Northview State School

Responsible Behaviour Plan for Students

2017 - 2019

based on “The Code of School Behaviour”

Our School Vision

TO PROVIDE A SUPPORTIVE LEARNING ENVIRONMENT BUILT ON POSITIVE RELATIONSHIPS AND HIGH EXPECTATIONS, WHERE EVERY STUDENT HAS THE OPPORTUNITY TO REACH THEIR FULL POTENTIAL IN ALL ASPECTS OF THEIR SCHOOLING.

1. Purpose

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

Our school aims to create the conditions for each learner to progress towards responsible self-management, whilst learning about how and why people behave the way they do. We accept that a child’s background may influence their behaviour and while this may help staff understand a student’s behaviour, this will not excuse unacceptable behaviours within our school.

This document outlines our system for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours. It clearly outlines expectations for student behaviour and support strategies that are in place. This assists Northview State School to create and maintain a positive and productive learning and teaching environment, where all school community members have clear and consistent expectations and understandings of their role in the educational process.

2. Consultation and data review

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

The Plan was endorsed by the Principal and the Northview State School P&C in December 2016, and will be reviewed in 2019.

3. Learning and behaviour statement

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

When giving positive acknowledgement or applying consequences for unacceptable behaviour, both the individual circumstances, actions of the student and the needs & rights of school community members are to be considered at all times. This equitable practice is applied through the lens of our school vision statement which espouses high expectations for all students in a safe and supportive learning environment. Further to this, we believe all students irrespective of their disability or venerability should be challenged to be a responsible and respectful member of our school community.

Essential to our effective learning is a safe, respectful, supportive and disciplined environment where responsibility is explicitly taught. Our school community has identified the following overarching values to teach and promote our high standards of responsible behaviour.
(See appendix 4 for full poster of basic school rules)

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

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

A range of proactive and reactive strategies are applied within the school to facilitate positive behaviour and respond to unacceptable behaviour. Some of these strategies are whole school or universal and are delivered for the benefit of all students within the school. Other more targeted strategies are applied to address specific behaviours or developmental stages within the school. For those students who haven’t responded to targeted proactive or reactive strategies, or whose choices are resulting in risky or dangerous behaviours, the school has in place a range of supportive programs, personnel and procedures that provide intensive, specific support either from internal or external sources.

Universal Behaviour Support

Universal levels of support are provided to all students. At Northview State School we appreciate the importance of explicitly teaching students the behaviours we expect them to demonstrate at school. Communicating behavioural expectations is a form of universal behaviour support - a proactive strategy intended to shape, support and recognise appropriate behaviours in all students with a focus on preventing problem behaviours and providing a framework for responding to unacceptable behaviour.

A set of behavioural expectations in specific settings has been collaboratively developed with members of the school community. These expectations are framed in terms of our three core school rules mentioned above and are documented in the “Whole School Behaviour and Teaching Matrix” (Appendix 5).

Proactive Universal Support MAY include, but is not limited to:
- Quality teaching and learning practices, with a balanced and engaging curriculum
• Class meetings and discussions regarding behaviour and learning expectations
• Explicit teaching of school rules (see appendix 5) – weekly assembly and in classrooms
• Classroom Management Skills (Essential Skills for Classroom Management) including:
  1. Establishing Expectations
  2. Instruction Giving
  3. Waiting and Scanning
  4. Cueing with Parallel Acknowledgement
  5. Body Language Encouraging
  6. Descriptive Encouraging
  7. Selective Attending
  8. Redirecting to the Learning
  9. Giving a Choice
  10. Following Through
• Verbal approval - Private & public recognition.
• Awards – Individuals are accorded special recognition via the presentation of classroom or school awards (e.g. Student of the Week). Various communication channels including newsletters and facebook publicly recognise positive student contributions to our school community.
• Positive Behaviour Cards- Students may be issued with Green or Blue Cards in recognition of their positive behaviour. Cards are signed by parents, returned to school & then returned to the student. Our weekly ‘Green Card Draws’ provide an opportunity for students to win prizes on assembly and celebrate the excellent behaviour of our students.

### Further information regarding Positive Behaviour Cards

<table>
<thead>
<tr>
<th>Green Card</th>
<th>Blue Card</th>
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<td>![Green Card Image]</td>
<td>![Blue Card Image]</td>
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Green cards are completed by staff members and handed to a student who has displayed positive behaviour either in the classroom, in the playground, or anytime they represent Northview.

Blue cards are completed by staff members and handed to a student who has improved their behaviour or work ethic either in the classroom, in the playground, or anytime they represent Northview.

• A+ Behaviour Reward Activity – At the end of each term, all students who have demonstrated exemplary behaviour are invited to a celebration activity to acknowledge their efforts. See table below for further information regarding eligibility for A+ behaviour activities.
• Individual class rewards and management - all classes have a reward system to positively promote appropriate behaviour.
• Merit Badges (see appendix 7) – students who display exemplary behaviour, attitude, work habits and attendance are awarded a merit badge in either Term 2, Term 3 or Term 4 based on criteria (See Appendices 8-10)
• Parent meetings to share information and offer parenting support
• Explicit teaching of appropriate learning behaviours eg. “give me five”, “the 5 L’s”
• Professional development, education or training for staff.
• Records of positive and inappropriate behaviour recorded on ‘One School’ database so behaviour data can be tracked and used to inform practice

**Reactive Universal Support MAY include, but is not limited to:**

Teacher, parent or administration meetings to discuss and plan for more positive behaviour outcomes for individual students

• Sequential steps in each classroom from Reminders to Time-out, to Buddy class then finally the office eg.
• Behaviour Cards: Should a student’s behaviour be unacceptable according to this agreed code, a Yellow Warning Card or Orange (detention) Card are issued so that parents are aware of incidents that occur at school. A text message is sent home to parents to inform them that a behaviour card has been issued. Cards are signed by parents/guardians and returned so that school staff know parents are aware of the incident. See consequences for unacceptable behaviour below for further information.

• Class work completed in lunch time or at home
• Withdrawal for play
• Withdrawal to Buddy Class – A teacher may send a student to “cool off” and reflect on their inappropriate behaviour in an alternative classroom.
• Time-out – students may be given a time-out to “cool off” and reflect on their inappropriate behaviour.
• Restorative meetings and action to repair broken relationships and trust
• Teacher/Student Consultation - A discussion designed to focus the student’s attention on their rights, responsibilities and understanding of this Responsible Behaviour Plan. An agreed plan to improve the student’s behaviour is the final outcome. More explicit or repeated teaching of school rules relevant to individual situations
• Phone call or notes to parents
• Parent meetings with teacher or admin

Targeted Behaviour Support
Targeted Behaviour Support may be needed for 10 - 15% of the school population, involving different students at different times throughout the year. Targetted support mostly involves extra support for individual students or small groups. This will mostly be ‘occasional’ or short term support. Targeted support may again be proactive or reactive. It may include strategies from the Universal section above, but would usually build on and extend these further to include, but not limited to:

• Teacher individualized learning according to student needs and development
• Small group support within the class for developing behaviour and learning
• Small group support outside the class e.g. social skills group with Chaplain or Guidance Officer or Special Education Program (SEP) staff.
• “Keep my Behaviour on track” sheet (see appendix 12) - individual monitoring and feedback sheets for students – class or playground
• Individual Behaviour Support Plan (with proactive strategies included)
• Discipline Improvement Plan – (completed by Principal or Deputy Principal through OneSchool) a negotiated written contract to meet certain behavioural conditions is agreed upon. Parents will be involved in this process and are required to sign the Discipline Improvement Plan.
• Referral to Social Justice Committee
• Involvement of staff beyond the classroom to support individual or small groups of students e.g. Teacher Aide support, Visiting teacher support,
• Further professional development for teachers, in targeted, specific areas
• Engagement of community organisations to provide extra support to students e.g. Family Planning
• Withdrawal of Privilege - students who demonstrate irresponsible or unacceptable behaviour may be withdrawn from extra-curricular activities (e.g. Choirs, dance groups, chess club, computer club), co-curricular (e.g. Interschool sports teams, excursions, extension activities) and/or recreational activities (e.g. P&C Discos) until they have demonstrated at school that they are capable of acting in an appropriate and positive manner.

• Working in the office for short periods of time e.g. 1 session /1 day

• Restorative meetings and actions according to individual needs

• Restricted or alternate playground plans

• Individual rewards and incentives for targeted students

• Guidance Office assessment where necessary

• Referral to outside agencies where school believes this would be helpful.

### Intensive Behaviour Support

Intensive Behaviour Support may be needed for 2 - 5% of the school population, involving different students at different times throughout the year, according to individual needs. This support may include more flexible learning options, to allow students with highly complex and challenging behaviours, to continue their learning. Intensive support will mean the school has tried and trialled other Universal and Targeted support strategies, with limited success. This extended support may include, but is not limited to:

- Individual or small group work specifically targeting an explicit concern
- More extended withdrawal from school activities – including sporting, cultural, extra-curricular activities or excursions
- Managed Enrolment – Student may only be invited to attend school for certain sessions of the day to experience success in learning and behaviour.
- More extensive support or assessment from the school Guidance Officer, including FBA (Functional Behaviour Assessment)
- Recommendation or referral to external agencies e.g. CYMHS - Child Youth and Mental Health Services, Mackay Children and Family Centre
- Discipline Improvement Plan - a negotiated written contract to meet certain behavioural conditions is agreed upon. Parents will be involved in this process and are required to sign the Discipline Improvement Plan.
- Intensive support to foster social-emotional awareness and learning
- Intensive support to teach skills in self-management of behaviour
- Involvement of District Senior Guidance Officer
- Involvement of other District Office staff

### 5. Consequences for unacceptable behaviour

Northview SS makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When unacceptable behaviour occurs, students experience predictable consequences. Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour.

#### Unacceptable Behaviours

The following behaviours are regarded as unacceptable at Northview State School (this list is not exhaustive):

- Not attempting or not completing set learning tasks and/or homework.
- Willful and/or persistent disobedience.
- Disruption of classes.
- Leaving classroom, learning activities or school without permission.
- Insolence to staff and other adults.
- Physical violence/aggression (e.g. hitting, kicking, fighting).
- Inappropriate language (e.g. swearing, name calling, racial comments) and/or threats.
- Sexual harassment, verbal harassment, bullying, 'put downs', including social media devices that denigrate or insult students, staff or families from the school.
- Willful damage to school property and/or damage to others property.
- Theft and/or dishonesty (stealing, telling lies).
- Truancy and/or deliberately late to class.
- Willfully engaging in unsafe practices including the possession of knives, items considered potential weapons as well as aerosol can type products.
- Willful failure to comply with the school’s agreed dress code. (refer also School Prospectus &
Enrolment Agreement

- Substance abuse (e.g. smoking, inhaling or ingesting) that includes offering to or encouraging others to take part.
- Use of mobile phones within the school grounds which includes text messages or photographs used to offend or harass others. Police involvement may be required as a result.
- Devices used to take photographs of other persons that are then used without permission or in ways deemed inappropriate can lead to police involvement & prosecution. School camera use (under supervision) will be used responsibly in some learning situations as per the expectations outlined in the school ICT agreement signed by parents/students
- Inappropriate use of mobile phone text messaging to offend or harass others (cyber-bullying)
- Inappropriate use of computer software (My Space, Face Book, U-Tube) to abuse, denigrate or insult staff, students or our school. This includes students bringing / loading personal games onto school devices or using internet links to go roaming without permission onto other related sites. As per ICT agreement for appropriate and educational use.

Consequences

The following range of consequences are designed to protect rights of students, teachers and parents. Early contact with parents is essential in a supportive school environment when unacceptable behaviour occurs. Strategies to implement supportive, fair, logical and consistent consequences include:

Staff Management
The teacher responds to low level misbehaviour and classroom disturbance by tactically ignoring inappropriate behaviour where possible, giving clear directions, reinforcing positive behaviour and using non verbal messages to alert or cue the student to desired behaviours. (See essential skills for classroom management in universal support above)

Teacher/Student Consultation
A discussion designed to focus the student’s attention on their rights, responsibilities and understanding of this Responsible Behaviour Plan. An agreed plan to improve the student’s behaviour is the final outcome.

Behaviour Cards
Should a student’s behaviour be unacceptable according to the Responsible Behaviour Plan for Students, a Yellow Warning Card, Orange or Red Consequence Card are issued so that parents are aware of incidents that occur at school. A text message is sent to parents on the same day the card is issued to inform them that their child has a card with further information in their bag. Cards are signed by parents/guardians and returned so that school staff know parents are aware of the incident.

Students who receive more than one “orange card” in a term are likely to be uninvited to end of term Rewards Day Activities (see below). Students who receive more than two yellow cards in a term are likely to be uninvited to end of term Rewards Day Activities. Behaviour Management meetings (Admin and Class teachers) will determine Rewards Day participation for students who have been issued a single Orange Consequence card or multiple yellow cards. The student’s overall behaviour for the term will be considered in making this decision.

Further information regarding Behaviour Cards

An informal discussion or consequence may result from the issuing of a Yellow “Warning Card” at the discretion of school staff. A Orange Consequence cards usually indicate a ‘lunch time’ detention where a teacher works through a reflection sheet with the offending
series of Yellow Warning cards indicates a possible pattern of less serious but never-the-less unacceptable behaviour. In such cases it is likely that any future behaviour cards issued that term would be upgraded to a Consequence Card. (Orange card) student (see Appendix 3). Other consequences may be imposed depending on the severity of the student's transgression (e.g. withdrawal from co-curricular, extra-curricular or recreational activities). Orange card behaviour is recorded on OneSchool.

Children who have been issued only one orange card may be invited to attend depending on the reason for the Consequence Card (e.g. children who received cards for serious incidents like physical aggression, blatant dishonesty, theft, etc exclude themselves from rewards activities). There must also have been an improvement in their attitude or behaviour after the issuing of the orange card for a student to be invited to an end of term Rewards Day.

Missing out on Rewards Day is not considered an additional punishment for those who have excluded themselves due to past behaviour. For these children Rewards Day is just another school day where they participate in learning programs planned by their teachers. (i.e. there is no additional consequence or punishment for these children on that day).

### End of Term A+ Reward Day - Behaviour Card Guide for Eligibility

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<tr>
<th>Eligible to attend</th>
<th>Not eligible to attend</th>
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<tr>
<td>* Only 1 Orange card per term.</td>
<td>* School suspension</td>
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<tr>
<td>* No more than 2 Yellow warning cards</td>
<td>* More than 1 Orange or Red card</td>
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<td>* More than 2 yellow cards</td>
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In all instances, final student eligibility will be determined by the pattern of behaviours displayed over the term and the seriousness of any incident. Principal discretion will be used as a final decision.

**Tracking playtime and out of class behaviour**

Teachers on duty may issue yellow cards and orange cards as appropriate. For less serious behaviour, teachers on duty will also make contact with the class teacher to inform them of any indiscretions.

**Student Detention**

The Queensland Education Act states that a student at a state school may be detained for a period of 20 minutes during the recess or one half hour after school as a consequence for disobedience, misconduct, willful neglect to prepare home tasks, non-compliance with the school dress code or for other breaches of school discipline. (See “Unacceptable Behaviours” above) Every effort will be made to notify parents of an impending after school student detention.

**Parent/Teacher Conference**

When specific behaviours of a student persist despite intervention, a more formal parent conference will occur. Involvement by an Administrator and/or Guidance Officer may be an integral part of this process. External support specialists or agencies may be utilised to assist students and families with modifying or retraining behaviours.

**Discipline Improvement Plan**

As a result of a conference with a Teacher, Administrator and/or a Guidance Officer, a negotiated written contract to meet certain behavioural conditions is agreed upon. Parents will be involved in this process and are required to sign the Discipline Improvement Plan. The school’s Principal, Deputy Principal and/or Guidance Officer assists students and parents to accept their responsibilities as co-operative members of the school community.

**Withdrawal of Privilege**

Students who demonstrate irresponsible or unacceptable behaviour will be withdrawn from extra curricular (e.g. Choirs, dance groups, chess club, computer club), co-curricular (e.g. Interschool sports teams, excursions, extension activities) and/or recreational activities (e.g. P&C Discos) until they have demonstrated at school that they are capable of acting in an appropriate and positive manner. Withdrawal of Privilege includes the possibility of students not being invited to end of term Rewards Day activities, School Camps,
Representative School Sport, Class excursions etc

**Inappropriate student use of ICT / Technology**
Inappropriate use of ICT/Technology including computers, mobile phones, robotic kits, iPads etc. could result in the following:

1. A total ban from using all school devices for an indefinite period of time
2. Detention or suspension depending on the level of inappropriate behaviour
3. Police being involved – misuse of communication devices to insult, defame or denigrate

**Compensation**
Where personal or school property is damaged, a student's parents may be asked to provide some form of monetary or material restitution to compensate for the damages incurred. This is inclusive of lost or damaged books from the library, sports equipment recklessly or purposefully damaged as well as other valued school resources – cameras, iPads, musical instruments etc

**Suspension Procedures**
Students who choose not to accept other consequences imposed as a result of unacceptable behaviours (eg persistent class disruption, disrespectful to staff) may be suspended. Suspension from school for up to twenty days is recognised as a most serious consequence, which can be imposed by the school Administration. Suspensions are implemented in line with the Education Queensland policy: **SMS-PR-021: Safe, Supportive and Disciplined School Environment**. An **appeal process** is available for parents to use for suspensions greater than 5 days and can be done by contacting the Education Queensland District Office. No appeals are considered for suspensions 5 days or less.

**Suspension 1-5 Days:** Parent & student advised verbally & in writing of the reason for the suspension and the consequences in place. Class work & learning tasks will be negotiated between the classroom teacher, principal, student and parent / guardian so as to maintain a connection with learning. Depending on the length of suspension, a mid-point check-up may be needed to review work completed and provide feedback.

**Suspension 6-20 Days:** Parent / Guardian & student informed of decision & consequences. Option to appeal and the process to do so explained. For longer suspensions a detailed education program will be outlined, with check points for feedback set in place as well as support staff allocated for home visits or private meetings at school. Students will have achievement targets / goals to achieve via negotiated timelines.

**Re-Entry Meetings** : These occur prior to a student returning to class after suspension and involve school admin, class teacher, student, Parent / guardian. Pro-active strategies are outlined and additional support organised if deemed necessary.

**Recommendation for Exclusion**
In exceptional circumstances of serious misbehaviour (e.g. violence, drug abuse, etc) and/or repeated unacceptable or dangerous behaviour, students will be recommended for exclusion. This is implemented in line with the Education Queensland policy. Once this process has been initiated by the Principal an Education Queensland case manager will be appointed to review the case and liaise with the student / family & school to ensure all facts and circumstances and options are considered. Part of this process is to successfully re-engage the student into another learning environment or alternative education program.

**Intensive and Extended Behaviour Support:**
Students who are considered to be “seriously at risk” of significant educational underachievement due to their inappropriate behaviours are supported using a co-ordinated problem solving approach. It is essential that parents are involved in this process if positive outcomes are likely to result. When a student's inappropriate behaviours continue despite school interventions, or when infringements move to more serious breaches of the school’s behaviour expectations, more extensive targeted support is put into place. This may include support from the Mackay Positive Learning Centre and/or other government agencies.

**Safety to and from school**
Students are answerable to their parents, our school and the Police for their behaviour on the way to and from school. Students wearing our school uniform outside of school (walking home, on public transport, at local shops etc) are still deemed to be representing our school and are thus expected to still behave in a manner reflective of our school expectations for behaviour.
6. Emergency or critical incident responses

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

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

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

Basic defusing strategies

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

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

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

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

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

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

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

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

It is important that all staff understand:
• physical intervention cannot be used as a form of punishment
• physical intervention must not be used when a less severe response can effectively resolve the situation
• the underlying function of the behaviour.
Physical intervention is not to be used as a response to:
- 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
- Health and Safety incident record (link)
- debriefing report (for student and staff).

**7. Network of student support**
Students at Northview SS are supported through positive reinforcement and a system of universal, targeted, and intensive behaviour supports by:
- Parents
- Teachers
- Support Staff
- Administration Staff
- Guidance Officer
- Advisory Visiting Teachers
- Positive Learning Centre Staff
- Senior Guidance Officer

Support is also available through the following government and community agencies:
- Disability Services Queensland
- Child and Youth Mental Health
- Queensland Health
- Department of Communities (Child Safety Services)
- Police
- Local Council
- Neighbourhood Centre.

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

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

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

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

11. Some related resources
• Bullying. No Way!
• Schoolwide Positive Behaviour Support
• Code of Conduct for School Students Travelling on Buses

Endorsement

Principal

P&C President or

Executive Director (Schools)

Effective Date: 1 January 2017 – 31 December 2019
Procedures for Preventing and Responding to Incidents of Bullying (including Cyberbullying)

**Purpose**

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

**Prevention**

8. Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, our schoolwide universal behaviour support practices will be maintained at all times. This will ensure that:
• Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour.

• All students know the 3 school rules and have been taught the expected behaviours attached to each rule in all areas of the school.

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

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

• A high level of quality active supervision is a permanent staff routine in the nonclassroom areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the nonclassroom areas.

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

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

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

12. Research indicates that a common outcome of anti-bullying programming is an improvement in understanding of bullying but little change in the frequency or nature of actual bullying behaviour. One of the reasons cited for this outcome is the lack of behavioural rehearsal in the programming. The anti-bullying process at Northview 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. Northview 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.
The Use of Personal Technology Devices* at School

This policy reflects the importance the school places on students displaying courtesy, consideration and respect for others whenever they are using personal technology devices.

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

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

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

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

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

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

We uphold the value of trust and the right to privacy at Northview 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

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1 Education Queensland does not tolerate bullying behaviour at schools. This includes bullying conducted by electronic means.
harassment, including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur.

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

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

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

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

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

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

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

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

*Personal Technology Devices includes, but is not limited to, games devices (such as Portable gaming devices, Tamagotchis®, laptop computers, PDAs, Blackberries®, 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.*
WORKING TOGETHER TO KEEP NORTHVIEW STATE SCHOOL SAFE

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

- Every student has the right to feel safe and be safe at school.
- No knives are allowed to be taken to school by students.
- There is no reason for a student to have a knife at school, and it is against the law for a student to have a knife at school.

If a student has a knife a school, they can expect serious consequences, such as fines and possibly jail. Longer jail sentences can be given to young people if someone is injured with a knife during an assault.

What kinds of knife are banned?

- No knives of any type are allowed at school, including flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives or craft knives, or any item that can be used as a weapon, for example a chisel.
- Knives needed for school activities will be provided by the school, and the use of them will be supervised by school staff.
- In circumstances where students are required to have their own knives or sharp tools for particular subjects or vocational courses, the school will provide information about the procedures for carrying and storing these items at school.

The Principal can take tough action against a student who brings a knife to school.

- If a student has a knife at school, principals can inform the police.
- Possessing a knife at school may result in serious disciplinary consequences eg. suspension
- Police can search a student and their property at school if they suspect a student has a knife.
- A student may be charged with a criminal offence and may face serious consequences if convicted, including a fine or jail.
- School property such as desks or lockers may be searched if the principal suspects that a student has a knife on or in school property.
- If the principal suspects the student has a knife in their bag, the bag may be temporarily confiscated until police arrive.
- If the student does have a knife at school, it can be confiscated by the principal and given to the police.

How can parents help to keep Northview State School safe?

- Make sure your child knows what the laws and rules are about knives.
- Do not include knives or knife tools in children’s lunch boxes, pencil cases or craft kits.
- Contact your school principal if you believe your child is being bullied or threatened at school.
- If you want to talk about students and knives at school, please the school Principal.
Rules

Basic

School

Be Respectful

Be Responsible

Be Safe
<table>
<thead>
<tr>
<th><strong>BE SAFE</strong></th>
<th><strong>BE RESPECTFUL</strong></th>
<th><strong>BE RESPONSIBLE</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Keep your hands and feet to yourself at all times.</td>
<td>Keep your hands and feet to yourself at all times.</td>
<td>Keep your hands and feet to yourself at all times.</td>
</tr>
<tr>
<td>Keep your school uniform.</td>
<td>Keep your school uniform.</td>
<td>Keep your school uniform.</td>
</tr>
<tr>
<td>Wear your school uniform.</td>
<td>Wear your school uniform.</td>
<td>Wear your school uniform.</td>
</tr>
<tr>
<td>Be safe in the classroom.</td>
<td>Be safe in the classroom.</td>
<td>Be safe in the classroom.</td>
</tr>
<tr>
<td>Keep your workspace tidy.</td>
<td>Keep your workspace tidy.</td>
<td>Keep your workspace tidy.</td>
</tr>
<tr>
<td>Be responsible.</td>
<td>Be responsible.</td>
<td>Be responsible.</td>
</tr>
<tr>
<td>Be honest.</td>
<td>Be honest.</td>
<td>Be honest.</td>
</tr>
<tr>
<td>Follow instructions.</td>
<td>Follow instructions.</td>
<td>Follow instructions.</td>
</tr>
<tr>
<td>Take turns in class.</td>
<td>Take turns in class.</td>
<td>Take turns in class.</td>
</tr>
<tr>
<td>Respect others' rights.</td>
<td>Respect others' rights.</td>
<td>Respect others' rights.</td>
</tr>
<tr>
<td>Think before you speak.</td>
<td>Think before you speak.</td>
<td>Think before you speak.</td>
</tr>
<tr>
<td>Be a good listener.</td>
<td>Be a good listener.</td>
<td>Be a good listener.</td>
</tr>
</tbody>
</table>

**BEHAvIOUR EXPECTATIONS - SCHOOLWIDE MATRIX**

**BEFORE AND AFTER**

- Work on main surfaces
- Keep your hands and feet to yourself at all times.
- Wear your school uniform.
- Be safe in the classroom.
- Keep your workspace tidy.
- Work neatly.
- Be responsible.
- Be honest.
- Follow instructions.
- Take turns in class.
- Respect others' rights.
- Think before you speak.
- Follow classroom rules.
- Be a good listener.

**SCHOOL AREAS BETWEEN MOVING PLAYGROUND**

- Work on main surfaces
- Keep your hands and feet to yourself at all times.
- Wear your school uniform.
- Be safe in the classroom.
- Keep your workspace tidy.
- Work neatly.
- Be responsible.
- Be honest.
- Follow instructions.
- Take turns in class.
- Respect others' rights.
- Think before you speak.
- Follow classroom rules.
- Be a good listener.

**CLASSROOM**

- Work on main surfaces
- Keep your hands and feet to yourself at all times.
- Wear your school uniform.
- Be safe in the classroom.
- Keep your workspace tidy.
- Work neatly.
- Be responsible.
- Be honest.
- Follow instructions.
- Take turns in class.
- Respect others' rights.
- Think before you speak.
- Follow classroom rules.
- Be a good listener.

**ALL AREAS**

- Work on main surfaces
- Keep your hands and feet to yourself at all times.
- Wear your school uniform.
- Be safe in the classroom.
- Keep your workspace tidy.
- Work neatly.
- Be responsible.
- Be honest.
- Follow instructions.
- Take turns in class.
- Respect others' rights.
- Think before you speak.
- Follow classroom rules.
- Be a good listener.
### Behaviour Benchmarks

<table>
<thead>
<tr>
<th>Safety</th>
<th>Effort</th>
<th>Respect</th>
<th>Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>A (Always)</td>
<td>B (Consistently)</td>
<td>C (Usually)</td>
<td>D (Sometimes)</td>
</tr>
</tbody>
</table>

**Behavioral Benchmarks**

- Always responsible for own actions, follows through on commitments with teacher and peers.
- Consistently responsible for own actions, follows through on commitments with teacher and peers.
- Usually responsible for own actions, follows through on commitments with teacher and peers.
- Sometimes responsible for own actions, follows through on commitments with teacher and peers.
- Rarely responsible for own actions, follows through on commitments with teacher and peers.

- Always shows respect, listens attentively, and is a good listener.
- Consistently shows respect, listens attentively, and is a good listener.
- Usually shows respect, listens attentively, and is a good listener.
- Sometimes shows respect, listens attentively, and is a good listener.
- Rarely shows respect, listens attentively, and is a good listener.

- Always demonstrates behaviors that contribute to a safe and respectful classroom environment.
- Consistently demonstrates behaviors that contribute to a safe and respectful classroom environment.
- Usually demonstrates behaviors that contribute to a safe and respectful classroom environment.
- Sometimes demonstrates behaviors that contribute to a safe and respectful classroom environment.
- Rarely demonstrates behaviors that contribute to a safe and respectful classroom environment.

- Always demonstrates behaviors that contribute to a safe and respectful classroom environment.
- Consistently demonstrates behaviors that contribute to a safe and respectful classroom environment.
- Usually demonstrates behaviors that contribute to a safe and respectful classroom environment.
- Sometimes demonstrates behaviors that contribute to a safe and respectful classroom environment.
- Rarely demonstrates behaviors that contribute to a safe and respectful classroom environment.
MERIT BADGES POLICY

Aim:
- Promote positive and responsible behaviour among students.
- Recognise and reward students who consistently demonstrate positive and responsible behaviour.
- Promote positive culture within our school.

Process:
- Teachers nominate students from their class for award.
- Nominations are checked by all staff – teachers, specialist teachers and teacher aides.
- Final nominations are given to Administration Officer for typing of nominations for assembly.
- Typed nomination lists are given back to class teacher for checking.
- Class teacher checks this list, signs to indicate it is correct (or makes necessary changes) and returns to Administration Officer.
- Administration Officer generates parent invitations.
- Badges are awarded by teachers on assembly.

Timelines:

<table>
<thead>
<tr>
<th>Term</th>
<th>Week</th>
<th>Timings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term 2</td>
<td>4</td>
<td>Nominations due</td>
</tr>
<tr>
<td></td>
<td>6-8</td>
<td>Badge presentations assembly</td>
</tr>
<tr>
<td>Term 3</td>
<td>6</td>
<td>Nominations due</td>
</tr>
<tr>
<td></td>
<td>8-9</td>
<td>Badge presentations assembly</td>
</tr>
<tr>
<td>Term 4</td>
<td>5</td>
<td>Nominations due</td>
</tr>
<tr>
<td></td>
<td>7-8</td>
<td>Badge presentations assembly</td>
</tr>
</tbody>
</table>

Badge Awarded

<table>
<thead>
<tr>
<th>Junior School</th>
<th>Senior School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep</td>
<td>Year 3</td>
</tr>
<tr>
<td>Year 1</td>
<td>Year 4</td>
</tr>
<tr>
<td>Year 2</td>
<td>Year 5</td>
</tr>
<tr>
<td></td>
<td>Year 6</td>
</tr>
<tr>
<td></td>
<td>Senior Merit</td>
</tr>
</tbody>
</table>

Junior School
- One badge only for the year level can be awarded to the student. All eligible students in the year level are awarded the appropriate badge for that year level.

Senior School
- Students must earn each badge in order. For example a silver badge cannot be awarded until a bronze badge is earnt, regardless of the year level of the student.
- More than one badge may be earnt in a year but a student may not progress beyond the badge allocated for that year level.
- Spreadsheets tracking the awarding of badges will be provided to teachers by Administration Officer. Teachers are to check this spreadsheet to ensure the appropriate badge is awarded for that student.

Criteria for Awarding a Merit Badge

All students should be provided with a copy of the Criteria, and this placed inside their homework book. It should be referred to frequently and the student monitor their performance against this criteria.
- How Do I Earn a Smiley Badge Prep – 2 (Appendix 8)
- How Do I Earn a Bronze, Silver and Gold Badge (Appendix 9)
- How Do I Earn a Senior Merit Badge (Appendix 10)
**Attendance Criteria for all students Prep – 6**

Any student nominated for a badge must achieve 95% attendance for the previous 6 months. Where a teacher believes there are exceptional circumstances for absence which does not meet this benchmark, they must discuss this nomination with Principal or Deputy Principal.

 Reviewed 04.05.2016
<table>
<thead>
<tr>
<th>How do I earn a Smiley Badge?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do not run on concrete and other hard surfaces.</td>
</tr>
<tr>
<td>Follow the &quot;No Hair, No Play&quot; rule.</td>
</tr>
<tr>
<td>Wear my uniform with pride.</td>
</tr>
<tr>
<td>Print my name tag in the bin.</td>
</tr>
<tr>
<td>Look after my property and others' property.</td>
</tr>
<tr>
<td>Take turns.</td>
</tr>
<tr>
<td>Use nice words when I speak to other students.</td>
</tr>
<tr>
<td>Use manners.</td>
</tr>
<tr>
<td>Attend school every day, unless I am sick.</td>
</tr>
<tr>
<td>Always complete my homework.</td>
</tr>
<tr>
<td>I am always ready to learn.</td>
</tr>
<tr>
<td>Try my best.</td>
</tr>
<tr>
<td>Follow instructions.</td>
</tr>
<tr>
<td>Listen to teachers and others, speak carefully.</td>
</tr>
</tbody>
</table>

**Prep - 2**
APPENDIX 9 – How do I earn a Bronze, Silver and Gold Badge?

# How Do I Earn a Bronze, Silver and Gold Badge?

**Bronze, Silver and Gold Badge students are:**

**Responsible:** by being honest, caring for the environment, doing their best work, being punctual and prepared

**Respectful:** of others and their property, respecting others’ right to learn, of classroom and playground rules

**Safe:** by remembering it is a “hands off” school, wearing a hat in the playground, moving carefully around the school

<table>
<thead>
<tr>
<th>Behavior</th>
<th>Bronze</th>
<th>Silver</th>
<th>Gold</th>
</tr>
</thead>
<tbody>
<tr>
<td>I listen to teachers and other staff members carefully.</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>I try to do my best work.</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>I am punctual for class.</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>I attend every day unless I am sick.</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>I speak politely and with respect.</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>I remember it is a “hands off school” and I follow this rule.</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>I look after school property, my own property and the property of others.</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>I always complete my homework.</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>I wear my school uniform with pride.</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>I follow the “no hat, no play” rule and remember to wear my hat in the sun.</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>I keep safe by not running on concrete and other hard surfaces.</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>I know that it is right to report bullies so that our school is a safe and friendly place.</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>
APPENDIX 10 – How do I earn a Senior Merit Badge?

How Do I Earn a Senior Merit Badge?

The senior merit badge is awarded to students in year 6 only. This badge is awarded to those students who have demonstrated they are willing to help others by undertaking service activities in the school.

These activities may include – Jedi Readers, Library Monitors, Sports Room Monitors, Breakfast Club Assistants, Board Games Assistants.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>I follow the school rules and I have earnt a gold badge.</td>
<td></td>
</tr>
<tr>
<td>I set a good example in my behaviour in the classroom, in the</td>
<td></td>
</tr>
<tr>
<td>playground and in the wider community.</td>
<td></td>
</tr>
<tr>
<td>I always look presentable in my uniform.</td>
<td></td>
</tr>
<tr>
<td>I always attend school (unless there are exceptional</td>
<td></td>
</tr>
<tr>
<td>circumstances).</td>
<td></td>
</tr>
<tr>
<td>I participate in some extra-curricular activities (academic,</td>
<td></td>
</tr>
<tr>
<td>sport and community).</td>
<td></td>
</tr>
<tr>
<td>I am an excellent ambassador when I represent the school at</td>
<td></td>
</tr>
<tr>
<td>school functions and special events (eg ANZAC Day March,</td>
<td></td>
</tr>
<tr>
<td>McDonalds Maths, Touch Football, Fanfare)</td>
<td></td>
</tr>
<tr>
<td>I participate in service activities at school (eg Jedi Reader,</td>
<td></td>
</tr>
<tr>
<td>Library Monitor, Sports Room Monitor, Breakfast Club Assistant,</td>
<td></td>
</tr>
<tr>
<td>Assembly)</td>
<td></td>
</tr>
</tbody>
</table>
High Five

- Ignore
- Talk Firmly
- Walk Away
- Talk Friendly
- Report
### Consequences

<table>
<thead>
<tr>
<th>Fri</th>
<th>Tue</th>
<th>Wed</th>
<th>Thu</th>
<th>Fri</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes/No</td>
<td>Yes/No</td>
<td>Yes/No</td>
<td>Yes/No</td>
<td>Yes/No</td>
</tr>
</tbody>
</table>

### Positives

<table>
<thead>
<tr>
<th>Fri</th>
<th>Tue</th>
<th>Wed</th>
<th>Thu</th>
<th>Fri</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes/No</td>
<td>Yes/No</td>
<td>Yes/No</td>
<td>Yes/No</td>
<td>Yes/No</td>
</tr>
</tbody>
</table>

**My Goal:** To

"Keep my behaviour on track" sheet

**Name:**

---

**Target Achieved:**

- Home
- After school
- 9:00-3:00
- Lunch
- 12:30-1:30
- 1:45-2:30
- Morning tea
- 10:00-11:00
- School before
- 8:00-10:00