One School.
- Detention slip given to the Admin for record keeping

**White Slip Procedure**
- Student Misbehaviour
- Teacher/Teacher Aide contact the Principal for a discussion about behaviour and the circumstance.
- Principal makes final decision
- White Slip explained to the child and given.
- Copy of white slip recorded on School Behaviour Spreadsheet and One School.
- White slip given to Admin for record keeping
- Students copy of the White Slip needs to be sighted and signed by parent and brought back to school
- Detention for 2 - 5 days organised by the Principal

<table>
<thead>
<tr>
<th>Detention Procedure</th>
<th>White Slip Procedure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use a range of proactive behavioural strategies (praise other students for good work, non-verbal redirection, curriculum related activity, etc) to remind the child to change their behaviour.</td>
<td>Student Misbehaviour</td>
</tr>
<tr>
<td>Student misbehaviour as per behaviour chart</td>
<td>Teacher/Teacher Aide contact the Principal for a discussion about behaviour and the circumstance.</td>
</tr>
<tr>
<td>Provide a warning to the student for their behaviour</td>
<td>Principal makes final decision</td>
</tr>
<tr>
<td>Detention given – teacher controlled at the next break, or next day.</td>
<td>White Slip explained to the child and given.</td>
</tr>
<tr>
<td>Detention slip filled out and given to the Principal. Information is recorded on the School Behaviour Spreadsheet and One School.</td>
<td>Copy of white slip recorded on School Behaviour Spreadsheet and One School.</td>
</tr>
<tr>
<td>Detention slip given to the Admin for record keeping</td>
<td>White slip given to Admin for record keeping</td>
</tr>
</tbody>
</table>

**Pink Slip Procedure**
- Student Misbehaviour is extreme
- Teacher/Teacher Aide contact the Principal for a discussion about the behaviour, circumstance and witnesses.
- Pink slip and Suspension explained to the child and given.
- Phone call to the parents indicating the action and the consequence.
- Suspension can range from 1 – 20 days
- Pink slip entered into School Behaviour Spreadsheet and One School.
- Pink slip sent to the Admin for record keeping.

**Suspension School Re-entry**
Parent and student return to school for a re-entry meeting.
This meeting may include, but is not limited to:
- managed attendance,
- excepting responsibility for actions resulting in suspension,
- Behaviour book to track student’s actions and inform parents of their improvement.

<table>
<thead>
<tr>
<th>Pink Slip Procedure</th>
<th>Suspension School Re-entry</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Misbehaviour is extreme</td>
<td>Parent and student return to school for a re-entry meeting.</td>
</tr>
<tr>
<td>Teacher/Teacher Aide contact the Principal for a discussion about the behaviour, circumstance and witnesses.</td>
<td>This meeting may include, but is not limited to: managed attendance, excepting responsibility for actions resulting in suspension, Behaviour book to track student’s actions and inform parents of their improvement.</td>
</tr>
<tr>
<td>Pink slip and Suspension explained to the child and given.</td>
<td></td>
</tr>
<tr>
<td>Phone call to the parents indicating the action and the consequence.</td>
<td></td>
</tr>
<tr>
<td>Suspension can range from 1 – 20 days</td>
<td></td>
</tr>
<tr>
<td>Pink slip entered into School Behaviour Spreadsheet and One School.</td>
<td></td>
</tr>
<tr>
<td>Pink slip sent to the Admin for record keeping.</td>
<td></td>
</tr>
</tbody>
</table>
Minor Behaviour
Students who seek to disrupt the learning of others will be dealt with by the teacher using a range of strategies. The first step for all teachers will be to positively engage those around the student for the great work they are doing. Teacher will be expected to use a range of non-verbal and verbal direction as well as proximity to bring the student back to the lesson. If options fail than the teacher can provide the child with a warning about their behaviour. If the student persists than the child will be required to participate in a detention organised by the teacher. If the student continues to disrupt the class the teacher may use a time out from the room, or engage the use of a buddy class.

Any time out of the room will automatically result in a detention to catch up on work missed. Detention will be completed either in the classroom with the teacher catching up on work missed, or it could be time spent cleaning the gardens and the grounds.

Teachers must also ask themselves:
- How is this child relating to the lesson?
- How is this child relating to the activity?
- Is this lesson providing the student a chance to succeed?

Understanding of these questions, and the differentiation that goes along with it, may ensure behavioural success for all students.

Detention sheets must be filled out and sent to the Principal. These detention sheets will be logged in the Behaviour Spreadsheet for data collection and collation. This will allow the staff to recognise trends in behaviour for all students. The information will also include an Insert Comment which will contain the name of the teacher, date and the time of day of the student’s behaviour.

Parents will be advised of the detention in their KIT books. Student’s behaviour details will be added to One School.

Major Behaviour
Students who engage in major behaviour, or unexpected behaviour, similar to what is listed in the Behaviour Chart will move directly to a White Slip. Principal will be informed of the behaviour and the details listed on a white slip that will go home to parents. The student involved in the behaviour will receive a consequence organised by the Principal. These consequences could include catching up on work missed, cleaning the school grounds or providing community service to students during playtime.

Students will need to have a conversation with the Principal and/or Teacher regarding their behaviour as it relates to the school rules. They will be given the opportunity to recognise how their behaviour affected others in the conversation.

If the behaviour is deemed to be too dangerous or careless, or if other students are seriously injured, then a suspension can be applied to this situation.

The student’s behaviour details will be listed in One School. The white slip will also be listed in the School Behaviour Spreadsheet for further correspondence.
Extreme incidents (Red)

Students who engage in extreme behaviour similar to what is listed in the Behaviour Chart will move directly to a Pink Slip. Principal will be informed of the behaviour and the details listed on a pink slip that will go home to parents. The student involved in the behaviour will be receive a consequence organised by the Principal ranging from 1 to 20 days suspension.

Students will need to have a conversation with the Principal, Teacher and parents regarding their behaviour as it relates to the school rules. They will be given the opportunity to recognise how their behaviour affected others in the conversation.

The student’s behaviour details will be listed in One School. The pink slip will also be listed in the School Behaviour Spreadsheet for further correspondence.

<table>
<thead>
<tr>
<th>2015</th>
<th>Classroom disruptions</th>
<th>Physical Misconduct</th>
<th>Verbal Misconduct</th>
<th>Not follow Instructions</th>
<th>Property Misconduct</th>
<th>Total</th>
<th>White slips</th>
<th>Pink Slips</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The notification will follow Education Queensland’s guidelines that state:

- Findings of Fact
- Reason for decision
- Decision.
- Notification of length of suspension with dates
- Notification of need to have re-entry meeting before student can return to classes

Grounds for School Disciplinary Absence

Grounds for suspension are:
- Disobedience
- Misconduct
- Other conduct of the student that is prejudicial to the good order and management of the school or state schools.

There are two types of suspension - 1-5 day and 6-20 day.

Grounds for Exclusion

The Principal can suspend a student with a proposal to exclude as per the grounds outlined from suspension, but the student’s disobedience, misconduct or any other conduct must be so serious that suspension of the student is inadequate to deal with the behaviour.

Additionally, the principal can suspend with a proposal to exclude for the student’s contravention of a behaviour improvement condition.

The Principal will only recommend the exclusion to their supervisor if they determine it is inappropriate for them to make the exclusion decision.

Grounds for Cancellation of Enrolment

The principal can cancel the enrolment of a post compulsory age student if the student displays persistent refusal to participate in the program of instruction.

Behaviour Improvement Condition

A Behaviour Improvement Condition is an option to be used only when the student's behaviour warrants grounds for exclusion ie: if the student's disobedience, misconduct or other conduct is so serious that suspension of the student from the school or schools is inadequate to deal with the behaviour.

For Students receiving a Suspension notice at Koumala State School:

If any student at Koumala State School receives either a 1-5 day or a 6 – 20 day suspension, the responsibilities to communicate positively between both family/families involved and the school is of high importance. At Koumala State School, we believe that once a suspension notice is handed down communicating effectively to achieve a positive outcome for all involved when returning back to school is the main aim.
If a student receives a suspension between:

(1-5 days) The school will take reasonable steps to ensure those student/s are provided school work so the continuation of their education can be provided for at home. (A re-entry meeting between family, student and Principal is a part of the process. No student is allowed back on school grounds until this meeting occurs and expectations are set)

(6-20 days) The school will arrange student access to an education program to allow the student to continue with their education. The school will also provide the necessary support networks and any suggestions for parents who may wish to follow up on in order for the student/s to re-enter back into the school system positively. (A re-entry meeting between family, student and Principal is a part of the process. No student is allowed back on school grounds until this meeting occurs and expectations are set)

At the re-entry meeting behavioural card and level review parameters will be set (please refer to Appendix 2).

Knives At School
It is important to note that students while on school grounds, as well as travelling to and from school or when on an excursion or camp, that knives are **totally banned**. Any student/s with knives found while on school grounds or that have been reported to the school by parents/carers or community will be made accountable for their action in accordance with the Koumala State School Behaviour Management Policy. Please refer to (Appendix 10)

Monitoring student behaviour is an important component of this Responsible Behaviour Plan (please refer to Appendix 3).

Good behaviour is rewarded via an invitation to participate in the Rewards Day Program at the end of each Term and the Year.

School Rules at Koumala State School can be organised under the 3 areas:
 Responsible
 Respectful
 Safety
 (refer to Appendix 4)

Investigations

At Koumala State School children will be treated fairly through the following processes that are used to investigate an incident by the Principal or a nominated member of staff.

- Children are asked to write out their side of the issue. Verbal statements are taken from the younger students. This generally provides the children with the chance to "Cool Down", reflect on what actually happened and identify others who may assist with resolution of the issue.
- Investigation by Staff member or Principal using the “Responsible Thinking Questions” (refer to Appendix 5)
- Students are advised to come back later for further discussions if they feel aggrieved by a harsh decision. (This needs to be done in a calm and controlled manner not as a “temper” incident leading to secondary or increased consequences)
- Processes used at Koumala State School try to be consistent with those used within our democratic society and follow the basic law court premises of being treated fairly.
17. Network of student support

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

- Parents
- Teachers
- Support Staff
- Administration Staff
- Guidance Officer
- Advisory Visiting Teachers
- Mackay Student Support Services/Positive Learning Centre Staff
- 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

18. 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.

Koumala 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.

19. 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
20. 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

21. Some related resources

- 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
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- 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

<table>
<thead>
<tr>
<th>Principal</th>
<th>P&amp;C President or Chair, School Council</th>
<th>Regional Executive Director or Executive Director (Schools)</th>
</tr>
</thead>
</table>

Date effective: 2016
KOUMALA STATE SCHOOL
‘BELIEVE, STRIVE, ACHIEVE’

Be Safe  Be Respectful  Be Responsible
These overarching truths are what we expect from students and ourselves to enable children to enter a world as responsible citizens.

Confidence  Persistence  Organisation  Getting Along

Resilience
The language is more than a poster, it is a reflection tool for students and it needs to be said 600 times before the student accepts it is part of who they are.

Building Relationships  Positive Language  Differentiation  High Set of Expectations
These happen every day, in every classroom, in every lesson, to every child.

Staff  Students  Parents
The heart and soul of the school and the clients in whom we have been entrusted with

At Koumala State School we believe in:
• the power of positive language around learning and behaviour
• Positive before punishment
• recognising the steps before behaviour, and building the relationship after the behaviour
• no limitations to the amount of ways we can engage students to learn and behave

<table>
<thead>
<tr>
<th>Positive Behaviour</th>
<th>Negative Behaviour</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Every behaviour has a consequence – Understand it, accept it and love it!</td>
<td>• Every behaviour has a consequence – Understand it, accept it and heed the warnings!</td>
</tr>
<tr>
<td>• All behaviour is tracked for the student – this enables us to choose you for some exciting rewards!</td>
<td>• All behaviour is tracked for the student – you will be sharing it with your parents, your teachers, and you won’t be going anywhere until you can explain it!</td>
</tr>
</tbody>
</table>
Appendix 2

Expectations.
Our school community has a belief in Rights, Responsibilities and Natural Consequences for Students, Staff and Community members. While the following is not exhaustive it does set out the basic operating procedures.

<table>
<thead>
<tr>
<th>Student Rights</th>
<th>Student Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ Learn to your maximum potential.</td>
<td>✓ To learn to your potential by:</td>
</tr>
<tr>
<td>✓ To be treated with courtesy and respect, and able to express your feelings as an individual.</td>
<td>✓ Treating others with respect through:</td>
</tr>
<tr>
<td>✓ Be in a safe environment and supervised appropriately in a “Duty of Care” environment.</td>
<td>✓ To care for yourself and your property as well as that of others, the school and community</td>
</tr>
<tr>
<td></td>
<td>• Caring for personal belongings</td>
</tr>
<tr>
<td></td>
<td>• Playing safely and obeying safety instructions</td>
</tr>
<tr>
<td></td>
<td>• Following school rules and teacher instructions</td>
</tr>
<tr>
<td></td>
<td>• Not using or possessing items of dangerous properties</td>
</tr>
<tr>
<td></td>
<td>• Not being malicious with other’s belongings.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teacher/Staff Rights</th>
<th>Teacher/Staff Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ To teach in a supported and resourced and safe environment.</td>
<td>✓ To plan, teach and facilitate learning which:</td>
</tr>
<tr>
<td>✓ To be treated with respect by students, colleagues and parents.</td>
<td>• Support school policies, programs and plans</td>
</tr>
<tr>
<td></td>
<td>• Encourage and maintain acceptable patterns of behaviour.</td>
</tr>
<tr>
<td></td>
<td>• Assess student, class, school records, policies and programs.</td>
</tr>
<tr>
<td></td>
<td>• Professionally inform and report to students, parents, the Principal and System when required</td>
</tr>
<tr>
<td></td>
<td>• Establish and maintain classroom rules and procedures that are consistent with school and Departmental Policy</td>
</tr>
<tr>
<td></td>
<td>• Abide by EQ's “Code of Conduct.”</td>
</tr>
<tr>
<td></td>
<td>• Implement “Child Protection” Policy and procedures.</td>
</tr>
<tr>
<td></td>
<td>• Identify and extend prior knowledge and experiences.</td>
</tr>
<tr>
<td></td>
<td>✓ To treat students, colleagues and parents with respect by</td>
</tr>
<tr>
<td></td>
<td>• Listening and respecting other’s abilities and opinions</td>
</tr>
<tr>
<td></td>
<td>• Act professionally in all communications</td>
</tr>
</tbody>
</table>
To be supported in your role as a teacher through Professional Development, School and Education Queensland systems and processes.

- Model behaviour, which is non-coercive, and non-threatening.

To be an active member of the School Organisational learning culture through:
- Participation in the School’s Supervision program
- Identifying a Personal Growth Plan
- Actively looking for Professional Development opportunities
- Sharing knowledge and experiences with colleagues.

<table>
<thead>
<tr>
<th>Parent Rights</th>
<th>Parent Responsibilities</th>
</tr>
</thead>
</table>
| ✓ To discuss with school staff, issues pertinent to your child’s academic, physical and social development | ✓ Communicate with school personnel:
  - at mutually convenient times
  - Directly with the most relevant person (use the School communication flowchart from “Let’s Talk.”)
  - Have a realistic knowledge of your child’s abilities. |
| ✓ To participate in school activities that support your child’s Education. | ✓ To support and assist the school in the academic and social development of children through:
  - Encouraging a positive attitude to schooling
  - Advising the school of aspects which may influence the child’s development
  - To work in a partnership approach with the school
  - Participation in school events such as excursions, open days, reading, craft etc. |
| ✓ To participate in the school’s decision making process and have your opinions valued and respected. | ✓ Contribute positively to the school by:
  - Valuing and respecting other’s opinions, values
  - Participating in community forums, P and C, surveys, feedback response sheets
  - Taking an active interest in school issues
  - Encourage positive attitudes towards the school’s policies and expectations. |
Students who are exhibiting behaviours that are concerning may be placed upon a behavioural contract, which monitors those particular students' behaviours throughout the day. This will be one of the more significant tools in providing feedback to the teacher, parent, and students regarding their behaviour throughout the day.

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
<th>Afternoon</th>
<th>Lunch</th>
<th>Middle Session</th>
<th>Morning Session</th>
<th>Forming Session</th>
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<tr>
<td>9:00am - 9:30am</td>
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<td>12:30pm - 2:10pm</td>
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<td>1:30pm - 3:00pm</td>
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<td></td>
</tr>
<tr>
<td>2:10pm - 3:50pm</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>3:50pm - 4:30pm</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Name: ____________________________

Signature

Work To Be Done

Satisfaction Rating

Time

Behaviour Management Booklet
APPENDIX 3

Behavioural Records.
At Koumala State School, teachers will keep anecdotal records of children’s behaviour that serve as a basis for discussions with parents if a Student Behavioural Interview is required. These interviews are sought if students’ misbehaviour shows a recurrence of the same type of action/attitude. While each incident may well be quite minor it is the accumulative pattern that would be discussed.

When teachers believe that behaviours are of a persistent or serious nature then the Principal will be advised. In all behavioural matters the time, nature of incident, investigation and outcomes are stated in the schools Student Behavioural Register and One School). This provides a record of long-term behavioural references that are used by Education Queensland services such as Guidance Officers, and Investigation Officers from Regional Office.
APPENDIX 4

Rules at Koumala State School can be organised under the 3 following areas:

Responsible – Be It
Respect – Give It
Safety – Achieve It

School Rules:

The following are not an exhaustive set of rules for Koumala State School, however they do provide an excellent starting point for parents and students to gain an appreciation of what the School Community (Students, Staff and Parents) have developed over time as to being acceptable behaviour at Koumala State School.

Rules may change from time to time due to varying circumstances and these will generally be discussed via School Parade and the newsletter to achieve consistency.

Interacting with others

- Treat others the way you would like to be treated
- Use the High 5 or High 3 when dealing with issues
- Use good manners
- Cooperate with others
- Listen to others and respect their opinions even though they may not be the same as yours.
- Ask for help, when you need it
- Try your best in school and play
- Allow yourself to calm down and then reapproach peers or staff if you feel you have been treated unfairly.
- Do not “back chat”
- Bullying physically or verbally will not be tolerated
- Obscene (swearing) language and physical violence will not be tolerated
- Obey Staff instructions at all times
- Wilful disobedience will not be tolerated
- Encourage others. Be Inclusive with work and play.

Property

- Be ready for school with the correct items
- Respect and care for your own property
- Use your own property rather than borrowing
- Put things away after use
- You are responsible for your own belongings. Keep desk trays and bags in an orderly fashion
- Toys, expensive personal items should be kept at home (I-pods, MP3 Players etc.)
- Take care of your belongings, do not place temptation in the way of others.
- Students should retain only small amounts of money.
- Give notes/monies to the teachers at collection time.
- Taking/using other people’s property will be regarded as theft
- Vandalism and Graffiti will incur very stiff penalties
- Mobile phones, I-Pods and MP3 players are to be handed in at the office
Safety

- You cannot leave the school grounds unless with a teacher or supervised.
- Dangerous items such as knives, matches, guns, explosives, drugs or alcohol are **NOT** to be brought to school or school function.
- Do not use sticks or stones to harm others.
- Play in areas where it is permitted, do not go into “out of bounds areas.”
- Place all rubbish in the bins.
- Do not use or move electrical equipment unless supervised by a teacher.
- Only enter school buildings when permitted and under teacher supervision.
- Shoes must be worn at all times unless under a teacher supervised activity.
- Report dangerous items, situations or animals to a staff member.
- Wear a hat when playing outside. No Hat, No Play!
- No hat means we remain seated under the main building.
- Wearing of School uniforms is highly recommended.
- Ear studs, sleepers and watches are the only permitted jewellery (unless authorisation is provided by the Principal).
- No running on the verandahs, courtyard and cement areas under the school.

Appendix 5
Detention Slip

DATE: _________

**DETENTION REFERRAL**

Person: ________________ Class: __________

Recommendation for Detention

- [ ] Serious incident - Pink slip **OR**
- [ ] Minor incident - White slip **OR**
- [ ] Non-compliance with appropriate behaviour expectations
- [ ] Local Management Practices have previously been applied.

Incident description / context:

(see over page for details)

[ ] Other people are involved.

The person is aware of this referral? Yes / No

Referred by: ________________

Attendance: [ ] No (reminder to be given)

[ ] Yes

Supervisor: ____________________

Completion Date: ________________

DATE: _________

**DETENTION REFERRAL**

Person: ________________ Class: __________

Recommendation for Detention

- [ ] Serious incident - Pink slip **OR**
- [ ] Minor incident - White slip **OR**
- [ ] Non-compliance with appropriate behaviour expectations
- [ ] Local Management Practices have previously been applied.

Incident description / context:

(see over page for details)

[ ] Other people are involved.

The person is aware of this referral? Yes / No

Referred by: ________________

Attendance: [ ] No (reminder to be given)

[ ] Yes

Supervisor: ____________________

Completion Date: ________________

**Session:**
Morning/Middle/Afternoon

**KLA:**

**Reason:**

**Session:**
Morning/Middle/Afternoon

**KLA:**

**Reason:**
### APPENDIX 6

**Detention Slip (White Slip)**

<table>
<thead>
<tr>
<th>Minor</th>
<th>Major</th>
<th>INCIDENT NO</th>
<th>Incident Report</th>
<th>Student Name:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Time:</td>
<td>Date:</td>
</tr>
</tbody>
</table>

- Undercover Area (Behind A Block)
- Spider
- Small Undercover Area End of B Block
- Oval
- Multi Sports Court
- Yellow Swings
- Junior Adventure Playground
- Toilets
- Bus Line Up Area
- Music Room
- Classroom
- Library
- Computer Lab
- Office
- Underneath A Block
- Outside School Gates
- Bus Travel
- Class Line Up Areas
- Veranda
- Excursion
- Camp
- Courtyard/Eating Area

| Bullying/harassment
| Defiant/threat/s to adults
| Disruptive
| Dress code
| IT misconduct
| Late
| Lying/Cheating
| Misconduct involving object
| Non compliant with routine
| Other conduct prejudicial to the good order and management of school
| Physical misconduct
| Possess prohibited items
| Prohibited items
| Property misconduct
| Refusal to participate in program of instruction
| Substance misconduct involving illicit substance
| Substance misconduct involving tobacco and other legal substances
| Third minor referral
| Truant/skip class
| Other
| Verbal misconduct

### Examples of Behaviour

- Disobeying instructions from staff/supervising adults while representing the school on camp/on excursion
- Not caring for resources/equipment
- Damage to clothing, equipment or environment
- Infrequent compliance with the school dress code
- Inappropriate language towards students on school grounds.
- Not reporting for detentions
- Wilful disobedience/refusal to comply with school rules
- Using objects within the school irresponsibly
- Leaving the classroom without permission
- Habitual/Persistent Bullying inc. Teasing
- Taking other’s property – classroom level (Teacher judgement req. based on students and age level)
- Actions in the community/ travelling to and from school that is determined to be bringing the schools name into disrepute
- Physical misconduct inc (Fighting)
- Physical misconduct inc (Fighting)
- Physical misconduct inc (Fighting)
- Physical misconduct inc (Fighting)
Comments:

Consequences:

Class Teacher: ................................................................. Person giving out the slip: ..............................................................

Principal................................................................. Parents Signature..............................................................
Pink Slip (Pink In Colour)                                                                 Student Name: ……………………………………………………………………………………

Time: …………………………….                              Date: ………………………

Undercover Area Behind A Block
Spider
Small Undercover Area End of B Block
Oval
Multi Sports Court
Yellow Swings
Junior Adventure Playground
Toilets
Bus Line Up Area
Music Room
Classroom
Library
Computer Lab
Office
Underneath A Block
Outside School Gates
Bus Travel
Class Line Up Areas
Veranda
Excursion
Camp
Courtyard/Eating Area

- Bullying/harassment
- Defiant/threat/s to adults
- Disruptive
- Dress code
- IT misconduct
- Late
- Lying/Cheating
- Misconduct involving object
- Non compliant with routine
- Other conduct prejudicial to the good order and management of school
- Physical misconduct
- Possess prohibited items
- Prohibited items
- Property misconduct
- Refusal to participate in program of instruction
- Substance misconduct involving illicit substance
- Substance misconduct involving tobacco and other legal substances
- Third minor referral
- Truant/skip class
- Other
- Verbal misconduct

Examples of Behaviour

- Wilful damage (Vandalism/graffiti to school resources, property or grounds)
- Physical Assaults
- Sexual Harassment
- Smoking
- Possession/use of dangerous/harmful items (firearms, knives, explosives, illicit drugs, alcohol)
- Possession of inappropriate/offensive items or images from mobile phones, magazines, internet usage
- Aggressive/threatening/obscene (verbal/non-verbal) actions towards any person on school grounds/excursion/camp.
- Using objects within the school – endangering the safety of any person on school grounds
- Leaving the school grounds without permission
- Actions in the community/ travelling to and from school that are determined to be bringing the schools name into disrepute, endangering the safety of others and the bus driver.

- Possession of inappropriate/offensive items or images from mobile phones, magazines, internet usage
- Aggressive/threatening/obscene (verbal/non-verbal) actions towards any person on school grounds/excursion/camp.
- Using objects within the school – endangering the safety of any person on school grounds
- Leaving the school grounds without permission
- Actions in the community/ travelling to and from school that are determined to be bringing the schools name into disrepute, endangering the safety of others and the bus driver.
Behavior Reflection Sheet

Name: ______________________                Date: _________

1. What happened? What did I choose to do??

2. How did my actions affect the people involved?

3. Which school rule did I ignore?

4. What will happen if this behaviour continues?

5. What else could you have done?
   - A Better Choice.....
   
   Outcome of this would be...

   - Another Better Choice might be...

   Outcome of this would be...

6. What is the Best Choice?
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 at School
Students who bring valuable personal technology devices like digital cameras, video cameras, ipods, mobile phones or MP3 players to school must hand them in to the office or their classroom teacher upon their arrival at school. They will then be collected at 3pm when travelling home.

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.

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

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

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

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

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

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

1 Education Queensland does not tolerate bullying behaviour at schools. This includes bullying conducted by electronic means.
Breach of this policy may be subject to discipline (including suspension and recommendation for exclusion).

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

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

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

**Recording Private Conversations and the Invasion of Privacy Act 1971**
It is important that all members of the school community understand that under the [Invasion of Privacy Act 1971](https://www.legislation.gov.au/Details/C1971C0041), '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 Cyber bullying)

Purpose
1. Koumala 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 Koumala State School. Research indicates that both those being bullied and those who bully are at risk for behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community’s goals and efforts for supporting all students.

3. Bullying behaviours that will not be tolerated at Koumala 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 Koumala 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 Koumala State School are an addition to our already research-validated school wide 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 school wide universal behaviour support practices will be maintained at all times. This will ensure that:
   - Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour
• All students know the 3 school rules and have been taught the expected behaviours attached to each rule in all areas of the school
• All students have been or are being taught the specific routines in the nonclassroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms
• All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the non-classroom areas of the school
• A high level of quality active supervision is a permanent staff routine in the non-classroom 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 non-classroom areas.

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

10. An initial introductory lesson is delivered, which teaches the 3-step process to be used by all students when experiencing bullying behaviour either as a person being bullied, the person bullying or bystander.

11. The introductory lesson is followed by several shorter lessons, each of which focuses on one of the bullying behaviours that the school has identified and defined. These lessons include instruction on how to approach adults and also on what reactions and systemic responses they should expect from adults.

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

13. Koumala State School uses behavioural data for decision-making. This data is entered into our database on a daily basis and can be recalled as summary reports at any time. This facility allows the school to track the effectiveness of its anti-bullying process, to make any necessary adjustments, and to identify specific bullying behaviours that may need to be revisited or revised in the instructional process.
Appendix 10

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 modified to accommodate their specific receptive and expressive needs.
WORKING TOGETHER TO KEEP KOUMALA STATE SCHOOL SAFE

We can work together to keep knives out of school. At Koumala State School:

• Every student has the right to feel safe and be safe at school.
• There is no reason for a student to have a knife at school.
• No knives are allowed to be taken to school by students.
• It is against the law for a student to have a knife at school.
• A student that has a knife at school can receive very serious consequences.

What kinds of knife are banned?

You are not allowed to have any type of knife at school including:

• flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives or craft knives
• any item that can be used as a weapon, for example, a chisel.

If you need a knife or tools for school subjects, school staff will provide them and supervise their use.

What will happen if I bring a knife to school?

• If you have a knife at school, the principal may call the police.
• Police can search you and your property at school if they think you have a knife.
• If you have a knife at school, you may be disciplined [disciplinary measures will be determined from relevant behaviour management school policy or procedure where appropriate. For example, suspension]
• You may be charged with a criminal offence and face serious consequences if convicted, including a fine or jail.

The points below apply to Education Queensland schools

• School property such as desks or lockers can be searched if the principal suspects that you have a knife on or in school property.
• If the principal thinks you have a knife in your bag, the bag can be confiscated until police arrive.
• If you have a knife at school, it can be confiscated by the principal and given to the police.
• You may face serious disciplinary consequences if you bring a knife to school.

How can I help to keep Koumala State School safe?

• Make sure you know the laws and rules about knives.
• Ask your parents not to put knives or knife tools in your lunch box, pencil case or craft kit.
• Contact your teacher if you are being bullied or threatened at school.
• Immediately tell a teacher or adult if you think someone has a knife at school, or if they say they will bring a knife to school.
• Immediately tell a teacher if a student is threatening anyone with an object that could injure them.
## APPENDIX 12

### Behaviour Matrix

#### Term 1

<table>
<thead>
<tr>
<th>Week</th>
<th>School Rule</th>
<th>Area</th>
<th>Behaviour Matrix</th>
<th>Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Be Respectful</td>
<td>All Areas</td>
<td>Respect others’ personal space and property</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Be Safe</td>
<td>Classroom</td>
<td>Respect School Property</td>
<td>Chairs pushed in when leaving</td>
</tr>
<tr>
<td>3</td>
<td>Be Safe</td>
<td>Stairwells and Verandas</td>
<td>Walk quietly and orderly so that others are not disturbed</td>
<td>Transitioning around the school</td>
</tr>
<tr>
<td>4</td>
<td>Be Safe</td>
<td>Classroom</td>
<td>Enter and Exit a room in an orderly fashion</td>
<td>Showing manners</td>
</tr>
<tr>
<td>5</td>
<td>Be Respectful</td>
<td>Classroom</td>
<td>Raise your hand to speak</td>
<td>Politeness</td>
</tr>
<tr>
<td>6</td>
<td>Be Responsible</td>
<td>Classroom</td>
<td>Keep work space tidy</td>
<td>The curse of the pencil shavings</td>
</tr>
<tr>
<td>7</td>
<td>Be Respectful</td>
<td>All Areas</td>
<td>Wait your turn</td>
<td>Patience</td>
</tr>
<tr>
<td>8</td>
<td>Be Respectful</td>
<td>All Areas</td>
<td>Clean up after yourself</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Be Responsible</td>
<td>Playground</td>
<td>Return equipment to the appropriate place</td>
<td></td>
</tr>
</tbody>
</table>

#### Term 2

<table>
<thead>
<tr>
<th>Week</th>
<th>School Rule</th>
<th>Area</th>
<th>Behaviour Matrix</th>
<th>Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Be Respectful</td>
<td>Bus Area</td>
<td>Line up in designated areas and wait quietly for the teacher</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Be Safe</td>
<td>All Areas</td>
<td>Keep Hands, feet and objects to yourself</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Be Responsible</td>
<td>Classroom</td>
<td>Complete set tasks</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Be Respectful</td>
<td>All Areas</td>
<td>Wait your turn</td>
<td>Especially while waiting for a teacher who is speaking to someone else.</td>
</tr>
<tr>
<td>5</td>
<td>Be Respectful</td>
<td>Classroom</td>
<td>Be a good listener</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Be Responsible</td>
<td>Playground</td>
<td>Be a Problem Solver</td>
<td></td>
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<tr>
<td>7</td>
<td>Be Safe</td>
<td>Playground</td>
<td>Play fairly – take turns, invite others to join in</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Be Safe</td>
<td>Bus Area</td>
<td>Wait your turn</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Be Respectful</td>
<td>All Areas</td>
<td>Use polite language</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Be Responsible</td>
<td>All Areas</td>
<td>Be in the right place at the right time</td>
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</table>

#### Term 3
<table>
<thead>
<tr>
<th>Week</th>
<th>School Rule</th>
<th>Area</th>
<th>Behaviour Matrix</th>
<th>Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Be Safe</td>
<td>Playground</td>
<td>Play fairly – take turns, invite others to join in and follow the rules</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Be Safe</td>
<td>Classroom</td>
<td>Use equipment appropriately</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Be Respectful</td>
<td>All Areas</td>
<td>Respect others personal space and property</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Be Responsible</td>
<td>Classroom</td>
<td>Take an Active role in classroom activities</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Be Respectful</td>
<td>All Areas</td>
<td>Use polite language</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Be Responsible</td>
<td>All Areas</td>
<td>Follow instructions right away</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Be Safe</td>
<td>Toilets</td>
<td>Respect school property</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Be Safe</td>
<td>Camps</td>
<td>Clean Up after yourself</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Be Safe</td>
<td>Bus lines/Bus Travel</td>
<td>Stay in your seat and sit still</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Be Responsible</td>
<td>All Areas</td>
<td>Be honest</td>
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</tbody>
</table>

**Term 4**

<table>
<thead>
<tr>
<th>Week</th>
<th>School Rule</th>
<th>Area</th>
<th>Behaviour Matrix</th>
<th>Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Be Respectful</td>
<td>Classroom</td>
<td>Raise your hand to speak</td>
<td>Begin the term with the correct focus</td>
</tr>
<tr>
<td>2</td>
<td>Be Responsible</td>
<td>Playground</td>
<td>Return equipment to the appropriate place at the bell</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Be Safe</td>
<td>All Areas</td>
<td>Use equipment appropriately</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Be Respectful</td>
<td>All Areas</td>
<td>Respect others personal space and property</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Be Responsible</td>
<td>Classroom</td>
<td>Take an Active Role in classroom activities</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Be Safe</td>
<td>Stairwells</td>
<td>Walk quietly and orderly so that others are not disturbed</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Be Respectful</td>
<td>All Areas</td>
<td>Clean Up after yourself</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Be Responsible</td>
<td>Swimming</td>
<td>Be Prepared</td>
<td>Water safety</td>
</tr>
<tr>
<td>9</td>
<td>Be Safe</td>
<td>Swimming</td>
<td>Swimming in a safe and sensible manner</td>
<td>Water safety</td>
</tr>
<tr>
<td>10</td>
<td>Be Respectful</td>
<td>All Areas</td>
<td>Care for equipment when packing up</td>
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</tbody>
</table>
## You Can Do It Term Plan

### Term 1

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Description</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Getting Along</td>
<td>Make a friend, be a friend.</td>
</tr>
<tr>
<td>Week 2</td>
<td>Ready Set You Can do It</td>
<td>Students will understand what success means for them.</td>
</tr>
<tr>
<td>Week 3</td>
<td>Organised</td>
<td>Students will explain what it means to be organised and give examples.</td>
</tr>
<tr>
<td>Week 4</td>
<td>Persistence</td>
<td>Students will be able to state the meaning of Persistence.</td>
</tr>
<tr>
<td>Week 5</td>
<td>Confidence</td>
<td>Students will be able to demonstrate what confidence means both in and out of the classroom.</td>
</tr>
<tr>
<td>Week 6</td>
<td>Resilience</td>
<td>Students will explain what Resilience looks like and feels like for them. They can describe when they would need Resilience.</td>
</tr>
<tr>
<td>Week 7</td>
<td>Getting Along</td>
<td>Discuss with students the meaning of “friendship.” Ask students whether they believe it is possible to form a friendship with someone who doesn’t like them. Ask them to explain their answers. Remind them that even though we may not like everyone we still need to use getting along behaviours. Point out that for us to have “true blue” (good) friendships, we must treat others the way we want to be treated.</td>
</tr>
<tr>
<td>Week 8</td>
<td>Organised</td>
<td>‘We Strive to Progress’. What does that mean? How do we have to be organised to progress forward and what are we striving for. We cannot move forward without being organised. Consider the harder I practise, the luckier I get!</td>
</tr>
<tr>
<td>Week 9</td>
<td>Persistence</td>
<td>Point out that if we exaggerate how difficult something is, we will tend to find it harder to be persistent. This is because we tend to under-estimate our own ability to complete this task (e.g., “This is too hard. I’m not smart enough to do it.”). Ask the following questions: 1. Have you ever exaggerated or “blown up” how hard something was to do? What was it? 2. Have you ever thought that an extremely hard task was “impossible”? How did you feel about doing the task when you thought this way?</td>
</tr>
<tr>
<td>Week 10</td>
<td>Ready Set You Can do It</td>
<td>What has success looked like for you this term</td>
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### Term 2

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Description</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Ready Set You Can Do it</td>
<td>Setting goals for yourself. What do you want to achieve this term? What do the teachers want you to achieve this year?</td>
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<tr>
<td>Week 2</td>
<td>Confidence</td>
<td>Write on the board the following thoughts: “This is too hard”, “I can’t do it.” Explain that these ideas are two of the biggest ideas that can destroy your confidence. Have your class provide counters to these two ideas (e.g., “The more I try to do something, the easier it gets.”). Indicate that one of the most powerful ways of thinking is called “I Can Do It!” I Can Do It! means that you think, “I’m probably going to be successful rather than fail at doing this.”</td>
</tr>
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</table>
| Week 3 | Organised                   | Indicate that setting goals can help you achieve them. For example, setting a goal to be a better speller can help you achieve the goal. Students who regularly set
goals have a way of thinking called “Setting Goals.”
Say to students that people who are organised set goals ahead of time so they know what they want to achieve and the steps to take them there.

| Week 4 | Persistence | Ask students the following questions:
1. Which types of tasks and activities (Easy, Hard, Impossible) are you most likely to avoid or give up at doing?
2. Which types of tasks and activities are you most likely to attempt and keep going until you have finished?
3. If you think something will be hard, will you be more likely or less likely to keep trying than if you think it is impossible?
4. If you think something is easy (e.g., writing a poem) and you find that it’s really hard, what effect will this have on your trying to do it (Answer: more likely to give up than if you originally thought it would be hard).

| Week 5 | Resilience | Resilience in NAPLAN week is what the focus should be on. Don’t worry if you don’t know, or don’t think its correct, keep going and keep believing in yourself.

| Week 6 | Confidence | Instruct students to write two thought statements each day that will help them have the confidence necessary to work on the difficult task.
Instruct students to repeat their new, confidence-building thoughts aloud five times, and to themselves five times, just before working on their difficult task each day.

| Week 7 | Organised | Instruct students to set a long-term goal of excelling at something at which they are not very good.
Instruct students to write this long-term goal. Have them write several short-term goals they will work towards in order to reach their long-term goal.

| Week 8 | Persistence | Point out that if we exaggerate how difficult something is, we will tend to find it harder to be persistent. This is because we tend to under-estimate our own ability to complete this task (e.g., “This is too hard. I’m not smart enough to do it.”). Ask the following questions:
1. Have you ever exaggerated or “blown up” how hard something was to do? What was it?
2. Have you ever thought that an extremely hard task was “impossible”? How did you feel about doing the task when you thought this way?

| Week 9 | Resilience | Display an “Emotional Thermometer” (Teacher Guide Sheets). State that students can use this thermometer to take their emotional temperature; we will see how hot or cold our emotions are. Explain that the numbers on this thermometer represent how much (hot) or how little (cold) of an emotion we have inside (e.g., “If I’m extremely excited, or angry or worried, my emotional temperature might rise to the highest level on the thermometer.”)

| Week 10 | Mindset | Talk about the difference between a fixed and a growth mindset. How do the children respond to an environment or stimulus? What do they believe they can do? More information on Carol Dweck as the term goes on.

| Week 11 | Ready Set You Can do It | Students will understand what success meant for them this term.

<table>
<thead>
<tr>
<th>Week 3</th>
<th>Topic</th>
<th>Description</th>
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</table>
| Week 1 | Ready Set You Can Do it | Setting goals for yourself. What do you want to achieve this term? What do the teachers want you to achieve this year?

| Week 2 | Confidence | Recognise what your body tells you when you are feeling confident, recognise how you feel when you are not. What activities have you started when you have felt confident you could achieve them, what has the teacher noticed?
| Week 3 | Organised | Discuss the meaning of the word “goal.” Indicate to students that a goal is something a person decides to do that cannot be done all at once, but can be done in steps. Give several examples of goals as follows:
1. Your school is having a canned food collection. The student who collects the most cans wins a handheld computer game. You know that last year the winning student collected 96 cans. Your goal might be to collect 100 cans.
2. You have a 10-word spelling test on Friday. You missed two words on the last test. Your goal might be to get them all right this week. |
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<tbody>
<tr>
<td>Week 4</td>
<td>Persistence</td>
<td>Have a getting started chair and a homework chair. Stand up and begin to walk from the “Getting Started” chair towards the “Homework” chair. Ask the class to suggest some obstacles that could block a student’s progress from doing homework (e.g., not having necessary materials, not knowing what to do, feeling like you can’t do the work, being tired, having the television on). Write each suggestion on a piece of paper and place it on the floor in the path between the two chairs.</td>
</tr>
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</table>
| Week 5 | Resilience | Explain that our thoughts may also be resilient or not resilient. Differentiate between resilient and not resilient thoughts as follows:
1. Resilient thoughts are ideas that are sensible, true and help us to be calm. For example, when you make a mistake on your work, it is sensible to think to yourself “We all make mistakes, making a mistake doesn’t make me bad”. We call this kind of thinking “Accepting Myself” thinking.
2. Non-resilient thoughts are ideas that are not sensible and true and cause us to have hurtful emotions and behaviours. For example, when you make a mistake on your work, it is not resilient to think “I’ve made a mistake, I’m a loser”. We call that kind of thinking “Self Downing”. Explain that Self Downing means thinking that I am a total failure or useless when I have been rejected or have not achieved a good result. |
| Week 6 | Getting Along | Think happy thoughts about someone else and hope that they succeed at something today. |
| Week 7 | Confidence | Point out that if we worry too much about something, we will lose confidence and will not perform as well as we would like. For example, if we worry too much about a test, we may panic, forget everything we have studied and, therefore, perform poorly on the actual test. Or, if we worry too much about who we’re going to play with at recess, we might be distracted in class, not learn, and end up not having a fun recess break either. Ask students for examples of times when they worried so much about something that it caused them problems. |
| Week 8 | Organised | Explain the purpose of setting goals using the following illustration:
1. A truck driver is about to go on a trip. He has the best truck you can buy and a full tank of fuel. The only problem is he does not know where he is going. How will he get there if he does not know where he is going?
2. Explain that setting goals is like deciding where to go on a trip. We have to know where we are going, to move in the right direction to get there. We have to set goals to know what we should do. Once we have set a goal, we have to keep working until we reach it, just like the truck driver has to keep driving to reach his destination. |
| Week 9 | Persistence | Explain that Hard Yakka is a term that can be used to refer to any task or activity we have to do that is not fun, exciting, or easy. Give some examples of things from your own life that you find to be Hard Yakka (e.g., correcting papers, planning lessons, running off worksheets, doing laundry). |
| Week 10 | Resilience | Explain that when someone acts badly and treats you unfairly or inconsiderately it can sometimes lead you to feel very angry and to lash out. A negative way of thinking that can make you feel this way is called “Being Intolerant of Others” |
(write on the board). Then write up on the board and discuss: Indicate that Being Intolerant of Others means thinking that people should always treat me fairly and considerately and when they do not I can’t stand it and they are totally bad. It would be much more helpful when these things happen if you can stay calm and return to your work or play. Explain to students that a way of thinking that can help them be resilient is “Being Tolerant of Others” and write it on the board. You can also write its meaning on the board: Being tolerant of others means accepting that everyone acts unfairly towards others some of the time and not making an overall judgement of a person based on one action or incident. It also means acknowledging that we all have habits or behaviours that can be annoying to others, but that is just one small part of us, and doesn’t make us “all bad”.

### Term 4

| Week 10 | Ready Set You Can Do It | Did the students achieve the goals they set for themselves this Term? Did the students reach experience success. |

### Week 1 | Ready Set You Can Do It | Setting goals for yourself. What do you want to achieve this term? What do the teachers want you to achieve this year? |

### Week 2 | Confidence | Orient students to the lesson with a discussion about strong and weak personal qualities (traits). Explain that all people have both positive and negative (good and not-so-good) qualities. Ask students to discuss whether a few negative traits make a person totally bad or hopeless. Have students give reasons for the responses. Ask students to describe how it feels to get very down. Have them consider the situations of no one wanting to play with them at lunch, or getting a bad mark. Also ask students to say how getting very down effects their confidence. Introduce the way of thinking called “Accepting Myself.” Explain that it means not thinking badly of yourself when bad things happen. |

### Week 3 | Organised | Jane’s goal is to get an “A” for her social studies project, which is due in two weeks. She thinks it is very important to do a good job on the project, so she starts it well in advance of the due date. She sets aside half an hour each day for the next two weeks to work on the project. When friends call or ask her to play during her project time, she explains that this is her time to work. When she realises that she doesn’t understand some aspect of the project, she asks her teacher about it. When Jane hands in her project, she receives an “A.” Because she dedicated a great amount of effort to the project, Jane was able to reach her goal of getting an “A.” |

### Week 4 | Persistence | Explain that it is quite common for students to feel like they want to put off doing some work because it’s boring or hard. Introduce the term “procrastination” as another term for “laziness” and write it on the board. Have students pronounce it. Explain that procrastination means putting off doing something that you know you should be doing. Give some examples of how you procrastinate. Ask students for examples, and write them on the board. Indicate that the purpose of this lesson is for students to be able to come up with a plan of action when they catch themselves procrastinating. |

### Week 5 | Resilience | Explain to students that another strategy that will help them to stay calm in a difficult situation is by finding someone to talk to. Ask students to identify, and list on the board, the people they could talk to if they need support in staying calm and being resilient. Discuss the reasons why it is better to talk to someone about how one feels rather than keeping feelings bottled up inside. |

### Week 6 | Confidence | Discuss that everyone makes mistakes. Ask students to close their eyes and think about a time they made a mistake. After students have done this, lead a discussion using the
following questions:
1. How did you feel when you made a mistake?
2. Did anything horrible happen because of the mistake?
3. Do you think it is okay or even important to make mistakes once in a while?
4. What are some sensible thoughts you could have after you make a mistake?

Explain that a good way to think to help you cope with mistakes is called “Taking Risks.” Write its meaning on the board:
“While I would like to get all of my work correct and never make mistakes, I know my work can’t always be perfect, and that it is okay to make mistakes.”

| Week 7 | Organised | Ask students to discuss how they determine how much effort to put towards a goal. Point out that we often decide how much effort to put towards a goal by answering the following questions:
|        |          | 1. How important is the goal to us?
|        |          | 2. How difficult (or easy) will it be for us to reach the goal?
|        |          | 3. How much time will it take to reach the goal?
|        |          | C. Point out that the more important a goal is to us, the more likely we are to make a greater effort towards it. State that if we perceive a goal as too difficult, too easy, or taking up too much time, we sometimes fail to make our best effort. Therefore, we must remind ourselves of the importance of reaching the goal. |

| Week 8 | Persistence | Explain to students that sometimes we put off doing something because we have negative self-talk about the task we have to do. Sometimes in our self-talk we make up little excuses for not doing the work. With this type of self-talk, it is impossible to do the work. So the first step to doing something you have been putting off is becoming aware of this negative self-talk. |

| Week 9 | Resilience | How have you been Resilient this term/year? |

| Week 10 | Ready Set You Can Do It | Did the students achieve the goals they set for themselves this Term? Did the students experience success? |
KOUMALA STATE SCHOOL
Behavior Management Plan 2018
Reviewed Annually

1. Purpose

“If no one told you they loved you today, remember I do and I always will”
Linda Cliat-Waymann, Principal, North Philadelphia
TED Talk – “How to fix a broken school”, June 2015

Koumala State School has created a behaviour management plan that is purposeful in managing the behaviour of students. Koumala State School works with children from the ages of 5 through to 13 years of age. Children in this age range come to school with a range of experiences and support and they will need to learn how to manage themselves and others during the 7 years they spend at Koumala State School. Children will make mistakes and it is the obligation of the school to teach children how to behave, in conjunction with parents and other community groups.

All children and staff members have the right to teach and learn at school, but all children, parents, and staff, have the responsibility to create an environment for learning and these can be found in the behaviour philosophy:

**Whole school behaviour starts with me.**

As children, parents and staff, if you behave responsibly with your peers, and if you demonstrate respect to others and appreciate that mistakes can be made but we can all learn from them, then the whole school can move towards a supportive environment.

Three guiding principles should be found in each classroom:
1. Every class should have a Positive behaviour plan that is clearly understood by students and parents.
2. Every class should be a positive and supporting learning environment for all students
3. Student/Teacher relationships is a key to every classroom in that they are positive and respectful. Parent/Teacher relationships are important, if not more important, in establishing behaviour and respect for education.

At Koumala State School we are Purposeful in what we do and we are always aiming to improve. Our goal is to be proactive and optimistic in our management of children, and to create a positive environment for all students while we support and teach them. We wish them to be able to move to high school and achieve with a backpack full of academic skills and a raft of behaviour strategies.

“The kids who need love the most will always ask for it in the most unloving ways”
Russel Barkley
2. Research

“A positive, caring, respectful climate in the classroom is a prior condition to learning”
John Hattie, Visible Learning, 2012, pg. 78

To be able to change a school's behaviour it is important to use the vast amounts of research that supports positive change in schools. Some of the research that Koumala State School is using to support a positive approach to school management are from John Hattie, Dr Carol Dweck and the SWPBS school approach.

John Hattie strongly supports the ideals behind positive classroom environments and that the relationships between the teacher and the students can be THE difference in all students learning and achieving at school. He has written about the passion for teaching as it relates to the level of enthusiasm that the teacher shows, the extent of commitment to each student, to learning and to teaching itself (2012, pg. 35). This passion will reveal itself in a classroom that is focussed on the positive learning of all students. He also warns about the dangers of focussing on negative behaviour as children who think they are naughty will seek evidence to confirm themselves as naughty children (2012, pg. 45)

Dr Carol Dweck has written a book about Mindset and it deals with the two ways children and adults look at the world, through a Fixed Mindset or a Growth Mindset. When you enter a mindset you enter a new world. In one world – the world of fixed traits – success is about proving your smart or talented. Validating yourself. In the other – the world of changing qualities – it’s about stretching yourself to learn something new. Developing yourself. (2012 pg. 15). In other words, we can have a fixed mindset about ourselves or about others. A child may never achieve academically or behaviourally because we/they may have a fixed mindset about what they can do.

Positive Behaviour for Learning (PBL), previously known in state schools as Schoolwide Positive Behaviour Support (SWPBS) is a whole-school approach to creating a safe and supportive environment that has a strong evidence-base and is used in many Queensland state schools. At Koumala State School we are not a PBL school as we have only 1 staff member (from 2016 data) who has been trained in the program of SWPBS. While we are not a PBL school we follow the example set by the program.

• We are implementing a positive behaviour plan for every classroom and across the school.
• We teach the correct behaviours in classrooms.
• We collect both positive and negative data across the school
• We meet at regular intervals to discuss the data and identify areas, days, times and behaviours that are most common across the school or classrooms.
• We provide teachers with the support they need to address these issues in the class

As the research grows, so it will be added to the behaviour plan to ensure that Koumala State School students and teachers are up to date with the most relevant support available to maintain a positive experience for the whole school community.

“No matter how many mistakes you make, or how slow you progress. You are still way ahead of someone who isn’t even trying”
Tony Robbins
3. Consultation and data review

Koumala State School has been developing this plan during 2015 and we have been receiving regular feedback from staff. This ongoing approach to behaviour support will continue to be developed through 2016 and fed back to the staff and the P&C while we seek to create a school that supports all students.

4. Learning and behaviour statement

Our school community has identified the following school rules to teach and promote our high standards of responsible behaviour that will develop Responsible Learners who will:

• Be safe
• Be responsible
• Be respectful

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

In addition our school community have endorsed the following as expectations we have of students leaving Koumala State School at Year 6.

Our students will exit Yr 6 with a backpack of skills that will empower them to be:

• Literate
• Numerate
• Technological Natives
• Healthy and Active
• Resilient
• Respectful
• Responsible
• Tolerant

Our school also has a belief in the Rights and Responsibilities for our students, staff and community members. For a summary of these please refer to Appendix 2.

5. 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 Koumala 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.

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

The school day commences at 8:50am where students are reminded of our School Wide Positive Behaviour Support program. Students are explicitly taught the expected behaviour of focus for that week and this learning experience is reinforced each day while that particular behaviour remains a school wide focus.
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<td><strong>CLASSROOM</strong></td>
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<tr>
<td><strong>PLAYGROUND</strong></td>
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<td><strong>STAIRWELL/VERANDAHS</strong></td>
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<td><strong>TOILETS</strong></td>
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<td><strong>BUS LINES/ BUS TRAVEL</strong></td>
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<tr>
<td><strong>LIBRARY</strong></td>
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<tr>
<td><strong>EXTRA CURRICULAR PROGRAMS</strong></td>
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<tr>
<td><strong>Camps/Excursions</strong></td>
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<tr>
<td><strong>BE RESPECTFUL</strong></td>
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<tr>
<td>▪ Respect others’ personal space and property</td>
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<tr>
<td>▪ Care for equipment</td>
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<tr>
<td>▪ Clean up after yourself</td>
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<td>▪ Use polite language</td>
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<td>▪ Wait your turn</td>
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<td>▪ Respect others’ personal space and property</td>
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<tr>
<td>▪ Care for equipment</td>
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<tr>
<td>▪ Raise your hand to speak</td>
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<tr>
<td>▪ Respect others’ right to learn</td>
</tr>
<tr>
<td>▪ Talk in turns</td>
</tr>
<tr>
<td>▪ Be a good listener</td>
</tr>
<tr>
<td>▪ Participate in school approved games</td>
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<tr>
<td>▪ Wear shoes and socks at all times</td>
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<tr>
<td>▪ Be sun safe; wear a broad brimmed hat</td>
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<tr>
<td>▪ Rails are for hands</td>
</tr>
<tr>
<td>▪ Walk one step at a time</td>
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<tr>
<td>▪ Carry items</td>
</tr>
<tr>
<td>▪ Keep passage ways clear at all times</td>
</tr>
<tr>
<td>▪ Lift your feet when moving</td>
</tr>
<tr>
<td>▪ Respect privacy of others</td>
</tr>
<tr>
<td>▪ Respect school property (toilet doors, paper hand towel, toilet seats)</td>
</tr>
<tr>
<td>▪ Line up in designated area and wait quietly for the teacher</td>
</tr>
<tr>
<td>▪ Talk quietly when the bus is travelling</td>
</tr>
<tr>
<td>▪ Don’t distract the driver</td>
</tr>
<tr>
<td>▪ A waterproof bag is required for borrowing</td>
</tr>
<tr>
<td>▪ Respect school property (no vandalising tables, chairs or books)</td>
</tr>
<tr>
<td>▪ Be on time</td>
</tr>
<tr>
<td>▪ Be in the right place at the right time</td>
</tr>
<tr>
<td>▪ Follow instructions straight away</td>
</tr>
<tr>
<td>▪ Be prepared</td>
</tr>
<tr>
<td>▪ Complete set tasks</td>
</tr>
<tr>
<td>▪ Take an active role in classroom activities</td>
</tr>
<tr>
<td>▪ Keep work space tidy</td>
</tr>
<tr>
<td>▪ Be honest</td>
</tr>
<tr>
<td>▪ Be a problem solver</td>
</tr>
<tr>
<td>▪ Return equipment to appropriate place at the sports bell</td>
</tr>
<tr>
<td>▪ Move peacefully in single file</td>
</tr>
<tr>
<td>▪ Keep to the left</td>
</tr>
<tr>
<td>▪ Use toilets during breaks</td>
</tr>
<tr>
<td>▪ Arrive promptly (move quickly)</td>
</tr>
<tr>
<td>▪ Keep your body to yourself</td>
</tr>
<tr>
<td>▪ Go to the toilet, wash hands and get a drink prior to lining up</td>
</tr>
<tr>
<td>▪ Have your name marked on the bus roll</td>
</tr>
<tr>
<td>▪ Follow all bus rules</td>
</tr>
<tr>
<td>▪ Follow the driver’s instructions</td>
</tr>
<tr>
<td>▪ Use a browser card when searching for books</td>
</tr>
<tr>
<td>▪ Talk quietly</td>
</tr>
<tr>
<td>▪ Be a good listener</td>
</tr>
<tr>
<td>▪ Ask permission to leave the classroom</td>
</tr>
<tr>
<td>▪ Be on time</td>
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<td>▪ Keep work space tidy</td>
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<tr>
<td>▪ Be honest</td>
</tr>
<tr>
<td>▪ Play fairly – take turns, invite others to join in and follow rules</td>
</tr>
<tr>
<td>▪ Care for the environment</td>
</tr>
<tr>
<td>▪ Use playground equipment in a safe and sensible manner</td>
</tr>
<tr>
<td>▪ Walk quietly and orderly so that others are not disturbed</td>
</tr>
<tr>
<td>▪ Walk on every step (no jumping)</td>
</tr>
<tr>
<td>▪ Use hands on the handrail</td>
</tr>
<tr>
<td>▪ Wash hands</td>
</tr>
<tr>
<td>▪ Wait your turn</td>
</tr>
<tr>
<td>▪ Keep your belongings nearby</td>
</tr>
<tr>
<td>▪ Stay in your seat and sit still</td>
</tr>
<tr>
<td>▪ Keep your hands to yourself</td>
</tr>
<tr>
<td>▪ Use equipment appropriately</td>
</tr>
<tr>
<td>▪ Keep hands, feet and objects to yourself</td>
</tr>
<tr>
<td>▪ Pair up with a buddy</td>
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</tr>
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</tbody>
</table>

**BE RESPONSIBLE**

- Ask permission to leave the classroom
- Be on time
- Be in the right place at the right time
- Follow instructions straight away
- Use equipment appropriately
- Keep hands, feet and objects to yourself
- Use equipment appropriately
- Keep hands, feet and objects to yourself
- Pair up with a buddy
6. Positive Behaviour Principles Explained

“Your mind is a powerful thing, when you fill it with positive thoughts your life will start to change”
Zig Ziglar

Every class should have a Positive behaviour plan that is clearly understood by students and parents. Teachers need to be alert to the positive changes that students are making in the class. A plan should be in place that rewards the students for making positive choices and these rewards need to be regular, something that the students appreciate, and public. The positive data of the class needs to be maintained and collected at the end of the term to be presented at a staff meeting. This data will allow the staff to recognise which students are receiving the most ‘love’ and which students have not been noticed as often. A comparison of positive and negative data can sometimes show the correlation between students not receiving as much positive support while also receiving negative consequences. At Koumala it is imperative that all teachers actively seek ways to reward and encourage students for effort and positive behaviour.

Every class must be a positive and supporting learning environment for all students
When a student walks through the gate at 8:30am they should automatically move into a positive and supportive learning environment. It may be as simple as a good morning from a teacher, or even to check how things are going. This enables the staff member to assess how the child may be feeling and how prepared they are to start the day. From 8:30 through to when the child leaves at 3:00pm there should be a positive environment for them to work in. The classroom is a key environment and this can be where targeted teaching takes place. If a child is working in an area they are unsure about but have support and with achievable tasks, then behaviour management will take care of itself. When work is too easy, or hard, when the child does not know what to do, or is bored, that is when behaviour issues begin to occur.

Student/Teacher relationships is a key to every classroom in that they are positive and respectful
At Koumala State School the simple act of showing interest in the child outside of the classroom can create more learning and respect inside the classroom. Shaking of their hand when they come to school, asking about their football team on the weekend, or generally showing interest in the child builds up teacher credibility and can allow for more guidance when it comes to academic or behavioural conversations.

7. Positive Changes in the school

Focus on the Behaviour, not on the child
A child is a growing and developing person and can often make good and bad choices. It is imperative that we focus on the behaviour of the child and not label the child themselves. If a child makes a bad choice, they are not a bad child. The choice they made was bad and needs to be corrected but they are not themselves bad. Similar with positive behaviour, if a child makes a good choice then it is the choice they made that is to be congratulated, the child is not to be labelled as good. If a child makes a good choice and then later in the day they make a bad choice, if incorrectly labelled they can start the day as a good child and end the day as a bad child. Children will make mistakes, as adults do, and so all staff must focus on the behaviour not the child.

Conversation not consequence
At Koumala State School every behaviour will result in a consequence, but the consequence does not necessarily mean the behaviour will change unless there is a conversation around the behaviour. A child who chooses a negative behaviour can be handed a negative consequence, but teachers should not expect the consequence to change the behaviour. Rather the child has made a mistake, the consequence is handed down, but a conversation after to teach the child the correct behaviour needs to take place. So to with positive choices. If the child receives a positive consequence for something they have done, but are not aware as to what they have done, then they will not be able to do it again. It is important that staff do not assume the child knows why they are receiving the consequence, unless we have the conversation outlining the great choice they made.
“Stop being afraid of what could go wrong, and start being positive of what could go right”

**Talent v effort**
Research has shown that one of the most harmful ways of hurting the confidence of students is to focus our attention on their talent and ability. If we congratulate a student for being smart when completing a certain task, when the same student attempts a harder task and fails, the student could now feel that they are not smart. If teachers congratulate students on the effort they put in, they students are more likely to put in more effort on tasks that are harder. Dweck’s (2012) research shows many incidences of children as young as one all the way to professional athletes who have responded differently depending on the mindset they had before they even came to the task.

At Koumala State School we wish all students to develop a growth mindset and we encourage all teachers to lavish as much praise and attention on effort, hard work, ideas, and initiatives. Students should not be afraid of mistakes and need to be given stories of people who have made mistakes and succeeded.

**8. Parental Involvement**

While teachers will do whatever they can to ensure every child receives a great education and be as supportive and encouraging as they can. Every child begins every day in a home. The environment that is created, and the behaviour that is expected, in the home can play a significant role in the behaviour of the child at school. Children will come to the classroom in the state of mind that they left the home. Parents play an important role in ensuring their child’s state of mind is open to learning. Parents are encouraged to support the teachers and the Koumala Behaviour Plan and even implement the positivity in their home. Maslow’s Hierarchy of Needs can demonstrate the responsibilities the whole school community has in raising children and improving their academic and behavioural achievement.

**9. Maslow’s Hierarchy of Needs**

This chart demonstrates that the needs of children need to be met in the home before they can come to the classroom. Negative behaviour in children can stem from one of these needs not being met. Teachers at Koumala State School will provide the best education for children, and support from the school community can greatly assist in their progress and positive involvement in the classroom.
10. You Can Do It

“If we don’t teach our children how to behave, How can we punish them when they don’t?”

You Can Do It Program

The You Can Do It Program focuses on five key areas that are integral to the development of students at Koumala State School. The five focus topics of Confidence, Persistence, Organisation, Getting Along and Resilience will support students in their understanding of Being Safe, Respectful and Responsible. The language found in these behavioural concepts will be explored both as lessons and in everyday situations where teachers can find the opportunity to encourage students using these topics. There will be a focus topic a week and teachers can use these to assist in creating a Student of the Week award for Parade. This will allow these five topics to be explored on Parade 8 times each throughout the year, along with countless of other times during general school conversations.

<table>
<thead>
<tr>
<th>Confidence</th>
<th>Persistence</th>
<th>Organisation</th>
<th>Getting Along</th>
</tr>
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<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Resilience</td>
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</table>

11. Proactive Strategies

“The way positive reinforcement is carried out is more important than the amount”
B.F. Skinner

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

- **Praise.** Teacher, peer and parent praise to reinforce positive behaviours is an extremely powerful tool in determining exemplary behaviour.
- **Class Awards** – to recognise great behaviour in the class throughout the term
- **Gotcha Bands** - The three bands of different colours which have the three school rules written on them are to be handed out to students during both school time and class time for behaviour which is positive and needs to be encouraged and supported.
- **Stickers** – to be used as tools to identify and reward good behaviour throughout the day
- **A Daily/Weekly Behaviour Monitoring Chart.** This chart in the classroom is able to provide all students with nonverbal proof of their behaviour in the lesson or the day. The higher levels that state the three school rules will allow students to move up as their behaviour improves throughout the day.
- **Role modelling** by staff and school leaders and peers reinforces the behaviours expected.
  - **Classroom routine/rewards.** Each teacher is required to have a classroom responsible behaviour plan strategy that rewards exemplary behaviour and actions eg stickers, points class parties.
  - **Student of the Week** again reinforces positive classroom behaviours as each week a Student is nominated by their teacher to receive a merit certificate presented at Parade.
  - **Be Responsible, Be Respectful, Be Safe** All staff can reward positive actions by giving a student a “Be Responsible” slip that recognises their effort at demonstrating Responsible Behaviour. These are placed into a box each week and in a Lucky draw at parade a student is selected to win a prize. (Presently a Free meal from the Tuckshop, sponsored by the P and C)
  - **Student Councillor.** Students that are able to maintain high levels of good behaviour and leadership, are able to be selected to our Student Council which assists the school in our decision making process. This is a good way of providing peer models.
  - **School Leaders.** School Captains and Sports Captains provide the school with leadership and direction and again act as positive peer models.
- **Development of specific policies to address:**
  - The Use of Personal Technology Devices at school (Appendix 7)
- **Procedures for Preventing and Responding to Incidents of Bullying (including Cyberbullying)** (Appendix 8)

  - **High 5/High 3** The school actively advocates through posters, parade messages, teacher lessons, newsletters, song, raps and rhymes this program. Older children in Years 4-7 are taught to work issues/incidents through by thinking and actioning the following step by step process.
    1. *Talk friendly (ask them to stop)*
    2. *Talk firmly (ask them to stop, loud voice. Leaves person in no doubt as to the inappropriateness of actions.)*
    3. *Ignore.*
    4. *Walk away. (Takes two to have a conflict)*
    5. *Report. (As opposed to dobbing) This is where a person reports to have the actions cease rather than looking for retribution/getting someone punished.*

  A simplified 3-step process is used with the younger children in Years 1-3.
    1. *Talk friendly, ask them to stop.*
    2. *Walk away and ignore*
    3. *Tell a teacher if it doesn’t stop.*

  **Five Fingers of Friendship** - Students on a hand list 5 people they trust, so that if they have a problem they can use one of these people to assist.

  “You can’t control what other people do.
  You *can* control the way you react”

  **Gotcha Bands**

  The purpose of the Gotcha Bands is to ‘catch’ students displaying correct behaviour or responses in all parts of the day. Students will be given a Gotcha Band that they can wear around the school for the day. At the end of the day they must place their band on a stand so that their reward can go towards both a school and individual award. When a child receives 25/50/75/100 Gotcha bands they will be given an individual award on parade to celebrate their individual success. Every child who receives a Gotcha Band can also receive a Learner Award that goes towards the Tuckshop prize on Parade.

  **12. Negative Consequences**

  “When someone is nasty or treats you poorly, don’t take it personally.
  It says nothing about you, but a lot about them”

  At Koumala State School the teacher is in charge of the day to day management of their own students. Every teacher in the school needs to have a plan in place in dealing with the behaviour of students. These can include:

  - Ignore, praise a child for doing correct behaviour, Non-verbal direction
  - Proximity, Use of Behaviour Chart,
  - Consider the work, the pedagogy and planning
  - Provide warning, Use ‘I’ sentences, Give Feedback
  - Restate the rule, Actively listen
  - Stimulus change, Relocate others
  - Give student time to ‘Cool Down’
  - Acknowledging emotions

  If all these plans fail, then the behaviour may result in a detention. The teacher is to organise the detention of the child which may result in catching up on work, quiet time during play time, or other tasks the teacher deems appropriate as it relates to the behaviour.

  All detentions need to be logged on the Detention slip and handed into the Principal at the end of the day.
If it is felt that the behaviour needed a greater consequence, then the teacher can talk to the Principal about a white slip. If the Principal agrees it will then result in a number of detentions. This will be decided in consultation with the teacher. The Principal will then run that detention with the child.

All white slips will be written out by the Principal.

Students who behave in activities that are not negotiable will receive a suspension. This is recorded on a Pink slip and the Principal will be responsible for logging the behaviour and contacting the parents.

All consequences can be handed out and although some will change the behaviour it is important to have the conversation to ensure the lesson can be learnt.

Teachers must be aware of the environment they are creating, the curriculum constraints, the differentiation, the mindset of the child and the times they were positive to the student. Teachers should also identify triggers that may have caused behaviour concerns and move to avoid them in the future.

13. Tracking Behaviour

“You are free to choose.
You are not free from the consequence of your choice”

All information of student’s misbehaviour is kept on One School and on an internal monitoring school program. This school system will allow all staff to identify trends across the school in relation to times, places, behaviours, and students.

Parents must also be informed of all detentions through notes home in KIT books or phone calls so that the parent is aware of the child’s behaviour at school.

14. Rewards Days

At the end of the school term there will be a rewards day for students who have participated positively at school throughout the term. All students are welcome to attend and are automatically invited. Students who have had behaviour concerns across the term will be discussed with the teacher and the Principal. Teachers can make the argument for/against any child’s attendance in Rewards Day based on the data, or by the effort the child has made in the class.

Principal will make the final decision based on consultation with the teacher.

The program consists of the following components:
End of Term – class/teacher negotiated activities that are conducted at school ½ day only

Principal and Teachers will monitor detentions, white slips and pink slips through the school tracking process and OneSchool.

Encouraging and maintaining positive behaviours
Classroom rules and expectations:
• reflect the values of the wider school community
• embody the key messages and a common language
• recognise and focus on positive practices and behaviours
• are fair, clear and framed in a positive way
• are developed collaboratively with the class and continually revisited
• are modelled by staff
• are implemented in a consistent, fair and just manner
Responding to unacceptable behaviour

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

Re-directing low-level and infrequent problem behaviour

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

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

• Targeted behaviour support

Due to the size of Koumala State School, it is important to recognise that all staff are involved in the support of students who may need more targeted behaviour support. Contact is made between the students and the members of staff every day, in the playground, the classrooms and in the local community. Staff meetings are used to identify students who may require targeted support, and a team approach is used to formulate and record strategies for implementation. Parents/caregivers are involved in the support process through school support personnel (classroom teacher, LST, GO, Chaplain, Principal).

Koumala State School engages the You Can Do It program for the language to assist students in understanding how their behaviour can be

Strategies used for targeted behaviour support include:
• curriculum adjustment - differentiation
• verbal and non-verbal
• increased attention
• communication with the school community
• added responsibilities.

| Curriculum Adjustment | Staff determine whether a student may need further support in curriculum related areas, and adjustments are made where necessary. This may involve:
| | • working with a teacher aide or learning support teacher
| | • adjusted class work
| | • working with a peer or older student. |
| Verbal | Verbal reinforcement, used every day in both the classroom and playground, includes:
| | • specific reinforcement e.g. “Thank you for sitting down”.
| | • Targeted direction giving. |
| Non-Verbal | Non-verbal reinforcement, used every day in both the classroom and playground, includes:
| | • body language – smile, thumbs up
| | • behaviour charts
| | • privately understood signals
| | • proximity to the child in terms of desk placement or where staff members are standing
| | • awards.
| | • visual aids |
| Increased attention | Students may require increased attention for either curriculum needs or to reinforce acceptable behaviour. This may occur through:
| | • One on one curriculum support with the teacher
| | • Teacher aide support
| | • Work with another member of school staff
| | • Curriculum support through an older classmate. |
| Communication within the school community | Communication with the parents/caregivers occurs through all stages of targeted behaviour support, and includes positive/encouraging letters or phone calls home. |
| Added responsibilities - meaningful roles | A child who is receiving targeted behaviour support may benefit from added responsibilities within the class or school. These responsibilities can include: |
• Peer tutoring
• Working with a younger or older classmate
• Classroom jobs
• School jobs.

• Intensive behaviour support

At Koumala State School, all students who are considered to be “seriously at risk” of significant educational underachievement due to their inappropriate behaviours are supported using a proactive problem solving approach.

A functional analysis approach to assessing behavioural problems is adopted involving a systems approach that looks at the ‘whole’ child. It covers such areas as:

Case Management:
The case manager for each student who is identified as “seriously at risk” should be the class teacher. However a support team approach is adopted with staff working collaboratively. Students who are considered to be at risk and have experienced an array of severe management strategies, such as suspension or exclusion, should proceed through a systematic assessment procedure. This may include:
• collation of data which gives an overview of (a) problematic behaviours and (b) consequences implemented i.e. detentions, suspensions etc
• referral for discussion at the school special needs meeting (held weekly)
• referral to Guidance Officer for assessment and preliminary behavioural support
• referral to Advisory Visiting Teacher for Behaviour Support for consultation or support
• full team collaboration to undertake a functional behavioral assessment and develop an Individual Behaviour Support Plan.

Strategies used will be preventative, supportive and/or corrective.

Preventative – the action taken to prevent or minimise unnecessary disruption. This may include effective learning and teaching practices, classroom organisation, positive modelling and the use of appropriate content and curriculum material.

Supportive – the action taken to employ support for the student and teacher. This may mean strategies teachers put in place to assist students or it may mean additional support from other staff in the school for the teacher and student.

Corrective – the actions teachers take when disruptive behaviour occurs. This includes positive correction strategies outlined in the Individual Behaviour Support Plan.

All behaviour that is contrary to school and classroom procedures will be managed based on the individual/s involved. Parents of the child/children involved will be informed of major breaches of behaviour and consequences will be developed based on individual circumstances.

15. Emergency responses or critical incidents

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

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

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

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

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

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

**Follow through**
(If the student starts displaying the appropriate behaviour briefly acknowledge their choice and redirect 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 or
- causing or at risk of causing major property damage.

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

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

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

Physical intervention is not to be used as a response to:
- minor property destruction
- school disruption
- refusal to comply
- verbal threats
- leaving a classroom or the school, unless student safety is clearly threatened.

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

**Record keeping**
Each instance involving the use of physical intervention must be formally documented. The following records must be maintained:
- incident report (Appendix 10)
- Health and Safety incident record (link)
- debriefing report (for student and staff) (Appendix 9).

### 16. Consequences for unacceptable behaviour

*In 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.*

**Consequence Strategies.**
Koumala State School outlines a range of behaviours that are matched to consequences to manage inappropriate behaviours. While the table is not exhaustive it gives the possible consequences dependent upon each circumstance.
**Be Safe**

Students can:
- Walk under buildings
- Respect others’ personal space and property
- Care for equipment
- Clean up after themselves
- Use polite language
- Wait their turn
- Raise their hand to speak
- Respect others’ right to learn
- Talk in turns
- Be a good listener
- Respect others’ right to use online resources free from interference or bullying
- Keep any usernames or passwords private
- Follow all teacher instructions about keeping private information off online sites
- Play fairly – take turns, invite others to join in and follow rules
- Care for the environment
- Walk quietly and in an orderly way so that others are not disturbed
- Wash hands after using the toilet and before eating food

**Be Respectful**

Students can:
- Use equipment appropriately
- Respect others’ personal space and property
- Raise their hand to speak
- Respect others’ right to learn
- Keep hands, feet and objects to yourself
- Walk on the concrete
- Sit still
- Enter and exit room in an orderly manner
- Participate in use of approved online sites and educational games
- Be courteous and polite in all online communications
- Participate in school approved games
- Wear shoes and socks at all times
- Be sun safe; wear a broad brimmed hat
- Rails are for hands
- Walk one step at a time
- Carry items
- Keep passage ways clear at all times
- Respect privacy of others

**Be Responsible**

Students can:
- Ask permission to leave the classroom
- Be on time
- Be in the right place at the right time
- Follow instructions straight away
- Be prepared
- Complete set tasks
- Take an active role in classroom activities
- Keep work space tidy
- Be honest
- Report any unacceptable behaviour to a teacher
- Post only appropriate content online
- Be a problem solver
- Return equipment to appropriate place
- Move peacefully in single file
- Use toilets during breaks

<table>
<thead>
<tr>
<th>LEVEL</th>
<th>BEHAVIOURS</th>
<th>REWARDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Positive Category</td>
<td>✓ Cooperative In Class ✓ Play Well ✓ Uses Manners ✓ Is Courteous ✓ Positive Attitude ✓ Always completes set tasks and homework activities ✓ Takes care of the school and it’s playground ✓ Represents the school with pride when out in the community</td>
<td>✓ May attend all school functions ✓ Can be a school leader ✓ May attend extra – curricular activities (eg: Sport/Excursions/Concerts/In School Visits ✓ Can receive Parade awards ✓ Can receive positive reinforcement by way of in class and school rewards</td>
</tr>
<tr>
<td>LEVEL</td>
<td>BEHAVIOURS</td>
<td>REWARDS</td>
</tr>
<tr>
<td>-----------------------------</td>
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<td>-------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| Green Level (Positive Category) | ✓ Cooperative In Class  
✓ Play Well  
✓ Uses Manners  
✓ Is Courteous  
✓ Positive Attitude  
✓ Always completes set tasks and homework activities  
✓ Takes care of the school and its playground  
✓ Represents the school with pride when out in the community | ✓ May attend all school functions  
✓ Can be a school leader  
✓ May attend extra-curricular activities (eg: Sport/Excursions/Concerts/In School Visits  
✓ Can receive Parade awards  
✓ Can receive positive reinforcement by way of in class and school rewards |

<table>
<thead>
<tr>
<th>BEHAVIOUR</th>
<th>STRATEGIES</th>
<th>CONSEQUENCE</th>
</tr>
</thead>
</table>
| Minor Behaviour Teacher Controlled        | How is this child relating to the lesson?  
How is this child relating to the activity?  
Is this lesson providing the student a chance to succeed?  
**Teaching Strategies**  
Ignore  
Praise a child for doing correct behaviour  
Non-verbal direction  
Use of Behaviour Chart  
Consider the work, the pedagogy and planning  
Provide warning  
Use ‘I’ sentences  
Give Feedback  
Restate the rule  
Actively listen  
Stimulus change  
Relocate others  
Give student time to ‘Cool Down’  
Acknowledging emotions | Detention  
Buddy class approach  
Missing of playtime and spend time out with teacher, jobs may involve talking about behaviour in class, picking up rubbish, cleaning up gardens. Natural Consequence  
Detention slip reported to Admin and recorded on School plan and One School  
**Rebuild student/teacher relationship**  
Consideration always to be given to minimising embarrassment, dealing with issues in an acceptable, socially valid manner.  
• Least-to-most intrusive approach to dealing with behaviour issues. |
<table>
<thead>
<tr>
<th><strong>Major Behaviour</strong></th>
<th><strong>STRATEGIES</strong></th>
<th><strong>CONSEQUENCE</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Admin involved</td>
<td>What triggered this behaviour? Is there a pattern forming? What data does this child have containing this type of behaviour? Could this behaviour have been prevented?</td>
<td>White slip - Detention organised by the Principal &lt;br&gt;Missing of playtime and spend time out with teacher jobs may involve: &lt;br&gt;• Finishing work &lt;br&gt;• talking about behaviour in class &lt;br&gt;• picking up rubbish &lt;br&gt;• cleaning up gardens. &lt;br&gt;• Withdrawal from some school activities (eg: Disco, Excursions, Video Nights, Camps) &lt;br&gt;• Incident Report reported to Administration – Principal informed and updated</td>
</tr>
<tr>
<td>• Disobeying instructions from staff/supervising adults &lt;br&gt;• Not caring for resources/equipment &lt;br&gt;• Damage to clothing, equipment or environment &lt;br&gt;• Infrequent compliance with the school dress code &lt;br&gt;• Inappropriate language towards students on school grounds. &lt;br&gt;• Not reporting for detentions &lt;br&gt;• Wilful disobedience/refusal to comply with school rules &lt;br&gt;• Using objects within the school irresponsibly &lt;br&gt;• Leaving the classroom without permission &lt;br&gt;• Habitual/Persistent Bullying inc. Teasing &lt;br&gt;• Taking other’s property – classroom level (Teacher judgement req. based on students and age level) &lt;br&gt;• Actions in the community/ travelling to and from school that is determined to be bringing the schools name into disrepute &lt;br&gt;• Physical misconduct inc (Fighting) &lt;br&gt;• Leaving the classroom without permission &lt;br&gt;• Leaving the school grounds without permission</td>
<td>Reminder of school rules &lt;br&gt;Acknowledging the environment &lt;br&gt;Investigation of behaviour &lt;br&gt;Victim support</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Non Negotiable Behaviour</strong></th>
<th><strong>STRATEGIES</strong></th>
<th><strong>CONSEQUENCE</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>What triggered this behaviour? Is this behaviour pattern forming? What data does this child have containing this type of behaviour? Could this behaviour have been prevented?</td>
<td>Pink Slip &lt;br&gt;Suspension 1 – 5 days &lt;br&gt;Suspension 6 – 20 days &lt;br&gt;Suspension pending exclusion</td>
</tr>
<tr>
<td>• Wilful damage (Vandalism/graffiti to school resources, property or grounds ) &lt;br&gt;• Physical Assaults &lt;br&gt;• Sexual Harassment &lt;br&gt;• Smoking &lt;br&gt;• Possession/use of dangerous/harmful items (firearms, knives, explosives, illicit drugs, alcohol) &lt;br&gt;• Possession of inappropriate/offensive items or images from mobile phones, magazines, internet usage &lt;br&gt;• Aggressive/threatening/obscene (verbal/non-verbal) actions towards any person on school grounds/excursion/camp. &lt;br&gt;• Using objects within the school – endangering the safety of any person on school grounds &lt;br&gt;• Actions in the community/ travelling to and from school that are determined to be bringing the schools name into disrepute, endangering the safety of others and the bus driver.</td>
<td>Reminder of school rules &lt;br&gt;Acknowledging the environment &lt;br&gt;Investigation of behaviour &lt;br&gt;Victim support</td>
<td></td>
</tr>
<tr>
<td>• Incidents in the community/traveling to and from school that results in bringing the school’s name into disrepute &lt;br&gt;• Physical misconduct inc (Fighting) &lt;br&gt;• Using objects within the school – endangering the safety of any person on school grounds &lt;br&gt;• Actions in the community/ travelling to and from school that are determined to be bringing the schools name into disrepute, endangering the safety of others and the bus driver.</td>
<td>Who else needs to be informed?</td>
<td>Withdrawal from some school activities &lt;br&gt;Unable to attend Camps organised by the school. &lt;br&gt;Review Behavioural Contract &lt;br&gt;Inform District Office BMT for support &lt;br&gt;Parent/Student re-entry meeting and contract for behaviour &lt;br&gt;Referral to Guidance Officer</td>
</tr>
</tbody>
</table>
Koumala State School Behaviour Plan

Student → Is Behaviour Appropriate?

- No
  - Outside
    - Time Out with Teacher
      - Continues
        - Sent to Office
  - Inside
    - Class Plan
      - Continues
        - Principal Involved
          - Multiple Detentions
            - Suspension

- Yes
  - Class Reward Plan

Gotcha Band stickers...

- Outside
  - Learner Award
    - Weekly Raffle

- Inside
  - Continues
    - Gotcha Band stickers...
  - Inside
    - Individual Chart
      - Individual Award
        - Tracked in One School

Tracked in One School
Tracked in School Chart
**Detention Procedure**

- Use a range of proactive behavioural strategies (praise other students for good work, non-verbal redirection, curriculum related activity, etc) to remind the child to change their behaviour
- Student misbehaviour as per behaviour chart
- Provide a warning to the student for their behaviour
- Detention given – teacher controlled at the next break, or next day.
- Detention slip filled out and given to the Principal. Information is recorded on the School Behaviour Spreadsheet and One School.
- Detention slip given to the Admin for record keeping

**White Slip Procedure**

- Student Misbehaviour
- Teacher/Teacher Aide contact the Principal for a discussion about behaviour and the circumstance.
- Principal makes final decision
- White Slip explained to the child and given.
- Copy of white slip recorded on School Behaviour Spreadsheet and One School.
- White slip given to Admin for record keeping
- Students copy of the White Slip needs to be sighted and signed by parent and brought back to school
- Detention for 2 - 5 days organised by the Principal

**Pink Slip Procedure**

- Student Misbehaviour is extreme
- Teacher/Teacher Aide contact the Principal for a discussion about the behaviour, circumstance and witnesses.
- Pink slip and Suspension explained to the child and given.
- Phone call to the parents indicating the action and the consequence.
- Suspension can range from 1 – 20 days
- Pink slip entered into School Behaviour Spreadsheet and One School.
- Pink slip sent to the Admin for record keeping.

**Suspension School Re-entry**

Parent and student return to school for a re-entry meeting.

This meeting may include, but is not limited to:
- managed attendance,
- excepting responsibility for actions resulting in suspension,
- Behaviour book to track student’s actions and inform parents of their improvement.
Minor Behaviour

Students who seek to disrupt the learning of others will be dealt with by the teacher using a range of strategies. The first step for all teachers will be to positively engage those around the student for the great work they are doing. Teacher will be expected to use a range of non-verbal and verbal direction as well as proximity to bring the student back to the lesson. If options fail than the teacher can provide the child with a warning about their behaviour. If the student persists than the child will be required to participate in a detention organised by the teacher. If the student continues to disrupt the class the teacher may use a time out from the room, or engage the use of a buddy class.

Any time out of the room will automatically result in a detention to catch up on work missed. Detention will be completed either in the classroom with the teacher catching up on work missed, or it could be time spent cleaning the gardens and the grounds.

Teachers must also ask themselves:
- How is this child relating to the lesson?
- How is this child relating to the activity?
- Is this lesson providing the student a chance to succeed?

Understanding of these questions, and the differentiation that goes along with it, may ensure behavioural success for all students.

Detention sheets must be filled out and sent to the Principal. These detention sheets will be logged in the Behaviour Spreadsheet for data collection and collation. This will allow the staff to recognise trends in behaviour for all students. The information will also include an Insert Comment which will contain the name of the teacher, date and the time of day of the student’s behaviour.

<table>
<thead>
<tr>
<th>2015</th>
<th>Classroom disruptions</th>
<th>Physical Misconduct</th>
<th>Verbal Misconduct</th>
<th>Not follow Instructions</th>
<th>Property Misconduct</th>
<th>Total</th>
<th>White slips</th>
<th>Pink Slips</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Parents will be advised of the detention in their KIT books. Student's behaviour details will be added to One School.

Major Behaviour

Students who engage in major behaviour, or unexpected behaviour, similar to what is listed in the Behaviour Chart will move directly to a White Slip. Principal will be informed of the behaviour and the details listed on a white slip that will go home to parents. The student involved in the behaviour will receive a consequence organised by the Principal. These consequences could include catching up on work missed, cleaning the school grounds or providing community service to students during playtime.

Students will need to have a conversation with the Principal and/or Teacher regarding their behaviour as it relates to the school rules. They will be given the opportunity to recognise how their behaviour affected others in the conversation.

If the behaviour is deemed to be too dangerous or careless, or if other students are seriously injured, then a suspension can be applied to this situation.

The student’s behaviour details will be listed in One School. The white slip will also be listed in the School Behaviour Spreadsheet for further correspondence.

<table>
<thead>
<tr>
<th>2015</th>
<th>Classroom disruptions</th>
<th>Physical Misconduct</th>
<th>Verbal Misconduct</th>
<th>Not follow Instructions</th>
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<th>Pink Slips</th>
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<tr>
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<td></td>
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</tr>
</tbody>
</table>
Extreme incidents (Red)

Students who engage in extreme behaviour similar to what is listed in the Behaviour Chart will move directly to a Pink Slip. Principal will be informed of the behaviour and the details listed on a pink slip that will go home to parents. The student involved in the behaviour will be receive a consequence organised by the Principal ranging from 1 to 20 days suspension.

Students will need to have a conversation with the Principal, Teacher and parents regarding their behaviour as it relates to the school rules. They will be given the opportunity to recognise how their behaviour affected others in the conversation.

The student’s behaviour details will be listed in One School. The pink slip will also be listed in the School Behaviour Spreadsheet for further correspondence.

<table>
<thead>
<tr>
<th>2015</th>
<th>Classroom disruptions</th>
<th>Physical Misconduct</th>
<th>Verbal Misconduct</th>
<th>Not follow instructions</th>
<th>Property Misconduct</th>
<th>Total White slips</th>
<th>Pink Slips</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Classroom</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The notification will follow Education Queensland’s guidelines that state:

- Findings of Fact
- Reason for decision
- Decision.
- Notification of length of suspension with dates
- Notification of need to have re-entry meeting before student can return to classes

Grounds for School Disciplinary Absence

Grounds for suspension are:
- Disobedience
- Misconduct
- Other conduct of the student that is prejudicial to the good order and management of the school or state schools.

There are two types of suspension - 1-5 day and 6-20 day.

Grounds for Exclusion

The Principal can suspend a student with a proposal to exclude as per the grounds outlined from suspension, but the student's disobedience, misconduct or any other conduct must be so serious that suspension of the student is inadequate to deal with the behaviour. Additionally, the principal can suspend with a proposal to exclude for the student’s contravention of a behaviour improvement condition.

The Principal will only recommend the exclusion to their supervisor if they determine it is inappropriate for them to make the exclusion decision.

Grounds for Cancellation of Enrolment

The principal can cancel the enrolment of a post compulsory age student if the student displays persistent refusal to participate in the program of instruction.

Behaviour Improvement Condition

A Behaviour Improvement Condition is an option to be used only when the student's behaviour warrants grounds for exclusion ie: if the student's disobedience, misconduct or other conduct is so serious that suspension of the student from the school or schools is inadequate to deal with the behaviour.

For Students receiving a Suspension notice at Koumala State School:

If any student at Koumala State School receives either a 1-5 day or a 6 – 20 day suspension, the responsibilities to communicate positively between both family/families involved and the school is of high importance. At Koumala State School, we believe that once a suspension notice is handed down communicating effectively to achieve a positive outcome for all involved when returning back to school is the main aim.
If a student receives a suspension between:

(1-5 days) The school will take reasonable steps to ensure those student/s are provided school work so the continuation of their education can be provided for at home. (A re-entry meeting between family, student and Principal is a part of the process. No student is allowed back on school grounds until this meeting occurs and expectations are set)

(6-20 days) The school will arrange student access to an education program to allow the student to continue with their education. The school will also provide the necessary support networks and any suggestions for parents who may wish to follow up on in order for the student/s to re-enter back into the school system positively. (A re-entry meeting between family, student and Principal is a part of the process. No student is allowed back on school grounds until this meeting occurs and expectations are set)

At the re-entry meeting behavioural card and level review parameters will be set (please refer to Appendix 2).

Knives At School
It is important to note that students while on school grounds, as well as travelling to and from school or when on an excursion or camp, that knives are **totally banned**. Any student/s with knives found while on school grounds or that have been reported to the school by parents/carers or community will be made accountable for their action in accordance with the Koumala State School Behaviour Management Policy. Please refer to (Appendix 10)

Monitoring student behaviour is an important component of this Responsible Behaviour Plan (please refer to Appendix 3).

Good behaviour is rewarded via an invitation to participate in the Rewards Day Program at the end of each Term and the Year.

School Rules at Koumala State School can be organised under the 3 areas:

- Responsible
- Respectful
- Safety

(refer to Appendix 4)

Investigations

At Koumala State School children will be treated fairly through the following processes that are used to investigate an incident by the Principal or a nominated member of staff.

- Children are asked to write out their side of the issue. Verbal statements are taken from the younger students. This generally provides the children with the chance to "Cool Down", reflect on what actually happened and identify others who may assist with resolution of the issue.
- Investigation by Staff member or Principal using the “Responsible Thinking Questions” (refer to Appendix 5)
- Students are advised to come back later for further discussions if they feel aggrieved by a harsh decision. (This needs to be done in a calm and controlled manner not as a “temper” incident leading to secondary or increased consequences)
- Processes used at Koumala State School try to be consistent with those used within our democratic society and follow the basic law court premises of being treated fairly.
17. Network of student support
Students at Koumala State School are supported through positive reinforcement and a system of universal, targeted, and intensive behaviour supports by:

- Parents
- Teachers
- Support Staff
- Administration Staff
- Guidance Officer
- Advisory Visiting Teachers
- Mackay Student Support Services/Positive Learning Centre Staff
- 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

18. 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.

Koumala 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.

19. 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
20. 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

21. Some related resources

- 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
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- 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 or Chair, School Council

Regional Executive Director or Executive Director (Schools)

Date effective: 2016
APPENDIX 1

KOUMALA STATE SCHOOL
‘BELIEVE, STRIVE, ACHIEVE’

Be Safe  Be Respectful  Be Responsible
These overarching truths are what we expect from students and ourselves to enable children to enter a world as responsible citizens.

Confidence  Persistence  Organisation  Getting Along

Resilience
The language is more than a poster, it is a reflection tool for students and it needs to be said 600 times before the student accepts it is part of who they are.

Building Relationships  Positive Language  Differentiation  High Set of Expectations
These happen every day, in every classroom, in every lesson, to every child.

Staff  Students  Parents
The heart and soul of the school and the clients in whom we have been entrusted with.

At Koumala State School we believe in:
• the power of positive language around learning and behaviour
• Positive before punishment
• recognising the steps before behaviour, and building the relationship after the behaviour
• no limitations to the amount of ways we can engage students to learn and behave

<table>
<thead>
<tr>
<th>Positive Behaviour</th>
<th>Negative Behaviour</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Every behaviour has a consequence – Understand it, accept it and love it!</td>
<td>• Every behaviour has a consequence – Understand it, accept it and heed the warnings!</td>
</tr>
<tr>
<td>• All behaviour is tracked for the student – this enables us to choose you for some exciting rewards!</td>
<td>• All behaviour is tracked for the student – you will be sharing it with your parents, your teachers, and you won’t be going anywhere until you can explain it!</td>
</tr>
</tbody>
</table>
Appendix 2

Expectations.
Our school community has a belief in Rights, Responsibilities and Natural Consequences for Students, Staff and Community members. While the following is not exhaustive it does set out the basic operating procedures.

<table>
<thead>
<tr>
<th><strong>Student Rights</strong></th>
<th><strong>Student Responsibilities</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ Learn to your maximum potential.</td>
<td>✓ To learn to your potential by:</td>
</tr>
<tr>
<td>✓ To be treated with courtesy and respect, and able to express your feelings as an individual.</td>
<td>• being prepared for class</td>
</tr>
<tr>
<td>✓ Be in a safe environment and supervised appropriately in a “Duty of Care” environment.</td>
<td>• being attentive</td>
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<td></td>
<td>• being cooperative</td>
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<td></td>
<td>• being punctual</td>
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<td></td>
<td>• caring for your property</td>
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<td>• displaying a positive attitude to study</td>
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<td></td>
<td>✓ Treating others with respect through:</td>
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<td></td>
<td>• showing courtesy</td>
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<td>• using manners</td>
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<td></td>
<td>• being considerate</td>
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<td></td>
<td>• being tolerant of others’ views</td>
</tr>
<tr>
<td></td>
<td>• following instructions</td>
</tr>
<tr>
<td></td>
<td>✓ To care for yourself and your property as well as that of others, the school and community</td>
</tr>
<tr>
<td></td>
<td>• Caring for personal belongings</td>
</tr>
<tr>
<td></td>
<td>• Playing safely and obeying safety instructions</td>
</tr>
<tr>
<td></td>
<td>• Following school rules and teacher instructions</td>
</tr>
<tr>
<td></td>
<td>• Not using or possessing items of dangerous properties</td>
</tr>
<tr>
<td></td>
<td>• Not being malicious with other’s belongings.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Teacher/Staff Rights</strong></th>
<th><strong>Teacher/Staff Responsibilities</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ To teach in a supported and resourced and safe environment.</td>
<td>✓ To plan, teach and facilitate learning which:</td>
</tr>
<tr>
<td></td>
<td>• Support school policies, programs and plans</td>
</tr>
<tr>
<td></td>
<td>• Encourage and maintain acceptable patterns of behaviour.</td>
</tr>
<tr>
<td></td>
<td>• Assess student, class, school records, policies and programs.</td>
</tr>
<tr>
<td></td>
<td>• Professionally inform and report to students, parents, the Principal and System when required</td>
</tr>
<tr>
<td></td>
<td>• Establish and maintain classroom rules and procedures that are consistent with school and Departmental Policy</td>
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<tr>
<td></td>
<td>• Abide by EQ’s “Code of Conduct.”</td>
</tr>
<tr>
<td></td>
<td>• Implement “Child Protection” Policy and procedures.</td>
</tr>
<tr>
<td></td>
<td>• Identify and extend prior knowledge and experiences.</td>
</tr>
<tr>
<td>✓ To be treated with respect by students, colleagues and parents.</td>
<td>✓ To treat students, colleagues and parents with respect by</td>
</tr>
<tr>
<td></td>
<td>• Listening and respecting other’s abilities and opinions</td>
</tr>
<tr>
<td></td>
<td>• Act professionally in all communications</td>
</tr>
<tr>
<td><strong>Parent Rights</strong></td>
<td><strong>Parent Responsibilities</strong></td>
</tr>
<tr>
<td>-------------------</td>
<td>---------------------------</td>
</tr>
</tbody>
</table>
| ✓ To discuss with school staff, issues pertinent to your child’s academic, physical and social development. | ✓ Communicate with school personnel:  
  - at mutually convenient times  
  - Directly with the most relevant person (use the School communication flowchart from “Lets Talk.”)  
  - Have a realistic knowledge of your child’s abilities. |
| ✓ To participate in school activities that support your child’s Education. | ✓ To support and assist the school in the academic and social development of children through:  
  - Encouraging a positive attitude to schooling  
  - Advising the school of aspects which may influence the child’s development  
  - To work in a partnership approach with the school  
  - Participation in school events such as excursions, open days, reading, craft etc. |
| ✓ To participate in the school’s decision making process and have your opinions valued and respected. | ✓ Contribute positively to the school by:  
  - Valuing and respecting other’s opinions, values  
  - Participating in community forums, P and C, surveys, feedback response sheets  
  - Taking an active interest in school issues  
  - Encourage positive attitudes towards the school’s policies and expectations. |
### APPENDIX 3

**Behavioural Cards**

Students who are exhibiting behaviours that are concerning may be placed upon a behavioural contract, which monitors those particular students' behaviours throughout the day. This will be one of the more significant tools in providing feedback to the teacher, parent and students regarding their behaviour throughout the day.

<table>
<thead>
<tr>
<th>Time</th>
<th>Afternoon Session</th>
<th>Lunch</th>
<th>Middle Session</th>
<th>Lunch</th>
<th>Morning Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>9am  - 9:30am</td>
<td>2:15pm - 2:45pm</td>
<td>1:00pm - 1:30pm</td>
<td>12:15pm - 1:00pm</td>
<td>1:30pm - 2:30pm</td>
<td>9:30am - 10:00am</td>
</tr>
<tr>
<td>10:00am - 10:30am</td>
<td>12:45pm - 1:15pm</td>
<td></td>
<td>12:00pm - 12:45pm</td>
<td></td>
<td>10:00am - 10:30am</td>
</tr>
<tr>
<td>10:30am - 11:00am</td>
<td></td>
<td></td>
<td>10:30am - 11:15am</td>
<td></td>
<td>11:00am - 11:30am</td>
</tr>
</tbody>
</table>

**Behaviour Management Booklet**

- Work To Be Done
- Satisfaction Rating
- Signature
APPENDIX 3

Behavioural Records.
At Koumala State School, teachers will keep anecdotal records of children’s behaviour that serve as a basis for discussions with parents if a Student Behavioural Interview is required. These interviews are sought if students’ misbehaviour shows a recurrence of the same type of action/attitude. While each incident may well be quite minor it is the accumulative pattern that would be discussed.

When teachers believe that behaviours are of a persistent or serious nature then the Principal will be advised. In all behavioural matters the time, nature of incident, investigation and outcomes are stated in the schools Student Behavioural Register and One School. This provides a record of long-term behavioural references that are used by Education Queensland services such as Guidance Officers, and Investigation Officers from Regional Office.
APPENDIX 4

Rules at Koumala State School can be organised under the 3 following areas:

Responsible – Be It
Respect – Give It
Safety – Achieve It

School Rules:

The following are not an exhaustive set of rules for Koumala State School, however they do provide an excellent starting point for parents and students to gain an appreciation of what the School Community (Students, Staff and Parents) have developed over time as to being acceptable behaviour at Koumala State School. Rules may change from time to time due to varying circumstances and these will generally be discussed via School Parade and the newsletter to achieve consistency.

Interacting with others

- Treat others the way you would like to be treated
- Use the High 5 or High 3 when dealing with issues
- Use good manners
- Cooperate with others
- Listen to others and respect their opinions even though they may not be the same as yours.
- Ask for help, when you need it
- Try your best in school and play
- Allow yourself to calm down and then reapproach peers or staff if you feel you have been treated unfairly.
- Do not “back chat”
- Bullying physically or verbally will not be tolerated
- Obscene (swearing) language and physical violence will not be tolerated
- Obey Staff instructions at all times
- Wilful disobedience will not be tolerated
- Encourage others. Be Inclusive with work and play.

Property

- Be ready for school with the correct items
- Respect and care for your own property
- Use your own property rather than borrowing
- Put things away after use
- You are responsible for your own belongings. Keep desk trays and bags in an orderly fashion
- Toys, expensive personal items should be kept at home (I-pods, MP3 Players etc.)
- Take care of your belongings, do not place temptation in the way of others.
- Students should retain only small amounts of money.
- Give notes/monies to the teachers at collection time.
- Taking/using other people’s property will be regarded as theft
- Vandalism and Graffiti will incur very stiff penalties
- Mobile phones, I-Pods and MP3 players are to be handed in at the office
Safety

- You cannot leave the school grounds unless with a teacher or supervised.
- Dangerous items such as knives, matches, guns, explosives, drugs or alcohol are **NOT** to be brought to school or school function.
- Do not use sticks or stones to harm others.
- Play in areas where it is permitted, do not go into “out of bounds areas.”
- Place all rubbish in the bins.
- Do not use or move electrical equipment unless supervised by a teacher.
- Only enter school buildings when permitted and under teacher supervision.
- Shoes must be worn at all times unless under a teacher supervised activity.
- Report dangerous items, situations or animals to a staff member.
- Wear a hat when playing outside. No Hat, No Play!
- No hat means we remain seated under the main building.
- Wearing of School uniforms is highly recommended.
- Ear studs, sleepers and watches are the only permitted jewellery (unless authorisation is provided by the Principal).
- No running on the verandahs, courtyard and cement areas under the school.
Appendix 5
Detention Slip

**DATE:** __________

**DETENTION REFERRAL**

**Person:** ________________ **Class:** __________

Recommendation for Detention

☐ Serious incident - Pink slip OR
☐ Minor incident - White slip OR

☐ Non compliance with appropriate behaviour expectations
☐ Local Management Practices have previously been applied.

**Incident description / context:**

☐ Other people are involved.

**The person is aware of this referral? Yes / No**

Referred by: ______________________

**Attendance:**

☐ No (reminder to be given)
☐ Yes

**Supervisor:** ______________________

**Completion Date:** __________

---

**Session:**
Morning/Middle/Afternoon

**KLA:**

**Reason:**

---

**Session:**
Morning/Middle/Afternoon

**KLA:**

**Reason:**
### Examples of Behaviour

- Disobeying instructions from staff/supervising adults while representing the school on camp/on excursion
- Not caring for resources/equipment
- Damage to clothing, equipment or environment
- Infrequent compliance with the school dress code
- Inappropriate language towards students on school grounds.
- Not reporting for detentions
- Wilful disobedience/refusal to comply with school rules
- Using objects within the school irresponsibly
- Leaving the classroom without permission
- Habitual/Persistent Bullying inc. Teasing
- Taking other’s property – classroom level (Teacher judgement req. based on students and age level)
- Actions in the community/ travelling to and from school that is determined to be bringing the school name into disrepute
- Physical misconduct inc (Fighting)
- Physical misconduct inc (Fighting)
- Leaving the classroom without permission
- Leaving the school grounds without permission
**Examples of Behaviour**

- Wilful damage (Vandalism/graffiti to school resources, property or grounds)
- Physical Assaults
- Sexual Harassment
- Smoking
- Possession/use of dangerous/harmful items (firearms, knives, explosives, illicit drugs, alcohol)
- Possession of inappropriate/offensive items or images from mobile phones, magazines, internet usage
- Aggressive/threatening/obscene (verbal/non-verbal) actions towards any person on school grounds/excursion/camp.
- Using objects within the school – endangering the safety of any person on school grounds
- Leaving the school grounds without permission
- Actions in the community/ travelling to and from school that are determined to be bringing the schools name into disrepute, endangering the safety of others and the bus driver.
APPENDIX 7 -

Behaviour Reflection Sheet

Name: ______________________                Date: __________

1. What happened? What did I choose to do??

2. How did my actions affect the people involved?

3. Which school rule did I ignore?

4. What will happen if this behaviour continues?

5. What else could you have done?
   • A Better Choice.....

   Outcome of this would be...

   • Another Better Choice might be...

   Outcome of this would be...

6. What is the Best Choice?
Appendix 8

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 at School
Students who bring valuable personal technology devices like digital cameras, video cameras, ipods, mobile phones or MP3 players to school must hand them in to the office or their classroom teacher upon their arrival at school. They will then be collected at 3pm when travelling home.

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.

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

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

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

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

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

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

---

1 Education Queensland does not tolerate bullying behaviour at schools. This includes bullying conducted by electronic means.
Breach of this policy may be subject to discipline (including suspension and recommendation for exclusion).

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

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

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

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

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

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

*Personal Technology Devices includes, but is not limited to, games devices (such as Portable gaming devices, Tamagotchis®, laptop computers, PDAs, 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.*
Appendix 9

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

Purpose
1. Koumala 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 Koumala State School. Research indicates that both those being bullied and those who bully are at risk for behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community’s goals and efforts for supporting all students.

3. Bullying behaviours that will not be tolerated at Koumala 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 Koumala 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 Koumala State School are an addition to our already research-validated school wide 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 school wide universal behaviour support practices will be maintained at all times. This will ensure that:
   - Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour
• All students know the 3 school rules and have been taught the expected behaviours attached to each rule in all areas of the school
• All students have been or are being taught the specific routines in the nonclassroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms
• All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the non-classroom areas of the school
• A high level of quality active supervision is a permanent staff routine in the non-classroom 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 non-classroom areas.

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

10. An initial introductory lesson is delivered, which teaches the 3-step process to be used by all students when experiencing bullying behaviour either as a person being bullied, the person bullying or bystander.

11. The introductory lesson is followed by several shorter lessons, each of which focuses on one of the bullying behaviours that the school has identified and defined. These lessons include instruction on how to approach adults and also on what reactions and systemic responses they should expect from adults.

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

13. Koumala 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.
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 modified to accommodate their specific receptive and expressive needs.
WORKING TOGETHER TO KEEP KOUMALA STATE SCHOOL SAFE

We can work together to keep knives out of school. At Koumala State School:

• Every student has the right to feel safe and be safe at school.
• There is no reason for a student to have a knife at school.
• No knives are allowed to be taken to school by students.
• It is against the law for a student to have a knife at school.
• A student that has a knife at school can receive very serious consequences.

What kinds of knife are banned?

You are not allowed to have any type of knife at school including:

• flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives or craft knives
• any item that can be used as a weapon, for example, a chisel.

If you need a knife or tools for school subjects, school staff will provide them and supervise their use.

What will happen if I bring a knife to school?

• If you have a knife at school, the principal may call the police.
• Police can search you and your property at school if they think you have a knife.
• If you have a knife at school, you may be disciplined [disciplinary measures will be determined from relevant behaviour management school policy or procedure where appropriate. For example, suspension]
• You may be charged with a criminal offence and face serious consequences if convicted, including a fine or jail.

The points below apply to Education Queensland schools

• School property such as desks or lockers can be searched if the principal suspects that you have a knife on or in school property.
• If the principal thinks you have a knife in your bag, the bag can be confiscated until police arrive.
• If you have a knife at school, it can be confiscated by the principal and given to the police.
• You may face serious disciplinary consequences if you bring a knife to school.

How can I help to keep Koumala State School safe?

• Make sure you know the laws and rules about knives.
• Ask your parents not to put knives or knife tools in your lunch box, pencil case or craft kit.
• Contact your teacher if you are being bullied or threatened at school.
• Immediately tell a teacher or adult if you think someone has a knife at school, or if they say they will bring a knife to school.
• Immediately tell a teacher if a student is threatening anyone with an object that could injure them.
### Term 1

<table>
<thead>
<tr>
<th>Week</th>
<th>School Rule</th>
<th>Area</th>
<th>Behaviour Matrix</th>
<th>Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Be Respectful</td>
<td>All Areas</td>
<td>Respect others’ personal space and property</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Be Safe</td>
<td>Classroom</td>
<td>Respect School Property</td>
<td>Chairs pushed in when leaving</td>
</tr>
<tr>
<td>3</td>
<td>Be Safe</td>
<td>Stairwells and Verandas</td>
<td>Walk quietly and orderly so that others are not disturbed</td>
<td>Transitioning around the school</td>
</tr>
<tr>
<td>4</td>
<td>Be Safe</td>
<td>Classroom</td>
<td>Enter and Exit a room in an orderly fashion</td>
<td>Showing manners</td>
</tr>
<tr>
<td>5</td>
<td>Be Respectful</td>
<td>Classroom</td>
<td>Raise your hand to speak</td>
<td>Politeness</td>
</tr>
<tr>
<td>6</td>
<td>Be Responsible</td>
<td>Classroom</td>
<td>Keep work space tidy</td>
<td>The curse of the pencil shavings</td>
</tr>
<tr>
<td>7</td>
<td>Be Respectful</td>
<td>All Areas</td>
<td>Wait your turn</td>
<td>Patience</td>
</tr>
<tr>
<td>8</td>
<td>Be Respectful</td>
<td>All Areas</td>
<td>Clean up after yourself</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Be Responsible</td>
<td>Playground</td>
<td>Return equipment to the appropriate place</td>
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</tr>
</tbody>
</table>

### Term 2

<table>
<thead>
<tr>
<th>Week</th>
<th>School Rule</th>
<th>Area</th>
<th>Behaviour Matrix</th>
<th>Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Be Respectful</td>
<td>Bus Area</td>
<td>Line up in designated areas and wait quietly for the teacher</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Be Safe</td>
<td>All Areas</td>
<td>Keep Hands, feet and objects to yourself</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Be Responsible</td>
<td>Classroom</td>
<td>Complete set tasks</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Be Respectful</td>
<td>All Areas</td>
<td>Wait your turn</td>
<td>Especially while waiting for a teacher who is speaking to someone else.</td>
</tr>
<tr>
<td>5</td>
<td>Be Respectful</td>
<td>Classroom</td>
<td>Be a good listener</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Be Responsible</td>
<td>Playground</td>
<td>Be a Problem Solver</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Be Safe</td>
<td>Playground</td>
<td>Play fairly – take turns, invite others to join in</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Be Safe</td>
<td>Bus Area</td>
<td>Wait your turn</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Be Respectful</td>
<td>All Areas</td>
<td>Use polite language</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Be Responsible</td>
<td>All Areas</td>
<td>Be in the right place at the right time</td>
<td></td>
</tr>
</tbody>
</table>

### Term 3
<table>
<thead>
<tr>
<th>Week</th>
<th>School Rule</th>
<th>Area</th>
<th>Behaviour Matrix</th>
<th>Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Be Safe</td>
<td>Playground</td>
<td>Play fairly – take turns, invite others to join in and follow the rules</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Be Safe</td>
<td>Classroom</td>
<td>Use equipment appropriately</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Be Respectful</td>
<td>All Areas</td>
<td>Respect others personal space and property</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Be Responsible</td>
<td>Classroom</td>
<td>Take an Active role in classroom activities</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Be Respectful</td>
<td>All Areas</td>
<td>Use polite language</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Be Responsible</td>
<td>All Areas</td>
<td>Follow instructions right away</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Be Safe</td>
<td>Toilets</td>
<td>Respect school property</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Be Safe</td>
<td>Camps</td>
<td>Clean Up after yourself</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Be Safe</td>
<td>Bus lines/Bus Travel</td>
<td>Stay in your seat and sit still</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Be Responsible</td>
<td>All Areas</td>
<td>Be honest</td>
<td></td>
</tr>
</tbody>
</table>

**Term 4**

<table>
<thead>
<tr>
<th>Week</th>
<th>School Rule</th>
<th>Area</th>
<th>Behaviour Matrix</th>
<th>Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Be Respectful</td>
<td>Classroom</td>
<td>Raise your hand to speak</td>
<td>Begin the term with the correct focus</td>
</tr>
<tr>
<td>2</td>
<td>Be Responsible</td>
<td>Playground</td>
<td>Return equipment to the appropriate place at the bell</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Be Safe</td>
<td>All Areas</td>
<td>Use equipment appropriately</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Be Respectful</td>
<td>All Areas</td>
<td>Respect others personal space and property</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Be Responsible</td>
<td>Classroom</td>
<td>Take an Active Role in classroom activities</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Be Safe</td>
<td>Stairwells</td>
<td>Walk quietly and orderly so that others are not disturbed</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Be Respectful</td>
<td>All Areas</td>
<td>Clean Up after yourself</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Be Responsible</td>
<td>Swimming</td>
<td>Be Prepared</td>
<td>Water safety</td>
</tr>
<tr>
<td>9</td>
<td>Be Safe</td>
<td>Swimming</td>
<td>Swimming in a safe and sensible manner</td>
<td>Water safety</td>
</tr>
<tr>
<td>10</td>
<td>Be Respectful</td>
<td>All Areas</td>
<td>Care for equipment when packing up</td>
<td></td>
</tr>
</tbody>
</table>
## You Can Do It Term Plan

### Term 1

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Getting Along</td>
<td>Make a friend, be a friend.</td>
</tr>
<tr>
<td>Week 2</td>
<td>Ready Set You Can do It</td>
<td>Students will understand what success means for them.</td>
</tr>
<tr>
<td>Week 3</td>
<td>Organised</td>
<td>Students will explain what it means to be organised and give examples.</td>
</tr>
<tr>
<td>Week 4</td>
<td>Persistence</td>
<td>Students will be able to state the meaning of Persistence.</td>
</tr>
<tr>
<td>Week 5</td>
<td>Confidence</td>
<td>Students will be able to demonstrate what confidence means both in and out of the classroom.</td>
</tr>
<tr>
<td>Week 6</td>
<td>Resilience</td>
<td>Students will explain what Resilience looks like and feels like for them. They can describe when they would need Resilience.</td>
</tr>
<tr>
<td>Week 7</td>
<td>Getting Along</td>
<td>Discuss with students the meaning of “friendship.” Ask students whether they believe it is possible to form a friendship with someone who doesn’t like them. Ask them to explain their answers. Remind them that even though we may not like everyone we still need to use getting along behaviours. Point out that for us to have “true blue” (good) friendships, we must treat others the way we want to be treated.</td>
</tr>
<tr>
<td>Week 8</td>
<td>Organised</td>
<td>‘We Strive to Progress’. What does that mean? How do we have to be organised to progress forward and what are we striving for. We cannot move forward without being organised. Consider the harder I practise, the luckier I get!</td>
</tr>
<tr>
<td>Week 9</td>
<td>Persistence</td>
<td>Point out that if we exaggerate how difficult something is, we will tend to find it harder to be persistent. This is because we tend to under-estimate our own ability to complete this task (e.g., “This is too hard. I’m not smart enough to do it.”). Ask the following questions: 1. Have you ever exaggerated or “blown up” how hard something was to do? What was it? 2. Have you ever thought that an extremely hard task was “impossible”? How did you feel about doing the task when you thought this way?</td>
</tr>
<tr>
<td>Week 10</td>
<td>Ready Set You Can do It</td>
<td>What has success looked like for you this term</td>
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</table>

### Term 2

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Topic</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Ready Set You Can Do it</td>
<td>Setting goals for yourself. What do you want to achieve this term? What do the teachers want you to achieve this year?</td>
</tr>
<tr>
<td>Week 2</td>
<td>Confidence</td>
<td>Write on the board the following thoughts: “This is too hard”, “I can’t do it.” Explain that these ideas are two of the biggest ideas that can destroy your confidence. Have your class provide counters to these two ideas (e.g., “The more I try to do something, the easier it gets.”). Indicate that one of the most powerful ways of thinking is called “I Can Do It!” I Can Do It! means that you think, “I’m probably going to be successful rather than fail at doing this.”</td>
</tr>
<tr>
<td>Week 3</td>
<td>Organised</td>
<td>Indicate that setting goals can help you achieve them. For example, setting a goal to be a better speller can help you achieve the goal. Students who regularly set goals for themselves tend to do better.</td>
</tr>
</tbody>
</table>
goals have a way of thinking called “Setting Goals.”
Say to students that people who are organised set goals ahead of time so they
know what they want to achieve and the steps to take them there.

| Week 4 | Persistence | Ask students the following questions:
1. Which types of tasks and activities (Easy, Hard, Impossible) are you most likely
to avoid or give up at doing?
2. Which types of tasks and activities are you most likely to attempt and keep
going until you have finished?
3. If you think something will be hard, will you be more likely or less likely to keep
trying than if you think it is impossible?
4. If you think something is easy (e.g., writing a poem) and you find that it’s really
hard, what effect will this have on your trying to do it (Answer: more likely to give
up than if you originally thought it would be hard). |

| Week 5 | Resilience | Resilience in NAPLAN week is what the focus should be on. Don’t worry if you
don’t know, or don’t think its correct, keep going and keep believing in yourself. |

| Week 6 | Confidence | Instruct students to write two thought statements each day that will help them
have the confidence necessary to work on the difficult task.
Instruct students to repeat their new, confidence-building thoughts aloud five
times, and to themselves five times, just before working on their difficult task each
day. |

| Week 7 | Organised | Instruct students to set a long-term goal of excelling at something at which they
are not very good.
Instruct students to write this long-term goal. Have them write several short-term
goals they will work towards in order to reach their long-term goal. |

| Week 8 | Persistence | Point out that if we exaggerate how difficult something is, we will tend to find it
harder to be persistent. This is because we tend to under-estimate our own ability
to complete this task
(e.g., “This is too hard. I’m not smart enough to do it.”). Ask the following
questions:
1. Have you ever exaggerated or “blown up” how hard something was to do? What
was it?
2. Have you ever thought that an extremely hard task was “impossible”? How did
you feel about doing the task when you thought this way? |

| Week 9 | Resilience | Display an "Emotional Thermometer" (Teacher Guide Sheets). State that students
can use this thermometer to take their emotional temperature; we will see how
hot or cold
our emotions are. Explain that the numbers on this thermometer represent how
much (hot) or how little (cold) of an emotion we have inside (e.g., “If I’m extremely
excited, or angry or worried, my emotional temperature might rise to the highest
level on the thermometer.”) |

| Week 10 | Mindset | Talk about the difference between a fixed and a growth mindset. How do the
children respond to an environment or stimulus? What do they believe they can
do? More information on Carol Dweck as the term goes on. |

| Week 11 | Ready Set You Can do It | Students will understand what success meant for them this term. |

### Term 3

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Description</th>
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</table>
| Week 1 | Ready Set You Can Do it | Setting goals for yourself. What do you want to achieve this term? What do the
teachers want you to achieve this year? |
| Week 2 | Confidence | Recognise what your body tells you when you are feeling confident, recognise how
you feel when you are not. What activities have you started when you have felt
confident you could achieve them, what has the teacher noticed? |
List how you feel, what you feel like and what your body is telling you. How can you use those feelings for good?

| Week 3 | Organised | Discuss the meaning of the word “goal.” Indicate to students that a goal is something a person decides to do that cannot be done all at once, but can be done in steps. Give several examples of goals as follows:
1. Your school is having a canned food collection. The student who collects the most cans wins a handheld computer game. You know that last year the winning student collected 96 cans. Your goal might be to collect 100 cans.
2. You have a 10-word spelling test on Friday. You missed two words on the last test. Your goal might be to get them all right this week. |

| Week 4 | Persistence | Have a getting started chair and a homework chair. Stand up and begin to walk from the “Getting Started” chair towards the “Homework” chair. Ask the class to suggest some obstacles that could block a student’s progress from doing homework (e.g., not having necessary materials, not knowing what to do, feeling like you can’t do the work, being tired, having the television on). Write each suggestion on a piece of paper and place it on the floor in the path between the two chairs. |

| Week 5 | Resilience | Explain that our thoughts may also be resilient or not resilient. Differentiate between resilient and not resilient thoughts as follows:
1. Resilient thoughts are ideas that are sensible, true and help us to be calm. For example, when you make a mistake on your work, it is sensible to think to yourself “We all make mistakes, making a mistake doesn’t make me bad”. We call this kind of thinking “Accepting Myself” thinking.
2. Non-resilient thoughts are ideas that are not sensible and true and cause us to have hurtful emotions and behaviours. For example, when you make a mistake on your work, it is not resilient to think “I’ve made a mistake, I’m a loser”. We call that kind of thinking “Self Downing”. Explain that Self Downing means thinking that I am a total failure or useless when I have been rejected or have not achieved a good result. |

| Week 6 | Getting Along | Think happy thoughts about someone else and hope that they succeed at something today. |

| Week 7 | Confidence | Point out that if we worry too much about something, we will lose confidence and will not perform as well as we would like. For example, if we worry too much about a test, we may panic, forget everything we have studied and, therefore, perform poorly on the actual test. Or, if we worry too much about who we’re going to play with at recess, we might be distracted in class, not learn, and end up not having a fun recess break either. Ask students for examples of times when they worried so much about something that it caused them problems. |

| Week 8 | Organised | Explain the purpose of setting goals using the following illustration:
1. A truck driver is about to go on a trip. He has the best truck you can buy and a full tank of fuel. The only problem is he does not know where he is going. How will he get there if he does not know where he is going?
2. Explain that setting goals is like deciding where to go on a trip. We have to know where we are going, to move in the right direction to get there. We have to set goals to know what we should do. Once we have set a goal, we have to keep working until we reach it, just like the truck driver has to keep driving to reach his destination. |

| Week 9 | Persistence | Explain that Hard Yakka is a term that can be used to refer to any task or activity we have to do that is not fun, exciting, or easy. Give some examples of things from your own life that you find to be Hard Yakka (e.g., correcting papers, planning lessons, running off worksheets, doing laundry). |

| Week 10 | Resilience | Explain that when someone acts badly and treats you unfairly or inconsiderately it can sometimes lead you to feel very angry and to lash out. A negative way of thinking that can make you feel this way is called “Being Intolerant of Others” |
(write on the board). Then write up on the board and discuss: Indicate that Being Intolerant of Others means thinking that people should always treat me fairly and considerately and when they do not I can’t stand it and they are totally bad. It would be much more helpful when these things happen if you can stay calm and return to your work or play.

Explain to students that a way of thinking that can help them be resilient is “Being Tolerant of Others” and write it on the board. You can also write its meaning on the board: Being tolerant of others means accepting that everyone acts unfairly towards others some of the time and not making an overall judgement of a person based on one action or incident. It also means acknowledging that we all have habits or behaviours that can be annoying to others, but that is just one small part of us, and doesn’t make us “all bad”.

| Week 10 | Ready Set You Can Do It | Did the students achieve the goals they set for themselves this Term? Did the students reach experience success. |

**Term 4**

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Ready Set You Can Do It</td>
<td>Setting goals for yourself. What do you want to achieve this term? What do the teachers want you to achieve this year?</td>
</tr>
<tr>
<td>Week 2</td>
<td>Confidence</td>
<td>Orient students to the lesson with a discussion about strong and weak personal qualities (traits). Explain that all people have both positive and negative (good and not-so-good) qualities. Ask students to discuss whether a few negative traits make a person totally bad or hopeless. Have students give reasons for the responses. Ask students to describe how it feels to get very down. Have them consider the situations of no one wanting to play with them at lunch, or getting a bad mark. Also ask students to say how getting very down effects their confidence. Introduce the way of thinking called “Accepting Myself.” Explain that it means not thinking badly of yourself when bad things happen.</td>
</tr>
<tr>
<td>Week 3</td>
<td>Organised</td>
<td>Jane’s goal is to get an “A” for her social studies project, which is due in two weeks. She thinks it is very important to do a good job on the project, so she starts it well in advance of the due date. She sets aside half an hour each day for the next two weeks to work on the project. When friends call or ask her to play during her project time, she explains that this is her time to work. When she realises that she doesn’t understand some aspect of the project, she asks her teacher about it. When Jane hands in her project, she receives an “A.” Because she dedicated a great amount of effort to the project, Jane was able to reach her goal of getting an “A.”</td>
</tr>
<tr>
<td>Week 4</td>
<td>Persistence</td>
<td>Explain that it is quite common for students to feel like they want to put off doing some work because it’s boring or hard. Introduce the term “procrastination” as another term for “laziness” and write it on the board. Have students pronounce it. Explain that procrastination means putting off doing something that you know you should be doing. Give some examples of how you procrastinate. Ask students for examples, and write them on the board. Indicate that the purpose of this lesson is for students to be able to come up with a plan of action when they catch themselves procrastinating.</td>
</tr>
<tr>
<td>Week 5</td>
<td>Resilience</td>
<td>Explain to students that another strategy that will help them to stay calm in a difficult situation is by finding someone to talk to. Ask students to identify, and list on the board, the people they could talk to if they need support in staying calm and being resilient. Discuss the reasons why it is better to talk to someone about how one feels rather than keeping feelings bottled up inside.</td>
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<tr>
<td>Week 6</td>
<td>Confidence</td>
<td>Discuss that everyone makes mistakes. Ask students to close their eyes and think about a time they made a mistake. After students have done this, lead a discussion using the</td>
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</table>
following questions:
1. How did you feel when you made a mistake?
2. Did anything horrible happen because of the mistake?
3. Do you think it is okay or even important to make mistakes once in a while?
4. What are some sensible thoughts you could have after you make a mistake?
Explain that a good way to think to help you cope with mistakes is called “Taking Risks.” Write its meaning on the board:
“While I would like to get all of my work correct and never make mistakes, I know my work can’t always be perfect, and that it is okay to make mistakes.”

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Activity</th>
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</table>
| Week 7  | Organised     | Ask students to discuss how they determine how much effort to put towards a goal. Point out that we often decide how much effort to put towards a goal by answering the following questions:  
1. How important is the goal to us?  
2. How difficult (or easy) will it be for us to reach the goal?  
3. How much time will it take to reach the goal?  
C. Point out that the more important a goal is to us, the more likely we are to make a greater effort towards it. State that if we perceive a goal as too difficult, too easy, or taking up too much time, we sometimes fail to make our best effort. Therefore, we must remind ourselves of the importance of reaching the goal. |
| Week 8  | Persistence   | Explain to students that sometimes we put off doing something because we have negative self-talk about the task we have to do. Sometimes in our self-talk we make up little excuses for not doing the work. With this type of self-talk, it is impossible to do the work. So the first step to doing something you have been putting off is becoming aware of this negative self-talk. |
| Week 9  | Resilience    | How have you been Resilient this term/year?                              |
| Week 10 | Ready Set You Can Do It | Did the students achieve the goals they set for themselves this Term? Did the students experience success? |
1. Purpose

“If no one told you they loved you today, remember I do and I always will”
Linda Cliat-Waymann, Principal, North Philadelphia
TED Talk – “How to fix a broken school”, June 2015

Koumala State School has created a behaviour management plan that is purposeful in managing the behaviour of students. Koumala State School works with children from the ages of 5 through to 13 years of age. Children in this age range come to school with a range of experiences and support and they will need to learn how to manage themselves and others during the 7 years they spend at Koumala State School. Children will make mistakes and it is the obligation of the school to teach children how to behave, in conjunction with parents and other community groups.

All children and staff members have the right to teach and learn at school, but all children, parents, and staff, have the responsibility to create an environment for learning and these can be found in the behaviour philosophy:

Whole school behaviour starts with me.

As children, parents and staff, if you behave responsibly with your peers, and if you demonstrate respect to others and appreciate that mistakes can be made but we can all learn from them, then the whole school can move towards a supportive environment.

Three guiding principles should be found in each classroom:
1. Every class should have a Positive behaviour plan that is clearly understood by students and parents.
2. Every class should be a positive and supporting learning environment for all students
3. Student/Teacher relationships is a key to every classroom in that they are positive and respectful. Parent/Teacher relationships are important, if not more important, in establishing behaviour and respect for education.

At Koumala State School we are Purposeful in what we do and we are always aiming to improve. Our goal is to be proactive and optimistic in our management of children, and to create a positive environment for all students while we support and teach them. We wish them to be able to move to high school and achieve with a backpack full of academic skills and a raft of behaviour strategies.

“The kids who need love the most will always ask for it in the most unloving ways”
Russel Barkley
To be able to change a school’s behaviour it is important to use the vast amounts of research that supports positive change in schools. Some of the research that Koumala State School is using to support a positive approach to school management are from John Hattie, Dr Carol Dweck and the SWPBS school approach.

John Hattie strongly supports the ideals behind positive classroom environments and that the relationships between the teacher and the students can be THE difference in all students learning and achieving at school. He has written about the passion for teaching as it relates to the level of enthusiasm that the teacher shows, the extent of commitment to each student, to learning and to teaching itself (2012, pg. 35). This passion will reveal itself in a classroom that is focussed on the positive learning of all students. He also warns about the dangers of focussing on negative behaviour as children who think they are naughty will seek evidence to confirm themselves as naughty children (2012, pg. 45).

Dr Carol Dweck has written a book about Mindset and it deals with the two ways children and adults look at the world, through a Fixed Mindset or a Growth Mindset. When you enter a mindset you enter a new world. In one world – the world of fixed traits – success is about proving your smart or talented. Validating yourself. In the other – the world of changing qualities – it’s about stretching yourself to learn something new. Developing yourself. (2012 pg. 15). In other words, we can have a fixed mindset about ourselves or about others. A child may never achieve academically or behaviourally because we/they may have a fixed mindset about what they can do.

Positive Behaviour for Learning (PBL), previously known in state schools as Schoolwide Positive Behaviour Support (SWPBS) is a whole-school approach to creating a safe and supportive environment that has a strong evidence-base and is used in many Queensland state schools. At Koumala State School we are not a PBL school as we have only 1 staff member (from 2016 data) who has been trained in the program of SWPBS. While we are not a PBL school we follow the example set by the program.

- We are implementing a positive behaviour plan for every classroom and across the school.
- We teach the correct behaviours in classrooms.
- We collect both positive and negative data across the school
- We meet at regular intervals to discuss the data and identify areas, days, times and behaviours that are most common across the school or classrooms.
- We provide teachers with the support they need to address these issues in the class

As the research grows, so it will be added to the behaviour plan to ensure that Koumala State School students and teachers are up to date with the most relevant support available to maintain a positive experience for the whole school community.

“No matter how many mistakes you make, or how slow you progress. You are still way ahead of someone who isn’t even trying”

Tony Robbins
3. Consultation and data review

Koumala State School has been developing this plan during 2015 and we have been receiving regular feedback from staff. This ongoing approach to behaviour support will continue to be developed through 2016 and fed back to the staff and the P&C while we seek to create a school that supports all students.

4. Learning and behaviour statement

Our school community has identified the following school rules to teach and promote our high standards of responsible behaviour that will develop Responsible Learners who will:

- Be safe
- Be responsible
- Be respectful

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

In addition our school community have endorsed the following as expectations we have of students leaving Koumala State School at Year 6.

Our students will exit Yr 6 with a backpack of skills that will empower them to be:

- Literate
- Numerate
- Technological Natives
- Healthy and Active
- Resilient
- Respectful
- Responsible
- Tolerant

Our school also has a belief in the Rights and Responsibilities for our students, staff and community members. For a summary of these please refer to Appendix 2.

5. 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 Koumala 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.

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

The school day commences at 8:50am where students are reminded of our School Wide Positive Behaviour Support program. Students are explicitly taught the expected behaviour of focus for that week and this learning experience is reinforced each day while that particular behaviour remains a school wide focus.
<table>
<thead>
<tr>
<th>ALL AREAS</th>
<th>CLASSROOM</th>
<th>PLAYGROUND</th>
<th>STAIRWELL/ VERANDAHS</th>
<th>TOILETS</th>
<th>BUS LINES/ BUS TRAVEL</th>
<th>LIBRARY</th>
<th>EXTRA CURRICULAR PROGRAMS (Camps/ Excursions)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>BE RESPECTFUL</strong></td>
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<tr>
<td>▪ Respect others’ personal space and property</td>
<td>▪ Raise your hand to speak</td>
<td>▪ Participate in school approved games</td>
<td>▪ Rails are for hands</td>
<td>▪ Respect privacy of others</td>
<td>▪ Line up in designated area and wait quietly for the teacher</td>
<td>▪ Respect others’ personal space and property</td>
<td></td>
</tr>
<tr>
<td>▪ Care for equipment</td>
<td>▪ Respect others’ right to learn</td>
<td>▪ Wear shoes and socks at all times</td>
<td>▪ Walk one step at a time</td>
<td>▪ Respect school property (toilet doors, paper hand towel, toilet seats)</td>
<td>▪ Talk quietly when the bus is travelling</td>
<td>▪ Care for equipment</td>
<td></td>
</tr>
<tr>
<td>▪ Clean up after yourself</td>
<td>▪ Talk in turns</td>
<td>▪ Be sun safe; wear a broad brimmed hat</td>
<td>▪ Carry items</td>
<td>▪ Don’t distract the driver</td>
<td>▪ Have your name marked on the bus roll</td>
<td>▪ Clean up after yourself</td>
<td></td>
</tr>
<tr>
<td>▪ Use polite language</td>
<td>▪ Be a good listener</td>
<td>▪ Lift your feet when moving</td>
<td>▪ Keep passage ways clear at all times</td>
<td></td>
<td>▪ Follow all bus rules</td>
<td>▪ Use polite language</td>
<td></td>
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<tr>
<td>▪ Wait your turn</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>▪ Follow the driver’s instructions</td>
<td>▪ Wait your turn</td>
<td></td>
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<tr>
<td>▪ Use polite language</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>▪ Use polite language</td>
<td></td>
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<tr>
<td><strong>BE RESPONSIBLE</strong></td>
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<tr>
<td>▪ Ask permission to leave the classroom</td>
<td>▪ Be prepared</td>
<td>▪ Be a problem solver</td>
<td>▪ Move peacefully in single file</td>
<td>▪ Use toilets during breaks</td>
<td>▪ Arrive promptly (move quickly)</td>
<td>▪ Respect others’ personal space and property</td>
<td></td>
</tr>
<tr>
<td>▪ Be on time</td>
<td>▪ Complete set tasks</td>
<td>▪ Return equipment to appropriate place at the sports bell</td>
<td>▪ Keep to the left</td>
<td></td>
<td>▪ Keep your body to yourself</td>
<td>▪ Care for equipment</td>
<td></td>
</tr>
<tr>
<td>▪ Be in the right place at the right time</td>
<td>▪ Take an active role in classroom activities</td>
<td></td>
<td></td>
<td></td>
<td>▪ Go to the toilet, wash hands and get a drink prior to lining up</td>
<td>▪ Clean up after yourself</td>
<td></td>
</tr>
<tr>
<td>▪ Follow instructions straight away</td>
<td>▪ Keep work space tidy</td>
<td></td>
<td></td>
<td></td>
<td>▪ Have your name marked on the bus roll</td>
<td>▪ Use polite language</td>
<td></td>
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<tr>
<td></td>
<td>▪ Be honest</td>
<td></td>
<td></td>
<td></td>
<td>▪ Follow all bus rules</td>
<td>▪ Wait your turn</td>
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<tr>
<td><strong>BE SAFE</strong></td>
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<tr>
<td>▪ Use equipment appropriately</td>
<td>▪ Walk fairly – take turns, invite others to join in and follow rules</td>
<td>▪ Play fairly – take turns, orderly so that others are not disturbed</td>
<td>▪ Use playground equipment in a safe and sensible manner</td>
<td>▪ Wash hands</td>
<td>▪ Use a browser card when searching for books</td>
<td>▪ Respect others’ personal space and property</td>
<td></td>
</tr>
<tr>
<td>▪ Keep hands, feet and objects to yourself</td>
<td>▪ Sit still</td>
<td>▪ Walk quietly and orderly so that others are not disturbed</td>
<td>▪ Use hands on the handrail</td>
<td>▪ Wash hands</td>
<td>▪ Talk quietly</td>
<td>▪ Care for equipment</td>
<td></td>
</tr>
<tr>
<td>▪ Walk</td>
<td>▪ Enter and exit room in an orderly manner</td>
<td>▪ Walk on every step (no jumping)</td>
<td>▪ Use hands on the handrail</td>
<td>▪ Wait your turn</td>
<td></td>
<td>▪ Clean up after yourself</td>
<td></td>
</tr>
<tr>
<td>▪ Sit still</td>
<td>▪ Respect school property (no vandalising tables, chairs and books)</td>
<td>▪ Use hands on the handrail</td>
<td>▪ Keep your hands to yourself</td>
<td>▪ Use equipment appropriately</td>
<td></td>
<td>▪ Use equipment appropriately</td>
<td></td>
</tr>
<tr>
<td>▪ Enter and exit room in an orderly manner</td>
<td>▪ Care for the environment</td>
<td>▪ Keep your hands to yourself</td>
<td></td>
<td>▪ Keep your belongings nearby</td>
<td></td>
<td>▪ Keep hands, feet and objects to yourself</td>
<td></td>
</tr>
<tr>
<td>▪ Respect school property (no vandalising tables, chairs and books)</td>
<td>▪ Use playground equipment in a safe and sensible manner</td>
<td></td>
<td></td>
<td>▪ Stay in your seat and sit still</td>
<td></td>
<td>▪ Pair up with a buddy</td>
<td></td>
</tr>
</tbody>
</table>
6. Positive Behaviour Principles Explained

“Your mind is a powerful thing, when you fill it with positive thoughts your life will start to change”

Zig Ziglar

Every class should have a Positive behaviour plan that is clearly understood by students and parents. Teachers need to be alert to the positive changes that students are making in the class. A plan should be in place that rewards the students for making positive choices and these rewards need to be regular, something that the students appreciate, and public. The positive data of the class needs to be maintained and collected at the end of the term to be presented at a staff meeting. This data will allow the staff to recognise which students are receiving the most ‘love’ and which students have not been noticed as often. A comparison of positive and negative data can sometimes show the correlation between students not receiving as much positive support while also receiving negative consequences. At Koumala it is imperative that all teachers actively seek ways to reward and encourage students for effort and positive behaviour.

Every class must be a positive and supporting learning environment for all students
When a student walks through the gate at 8:30am they should automatically move into a positive and supportive learning environment. It may be as simple as a good morning from a teacher, or even to check how things are going. This enables the staff member to assess how the child may be feeling and how prepared they are to start the day. From 8:30 through to when the child leaves at 3:00pm there should be a positive environment for them to work in. The classroom is a key environment and this can be where targeted teaching takes place. If a child is working in an area they are unsure about but have support and with achievable tasks, then behaviour management will take care of itself. When work is too easy, or hard, when the child does not know what to do, or is bored, that is when behaviour issues begin to occur.

Student/Teacher relationships is a key to every classroom in that they are positive and respectful
At Koumala State School the simple act of showing interest in the child outside of the classroom can create more learning and respect inside the classroom. Shaking of their hand when they come to school, asking about their football team on the weekend, or generally showing interest in the child builds up teacher credibility and can allow for more guidance when it comes to academic or behavioural conversations.

7. Positive Changes in the school

Focus on the Behaviour, not on the child
A child is a growing and developing person and can often make good and bad choices. It is imperative that we focus on the behaviour of the child and not label the child themselves. If a child makes a bad choice, they are not a bad child. The choice they made was bad and needs to be corrected but they are not themselves bad. Similar with positive behaviour, if a child makes a good choice then it is the choice they made that is to be congratulated, the child is not to be labelled as good. If a child makes a good choice and then later in the day they make a bad choice, if incorrectly labelled they can start the day as a good child and end the day as a bad child. Children will make mistakes, as adults do, and so all staff must focus on the behaviour not the child.

Conversation not consequence
At Koumala State School every behaviour will result in a consequence, but the consequence does not necessarily mean the behaviour will change unless there is a conversation around the behaviour. A child who chooses a negative behaviour can be handed a negative consequence, but teachers should not expect the consequence to change the behaviour. Rather the child has made a mistake, the consequence is handed down, but a conversation after to teach the child the correct behaviour needs to take place. So to with positive choices. If the child receives a positive consequence for something they have done, but are not aware as to what they have done, then they will not be able to do it again. It is important that staff do not assume the child knows why they are receiving the consequence, unless we have the conversation outlining the great choice they made.
“Stop being afraid of what could go wrong, and start being positive of what could go right”

Talent v effort
Research has shown that one of the most harmful ways of hurting the confidence of students is to focus our attention on their talent and ability. If we congratulate a student for being smart when completing a certain task, when the same student attempts a harder task and fails, the student could now feel that they are not smart. If teachers congratulate students on the effort they put in, they students are more likely to put in more effort on tasks that are harder. Dweck’s (2012) research shows many incidences of children as young as one all the way to professional athletes who have responded differently depending on the mindset they had before they even came to the task.

At Koumala State School we wish all students to develop a growth mindset and we encourage all teachers to lavish as much praise and attention on effort, hard work, ideas, and initiatives. Students should not be afraid of mistakes and need to be given stories of people who have made mistakes and succeeded.

8. Parental Involvement

While teachers will do whatever they can to ensure every child receives a great education and be as supportive and encouraging as they can. Every child begins every day in a home. The environment that is created, and the behaviour that is expected, in the home can play a significant role in the behaviour of the child at school. Children will come to the classroom in the state of mind that they left the home. Parents play an important role in ensuring their child’s state of mind is open to learning. Parents are encouraged to support the teachers and the Koumala Behaviour Plan and even implement the positivity in their home. Maslow’s Hierarchy of Needs can demonstrate the responsibilities the whole school community has in raising children and improving their academic and behavioural achievement.

9. Maslow’s Hierarchy of Needs

This chart demonstrates that the needs of children need to be met in the home before they can come to the classroom. Negative behaviour in children can stem from one of these needs not being met. Teachers at Koumala State School will provide the best education for children, and support from the school community can greatly assist in their progress and positive involvement in the classroom.

<table>
<thead>
<tr>
<th>Self-actualization: achieving one's full potential, including creative activities</th>
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</thead>
<tbody>
<tr>
<td>Esteem needs: prestige and feeling of accomplishment</td>
</tr>
<tr>
<td>Belongingness and love needs: intimate relationships, friends</td>
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<tr>
<td>Safety needs: security, safety</td>
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<tr>
<td>Physiological needs: food, water, warmth, rest</td>
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<tr>
<td>Basic needs</td>
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<tr>
<td>Psychological needs</td>
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<tr>
<td>Self-fulfillment needs</td>
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Parents and Guardians

School
10. You Can Do It

“If we don’t teach our children how to behave, How can we punish them when they don’t?”

You Can Do It Program
The You Can Do It Program focuses on five key areas that are integral to the development of students at Koumala State School. The Five focus topics of Confidence, Persistence, Organisation, Getting Along and Resilience will support students in their understanding of Being Safe, Respectful and Responsible. The language found in these behavioural concepts will be explored both as lessons and in everyday situations where teachers can find the opportunity to encourage students using these topics. There will be a focus topic a week and teachers can use these to assist in creating a Student of the Week award for Parade. This will allow these five topics to be explored on Parade 8 times each throughout the year, along with countless of other times during general school conversations.

Confidence Persistence Organisation Getting Along Resilience

11. Proactive Strategies

“The way positive reinforcement is carried out is more important than the amount”
B.F. Skinner

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

- **Praise.** Teacher, peer and parent praise to reinforce positive behaviours is an extremely powerful tool in determining exemplary behaviour.
- **Class Awards** – to recognise great behaviour in the class throughout the term
- **Gotcha Bands** - The three bands of different colours which have the three school rules written on them are to be handed out to students during both school time and class time for behaviour which is positive and needs to be encouraged and supported.
- **Stickers** – to be used as tools to identify and reward good behaviour throughout the day
- **A Daily/Weekly Behaviour Monitoring Chart.** This chart in the classroom is able to provide all students with nonverbal proof of their behaviour in the lesson or the day. The higher levels that state the three school rules will allow students to move up as their behaviour improves throughout the day.
- **Role modelling** by staff and school leaders and peers reinforces the behaviours expected.
  - **Classroom routine/rewards.** Each teacher is required to have a classroom responsible behaviour plan strategy that rewards exemplary behaviour and actions eg stickers, points class parties.
  - **Student of the Week** again reinforces positive classroom behaviours as each week a Student is nominated by their teacher to receive a merit certificate presented at Parade.
  - **Be Responsible, Be Respectful, Be Safe** All staff can reward positive actions by giving a student a “Be Responsible” slip that recognises their effort at demonstrating Responsible Behaviour. These are placed into a box each week and in a Lucky draw at parade a student is selected to win a prize. (Presently a Free meal from the Tuckshop, sponsored by the P and C)
  - **Student Councillor.** Students that are able to maintain high levels of good behaviour and leadership, are able to be selected to our Student Council which assists the school in our decision making process. This is a good way of providing peer models.
  - **School Leaders.** School Captains and Sports Captains provide the school with leadership and direction and again act as positive peer models.
- **Development of specific policies to address:**
  - The Use of Personal Technology Devices at school (Appendix 7)
Procedures for Preventing and Responding to Incidents of Bullying (including Cyberbullying) (Appendix 8)

- **High 5/High 3** The school actively advocates through posters, parade messages, teacher lessons, newsletters, song, raps and rhymes this program. Older children in Years 4-7 are taught to work issues/incidents through by thinking and actioning the following step by step process.
  1. **Talk friendly (ask them to stop)**
  2. **Talk firmly (ask them to stop, loud voice. Leaves person in no doubt as to the inappropriateness of actions.)**
  3. **Ignore.**
  4. **Walk away. (Takes two to have a conflict)**
  5. **Report. (As opposed to dobbling) This is where a person reports to have the actions cease rather than looking for retribution/getting someone punished.**

A simplified 3-step process is used with the younger children in Years 1-3.
  1. **Talk friendly, ask them to stop.**
  2. **Walk away and ignore**
  3. **Tell a teacher if it doesn’t stop.**

**Five Fingers of Friendship** - Students on a hand list 5 people they trust, so that if they have a problem they can use one of these people to assist.

“You can't control what other people do. You can control the way you react”

**Gotcha Bands**
The purpose of the Gotcha Bands is to ‘catch’ students displaying correct behaviour or responses in all parts of the day. Students will be given a Gotcha Band that they can wear around the school for the day. At the end of the day they must place their band on a stand so that their reward can go towards both a school and individual award. When a child receives 25/50/75/100 Gotcha bands they will be given an individual award on parade to celebrate their individual success. Every child who receives a Gotcha Band can also receive a Learner Award that goes towards the Tuckshop prize on Parade.

**12. Negative Consequences**

“When someone is nasty or treats you poorly, don’t take it personally. It says nothing about you, but a lot about them”

At Koumala State School the teacher is in charge of the day to day management of their own students. Every teacher in the school needs to have a plan in place in dealing with the behaviour of students. These can include:

- Ignore, praise a child for doing correct behaviour, Non-verbal direction
- Proximity, Use of Behaviour Chart,
- Consider the work, the pedagogy and planning
- Provide warning, Use ‘I’ sentences, Give Feedback
- Restate the rule, Actively listen
- Stimulus change, Relocate others
- Give student time to ‘Cool Down’
- Acknowledging emotions

If all these plans fail, then the behaviour may result in a detention. The teacher is to organise the detention of the child which may result in catching up on work, quiet time during play time, or other tasks the teacher deems appropriate as it relates to the behaviour.

All detentions need to be logged on the Detention slip and handed into the Principal at the end of the day.
If it is felt that the behaviour needed a greater consequence, then the teacher can talk to the Principal about a white slip. If the Principal agrees it will then result in a number of detentions. This will be decided in consultation with the teacher. The Principal will then run that detention with the child.

All white slips will be written out by the Principal.

Students who behave in activities that are not negotiable will receive a suspension. This is recorded on a Pink slip and the Principal will be responsible for logging the behaviour and contacting the parents.

All consequences can be handed out and although some will change the behaviour it is important to have the conversation to ensure the lesson can be learnt.

Teachers must be aware of the environment they are creating, the curriculum constraints, the differentiation, the mindset of the child and the times they were positive to the student. Teachers should also identify triggers that may have caused behaviour concerns and move to avoid them in the future.

13. Tracking Behaviour

“You are free to choose.
You are not free from the consequence of your choice”

All information of student’s misbehaviour is kept on One School and on an internal monitoring school program. This school system will allow all staff to identify trends across the school in relation to times, places, behaviours, and students.

Parents must also be informed of all detentions through notes home in KIT books or phone calls so that the parent is aware of the child’s behaviour at school.

14. Rewards Days

At the end of the school term there will be a rewards day for students who have participated positively at school throughout the term. All students are welcome to attend and are automatically invited. Students who have had behaviour concerns across the term will be discussed with the teacher and the Principal. Teachers can make the argument for/against any child’s attendance in Rewards Day based on the data, or by the effort the child has made in the class. Principal will make the final decision based on consultation with the teacher.

The program consists of the following components:
End of Term – class/teacher negotiated activities that are conducted at school ½ day only

Principal and Teachers will monitor detentions, white slips and pink slips through the school tracking process and OneSchool.

Encouraging and maintaining positive behaviours

Classroom rules and expectations:
• reflect the values of the wider school community
• embody the key messages and a common language
• recognise and focus on positive practices and behaviours
• are fair, clear and framed in a positive way
• are developed collaboratively with the class and continually revisited
• are modelled by staff
• are implemented in a consistent, fair and just manner
Responding to unacceptable behaviour

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

Re-directing low-level and infrequent problem behaviour

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

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

- Targeted behaviour support

Due to the size of Koumala State School, it is important to recognise that all staff are involved in the support of students who may need more targeted behaviour support. Contact is made between the students and the members of staff every day, in the playground, the classrooms and in the local community. Staff meetings are used to identify students who may require targeted support, and a team approach is used to formulate and record strategies for implementation. Parents/caregivers are involved in the support process through school support personnel (classroom teacher, LST, GO, Chaplain, Principal).

Koumala State School engages the You Can Do It program for the language to assist students in understanding how their behaviour can be

Strategies used for targeted behaviour support include:
- curriculum adjustment - differentiation
- verbal and non-verbal
- increased attention
- communication with the school community
- added responsibilities.

| Curriculum Adjustment | Staff determine whether a student may need further support in curriculum related areas, and adjustments are made where necessary. This may involve:
|                        | • working with a teacher aide or learning support teacher
|                        | • adjusted class work
|                        | • working with a peer or older student. |
| Verbal                 | Verbal reinforcement, used every day in both the classroom and playground, includes:
|                        | • specific reinforcement e.g. “Thank you for sitting down”.
|                        | • Targeted direction giving. |
| Non-Verbal             | Non-verbal reinforcement, used every day in both the classroom and playground, includes:
|                        | • body language – smile, thumbs up
|                        | • behaviour charts
|                        | • privately understood signals
|                        | • proximity to the child in terms of desk placement or where staff members are standing
|                        | • awards.
|                        | • visual aids |
| Increased attention    | Students may require increased attention for either curriculum needs or to reinforce acceptable behaviour. This may occur through:
|                        | • One on one curriculum support with the teacher
|                        | • Teacher aide support
|                        | • Work with another member of school staff
|                        | • Curriculum support through an older classmate. |
| Communication within the school community | Communication with the parents/caregivers occurs through all stages of targeted behaviour support, and includes positive/encouraging letters or phone calls home. |
| Added responsibilities - meaningful roles | A child who is receiving targeted behaviour support may benefit from added responsibilities within the class or school. These responsibilities can include: |
- Peer tutoring
- Working with a younger or older classmate
- Classroom jobs
- School jobs.

### Intensive behaviour support

At Koumala State School, all students who are considered to be “seriously at risk” of significant educational underachievement due to their inappropriate behaviours are supported using a proactive problem solving approach.

A functional analysis approach to assessing behavioural problems is adopted involving a systems approach that looks at the ‘whole’ child. It covers such areas as:

**Case Management:**
The case manager for each student who is identified as “seriously at risk” should be the class teacher. However, a support team approach is adopted with staff working collaboratively. Students who are considered to be at risk and have experienced an array of severe management strategies, such as suspension or exclusion, should proceed through a systematic assessment procedure. This may include:

- collation of data which gives an overview of (a) problematic behaviours and (b) consequences implemented i.e. detentions, suspensions etc
- referral for discussion at the school special needs meeting (held weekly)
- referral to Guidance Officer for assessment and preliminary behavioural support
- referral to Advisory Visiting Teacher for Behaviour Support for consultation or support
- full team collaboration to undertake a functional behavioral assessment and develop an Individual Behaviour Support Plan.

Strategies used will be preventative, supportive and/or corrective.

**Preventative** – the action taken to prevent or minimise unnecessary disruption. This may include effective learning and teaching practices, classroom organisation, positive modelling and the use of appropriate content and curriculum material.

**Supportive** – the action taken to employ support for the student and teacher. This may mean strategies teachers put in place to assist students or it may mean additional support from other staff in the school for the teacher and student.

**Corrective** – the actions teachers take when disruptive behaviour occurs. This includes positive correction strategies outlined in the Individual Behaviour Support Plan.

All behaviour that is contrary to school and classroom procedures will be managed based on the individual/s involved. Parents of the child/children involved will be informed of major breaches of behaviour and consequences will be developed based on individual circumstances.

### 15. Emergency responses or critical incidents

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

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

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

**Basic defusing strategies**

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

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

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

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

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

**Physical Intervention**
Staff may make legitimate use of physical intervention if all non-physical interventions have been exhausted and a student is:
- physically assaulting another student or staff member
- posing an immediate danger to him/herself or to others or
- causing or at risk of causing major property damage.

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

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

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

Physical intervention is not to be used as a response to:
- minor property destruction
- school disruption
- refusal to comply
- verbal threats
- leaving a classroom or the school, unless student safety is clearly threatened.

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

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

- incident report (Appendix 10)
- **Health and Safety incident record** (link)
- debriefing report (for student and staff) (Appendix 9).

### 16. Consequences for unacceptable behaviour

*In 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.*

**Consequence Strategies.**
Koumala State School outlines a range of behaviours that are matched to consequences to manage inappropriate behaviours. While the table is not exhaustive it gives the possible consequences dependent upon each circumstance.
### Be Safe

Students can:
- Walk under buildings
- Respect others’ personal space and property
- Care for equipment
- Clean up after themselves
- Use polite language
- Wait their turn
- Raise their hand to speak
- Respect others’ right to learn
- Talk in turns
- Be a good listener
- Respect others’ right to use online resources free from interference or bullying
- Keep any usernames or passwords private
- Follow all teacher instructions about keeping private information off online sites
- Play fairly – take turns, invite others to join in and follow rules
- Care for the environment
- Walk quietly and in an orderly way so that others are not disturbed
- Wash hands after using the toilet and before eating food

### Be Respectful

Students can:
- Use equipment appropriately
- Respect others’ personal space and property
- Raise their hand to speak
- Respect others’ right to learn
- Keep hands, feet and objects to yourself
- Walk on the concrete
- Sit still
- Enter and exit room in an orderly manner
- Participate in use of approved online sites and educational games
- Be courteous and polite in all online communications
- Participate in school approved games
- Wear shoes and socks at all times
- Be sun safe; wear a broad brimmed hat
- Rails are for hands
- Walk one step at a time
- Carry items
- Keep passage ways clear at all times
- Respect privacy of others

### Be Responsible

Students can:
- Ask permission to leave the classroom
- Be on time
- Be in the right place at the right time
- Follow instructions straight away
- Be prepared
- Complete set tasks
- Take an active role in classroom activities
- Keep work space tidy
- Be honest
- Report any unacceptable behaviour to a teacher
- Post only appropriate content online
- Be a problem solver
- Return equipment to appropriate place
- Move peacefully in single file
- Use toilets during breaks

### Level

#### Behaviour

- **Cooperative In Class**
- **Play Well**
- **Uses Manners**
- **Is Courteous**
- **Positive Attitude**
- **Always completes set tasks and homework activities**
- **Takes care of the school and it’s playground**
- **Represents the school with pride when out in the community**

#### Rewards

- **May attend all school functions**
- **Can be a school leader**
- **May attend extra – curricular activities (eg: Sport/Excursions/Concerts/In School Visits**
- **Can receive Parade awards**
- **Can receive positive reinforcement by way of in class and school rewards**
<table>
<thead>
<tr>
<th>LEVEL</th>
<th>BEHAVIOURS</th>
<th>REWARDS</th>
</tr>
</thead>
</table>
| Green Level (Positive Category) | ✓ Cooperative In Class  
 ✓ Play Well  
 ✓ Uses Manners  
 ✓ Is Courteous  
 ✓ Positive Attitude  
 ✓ Always completes set tasks and homework activities  
 ✓ Takes care of the school and its playground  
 ✓ Represents the school with pride when out in the community | ✓ May attend all school functions  
 ✓ Can be a school leader  
 ✓ Mat attend extra – curricular activities (eg: Sport/Excursions/Concerts/In School Visits  
 ✓ Can receive Parade awards  
 ✓ Can receive positive reinforcement by way of in class and school rewards |

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<tr>
<th>BEHAVIOUR</th>
<th>STRATEGIES</th>
<th>CONSEQUENCE</th>
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</table>
| Minor Behaviour Teacher Controlled | • Infrequent inappropriate behaviours in class (rudeness/back chatting, name calling, rocking on chair, calling out, unresponsive in class or within the school),  
 • Lateness to class  
 • Playing in wrong areas/toilets  
 • Noncompliance with instructions  
 • Disrupting the learning of others while in the classroom  
 • Refusal to accept responsibility for actions  
 • Interference with others, their learning or their property  
 • Negative/Oppositional behaviour towards learning and work in the classroom/within the school  
 • Inappropriate play (running on cement, tackling, rough play)  
 • Jumping the fence to collect a ball without permission | How is this child relating to the lesson?  
 How is this child relating to the activity?  
 Is this lesson providing the student a chance to succeed?  
 **Teaching Strategies**  
 Ignore  
 Praise a child for doing correct behaviour  
 Non-verbal direction  
 Use of Behaviour Chart  
 Consider the work, the pedagogy and planning  
 Provide warning  
 Use ‘I’ sentences  
 Give Feedback  
 Restate the rule  
 Actively listen  
 Stimulus change  
 Relocate others  
 Give student time to ‘Cool Down’  
 Acknowledging emotions | Detention  
 Buddy class approach  
 Missing of playtime and spend time out with teacher, jobs may involve talking about behaviour in class, picking up rubbish, cleaning up gardens. Natural Consequence  
 Detention slip reported to Admin and recorded on School plan and One School  
 **Rebuild student/teacher relationship**  
 Consideration always to be given to minimising embarrassment, dealing with issues in an acceptable, socially valid manner.  
 • Least-to-most intrusive approach to dealing with behaviour issues. |
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<tr>
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</thead>
</table>
| **Major Behaviour Admin involved** | • Disobeying instructions from staff/supervising adults  
• Not caring for resources/equipment  
• Damage to clothing, equipment or environment  
• Infrequent compliance with the school dress code  
• Inappropriate language towards students on school grounds.  
• Not reporting for detentions  
• Wilful disobedience/refusal to comply with school rules  
• Using objects within the school irresponsibly  
• Leaving the classroom without permission  
• Habitual/Persistent Bullying inc. Teasing  
• Taking other’s property – classroom level (Teacher judgement req. based on students and age level)  
• Actions in the community/ travelling to and from school that is determined to be bringing the schools name into disrepute  
• Physical misconduct inc (Fighting)  
• Leaving the classroom without permission  
• Leaving the school grounds without permission | What triggered this behaviour?  
Is there a pattern forming?  
What data does this child have containing this type of behaviour?  
Could this behaviour have been prevented?  
• Reminder of school rules  
• Acknowledging the environment  
• Investigation of behaviour  
• Victim support | **White slip - Detention organised by the Principal**  
Missing of playtime and spend time out with teacher jobs may involve:  
• Finishing work  
• talking about behaviour in class  
• picking up rubbish  
• cleaning up gardens.  
• Withdrawal from some school activities (eg: Disco, Excursions, Video Nights, Camps)  
• Incident Report reported to Administration – Principal informed and updated |
| **Non Negotiable Behaviour** | • Wilful damage (Vandalism/graffiti to school resources, property or grounds)  
• Physical Assaults  
• Sexual Harassment  
• Smoking  
• Possession/use of dangerous/harmful items (firearms, knives, explosives, illicit drugs, alcohol)  
• Possession of inappropriate/offensive items or images from mobile phones, magazines, internet usage  
• Aggressive/threatening/obscene (verbal/non-verbal) actions towards any person on school grounds/excursion/camp.  
• Using objects within the school – endangering the safety of any person on school grounds  
• Actions in the community/ travelling to and from school that are determined to be bringing the schools name into disrepute, endangering the safety of others and the bus driver. | What triggered this behaviour?  
Is this behaviour pattern forming?  
What data does this child have containing this type of behaviour?  
Could this behaviour have been prevented?  
• Reminder of school rules  
• Acknowledging the environment  
• Investigation of behaviour  
• Victim support | **Pink Slip – Suspension 1 – 5 days**  
Suspension 6 – 20 days  
Suspension pending exclusion  
• Withdrawal from some school activities  
• Unable to attend Camps organised by the school.  
• Review Behavioural Contract  
• Inform District Office BMT for support  
• Parent/Student re-entry meeting and contract for behaviour  
• Referral to Guidance Officer |
ALL INCIDENTS ARE TO BE FORWARDED TO THE OFFICE FOR GAIL TO KEEP RECORD ON SPREADSHEET AND ONESCHOOL. THIS IS A PROCESS BASED ON THE PROFESSIONAL JUDGEMENT OF KOUMALA STATE SCHOOL STAFF.

<table>
<thead>
<tr>
<th><strong>Detention Procedure</strong></th>
<th><strong>White Slip Procedure</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Use a range of proactive behavioural strategies (praise other students for good work, non-verbal redirection, curriculum related activity, etc) to remind the child to change their behaviour</td>
<td>• Student Misbehaviour</td>
</tr>
<tr>
<td>• Student misbehaviour as per behaviour chart</td>
<td>• Teacher/Teacher Aide contact the Principal for a discussion about behaviour and the circumstance.</td>
</tr>
<tr>
<td>• Provide a warning to the student for their behaviour</td>
<td>• Principal makes final decision</td>
</tr>
<tr>
<td>• Detention given – teacher controlled at the next break, or next day.</td>
<td>• White Slip explained to the child and given.</td>
</tr>
<tr>
<td>• Detention slip filled out and given to the Principal.</td>
<td>• Copy of white slip recorded on School Behaviour Spreadsheet and One School.</td>
</tr>
<tr>
<td>Information is recorded on the School Behaviour Spreadsheet and One School.</td>
<td>• White slip given to Admin for record keeping</td>
</tr>
<tr>
<td>• Detention slip given to the Admin for record keeping</td>
<td>• Students copy of the White Slip needs to be sighted and signed by parent and brought back to school</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Pink Slip Procedure</strong></th>
<th><strong>Suspension School Re-entry</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Student Misbehaviour is extreme</td>
<td>Parent and student return to school for a re-entry meeting.</td>
</tr>
<tr>
<td>• Teacher/Teacher Aide contact the Principal for a discussion about the behaviour, circumstance and witnesses.</td>
<td>This meeting may include, but is not limited to:</td>
</tr>
<tr>
<td>• Pink slip and Suspension explained to the child and given.</td>
<td>• managed attendance,</td>
</tr>
<tr>
<td>• Phone call to the parents indicating the action and the consequence.</td>
<td>• excepting responsibility for actions resulting in suspension,</td>
</tr>
<tr>
<td>• Suspension can range from 1 – 20 days</td>
<td>• Behaviour book to track student’s actions and inform parents of their improvement.</td>
</tr>
<tr>
<td>• Pink slip entered into School Behaviour Spreadsheet and One School.</td>
<td></td>
</tr>
<tr>
<td>• Pink slip sent to the Admin for record keeping.</td>
<td></td>
</tr>
</tbody>
</table>
Minor Behaviour

Students who seek to disrupt the learning of others will be dealt with by the teacher using a range of strategies. The first step for all teachers will be to positively engage those around the student for the great work they are doing. Teacher will be expected to use a range of non-verbal and verbal direction as well as proximity to bring the student back to the lesson. If options fail than the teacher can provide the child with a warning about their behaviour. If the student persists than the child will be required to participate in a detention organised by the teacher. If the student continues to disrupt the class the teacher may use a time out from the room, or engage the use of a buddy class.

Any time out of the room will automatically result in a detention to catch up on work missed. Detention will be completed either in the classroom with the teacher catching up on work missed, or it could be time spent cleaning the gardens and the grounds.

Teachers must also ask themselves:

- How is this child relating to the lesson?
- How is this child relating to the activity?
- Is this lesson providing the student a chance to succeed?

Understanding of these questions, and the differentiation that goes along with it, may ensure behavioural success for all students.

Detention sheets must be filled out and sent to the Principal. These detention sheets will be logged in the Behaviour Spreadsheet for data collection and collation. This will allow the staff to recognise trends in behaviour for all students. The information will also include an Insert Comment which will contain the name of the teacher, date and the time of day of the student’s behaviour.

Parents will be advised of the detention in their KIT books. Student’s behaviour details will be added to One School.

Major Behaviour

Students who engage in major behaviour, or unexpected behaviour, similar to what is listed in the Behaviour Chart will move directly to a White Slip. Principal will be informed of the behaviour and the details listed on a white slip that will go home to parents. The student involved in the behaviour will receive a consequence organised by the Principal. These consequences could include catching up on work missed, cleaning the school grounds or providing community service to students during playtime.

Students will need to have a conversation with the Principal and/or Teacher regarding their behaviour as it relates to the school rules. They will be given the opportunity to recognise how their behaviour affected others in the conversation.

If the behaviour is deemed to be too dangerous or careless, or if other students are seriously injured, then a suspension can be applied to this situation.

The student’s behaviour details will be listed in One School.

The white slip will also be listed in the School Behaviour Spreadsheet for further correspondence.
**Extreme incidents (Red)**

Students who engage in extreme behaviour similar to what is listed in the Behaviour Chart will move directly to a Pink Slip. Principal will be informed of the behaviour and the details listed on a pink slip that will go home to parents. The student involved in the behaviour will be receive a consequence organised by the Principal ranging from 1 to 20 days suspension.

Students will need to have a conversation with the Principal, Teacher and parents regarding their behaviour as it relates to the school rules. They will be given the opportunity to recognise how their behaviour affected others in the conversation.

The student’s behaviour details will be listed in One School. The pink slip will also be listed in the School Behaviour Spreadsheet for further correspondence.

<table>
<thead>
<tr>
<th>2015</th>
<th>Classroom disruptions</th>
<th>Physical Misconduct</th>
<th>Verbal Misconduct</th>
<th>Not follow Instructions</th>
<th>Property Misconduct</th>
<th>Total White slips</th>
<th>Pink Slips</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The notification will follow Education Queensland’s guidelines that state:

- Findings of Fact
- Reason for decision
- Decision.
- Notification of length of suspension with dates
- Notification of need to have re-entry meeting before student can return to classes

**Grounds for School Disciplinary Absence**

**Grounds for suspension are:**
- Disobedience
- Misconduct
- Other conduct of the student that is prejudicial to the good order and management of the school or state schools.

There are two types of suspension - 1-5 day and 6-20 day.

**Grounds for Exclusion**
The Principal can suspend a student with a proposal to exclude as per the grounds outlined from suspension, but the student's disobedience, misconduct or any other conduct must be so serious that suspension of the student is inadequate to deal with the behaviour.

Additionally, the principal can suspend with a proposal to exclude for the student’s contravention of a behaviour improvement condition.

The Principal will only recommend the exclusion to their supervisor if they determine it is inappropriate for them to make the exclusion decision.

**Grounds for Cancellation of Enrolment**
The principal can cancel the enrolment of a post compulsory age student if the student displays persistent refusal to participate in the program of instruction.

**Behaviour Improvement Condition**
A *Behaviour Improvement Condition* is an option to be used **only** when the student's behaviour warrants grounds for exclusion ie: if the student's disobedience, misconduct or other conduct is so serious that suspension of the student from the school or schools is inadequate to deal with the behaviour.

**For Students receiving a Suspension notice at Koumala State School:**
If any student at Koumala State School receives either a 1-5 day or a 6 – 20 day suspension, the responsibilities to communicate positively between both family/families involved and the school is of high importance. At Koumala State School, we believe that once a suspension notice is handed down communicating effectively to achieve a positive outcome for all involved when returning back to school is the main aim.
If a student receives a suspension between:

(1-5 days) The school will take reasonable steps to ensure those student/s are provided school work so the continuation of their education can be provided for at home. (A re-entry meeting between family, student and Principal is a part of the process. No student is allowed back on school grounds until this meeting occurs and expectations are set)

(6-20 days) The school will arrange student access to an education program to allow the student to continue with their education. The school will also provide the necessary support networks and any suggestions for parents who may wish to follow up on in order for the student/s to re-enter back into the school system positively. (A re-entry meeting between family, student and Principal is a part of the process. No student is allowed back on school grounds until this meeting occurs and expectations are set)

At the **re-entry meeting** behavioural card and level review parameters will be set (please refer to Appendix 2).

**Knives At School**
It is important to note that students while on school grounds, as well as travelling to and from school or when on an excursion or camp, that knives are **totally banned**. Any student/s with knives found while on school grounds or that have been reported to the school by parents/carers or community will be made accountable for their action in accordance with the Koumala State School Behaviour Management Policy. Please refer to (Appendix 10)

Monitoring student behaviour is an important component of this Responsible Behaviour Plan (please refer to Appendix 3).

Good behaviour is rewarded via an invitation to participate in the Rewards Day Program at the end of each Term and the Year.

School Rules at Koumala State School can be organised under the 3 areas:
- **Responsible**
- **Respectful**
- **Safety**
(Refer to Appendix 4)

**Investigations**

At Koumala State School children will be treated fairly through the following processes that are used to investigate an incident by the Principal or a nominated member of staff.
- Children are asked to write out their side of the issue. Verbal statements are taken from the younger students. This generally provides the children with the chance to "Cool Down", reflect on what actually happened and identify others who may assist with resolution of the issue.
- Investigation by Staff member or Principal using the “Responsible Thinking Questions” (refer to Appendix 5)
- Students are advised to come back later for further discussions if they feel aggrieved by a harsh decision. (This needs to be done in a calm and controlled manner not as a “temper” incident leading to secondary or increased consequences)
- Processes used at Koumala State School try to be consistent with those used within our democratic society and follow the basic law court premises of being treated fairly.
17. Network of student support

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

- Parents
- Teachers
- Support Staff
- Administration Staff
- Guidance Officer
- Advisory Visiting Teachers
- Mackay Student Support Services/Positive Learning Centre Staff
- 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

18. 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.

Koumala 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.

19. 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
20. 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

21. Some related resources

- 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
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- 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 or Chair, School Council   Regional Executive Director or Executive Director (Schools)

Date effective: 2016
APPENDIX 1

KOUMALA STATE SCHOOL
‘BELIEVE, STRIVE, ACHIEVE’

Be Safe  Be Respectful  Be Responsible

These overarching truths are what we expect from students and ourselves to enable children to enter a world as responsible citizens.

Confidence  Persistence  Organisation  Getting Along

Resilience

The language is more than a poster, it is a reflection tool for students and it needs to be said 600 times before the student accepts it is part of who they are.

Building Relationships  Positive Language  Differentiation  High Set of Expectations

These happen every day, in every classroom, in every lesson, to every child.

Staff  Students  Parents

The heart and soul of the school and the clients in whom we have been entrusted with

At Koumala State School we believe in:

- the power of positive language around learning and behaviour
- Positive before punishment
- recognising the steps before behaviour, and building the relationship after the behaviour
- no limitations to the amount of ways we can engage students to learn and behave

<table>
<thead>
<tr>
<th>Positive Behaviour</th>
<th>Negative Behaviour</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Every behaviour has a consequence – Understand it, accept it and love it!</td>
<td></td>
</tr>
<tr>
<td>• All behaviour is tracked for the student – this enables us to choose you for some exciting rewards!</td>
<td></td>
</tr>
<tr>
<td>• Every behaviour has a consequence – Understand it, accept it and heed the warnings!</td>
<td></td>
</tr>
<tr>
<td>• All behaviour is tracked for the student – you will be sharing it with your parents, your teachers, and you won’t be going anywhere until you can explain it!</td>
<td></td>
</tr>
</tbody>
</table>
# Appendix 2

**Expectations.**

Our school community has a belief in Rights, Responsibilities and Natural Consequences for Students, Staff and Community members. While the following is not exhaustive it does set out the basic operating procedures.

<table>
<thead>
<tr>
<th><strong>Student Rights</strong></th>
<th><strong>Student Responsibilities</strong></th>
</tr>
</thead>
</table>
| ✓ Learn to your maximum potential. | ✓ To learn to your potential by:  
• being prepared for class  
• being attentive  
• being cooperative  
• being punctual  
• caring for your property  
• displaying a positive attitude to study |
| ✓ To be treated with courtesy and respect, and able to express your feelings as an individual. | ✓ Treating others with respect through:  
• showing courtesy  
• using manners  
• being considerate  
• being tolerant of others’ views  
• following instructions |
| ✓ Be in a safe environment and supervised appropriately in a “Duty of Care” environment. | ✓ To care for yourself and your property as well as that of others, the school and community  
• Caring for personal belongings  
• Playing safely and obeying safety instructions  
• Following school rules and teacher instructions  
• Not using or possessing items of dangerous properties  
• Not being malicious with other’s belongings. |

<table>
<thead>
<tr>
<th><strong>Teacher/Staff Rights</strong></th>
<th><strong>Teacher/Staff Responsibilities</strong></th>
</tr>
</thead>
</table>
| ✓ To teach in a supported and resourced and safe environment. | ✓ To plan, teach and facilitate learning which:  
• Support school policies, programs and plans  
• Encourage and maintain acceptable patterns of behaviour.  
• Assess student, class, school records, policies and programs.  
• Professionally inform and report to students, parents, the Principal and System when required  
• Establish and maintain classroom rules and procedures that are consistent with school and Departmental Policy  
• Abide by EQ’s “Code of Conduct.”  
• Implement “Child Protection” Policy and procedures.  
• Identify and extend prior knowledge and experiences. |
| ✓ To be treated with respect by students, colleagues and parents. | ✓ To treat students, colleagues and parents with respect by  
• Listening and respecting other’s abilities and opinions  
• Act professionally in all communications |
| **To be supported in your role as a teacher through Professional Development, School and Education Queensland systems and processes.** | • Model behaviour, which is non-coercive, and non-threatening.  

**To be an active member of the School Organisational learning culture through:**  
• Participation in the School’s Supervision program  
• Identifying a Personal Growth Plan  
• Actively looking for Professional Development opportunities  
• Sharing knowledge and experiences with colleagues. |
|---|---|
| ✓ To be supported in your role as a teacher through Professional Development, School and Education Queensland systems and processes.  
| ✓ To be an active member of the School Organisational learning culture through:  
| • Participation in the School’s Supervision program  
• Identifying a Personal Growth Plan  
• Actively looking for Professional Development opportunities  
• Sharing knowledge and experiences with colleagues. |
| **Parent Rights**  
✓ To discuss with school staff, issues pertinent to your child’s academic, physical and social development  
✓ To participate in school activities that support your child’s Education.  
✓ To participate in the school’s decision making process and have your opinions valued and respected. | **Parent Responsibilities**  
✓ Communicate with school personnel:  
• at mutually convenient times  
• Directly with the most relevant person (use the School communication flowchart from “Lets Talk.”)  
• Have a realistic knowledge of your child’s abilities.  
✓ To support and assist the school in the academic and social development of children through:  
• Encouraging a positive attitude to schooling  
• Advising the school of aspects which may influence the child’s development  
• To work in a partnership approach with the school  
• Participation in school events such as excursions, open days, reading, craft etc.  
✓ Contribute positively to the school by:  
• Valuing and respecting other’s opinions, values  
• Participating in community forums, P and C, surveys, feedback response sheets  
• Taking an active interest in school issues  
• Encourage positive attitudes towards the school’s policies and expectations. |
### APPENDIX 3

**Behavioural Cards**

Students who are exhibiting behaviours that are concerning may be placed upon a behavioural contract, which monitors those particular students’ behaviours throughout the day. This will be one of the more significant tools in providing feedback to the teacher, parent and students regarding their behaviour throughout the day.

<table>
<thead>
<tr>
<th>Time</th>
<th>Task</th>
<th>Behaviour Management Booklet</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:30am - 10:30am</td>
<td>Lunch</td>
<td></td>
</tr>
<tr>
<td>10:30am - 11:30am</td>
<td>Lunch</td>
<td></td>
</tr>
<tr>
<td>11:30am - 12:30am</td>
<td>Lunch</td>
<td></td>
</tr>
<tr>
<td>12:30pm - 1:30pm</td>
<td>Lunch</td>
<td></td>
</tr>
<tr>
<td>1:30pm - 2:30pm</td>
<td>Afternoon Session</td>
<td></td>
</tr>
<tr>
<td>1:30pm - 1:45pm</td>
<td>Middle Session</td>
<td></td>
</tr>
<tr>
<td>1:45pm - 2:45pm</td>
<td>Middle Session</td>
<td></td>
</tr>
<tr>
<td>2:45pm - 3:45pm</td>
<td>Middle Session</td>
<td></td>
</tr>
<tr>
<td>3:45pm - 4:45pm</td>
<td>Middle Session</td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX 3

Behavioural Records.
At Koumala State School, teachers will keep anecdotal records of children’s behaviour that serve as a basis for discussions with parents if a Student Behavioural Interview is required. These interviews are sought if students’ misbehaviour shows a recurrence of the same type of action/attitude. While each incident may well be quite minor it is the accumulative pattern that would be discussed.

When teachers believe that behaviours are of a persistent or serious nature then the Principal will be advised. In all behavioural matters the time, nature of incident, investigation and outcomes are stated in the schools Student Behavioural Register and One School. This provides a record of long-term behavioural references that are used by Education Queensland services such as Guidance Officers, and Investigation Officers from Regional Office.
APPENDIX 4

Rules at Koumala State School can be organised under the 3 following areas:

**Responsible – Be It**
**Respect – Give It**
**Safety – Achieve It**

**School Rules:**

The following are not an exhaustive set of rules for Koumala State School, however they do provide an excellent starting point for parents and students to gain an appreciation of what the School Community (Students, Staff and Parents) have developed over time as to being acceptable behaviour at Koumala State School.

Rules may change from time to time due to varying circumstances and these will generally be discussed via School Parade and the newsletter to achieve consistency.

**Interacting with others**

- Treat others the way you would like to be treated
- Use the High 5 or High 3 when dealing with issues
- Use good manners
- Cooperate with others
- Listen to others and respect their opinions even though they may not be the same as yours.
- Ask for help, when you need it
- Try your best in school and play
- Allow yourself to calm down and then reapproach peers or staff if you feel you have been treated unfairly.
- **Do not “back chat”**
- Bullying physically or verbally will not be tolerated
- **Obscene (swearing) language and physical violence will not be tolerated**
- Obey Staff instructions at all times
- **Wilful disobedience will not be tolerated**
- Encourage others. Be Inclusive with work and play.

**Property**

- Be ready for school with the correct items
- Respect and care for your own property
- Use your own property rather than borrowing
- Put things away after use
- You are responsible for your own belongings. Keep desk trays and bags in an orderly fashion
- Toys, expensive personal items should be kept at home (I-pods, MP3 Players etc.)
- Take care of your belongings, do not place temptation in the way of others.
- Students should retain only small amounts of money.
- Give notes/monies to the teachers at collection time.
- Taking/using other people’s property will be regarded as theft
- Vandalism and Graffiti will incur very stiff penalties
- Mobile phones, I-Pods and MP3 players are to be handed in at the office
Safety

- You cannot leave the school grounds unless with a teacher or supervised.
- Dangerous items such as knives, matches, guns, explosives, drugs or alcohol are **NOT** to be brought to school or school function.
- Do not use sticks or stones to harm others.
- Play in areas where it is permitted, do not go into “out of bounds areas.”
- Place all rubbish in the bins.
- Do not use or move electrical equipment unless supervised by a teacher.
- Only enter school buildings when permitted and under teacher supervision.
- Shoes must be worn at all times unless under a teacher supervised activity.
- Report dangerous items, situations or animals to a staff member.
- Wear a hat when playing outside. No Hat, No Play!
- No hat means we remain seated under the main building.
- Wearing of School uniforms is highly recommended.
- Ear studs, sleepers and watches are the only permitted jewellery (unless authorisation is provided by the Principal)
- No running on the verandahs, courtyard and cement areas under the school.
Appendix 5
Detention Slip

DATE: ___________

<table>
<thead>
<tr>
<th>DETENTION REFERRAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Person: ___________ Class:___</td>
</tr>
<tr>
<td>Recommendation for Detention</td>
</tr>
<tr>
<td>□ Serious incident - Pink slip OR</td>
</tr>
<tr>
<td>□ Minor incident - White slip OR</td>
</tr>
<tr>
<td>□ Non compliance with appropriate behaviour expectations</td>
</tr>
<tr>
<td>□ Local Management Practices have previously been applied.</td>
</tr>
<tr>
<td>Incident description / context: (see over page for details)</td>
</tr>
<tr>
<td>□ Other people are involved.</td>
</tr>
<tr>
<td>The person is aware of this referral? Yes / No</td>
</tr>
<tr>
<td>Referred by: ____________</td>
</tr>
<tr>
<td>Attendance: □ No (reminder to be given)</td>
</tr>
<tr>
<td>□ Yes</td>
</tr>
<tr>
<td>Supervisor: ________________</td>
</tr>
<tr>
<td>Completion Date: ____________</td>
</tr>
</tbody>
</table>

DATE: ___________

<table>
<thead>
<tr>
<th>DETENTION REFERRAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Person: ___________ Class:___</td>
</tr>
<tr>
<td>Recommendation for Detention</td>
</tr>
<tr>
<td>□ Serious incident - Pink slip OR</td>
</tr>
<tr>
<td>□ Minor incident - White slip OR</td>
</tr>
<tr>
<td>□ Non compliance with appropriate behaviour expectations</td>
</tr>
<tr>
<td>□ Local Management Practices have previously been applied.</td>
</tr>
<tr>
<td>Incident description / context: (see over page for details)</td>
</tr>
<tr>
<td>□ Other people are involved.</td>
</tr>
<tr>
<td>The person is aware of this referral? Yes / No</td>
</tr>
<tr>
<td>Referred by: ____________</td>
</tr>
<tr>
<td>Attendance: □ No (reminder to be given)</td>
</tr>
<tr>
<td>□ Yes</td>
</tr>
<tr>
<td>Supervisor: ________________</td>
</tr>
<tr>
<td>Completion Date: ____________</td>
</tr>
</tbody>
</table>

Session: Morning/Middle/Afternoon

KLA:

Reason:

Session: Morning/Middle/Afternoon

KLA:

Reason:
# APPENDIX 6

**Detention Slip (White Slip)**

**Incident Report**

<table>
<thead>
<tr>
<th>Time: ..................................................</th>
<th>Date: ..................................................</th>
</tr>
</thead>
</table>

- **Minor**
- **Major**

### Undercover Area (Behind A Block)
- Spider
- Small Undercover Area End of B Block
- Oval
- Multi Sports Court
- Yellow Swings
- Junior Adventure Playground
- Toilets
- Bus Line Up Area
- Music Room
- Classroom
- Library
- Computer Lab
- Office
- Underneath A Block
- Outside School Gates
- Bus Travel
- Class Line Up Areas
- Veranda
- Excursion
- Camp
- Courtyard/Eating Area

### Examples of Behaviour
- Bullying/harassment
- Defiant/threat/s to adults
- Disruptive
- Dress code
- IT misconduct
- Late
- Lying/Cheating
- Misconduct involving object
- Non compliant with routine
- Other conduct prejudicial to the good order and management of school
- Physical misconduct
- Possess prohibited items
- Prohibited items
- Property misconduct
- Refusal to participate in program of instruction
- Substance misconduct involving illicit substance
- Substance misconduct involving tobacco and other legal substances
- Third minor referral
- Truant/skip class
- Other
- Verbal misconduct

- Disobeying instructions from staff/supervising adults while representing the school on camp/on excursion
- Not caring for resources/equipment
- Damage to clothing, equipment or environment
- Infrequent compliance with the school dress code
- Inappropriate language towards students on school grounds.
- Not reporting for detentions
- Wilful disobedience/refusal to comply with school rules
- Using objects within the school irresponsibly
- Leaving the classroom without permission
- Habitual/Persistent Bullying inc. Teasing
- Taking other’s property – classroom level (Teacher judgement req. based on students and age level)
- Actions in the community/ travelling to and from school that is determined to be bringing the schools name into disrepute
- Physical misconduct inc (Fighting)
- Physical misconduct inc (Fighting)
- Leaving the classroom without permission
- Leaving the school grounds without permission
<table>
<thead>
<tr>
<th>Location</th>
<th>Examples of Behaviour</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undercover Area Behind A Block</td>
<td>• Wilful damage (Vandalism/graffiti to school resources, property or grounds )</td>
</tr>
<tr>
<td>Spider</td>
<td>• Physical Assaults</td>
</tr>
<tr>
<td>Small Undercover Area End of B Block</td>
<td>• Sexual Harassment</td>
</tr>
<tr>
<td>Oval</td>
<td>• Smoking</td>
</tr>
<tr>
<td>Multi Sports Court</td>
<td>• Possession/use of dangerous/harmful items (firearms, knives, explosives, illicit drugs, alcohol)</td>
</tr>
<tr>
<td>Yellow Swings</td>
<td>• Possession of inappropriate/offensive items or images from mobile phones, magazines, internet usage</td>
</tr>
<tr>
<td>Junior Adventure Playground</td>
<td>• Aggressive/threatening/obscene (verbal/non-verbal) actions towards any person on school grounds/excursion/camp.</td>
</tr>
<tr>
<td>Toilets</td>
<td>• Using objects within the school – endangering the safety of any person on school grounds</td>
</tr>
<tr>
<td>Bus Line Up Area</td>
<td>• Leaving the school grounds without permission</td>
</tr>
<tr>
<td>Music Room</td>
<td>• Actions in the community/ travelling to and from school that are determined to be bringing the schools name into disrepute, endangering the safety of others and the bus driver.</td>
</tr>
<tr>
<td>Classroom</td>
<td></td>
</tr>
<tr>
<td>Library</td>
<td></td>
</tr>
<tr>
<td>Computer Lab</td>
<td></td>
</tr>
<tr>
<td>Office</td>
<td></td>
</tr>
<tr>
<td>Underneath A Block</td>
<td></td>
</tr>
<tr>
<td>Outside School Gates</td>
<td></td>
</tr>
<tr>
<td>Bus Travel</td>
<td></td>
</tr>
<tr>
<td>Class Line Up Areas</td>
<td></td>
</tr>
<tr>
<td>Veranda</td>
<td></td>
</tr>
<tr>
<td>Courtyard/Eating Area</td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX 7 -

Behaviour Reflection Sheet

Name: ______________________                Date: _________

1. What happened? What did I choose to do??

2. How did my actions affect the people involved?

3. Which school rule did I ignore?

4. What will happen if this behaviour continues?

5. What else could you have done?
   • A Better Choice.....

   Outcome of this would be...

   • Another Better Choice might be...

   Outcome of this would be...

6. What is the Best Choice?
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 at School
Students who bring valuable personal technology devices like digital cameras, video cameras, ipods, mobile phones or MP3 players to school must hand them in to the office or their classroom teacher upon their arrival at school. They will then be collected at 3pm when travelling home.

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.

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

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

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

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

Even where consent is obtained for such recording, the school will not tolerate images or sound captured by personal technology devices on the school premises or elsewhere being disseminated to others, if it is done for the purpose of causing embarrassment to individuals or the school, for the purpose of bullying\(^1\) 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

\(^1\) Education Queensland does not tolerate bullying behaviour at schools. This includes bullying conducted by electronic means.
Breach of this policy may be subject to discipline (including suspension and recommendation for exclusion).

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

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

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

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

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

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

* Personal Technology Devices includes, but is not limited to, games devices (such as Portable gaming devices, Tamagotchis®, laptop computers, PDAs, Blackberrys®, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile telephones, IPods® and devices of a similar nature.
Appendix 9

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

Purpose

1. Koumala 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 Koumala State School. Research indicates that both those being bullied and those who bully are at risk for behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community’s goals and efforts for supporting all students.

3. Bullying behaviours that will not be tolerated at Koumala 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 Koumala 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 Koumala State School are an addition to our already research-validated school wide 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 school wide universal behaviour support practices will be maintained at all times. This will ensure that:
   - Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour
• All students know the 3 school rules and have been taught the expected behaviours attached to each rule in all areas of the school
• All students have been or are being taught the specific routines in the nonclassroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms
• All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the non-classroom areas of the school
• A high level of quality active supervision is a permanent staff routine in the non-classroom 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 non-classroom areas.

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

10. An initial introductory lesson is delivered, which teaches the 3-step process to be used by all students when experiencing bullying behaviour either as a person being bullied, the person bullying or bystander.

11. The introductory lesson is followed by several shorter lessons, each of which focuses on one of the bullying behaviours that the school has identified and defined. These lessons include instruction on how to approach adults and also on what reactions and systemic responses they should expect from adults.

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

13. Koumala 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.
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 modified to accommodate their specific receptive and expressive needs.
We can work together to keep knives out of school. At Koumala State School:

- Every student has the right to feel safe and be safe at school.
- There is no reason for a student to have a knife at school.
- No knives are allowed to be taken to school by students.
- It is against the law for a student to have a knife at school.
- A student that has a knife at school can receive very serious consequences.

What kinds of knife are banned?

You are not allowed to have any type of knife at school including:

- flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives or craft knives
- any item that can be used as a weapon, for example, a chisel.

If you need a knife or tools for school subjects, school staff will provide them and supervise their use.

What will happen if I bring a knife to school?

- If you have a knife at school, the principal may call the police.
- Police can search you and your property at school if they think you have a knife.
- If you have a knife at school, you may be disciplined [disciplinary measures will be determined from relevant behaviour management school policy or procedure where appropriate. For example, suspension]
- You may be charged with a criminal offence and face serious consequences if convicted, including a fine or jail.

The points below apply to Education Queensland schools

- School property such as desks or lockers can be searched if the principal suspects that you have a knife on or in school property.
- If the principal thinks you have a knife in your bag, the bag can be confiscated until police arrive.
- If you have a knife at school, it can be confiscated by the principal and given to the police.
- You may face serious disciplinary consequences if you bring a knife to school.

How can I help to keep Koumala State School safe?

- Make sure you know the laws and rules about knives.
- Ask your parents not to put knives or knife tools in your lunch box, pencil case or craft kit.
- Contact your teacher if you are being bullied or threatened at school.
- Immediately tell a teacher or adult if you think someone has a knife at school, or if they say they will bring a knife to school.
- Immediately tell a teacher if a student is threatening anyone with an object that could injure them.
## Term 1

<table>
<thead>
<tr>
<th>Week</th>
<th>School Rule</th>
<th>Area</th>
<th>Behaviour Matrix</th>
<th>Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Be Respectful</td>
<td>All Areas</td>
<td>Respect others’ personal space and property</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Be Safe</td>
<td>Classroom</td>
<td>Respect School Property</td>
<td>Chairs pushed in when leaving</td>
</tr>
<tr>
<td>3</td>
<td>Be Safe</td>
<td>Stairwells and Verandas</td>
<td>Walk quietly and orderly so that others are not disturbed</td>
<td>Transitioning around the school</td>
</tr>
<tr>
<td>4</td>
<td>Be Safe</td>
<td>Classroom</td>
<td>Enter and Exit a room in an orderly fashion</td>
<td>Showing manners</td>
</tr>
<tr>
<td>5</td>
<td>Be Respectful</td>
<td>Classroom</td>
<td>Raise your hand to speak</td>
<td>Politeness</td>
</tr>
<tr>
<td>6</td>
<td>Be Responsible</td>
<td>Classroom</td>
<td>Keep work space tidy</td>
<td>The curse of the pencil shavings</td>
</tr>
<tr>
<td>7</td>
<td>Be Respectful</td>
<td>All Areas</td>
<td>Wait your turn</td>
<td>Patience</td>
</tr>
<tr>
<td>8</td>
<td>Be Respectful</td>
<td>All Areas</td>
<td>Clean up after yourself</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Be Responsible</td>
<td>Playground</td>
<td>Return equipment to the appropriate place</td>
<td></td>
</tr>
</tbody>
</table>

## Term 2

<table>
<thead>
<tr>
<th>Week</th>
<th>School Rule</th>
<th>Area</th>
<th>Behaviour Matrix</th>
<th>Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Be Respectful</td>
<td>Bus Area</td>
<td>Line up in designated areas and wait quietly for the teacher</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Be Safe</td>
<td>All Areas</td>
<td>Keep Hands, feet and objects to yourself</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Be Responsible</td>
<td>Classroom</td>
<td>Complete set tasks</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Be Respectful</td>
<td>All Areas</td>
<td>Wait your turn</td>
<td>Especially while waiting for a teacher who is speaking to someone else.</td>
</tr>
<tr>
<td>5</td>
<td>Be Respectful</td>
<td>Classroom</td>
<td>Be a good listener</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Be Responsible</td>
<td>Playground</td>
<td>Be a Problem Solver</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Be Safe</td>
<td>Playground</td>
<td>Play fairly – take turns, invite others to join in</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Be Safe</td>
<td>Bus Area</td>
<td>Wait your turn</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Be Respectful</td>
<td>All Areas</td>
<td>Use polite language</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Be Responsible</td>
<td>All Areas</td>
<td>Be in the right place at the right time</td>
<td></td>
</tr>
</tbody>
</table>

## Term 3
<table>
<thead>
<tr>
<th>Week</th>
<th>School Rule</th>
<th>Area</th>
<th>Behaviour Matrix</th>
<th>Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Be Safe</td>
<td>Playground</td>
<td>Play fairly – take turns, invite others to join in and follow the rules</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Be Safe</td>
<td>Classroom</td>
<td>Use equipment appropriately</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Be Respectful</td>
<td>All Areas</td>
<td>Respect others personal space and property</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Be Responsible</td>
<td>Classroom</td>
<td>Take an Active role in classroom activities</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Be Respectful</td>
<td>All Areas</td>
<td>Use polite language</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Be Responsible</td>
<td>All Areas</td>
<td>Follow instructions right away</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Be Safe</td>
<td>Toilets</td>
<td>Respect school property</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Be Safe</td>
<td>Camps</td>
<td>Clean Up after yourself</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Be Safe</td>
<td>Bus lines/Bus Travel</td>
<td>Stay in your seat and sit still</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Be Responsible</td>
<td>All Areas</td>
<td>Be honest</td>
<td></td>
</tr>
</tbody>
</table>

**Term 4**

<table>
<thead>
<tr>
<th>Week</th>
<th>School Rule</th>
<th>Area</th>
<th>Behaviour Matrix</th>
<th>Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Be Responsible</td>
<td>Classroom</td>
<td>Raise your hand to speak</td>
<td>Begin the term with the correct focus</td>
</tr>
<tr>
<td>2</td>
<td>Be Responsible</td>
<td>Playground</td>
<td>Return equipment to the appropriate place at the bell</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Be Safe</td>
<td>All Areas</td>
<td>Use equipment appropriately</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Be Respectful</td>
<td>All Areas</td>
<td>Respect others personal space and property</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Be Responsible</td>
<td>Classroom</td>
<td>Take an Active Role in classroom activities</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Be Safe</td>
<td>Stairwells</td>
<td>Walk quietly and orderly so that others are not disturbed</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Be Respectful</td>
<td>All Areas</td>
<td>Clean Up after yourself</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Be Responsible</td>
<td>Swimming</td>
<td>Be Prepared</td>
<td>Water safety</td>
</tr>
<tr>
<td>9</td>
<td>Be Safe</td>
<td>Swimming</td>
<td>Swimming in a safe and sensible manner</td>
<td>Water safety</td>
</tr>
<tr>
<td>10</td>
<td>Be Respectful</td>
<td>All Areas</td>
<td>Care for equipment when packing up</td>
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</table>
# You Can Do It Term Plan

## Term 1

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Description</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Getting Along</td>
<td>Make a friend, be a friend.</td>
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<tr>
<td>Week 2</td>
<td>Ready Set You Can Do It</td>
<td>Students will understand what success means for them.</td>
</tr>
<tr>
<td>Week 3</td>
<td>Organised</td>
<td>Students will explain what it means to be organised and give examples.</td>
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<tr>
<td>Week 4</td>
<td>Persistence</td>
<td>Students will be able to state the meaning of Persistence.</td>
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<tr>
<td>Week 5</td>
<td>Confidence</td>
<td>Students will be able to demonstrate what confidence means both in and out of the classroom.</td>
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<tr>
<td>Week 6</td>
<td>Resilience</td>
<td>Students will explain what Resilience looks like and feels like for them. They can describe when they would need Resilience.</td>
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<tr>
<td>Week 7</td>
<td>Getting Along</td>
<td>Discuss with students the meaning of “friendship.” Ask students whether they believe it is possible to form a friendship with someone who doesn’t like them. Ask them to explain their answers. Remind them that even though we may not like everyone we still need to use getting along behaviours. Point out that for us to have “true blue” (good) friendships, we must treat others the way we want to be treated.</td>
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<tr>
<td>Week 8</td>
<td>Organised</td>
<td>‘We Strive to Progress’. What does that mean? How do we have to be organised to progress forward and what are we striving for. We cannot move forward without being organised. Consider the harder I practise, the luckier I get!</td>
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<tr>
<td>Week 9</td>
<td>Persistence</td>
<td>Point out that if we exaggerate how difficult something is, we will tend to find it harder to be persistent. This is because we tend to under-estimate our own ability to complete this task (e.g., “This is too hard. I’m not smart enough to do it.”). Ask the following questions: 1. Have you ever exaggerated or “blown up” how hard something was to do? What was it? 2. Have you ever thought that an extremely hard task was “impossible”? How did you feel about doing the task when you thought this way?</td>
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<tr>
<td>Week 10</td>
<td>Ready Set You Can do It</td>
<td>What has success looked like for you this term</td>
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## Term 2

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<tr>
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<tbody>
<tr>
<td>Week 1</td>
<td>Ready Set You Can Do it</td>
<td>Setting goals for yourself. What do you want to achieve this term? What do the teachers want you to achieve this year?</td>
</tr>
<tr>
<td>Week 2</td>
<td>Confidence</td>
<td>Write on the board the following thoughts: “This is too hard”, “I can’t do it.” Explain that these ideas are two of the biggest ideas that can destroy your confidence. Have your class provide counters to these two ideas (e.g., “The more I try to do something, the easier it gets.”). Indicate that one of the most powerful ways of thinking is called “I Can Do It!” I Can Do It! means that you think, “I’m probably going to be successful rather than fail at doing this.”</td>
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<tr>
<td>Week 3</td>
<td>Organised</td>
<td>Indicate that setting goals can help you achieve them. For example, setting a goal to be a better speller can help you achieve the goal. Students who regularly set</td>
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goals have a way of thinking called “Setting Goals.” Say to students that people who are organised set goals ahead of time so they know what they want to achieve and the steps to take them there.

| Week 4 | Persistence | Ask students the following questions:  
1. Which types of tasks and activities (Easy, Hard, Impossible) are you most likely to avoid or give up at doing?  
2. Which types of tasks and activities are you most likely to attempt and keep going until you have finished?  
3. If you think something will be hard, will you be more likely or less likely to keep trying than if you think it is impossible?  
4. If you think something is easy (e.g., writing a poem) and you find that it’s really hard, what effect will this have on your trying to do it (Answer: more likely to give up than if you originally thought it would be hard). |

| Week 5 | Resilience | Resilience in NAPLAN week is what the focus should be on. Don’t worry if you don’t know, or don’t think its correct, keep going and keep believing in yourself. |

| Week 6 | Confidence | Instruct students to write two thought statements each day that will help them have the confidence necessary to work on the difficult task.  
Instruct students to repeat their new, confidence-building thoughts aloud five times, and to themselves five times, just before working on their difficult task each day. |

| Week 7 | Organised | Instruct students to set a long-term goal of excelling at something at which they are not very good.  
Instruct students to write this long-term goal. Have them write several short-term goals they will work towards in order to reach their long-term goal. |

| Week 8 | Persistence | Point out that if we exaggerate how difficult something is, we will tend to find it harder to be persistent. This is because we tend to under-estimate our own ability to complete this task (e.g., “This is too hard. I’m not smart enough to do it.”). Ask the following questions:  
1. Have you ever exaggerated or “blown up” how hard something was to do? What was it?  
2. Have you ever thought that an extremely hard task was “impossible”? How did you feel about doing the task when you thought this way? |

| Week 9 | Resilience | Display an “Emotional Thermometer” (Teacher Guide Sheets). State that students can use this thermometer to take their emotional temperature; we will see how hot or cold our emotions are. Explain that the numbers on this thermometer represent how much (hot) or how little (cold) of an emotion we have inside (e.g., “If I’m extremely excited, or angry or worried, my emotional temperature might rise to the highest level on the thermometer.”) |

| Week 10 | Mindset | Talk about the difference between a fixed and a growth mindset. How do the children respond to an environment or stimulus? What do they believe they can do? More information on Carol Dweck as the term goes on. |

| Week 11 | Ready Set You Can do It | Students will understand what success meant for them this term. |

### Term 3

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Ready Set You Can Do it</td>
<td>Setting goals for yourself. What do you want to achieve this term? What do the teachers want you to achieve this year?</td>
</tr>
<tr>
<td>Week 2</td>
<td>Confidence</td>
<td>Recognise what your body tells you when you are feeling confident, recognise how you feel when you are not. What activities have you started when you have felt confident you could achieve them, what has the teacher noticed?</td>
</tr>
<tr>
<td>Week</td>
<td>Persistence</td>
<td>Resilience</td>
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| **List how you feel, what you feel like and what your body is telling you. How can you use those feelings for good?**

**Week 3**

**Organised**

Discuss the meaning of the word “goal.” Indicate to students that a goal is something a person decides to do that cannot be done all at once, but can be done in steps. Give several examples of goals as follows:

1. Your school is having a canned food collection. The student who collects the most cans wins a handheld computer game. You know that last year the winning student collected 96 cans. Your goal might be to collect 100 cans.
2. You have a 10-word spelling test on Friday. You missed two words on the last test. Your goal might be to get them all right this week.

**Week 4**

**Persistence**

Have a getting started chair and a homework chair. Stand up and begin to walk from the “Getting Started” chair towards the “Homework” chair. Ask the class to suggest some obstacles that could block a student’s progress from doing homework (e.g., not having necessary materials, not knowing what to do, feeling like you can’t do the work, being tired, having the television on). Write each suggestion on a piece of paper and place it on the floor in the path between the two chairs.

**Week 5**

**Resilience**

Explain that our thoughts may also be resilient or not resilient. Differentiate between resilient and not resilient thoughts as follows:

1. Resilient thoughts are ideas that are sensible, true and help us to be calm. For example, when you make a mistake on your work, it is sensible to think to yourself “We all make mistakes, making a mistake doesn’t make me bad”. We call this kind of thinking “Accepting Myself” thinking.
2. Non-resilient thoughts are ideas that are not sensible and true and cause us to have hurtful emotions and behaviours. For example, when you make a mistake on your work, it is not resilient to think “I’ve made a mistake, I’m a loser”. We call that kind of thinking “Self Downing”. Explain that Self Downing means thinking that I am a total failure or useless when I have been rejected or have not achieved a good result.

**Week 6**

**Getting Along**

Think happy thoughts about someone else and hope that they succeed at something today.

**Week 7**

**Confidence**

Point out that if we worry too much about something, we will lose confidence and will not perform as well as we would like. For example, if we worry too much about a test, we may panic, forget everything we have studied and, therefore, perform poorly on the actual test. Or, if we worry too much about who we’re going to play with at recess, we might be distracted in class, not learn, and end up not having a fun recess break either. Ask students for examples of times when they worried so much about something that it caused them problems.

**Week 8**

**Organised**

Explain the purpose of setting goals using the following illustration:

1. A truck driver is about to go on a trip. He has the best truck you can buy and a full tank of fuel. The only problem is he does not know where he is going. How will he get there if he does not know where he is going?
2. Explain that setting goals is like deciding where to go on a trip. We have to know where we are going, to move in the right direction to get there. We have to set goals to know what we should do. Once we have set a goal, we have to keep working until we reach it, just like the truck driver has to keep driving to reach his destination.

**Week 9**

**Persistence**

Explain that Hard Yakka is a term that can be used to refer to any task or activity we have to do that is not fun, exciting, or easy. Give some examples of things from your own life that you find to be Hard Yakka (e.g., correcting papers, planning lessons, running off worksheets, doing laundry).

**Week 10**

**Resilience**

Explain that when someone acts badly and treats you unfairly or inconsiderately it can sometimes lead you to feel very angry and to lash out. A negative way of thinking that can make you feel this way is called “Being Intolerant of Others”
(write on the board). Then write up on the board and discuss: Indicate that Being Intolerant of Others means thinking that people should always treat me fairly and considerately and when they do not I can’t stand it and they are totally bad. It would be much more helpful when these things happen if you can stay calm and return to your work or play.

Explain to students that a way of thinking that can help them be resilient is “Being Tolerant of Others” and write it on the board. You can also write its meaning on the board: Being tolerant of others means accepting that everyone acts unfairly towards others some of the time and not making an overall judgement of a person based on one action or incident. It also means acknowledging that we all have habits or behaviours that can be annoying to others, but that is just one small part of us, and doesn’t make us “all bad”.

### Week 10

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<thead>
<tr>
<th>Week</th>
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<tbody>
<tr>
<td>Week 10</td>
<td>Ready Set You Can Do It</td>
<td>Did the students achieve the goals they set for themselves this Term? Did the students reach experience success.</td>
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### Term 4

<table>
<thead>
<tr>
<th>Week</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Ready Set You Can Do it</td>
<td>Setting goals for yourself. What do you want to achieve this term? What do the teachers want you to achieve this year?</td>
</tr>
<tr>
<td>Week 2</td>
<td>Confidence</td>
<td>Orient students to the lesson with a discussion about strong and weak personal qualities (traits). Explain that all people have both positive and negative (good and not-so-good) qualities. Ask students to discuss whether a few negative traits make a person totally bad or hopeless. Have students give reasons for the responses. Ask students to describe how it feels to get very down. Have them consider the situations of no one wanting to play with them at lunch, or getting a bad mark. Also ask students to say how getting very down effects their confidence. Introduce the way of thinking called “Accepting Myself.” Explain that it means not thinking badly of yourself when bad things happen.</td>
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<tr>
<td>Week 3</td>
<td>Organised</td>
<td>Jane’s goal is to get an “A” for her social studies project, which is due in two weeks. She thinks it is very important to do a good job on the project, so she starts it well in advance of the due date. She sets aside half an hour each day for the next two weeks to work on the project. When friends call or ask her to play during her project time, she explains that this is her time to work. When she realises that she doesn’t understand some aspect of the project, she asks her teacher about it. When Jane hands in her project, she receives an “A.” Because she dedicated a great amount of effort to the project, Jane was able to reach her goal of getting an “A.”</td>
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<tr>
<td>Week 4</td>
<td>Persistence</td>
<td>Explain that it is quite common for students to feel like they want to put off doing some work because it’s boring or hard. Introduce the term “procrastination” as another term for “laziness” and write it on the board. Have students pronounce it. Explain that procrastination means putting off doing something that you know you should be doing. Give some examples of how you procrastinate. Ask students for examples, and write them on the board. Indicate that the purpose of this lesson is for students to be able to come up with a plan of action when they catch themselves procrastinating.</td>
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<tr>
<td>Week 5</td>
<td>Resilience</td>
<td>Explain to students that another strategy that will help them to stay calm in a difficult situation is by finding someone to talk to. Ask students to identify, and list on the board, the people they could talk to if they need support in staying calm and being resilient. Discuss the reasons why it is better to talk to someone about how one feels rather than keeping feelings bottled up inside.</td>
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<tr>
<td>Week 6</td>
<td>Confidence</td>
<td>Discuss that everyone makes mistakes. Ask students to close their eyes and think about a time they made a mistake. After students have done this, lead a discussion using the</td>
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following questions:
1. How did you feel when you made a mistake?
2. Did anything horrible happen because of the mistake?
3. Do you think it is okay or even important to make mistakes once in a while?
4. What are some sensible thoughts you could have after you make a mistake?

Explain that a good way to think to help you cope with mistakes is called “Taking
Risks.” Write its meaning on the board:
“While I would like to get all of my work correct and never make mistakes, I know
my work can’t always be perfect, and that it is okay to make mistakes.”

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<tr>
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| Week 7  | Organised      | Ask students to discuss how they determine how much effort to put towards a
goal. Point out that we often decide how much effort to put towards a goal by
answering the following questions:
1. How important is the goal to us?
2. How difficult (or easy) will it be for us to reach the goal?
3. How much time will it take to reach the goal?
C. Point out that the more important a goal is to us, the more likely we are to
make a greater effort towards it. State that if we perceive a goal as too difficult,
too easy, or taking up too much time, we sometimes fail to make our best effort.
Therefore, we must remind ourselves of the importance of reaching the goal. |
| Week 8  | Persistence    | Explain to students that sometimes we put off doing something because we have
negative self-talk about the task we have to do. Sometimes in our self-talk we
make up little excuses for not doing the work. With this type of self-talk, it is
impossible to do the work. So the first step to doing something you have been
putting off is becoming aware of this negative self-talk. |
| Week 9  | Resilience     | How have you been Resilient this term/year? |
| Week 10 | Ready Set You Can Do It | Did the students achieve the goals they set for themselves this Term? Did the students experience success? |