



**The Code of
School
Behaviour**
Better Behaviour
Better Learning

Responsible Behaviour Plan for Students

1. Purpose

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

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

2. Consultation and data review

Forest Lake State School developed this plan in collaboration with our school community. Broad consultation with parents, staff and students was undertaken through staff and community meetings held during 2012.

A review of the following important data sets for this school relating to attendance, unexplained absences, suspensions and exclusions, behaviour incidents including bullying and cyberbullying. Other inappropriate online behaviour including inappropriate use of mobile phones or other electronic devices from 2009-2012 also informed the development process.

The Plan was endorsed by the Principal, the President of the P&C and Assistant Regional Director in May 2017, and will be reviewed in 2020 as required in legislation.

3. Learning and behaviour statement

All areas of Forest Lake State School are learning and teaching environments. We consider the Responsible Behaviour Plan to be an opportunity for valuable social learning as well as a means of maximising the success of student learning programs.

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

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

- **Be Safe**
- **Be Respectful**
- **Be A Learner**

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

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

Universal Behaviour Support

The first step in facilitating standards of positive behaviour is communicating those standards to **all** students. At Forest Lake 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 inappropriate behaviour and provide 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.

These expectations are communicated to students via a number of strategies, including:

- Behaviour lessons conducted by classroom teachers;
- Reinforcement of learning from behaviour lessons on School Assemblies and during active supervision by staff during classroom and non-classroom activities



Forest Lake State School Behaviour Matrix



	All settings	In the classroom	Eating time	Toilets	Lining up	Tuckshop	Outdoor Active Areas	Drop off zone/bike cage	Library	Specialist Lessons	Online/ iPad usage	Before and After School
Be safe	<ul style="list-style-type: none"> Wear your hat outside Keep your hands and feet to yourself Walk on hard surfaces Be in the right place at the right time Always practice safe online behaviours 	<ul style="list-style-type: none"> Keep your hands and feet to yourself Enter and exit in an orderly manner Be inside only when supervised Ask permission before leaving the room 	<ul style="list-style-type: none"> Wait for permission before leaving the area Remain seated during eating time Eat only the food that has been prepared for you 	<ul style="list-style-type: none"> Use the toilet properly Wash your hands Leave quickly and quietly 	<ul style="list-style-type: none"> Sit/stand quietly and calmly in lines Put your bag in the correct place 	<ul style="list-style-type: none"> Line up safely Leave the tuckshop area promptly after purchasing 	<ul style="list-style-type: none"> Wear a hat and sunscreen Play school-approved games Play in the correct areas Use equipment correctly Report any problems to the teacher 	<ul style="list-style-type: none"> Walk on pathways Walk to the car collecting you Walk bike or scooter through the school grounds to bike cage 	<ul style="list-style-type: none"> Enter and exit by walking sensibly and safely Use equipment for its correct purpose 	<ul style="list-style-type: none"> Walk in and out of rooms/hall Use instruments and equipment as instructed Be in the right place at the right time 	<ul style="list-style-type: none"> Use iPad as instructed Report inappropriate usage Hold iPad with two hands Walk when moving around with your iPad Ensure iPads are never left on the floor or unattended 	<ul style="list-style-type: none"> Sit quietly outside the office until 8:15 when a teacher-aid will take you to your area Keep your bag on your back Keep iPad in school bag Travel in a safe manner to and from school Leave school grounds immediately Stay off playground
Be respectful	<ul style="list-style-type: none"> Follow the teacher's instructions the first time Use good manners Respect other people's belongings Place rubbish in the bin 	<ul style="list-style-type: none"> Raise your hand to speak Give everyone the right to listen and learn 	<ul style="list-style-type: none"> Stay in eating area until dismissed Put hand up to be dismissed Eat your own food Leave the area free from rubbish Talk quietly to the people around you 	<ul style="list-style-type: none"> Wait your turn Respect other people's privacy Use toilets, basins, soap and paper correctly 	<ul style="list-style-type: none"> Respect other students personal space Keep noise to a minimum Keep sports equipment still 	<ul style="list-style-type: none"> Wait your turn patiently 	<ul style="list-style-type: none"> Share equipment and take turns Problem solve using appropriate strategies 	<ul style="list-style-type: none"> Walk bike/scooter in the school grounds Wait at the gate to be picked up Respect other people's equipment 	<ul style="list-style-type: none"> Move quietly throughout the library Wait patiently when borrowing or moving between activities 	<ul style="list-style-type: none"> Line up and enter the room quietly Listen to the teachers and others when speaking Respect the abilities of your peers 	<ul style="list-style-type: none"> Use appropriate language Share school based resources Only take photos/videos of others with teacher/student/parent permission 	<ul style="list-style-type: none"> Wait quietly outside the classroom until the doors are open
Be a learner	<ul style="list-style-type: none"> Be organised Actively participate Follow instructions Strive to do your best with all tasks Be on time for learning 	<ul style="list-style-type: none"> Have all equipment organised Stay on task and ask for help when needed Participate fully to the best of your ability 	<ul style="list-style-type: none"> Make healthy food choices 	<ul style="list-style-type: none"> Use the toilets quickly and in the right time 	<ul style="list-style-type: none"> Be on time Know where to line up 	<ul style="list-style-type: none"> Think and plan ahead before you order Follow ordering processes 	<ul style="list-style-type: none"> Show sportsmanship when playing games Stop play when the bell rings and pack up equipment Return to class promptly Use the high five 	<ul style="list-style-type: none"> Arrive on time 	<ul style="list-style-type: none"> Know and follow the library rules Learn library information skills 	<ul style="list-style-type: none"> Be prepared for learning and have your equipment organised Know and follow the classroom rules 	<ul style="list-style-type: none"> Use the Forest Lake State School internet to download only audio, visual and website content that is related to learning 	<ul style="list-style-type: none"> Arrive on time to school Go to the bathroom before school starts Take required equipment home for home activities

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

- Regular features in the school newsletter, enabling parents to be actively and positively involved in school behaviour expectations
- PBL team members' regular provision of information to staff and parents, and support to others in sharing successful practices
- Comprehensive induction programs in the Forest Lake State School Responsible Behaviour Plan for Students delivered to new students as well as new and relief staff
- Positive Behaviour Plan developed with students, parents and relevant specialists (where appropriate) for students who demonstrate repeated inappropriate or unacceptable behaviour to provide a personal framework of positive behaviour expectations and actions and to enable staff to provide consistent strategies or adjustments across all learning environments.
- Implementation of specific policies to address:
 - the use of personal property technology devices at school *Appropriate Use of Mobile Telephones and other Electronic Equipment by Students*
 - procedures for preventing and responding to incidents of bullying (including cyberbullying and recording incidents for data collection)
 - procedures regarding the use or possession of weapons including knives and any other items that could be considered a weapon in school.

Reinforcing expected school behaviour

At Forest Lake State School, communication of our key messages about behaviour is backed up through reinforcement, which provides students with feedback for engaging in expected school behaviour. A formal recognition and monitoring system has been developed. This reinforcement system is designed to increase the quantity and quality of positive interactions between students and staff. All staff members are trained to give consistent and appropriate acknowledgement and rewards.

Forest Lake State School **Positive Notice**

- *Positive behaviour communication: Verbal or non-verbal recognition for demonstrating an expected behaviour*
- *Classroom award given to a student for consistently demonstrating expected behaviours.*
- *Gold Cards: Given out on playground duty or in the classroom to children who are displaying the school expectations.*
- *5 and 10 Week Positive Behaviour Celebrations at class, whole year level and school – Falcon Time*
- *Use of Oneschool Positive Behaviour Data Records – viewed via QParents app. Newsletter Publicity*
- *Matrix Expectations to exclusively be used for Year Level Certificates presented at assemblies*

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 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.

Each year a small number students at Forest Lake State School are identified through our data as needing a little bit extra in the way of targeted behavioural support. In most cases, the inappropriate or unacceptable behaviour may not be immediately regarded as severe, but the frequency of their behaviours may put these students' learning and social success at risk if not addressed in a timely manner.

Students requiring this level of support participate in their normal scheduled classes and activities with appropriate adjustments if required. However, they have increased daily opportunities to receive positive contact with adults, and increased opportunities to receive positive reinforcement. Where required, adjustments are made to the program through academic support, adult mentoring or intensive social skills training.

This support is coordinated by the PBL Team with active administrator support and staff involvement. All staff members are provided with continuous professional development consisting of the referral and support process and the reporting responsibilities of staff and of the students being supported.

Students whose behaviour does not improve after targeted adjustments, or whose previous behaviour indicates a need for specialised intervention, are provided with intensive behaviour support.

Intensive behaviour support – PBL Team Coordinator, Administrative & Specialist Staff

Forest Lake State School is committed to educating all students, including those with the highest behavioural support needs. We recognise that students with highly complex and challenging behaviours may need comprehensive systems of support that require regular reviews in consultation with parents/caregivers and other relevant specialist staff or external agencies.

The PBL Team Coordinator

- works with other staff members to develop appropriate behaviour expectations and strategies
- monitors the impact of support for individual students through continuous data collection
- provides consistent strategies and adjustments outlined within the Positive Behaviour Plan, and
- works with the School Administration, classroom teacher/s, staff and external agencies to achieve continuity and consistency.

The **PBL Team** has a referral process in place. Following referral, the PBL Team Coordinator or classroom teacher contacts parents/caregivers and any relevant staff members to form a support team and begin the assessment and support process. In many cases the support team also includes individuals from other agencies already working with the student and their family, a representative from the school's administration and specialist behaviour services staff.

5. Emergency responses or critical incidents

It is important that all staff have a consistent understanding of how to respond to emergency situations or critical incidents involving severe unacceptable behaviour. This consistency ensures that actions taken are responsive to the safety and well-being of students and staff.

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 unacceptable behaviour is defined as behaviour of such intensity, frequency, or duration that the physical safety and well-being of the student or others is likely to be placed at serious risk.

Immediate Strategies

- Avoid escalating the unacceptable 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 situation or incident, 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.

Reinforcement and Correction Strategies

- 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 unacceptable behaviour then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour.

Follow Up Strategies

- Restore normal school operations as soon as possible.
- Provide post incident opportunities that include:
 - Assisting any distressed student/s to access appropriate support, e.g. Guidance Officer or Admin Supervisor
 - Assisting the individual 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.
 - Reflect with the child to assist in developing a personal framework of expectations and appropriate actions.
 - Log details of incident on OneSchool behaviour database

Physical Intervention

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

- physically assaulting another student or staff member
- posing an immediate danger to him/her or to others.

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

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

It is important that all staff understand:

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

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

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

Any physical intervention made must:

- be reasonable in the particular circumstances,
- be in proportion to the circumstances of the incident
- always be the minimum force needed to reduce the risk of harm to self or others

- 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:

- School Incident Report (Appendix 5)
- Student Record of Incident (as per process for Natural Justice).

6. Consequences for unacceptable behaviour

Forest Lake State School makes systematic efforts to prevent inappropriate or unacceptable behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When these behaviour incidents occur, it is important that consequences are predictable. Our school seeks to ensure that responses to inappropriate or unacceptable behaviour are consistent and proportionate to the nature of the behaviour.

An Incident Referral Form (attached) is used to record problem behaviour incidents where access to OneSchool data entry is not practical. All significant behaviour incidents are recorded on OneSchool.

Minor and major behaviours

When responding to behaviour incidents, the staff member determines if the problem behaviour is minor or major, with the following agreed understanding:

- **Minor** behaviour incidents are handled by staff members at the time it happens
- **Major** behaviour incidents are referred directly to the school Administration team

Minor problem behaviours are those that:

- are minor breaches of the school rules
- do not seriously harm others or cause you to suspect that the student may be harmed
- do not violate the rights of others in any other serious way
- are not part of a pattern of inappropriate behaviours
- do not require involvement of specialist support staff or Administration.

Minor problem behaviours may result in the following consequences:

- a re-direction process where a staff member takes the student aside and:
 1. names the behaviour that student is displaying
 2. asks student to name expected school behaviour
 3. states and explains expected school behaviour if necessary
 4. gives positive verbal acknowledgement for expected school behaviour
- a minor consequence logically connected to the inappropriate behaviour, such as complete removal from an activity or event for a specified period of time, partial removal (time away), individual meeting with the student, apology, restitution or detention for work completion.
- A report of the student's behaviour will be recorded on Oneschool. This is generally discussed with a school Administration representative.

Major behaviours are those that:

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

Major behaviours result in an immediate referral to school Administration because of their seriousness. When major unacceptable behaviour occurs, staff members calmly state the behaviour and remind the student of expected school behaviour. The staff member makes all efforts to de-escalate the situation and immediately liaises with Administration. A report of the student's behaviour is recorded on OneSchool.

For unacceptable behaviours may result in one or more of the following consequences:

- Time out, rethink, loss of privilege, restitution, warning regarding future consequence for

repeated or persistent inappropriate choices, behaviour referral to PBL Team for support, Parent contact, referral to year level Admin Supervisor and possible referral to Guidance Officer, referral for specialist behaviour services, suspension from school, behaviour improvement conditions.

Students who engage in serious unacceptable behaviours such as major violent physical assault or the use/supply or possession of weapons (including knives) or drugs may receive a Behaviour Improvement Condition or a School Disciplinary Absence (suspension or proposal/recommendation for exclusion) as a consequence of unacceptable behaviour.

Definition of consequences*

Time out	<p>A principal or school staff may use time out as a strategy for students to manage their own behaviour and to assist the student to calm down.</p> <p>During time out, student is to be supervised and given an opportunity to rejoin class in intervals of no more than 10 minutes.</p>
Detention (Rethink)	<p>A principal or teacher may use detention as a consequence for disobedience, misconduct, or other breaches of school expectations.</p> <p>A detention is no more than 20 minutes during school lunch or 30 minutes after school (parent will be contacted before after school detention is imposed).</p> <p>At Forest Lake State School, we have a process called "Rethink" where a child is asked to reflect on their behaviour. Administration will make contact with parents/guardians.</p>
Temporary Removal of Property	<p>A principal or staff member of Forest Lake State School has the power to temporarily remove property from a student, as per the procedure Temporary.</p>
School Disciplinary Absences (SDA)	
Suspension	<p>A principal may suspend a student from school under the following circumstances:</p> <ul style="list-style-type: none"> ▪ disobedience by the student ▪ misconduct by the student ▪ other conduct that is prejudicial to the good order and management of the school.
Behaviour Improvement Condition	<p>A principal may impose a behaviour improvement condition if the principal is reasonably satisfied that the student has engaged in behaviour that warrants the grounds for exclusion or other conduct that is so serious that suspension of the student from school is inadequate to deal with the behaviour.</p> <p>A <i>Behaviour Improvement Condition</i> requires the student to undertake a behaviour management program arranged by the school's principal. The program must be:</p> <ul style="list-style-type: none"> ▪ reasonably appropriate to the challenging behaviour ▪ conducted by an appropriately qualified person ▪ designed to help the student not to re-engage in the challenging behaviour ▪ no longer than three months.

Proposed exclusion or recommended exclusion	<p>A student may be suspended pending a decision to exclude when the student's behaviour is so serious that suspension of the student from the school would be inadequate to deal with the behaviour. A student may be suspended or excluded for the following reasons:</p> <ul style="list-style-type: none"> ▪ disobedience ▪ misconduct ▪ other conduct that is prejudicial to the good order and management of the school, or ▪ breach of Behaviour Improvement Conditions.
Cancellation of enrolment	<p>The enrolment of a post compulsory school age student may be cancelled if the student's behaviour amounts to a refusal to participate in the educational program provided at the school.</p>

*Refer to departmental procedure Safe, Supportive and Disciplined School Environment for further details.

The following table outlines examples of minor and major behaviour incidents.

Forest Lake State School – Behaviour Minors and Majors

Definition	Minor	Description	Major	Description
Defiance/Disrespect Resisting authority, engaging in power struggles, refusal to comply with a reasonable request.	Low intensity brief failure to follow directions	<ul style="list-style-type: none"> Not completing set tasks that are at an appropriate level Refusing to work Not playing fairly Minor defiance Minor bullying Disrespectful tone Low intensity failure to respond to adult request 	Repeated refusal to follow directions, talking back and / or socially rude interactions.	<ul style="list-style-type: none"> Disrespect Major defiance that interrupts teaching or learning
	Example Comment made by student to adult, 'You can't make me'.	Non-Example Comment made by student to adult, 'I can't do this, this is stupid'.	Example Repeated refusal to follow instructions, student has not responded to interventions or behavioural systems.	Non-Example Repeated refusal to follow instructions due to a skill deficit.
Definition	Minor	Description	Major	Description
Physical Misconduct Inappropriate or deliberate contact made by hands or feet.	Student engages in non-serious but inappropriate physical contact	Minor physical contact (e.g. <i>careless contact which results from horseplay.</i>)	Actions involving serious physical contact where injury may occur (e.g. <i>hitting, punching, hitting with an object, kicking, scratching, pushing and shoving</i>)	<ul style="list-style-type: none"> Serious physical aggression Fighting, tackling, biting Spitting Aggressive retaliation
	Example Hurting someone through the course of a game when intentionally trying to win or gain possession.	Non-Example Accidentally landing on or being pushed into someone during the course of a game.	Example Intentionally punching another child in the head.	Non-Example Accidentally landing on another student's head during the course of a game.



Forest Lake State School – Behaviour Minors and Majors

Definition	Minor	Description	Major	Description
<u>Misconduct Involving Object</u> Inappropriate use of an object for the non-intended purpose of that object.	Student engages in inappropriate use of equipment or objects	Using an object in a dangerous way, but not intended to hit others.	Deliberate use of an object with the intention of causing harm.	Throwing objects directly at an adult, child or property to cause harm.
	Example Using equipment in the non-intended way accidentally causing damage.	Non-Example Using sports equipment in the non-intended way to play a game.	Example Throwing sticks or stones at a person or property.	Non-Example Throwing a stick so it is not on a path.
Definition	Minor	Description	Major	Description
<u>Verbal Misconduct</u> Unsuitable use of words, calling names, use of inappropriate tones (including online)	Low intensity language that may involve swearing not directed at others. (including sarcasm)	Inappropriate language (written/verbal) <i>(e.g. shut up, idiot, swearing in playground but not directed at anyone)</i>	High intensity verbal messages (that involve swearing or use of words in an inappropriate way) directed at other individuals or groups to cause harm.	<ul style="list-style-type: none"> Offensive language Aggressive language Verbal abuse / directed profanity Directed at teacher
	Example Yelling back at a staff member, 'This sucks'. Screaming at other students during class time, 'you're an idiot, you're a loser', 'great work Johnny!!'.	Non-Example Yelling to a teacher across the oval. 'Hey Miss Nolan' Telling another student to stop being silly.	Example A student directing an expletive at another person.	Non-Example A student using an expletive after stubbing their toe.

Forest Lake State School – Behaviour Minors and Majors

Definition	Minor	Description	Major	Description
<u>Disruption</u> Any disturbance or interference that takes away, from the learning environment which does not cause physical harm or injury to one's self or others.	Repeated low intensity but inappropriate disruption.	<ul style="list-style-type: none"> Minor disruption to class Calling out Poor attitude Non compliance Unco-operative behaviour Not being punctual (e.g. lateness after breaks) 	Deliberate and repeated behaviour causing an interruption in a class or playground. (e.g. yelling or screaming, noise with material, disrupting games, sustained out of seat behaviour etc.)	Major disruption to class
	Example Calling out without raising hand. Repeated noise, talking, inappropriate non-related comments, talking to friends, throwing paper, whining.	Non-Example Excitedly calling out an answer. Discussion with other children during quiet activity.	Example Sustained disruptive behaviour e.g constantly walking around or out of place, yelling out, and interrupting learning, not responding to warnings or interventions.	Non-Example Getting up in the middle of a lesson to sharpen a pencil.
Definition	Minor	Description	Major	Description
<u>Property Misconduct</u> Use of property in a way, which it was not designed, that does not cause physical harm or injury to one's self or others.	Low intensity misuse of property.	<ul style="list-style-type: none"> Littering Lack of care for the environment 	Student engages in an activity that results in substantial destruction or disfigurement of property	<ul style="list-style-type: none"> Throwing objects Possession of weapons Wilful property damage Vandalism/Graffiti Damaging toilet facilities
	Example Throwing or kicking property belonging to school or someone else without intent on damage.	Non-Example Throwing or kicking own property. Tipping over their lunch and breaking it.	Example Deliberately kicking a hole in the wall. Breaking classroom items with intent.	Non-Example Falling or being pushed into a wall, causing damage.

Forest Lake State School – Behaviour Minors and Majors

Definition	Minor	Description	Major	Description
<u>Dress Code</u> Not adhering to school dress code or uniform policy, not being sun safe, not wearing appropriate footwear.	Student wears non regulation school items or does not have a hat for outdoor activities	Wearing a bright pink bow in their hair, yellow jumper, orange shoes or cap.	Student persistently wears non-regulation or offensive items.	Student consistently wears an item of clothing that is not a part of the school uniform.
	Example Student wears a rainbow bow, student wears board shorts and student wears a headband with cat ears	Non-Example Student wears a religious necklace. Student wears Jo Jo bow in navy blue, teal or yellow. Student wears thongs after principal exemption has been sought.	Example Student persistently wears board shorts without principal exemption. Student wears a shirt with an offensive logo e.g. with a marijuana plant on it	Non-Example Student persistently wears board shorts with principal approval.
Definition	Minor	Description	Major	Description
<u>Non-Compliant With Routine</u> Any problem behaviours that are non-compliant with routine.	Student engages in brief or low-level safety violation not involving hurting any other individuals or groups.	<ul style="list-style-type: none"> ▪ Running on concrete or around buildings ▪ Running on stairs ▪ Not walking bike/scooter/skateboard in school grounds ▪ Playing games which affect the safety of others. ▪ Being in the wrong place at the wrong time ▪ Playing in toilets ▪ Late back to class 	Student engages in frequent unsafe activities where injury may occur.	<ul style="list-style-type: none"> ▪ Leaving class without permission (out of sight) ▪ Leaving school without permission

Forest Lake State School – Behaviour Minors and Majors

	Example Walking or running away from a teacher who has given a reasonable direction. Being on the oval during eating time. Playing 'chasey' on the concrete.	Non-Example Not following a teacher's instructions with plausible reason e.g. fear, not hearing, didn't understand. Running to a teacher for help.	Example Student demonstrates continuous minor behaviours in regards to routines and school expectations. Climbing trees or structures. Wandering through school grounds with an object (e.g. stick) to harm or intimidate others.	Non-Example Late due to recurring medical appointments.
Definition	Minor	Description	Major	Description
<u>Dishonest Behaviour</u> Lying - Making a statement which one knows to be untrue. Cheating - Using dishonest methods to gain academic advantage.	Student engages in minor lying/cheating not involving any other person.	<ul style="list-style-type: none"> Minor dishonesty Petty theft e.g stealing a rubber of another student. 	Student delivers message that is untrue and / or deliberately violates rules and/or harms others	<ul style="list-style-type: none"> Major dishonesty that impacts on others, deliberate and intentional Stealing / major theft e.g stealing a school IPAD. Plagiarism
	Example Blatantly denying behaviour or activity that has been witnessed. Cheating on a test, copying work done by someone else.	Non-Example Denying responsibility when behaviour was accidental. Using another student's work to 'catch up' after absence.	Example Accusing someone of physical assault but found through own admission or witness statement that incident did not occur.	Non-Example Offering information as a 'witness' where information is based on hearsay only.



Forest Lake State School – Behaviour Minors and Majors

Definition	Minor	Description	Major	Description
Bullying/Harassment Repeated targeting of a student, ongoing physical or verbal abuse, inappropriate touching, intimidation, threatening others with harm.	Student engages in minor, non-repeated levels of harassment.	<ul style="list-style-type: none"> Low level harassment (e.g. <i>name calling</i>) in a game Active bystander 	Repeated teasing, physical and verbal intimidation of a student.	Major bullying
	Example Calling another child "fat"	Non-Example A one off negative comment towards a person. "You suck at maths"	Example Sustained targeting (physical/verbal/written) of the same individual.	Non-Example One off fighting with, name calling of or note writing to another individual.
Definition	Minor	Description	Major	Description
ICT abuse Inappropriate use of ICTs, e.g. school iPads, student iPads, internet, email, IWB, cameras, mobile phones, computers	Students engage in or use ICT resources inappropriately in or outside the classroom context	<ul style="list-style-type: none"> Inappropriate use of school ICT device Taking, using or sharing digital images of others without permission Inappropriate use of school internet for non-educational purposes Having a mobile phone in any part of the school for voicemail, email, text messaging or filming and social media and using it during school hours. Accessing or playing music 	ICT abuse Student engages in use of an ICT device in an inappropriate manner	<ul style="list-style-type: none"> Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school Intentional damage to school ICT device Intentional use of digital images and or words used to cause harm or anxiety to others Intentional use of internet for illegal, dangerous or offensive purposes



Forest Lake State School – Behaviour Minors and Majors

	Example Accessing ICTs without permission. Accessing inappropriate web content e.g searching up unicorn poo. Using someone else's password. Airdropping non-educational material e.g. photos of Deadpool Refusal to join teachers' classroom management app. Accessing or playing music during school hours	Non-Example Student accessing iPad for learning. Accidental redirection from a weblink. Another student logging someone else on.	Example Using ICTs to access, distribute or show illegal, dangerous or offensive photos. Sending an inappropriate email or text during school time (e.g. IMessage or flick) Repeated sharing of non-educational material.	Non-Example Printing a picture of the human body for a project. Opening an attachment to find it is offensive but alerting a teacher immediately.
Definition	Minor	Description	Major	Description
Prohibited Items Having at school an item that is of value or is banned.	Student has possession of an item which is restricted at school.	<ul style="list-style-type: none"> In possession of or the owner of toys or toy weapons 	Student has possession of an item which can cause serious damage to person or property.	<ul style="list-style-type: none"> Possession or selling of drugs Weapons including knives and any other items which could be considered a weapon being taken to school.
	Example In possession of or the owner of expensive toys or toy weapons at school.	Non-Example Bringing something in with parent permission for show and tell. Using a sensory tool or comfort object for support regulation.	Example Bringing a pocket knife to school.	Non-Example Finding prohibited items and handing to teacher. Having a blunt knife in a lunch box to cut an apple.



Forest Lake State School – Behaviour Minors and Majors

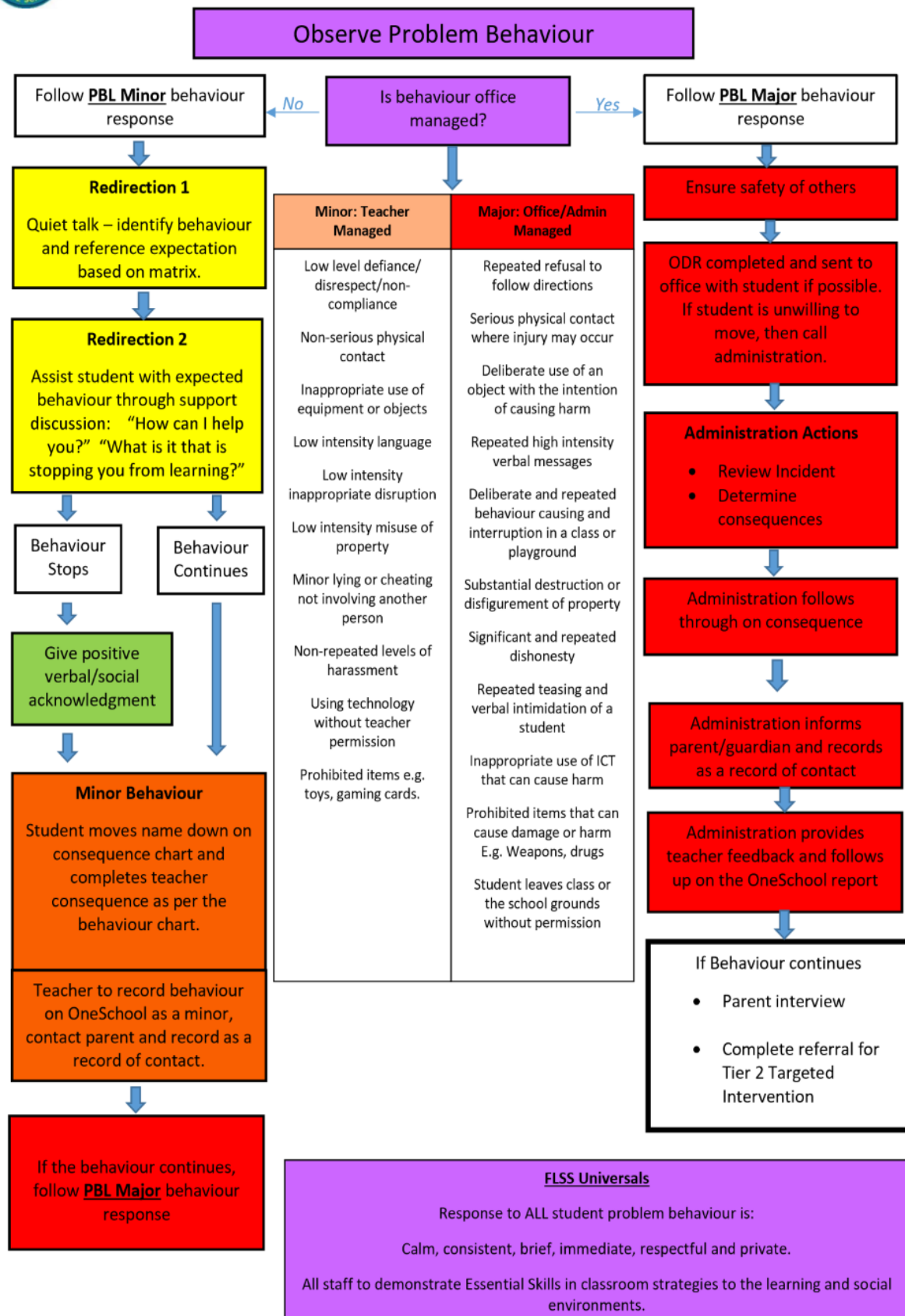
Definition	Minor	Description	Major	Description
Truancy Unexplained absence/s with or without parent's knowledge.	Late to learning activities.		Student is in an area that is outside of school boundaries. Student leaves class without permission – stays out of class and is not in view	
	Example Students are repeatedly reminded to enter the classroom during learning time. Student refuses to enter classroom and stays out of class during learning time but is in view	Non-Example Sitting outside of classroom because of illness. A student having "chill out" time with teacher's permission.	Example Leaving school without permission Repeated failure to attend school, repeated lateness, early departures Repeated absence from school with/without parent permission	Non-Example An official school appointment or activity, school related activity
Definition	Minor	Description	Major	Description
3 Minors = 1 major			Classroom: Repeated minor behaviour resulting in 3 minor incidents being recorded <i>within a week</i> . The 3 rd incident is recorded as a major. Specialists: Repeated minor behaviour <i>across consecutive specialist lessons</i> resulting in the 3 rd incident recorded as a major.	



Please note that this is not an exhaustive list. Other behaviours will be dealt with as appropriate.



Forest Lake State School Behaviour Management Flowchart



SOARING STATUS

- ❖ My behaviour is exemplary.
- ❖ I have been a SAFE, RESPECTFUL LEARNER!



FLYING

- ❖ My behaviour is spot on.
- ❖ I am *showing* that I can be a SAFE, RESPECTFUL LEARNER!



Ready to Fly

At Forest Lake I am responsible for my behaviour. I start each session showing that....

I am Safe

I am Respectful

I am a Learner



Redirection

X 2

I need to be redirected about the behaviour I am displaying.

My teacher will:

- ❖ State the expected behaviour I should be displaying
- ❖ Support me to engage with the school expectations
- ❖ Redirect my behaviour



1.	2.
----	----

Minor Behaviour

Teacher Conference

Calm Down time

Finishing work at lunch

Buddy Class

Time Out

Major Behaviour

I have not demonstrated Frankie Falcon's Expectations

- ❖ I will have a consequence for my behaviour
- ❖ School Leaders will contact home
- ❖ School Leaders will record on One School



Relate inappropriate or unacceptable behaviour to expected school behaviours

When responding to inappropriate or unacceptable behaviours, staff members ensure that students understand the relationship of the behaviour to expected school behaviour. One method that staff members might use to achieve this is to have students:

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

Should an inappropriate or unacceptable behaviour be repeated, the staff member will repeat the discussion/explanation process.

Ensuring consistent responses to inappropriate or unacceptable behaviour

At Forest Lake State School, staff members are provided with appropriate professional development and/or training to issue consequences for behaviour incidents. Through training activities, we work to ensure consistent responses to behaviour incidents across the school.

Students also receive training about how to respond when other students display inappropriate or unacceptable behaviour. The courteous way to respond when a staff member redirects a student's behaviour is taught and rehearsed to reduce the impact of peer engagement in the behaviour incident.

Student disciplinary absences (suspension and exclusion) may be considered:

- in the event of a serious, one-off behaviour incident or
- after consideration has been given to all other responses.

7. Network of student support

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

- Parents
- Teachers
- Support Staff
- Ancillary Staff
- Administration Staff
- Guidance Officer
- 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.

Forest Lake 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 information relevant to the students' age, gender, disability, cultural background, socioeconomic situation, mental health and wellbeing, emotional state (such as individualised learning plan or individual education plan), and
- 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
 - receive adjustments appropriate to their learning and/or impairment needs
 - provide written or verbal statements that will be taken into consideration in the decision making processes
 - ensure that processes maintain the dignity, respect, privacy and confidentiality of the student, consistent with the rights of the rest of the community.

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 2011
- ☐ Workplace Health and Safety Regulation 2011
- ☐ Right to Information Act 2009
- ☐ Information Privacy (IP) Act 2009

10. Related policies and procedures

- ☐ Statement of expectations for a disciplined school environment policy
- ☐ Safe, Supportive and Disciplined School Environment
- ☐ Inclusive Education
 - ☐ Enrolment in State Primary, Secondary and Special Schools
 - ☐ Student Dress Code
 - ☐ Student Protection
 - ☐ Hostile People on School Premises, Wilful Disturbance and Trespass
- ☐ Police and Child Safety Officer Interviews with Students, and Police Searches at State Educational Institutions
- ☐ Acceptable Use of the Department's Information, Communication and Technology (ICT) Network and Systems
- ☐ Managing Electronic Identities and Identity Management
- ☐ Appropriate Use of Mobile Telephones and other Electronic Equipment by Students
- ☐ Temporary Removal of Student Property by School Staff

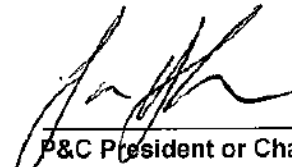
11. Some related resources

- ☐ National Safe Schools Framework
- ☐ Working Together resources for schools
- ☐ Cybersafety and schools resources
- ☐ Bullying. No way!
- ☐ Take a Stand Together
- ☐ Safe Schools Hub

Endorsement



Principal



Jason Abayekoon

P&C President or Chair, School Council

Date effective: from 14/11/18 to Present

Forest Lake State School – Office Referral Form (Major Behaviour)

Please send form with student to the office. (If the student is not calm and willing to move call your School Leader rep directly and send form to the office at your earliest convenience)

Student Name:			Class:	
Witness/s:				
Location	Behaviour Category	Motivation	Strategies	Strategies
<input type="checkbox"/> Admin. Office Area	<input type="checkbox"/> Bullying/harassment	<input type="checkbox"/> Obtain peer attention	<input type="checkbox"/> Essential Skills	<input type="checkbox"/> Essential Skills
<input type="checkbox"/> Oval Far End	<input type="checkbox"/> Disruptive	<input type="checkbox"/> Obtain adult attention	<input type="checkbox"/> 2 Redirections	<input type="checkbox"/> 2 Redirections
<input type="checkbox"/> Oval Hall/Toilets	<input type="checkbox"/> Defiant/threat/s to adults	<input type="checkbox"/> Obtain tangible object	Minor Behaviour Consequence 1	Minor Behaviour Consequence 2
<input type="checkbox"/> C/E/F Blocks	<input type="checkbox"/> IT misconduct	<input type="checkbox"/> Escape or avoid activity	<input type="checkbox"/> Teacher Conference	<input type="checkbox"/> Teacher Conference
<input type="checkbox"/> Tuckshop	<input type="checkbox"/> Misconduct involving object	<input type="checkbox"/> Escape or avoid adult attention	<input type="checkbox"/> Calm down time	<input type="checkbox"/> Calm down time
<input type="checkbox"/> Adventure Playground	<input type="checkbox"/> Non-compliant with routine	<input type="checkbox"/> Escape or avoid peer attention	<input type="checkbox"/> Finishing work at lunchtime	<input type="checkbox"/> Finishing work at lunchtime
<input type="checkbox"/> Hall	<input type="checkbox"/> Physical misconduct	<input type="checkbox"/> Don't know	<input type="checkbox"/> Buddy class	<input type="checkbox"/> Buddy class
<input type="checkbox"/> SCGA & A/B Blocks	<input type="checkbox"/> Prohibited items	Time	<input type="checkbox"/> Time out	<input type="checkbox"/> Time out
<input type="checkbox"/> G Block	<input type="checkbox"/> Property misconduct	<input type="checkbox"/> Before School	<input type="checkbox"/> Other _____	<input type="checkbox"/> Other _____
<input type="checkbox"/> I Block				
<input type="checkbox"/> MPCGA	<input type="checkbox"/> Other conduct prejudicial to good order	<input type="checkbox"/> First Session	Subject	Subject
<input type="checkbox"/> Classroom	<input type="checkbox"/> Substance misconduct	<input type="checkbox"/> First Break	<input type="checkbox"/> Transitions	<input type="checkbox"/> Transitions
<input type="checkbox"/> Outside classroom	<input type="checkbox"/> Truant/skip class	<input type="checkbox"/> Second Session	<input type="checkbox"/> English	<input type="checkbox"/> English
<input type="checkbox"/> J Block	<input type="checkbox"/> Verbal misconduct	<input type="checkbox"/> Second Break	<input type="checkbox"/> Mathematics	<input type="checkbox"/> Mathematics
<input type="checkbox"/> MAC-D Block	<input type="checkbox"/> Third minor referral	<input type="checkbox"/> Afternoon Session	<input type="checkbox"/> HASS	<input type="checkbox"/> HASS
<input type="checkbox"/> Music Room		<input type="checkbox"/> After School	<input type="checkbox"/> Science	<input type="checkbox"/> Science
<input type="checkbox"/> H Block			<input type="checkbox"/> Technology	<input type="checkbox"/> Technology
<input type="checkbox"/> PAC			<input type="checkbox"/> Art	<input type="checkbox"/> Art
			<input type="checkbox"/> PE	<input type="checkbox"/> PE
			<input type="checkbox"/> Dance	<input type="checkbox"/> Dance
			<input type="checkbox"/> Music	<input type="checkbox"/> Music
			<input type="checkbox"/> ICT	<input type="checkbox"/> ICT
			<input type="checkbox"/> Health	<input type="checkbox"/> Health
			<input type="checkbox"/> LOTE	<input type="checkbox"/> LOTE

Incident Details: (Brief summary, include what happened and possible trigger for the behaviour)

Teacher's Name: _____

Signature: _____

School Leader Follow Up/Consequence

- | | | |
|-------------------------------------------------------|---------------------------------------------|-----------------------------------------------|
| <input type="checkbox"/> Loss of privilege | <input type="checkbox"/> Time in office | <input type="checkbox"/> In school suspension |
| <input type="checkbox"/> Referral to guidance officer | <input type="checkbox"/> Behaviour referral | <input type="checkbox"/> Student conference |
| <input type="checkbox"/> Out of school suspension | <input type="checkbox"/> Rethink | <input type="checkbox"/> Exclusion |

- ☐ Incident Recorded on OneSchool by Teacher (Suspensions cannot be finalised until recorded on OneSchool)
- ☐ School Leader follow up recorded on OneSchool and parents contacted – CT referred into record of contact.
- ☐ Discussion with teacher from School Leader about the student's consequence. (Within 1 school day)
- ☐ This is a minor behaviour and is to be managed at the classroom level.





Is it Bullying?

When someone says or does something *unintentionally* hurtful and they do it once, that's...

Rude

When someone says or does something *intentionally* hurtful and they do it once, that's...

Mean

When someone says or does something *intentionally* hurtful and they *keep doing it* - even when you tell them to stop or show them that you're upset, that's...

Bullying

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