Winton State School

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

Reviewed November 2013
Purpose – Behaviour and Learning Statement

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

Our school community is a School Wide Positive Behaviour Support School and we are proud of our motto “Advance With Honour”. This motto captures the strength and commitment to our school and our community and respects the past, while providing our overarching aim for the future of each and every student at our school. To ‘Advance With Honour’ our students need to be explicitly taught the universal expectations of safety, responsibility and respect.

At Winton State School, we actively encourage our students to become life-long learners and leaders. To deliver on this commitment we expect that all members of our school community commit to and model ‘The Winton Way’. ‘The Winton Way’ is our code for the way we do business.

We expect that all members of our school community are following ‘The Winton Way’:

As Learners and as Leaders:

- **We are Safe**
- **We are Responsible**
- **We are Respectful**

We believe that ‘The Winton Way’ will provide the foundations for living and learning by our motto “Advance With Honour”.

Consultation and Data Review

Winton State School developed this plan in collaboration with the School Wide Positive Behaviour Team (consisting of Winton State School trained staff, Regional Staff, parent and community representations) and consultation with students, parents and staff was undertaken as part of the formulation of the National Partnership School 4 Year Plan in 2010.

A review of school data relating to attendance, absenteeism, school disciplinary action and absences and behaviour incidents, referrals and positive reinforcement of student behaviour data was used to inform the plan, along with the Teaching Audit Recommendations by an external Education Queensland Auditor.

The plan was endorsed by the Principal, the President of the P and C and the Regional Executive School Improvement in 2010 and will be reviewed annually as part of the National Partnership Agreement. This plan has been reviewed and updated in November 2013 to reflect the current expectations of policy makers within Education Queensland and to include the reflections of staff on the implementation of the responsible behaviour plan.

Winton State School Philosophy

All members of the school community have the right to feel safe, to be respected and to learn. With these rights, we all have the responsibility to create a safe and respectful learning environment.
In order to achieve our goals we must develop a common language and set of values and beliefs within the school community. These values, and the associated skills, strategies and behaviours must be taught, modelled and practised in classrooms through our acceptable behaviour matrix. Research reinforces that Better Behaviour leads to Better Learning and we strive to ensure that our plan details proactive strategies for classrooms and for the whole school to promote these values. As part of our School Wide Positive Behaviour Support initiative we strive to explicitly teach and reinforce positive behaviour at our school through a variety of planned and unplanned activities.

We encourage a consistent response from all staff to both appropriate and inappropriate behaviours. We aim for timely, predictable and just responses to behaviour. We have the expectation that students who behave inappropriately will make restitution for their behaviours, providing opportunity to atone for inappropriate behaviours, and to repair damaged relationships. We expect that appropriate behaviour is modelled, taught, reinforced and recognised.

The role of parents in the management of behaviour of students is crucial. Our Plan aims to share information and responsibility with parents for encouraging positive behaviours amongst students. We aim to:

- Share values, expectations and goals with parents
- Share positive information about student achievements e.g. through newsletter, awards, school parades, attendance data
- Prescribe a role for parents in the management of inappropriate behaviours

Our Plan has been formulated with reference to information from the following resources:

- The Code of School Behaviour (Education Queensland)
- Values for Australian Schooling (Australian Government)
- Student Dress Code (Education Queensland)
- Homework in State Schools Policy (Education Queensland)
- Code of Conduct for School Students Travelling on Buses (Queensland Transport)
- School Wide Positive Behaviour Support Materials

Beliefs about behaviour and learning

At Winton State School we believe that optimum learning can take place in an environment where all participants feel safe, supported and valued.

This is underpinned by the following:

- Organised, intentionally inviting class/school structures and systems
- Positive relationships between participants are crucial. These include relationships between students, between students and staff, between staff members, and between staff and parents. These relationships should be based on mutual respect.
- Appropriate, engaging curriculum encourages positive experiences of learning, and when they have these positive experiences, students will tend towards improved self-management
- All students will have the opportunity to reach their potential, regardless of gender, ability, cultural background, learning style, etc
- Values, behaviours and effective social skills need to be taught, and opportunities must be provided for students to practise these in a supportive environment
• Parents and teachers have a crucial role to play in setting, modelling and maintaining standards of behaviour. The success of our Plan relies on staff and parents working together to ensure consistency of expectations and standards between home and school.
• Wearing of the school uniform helps to enforce the safety of students, especially sun safety. It can provide a sense of belonging to the school community. Wearing of the school uniform at away-from-school activities helps to engender a sense of pride and responsibility for the good reputation of our school.
• Behavioural expectations within the school must also extend to related activities away from school where our school is being represented. This includes travel to and from school. Bus travel for extra-curricula and curricula initiatives in particular should be orderly, and passengers should conduct themselves in safe and respectful ways.

All members of the community have rights regarding their participation in the operation of the school. Accompanying these rights are responsibilities which must also be met.

<table>
<thead>
<tr>
<th>The rights and responsibilities of members of the school community</th>
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<tbody>
<tr>
<td><strong>RIGHTS</strong></td>
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<tr>
<td>Students have the right:</td>
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<tr>
<td>• to expect his/her property to be safe</td>
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<tr>
<td>• to be free from discrimination</td>
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<tr>
<td>• to be treated with courtesy by other students, staff and adults</td>
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<tr>
<td>• to learn in a safe and pleasant environment free from physical, emotional and/or verbal abuse</td>
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<tr>
<td>• to a quality education</td>
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<td>• to feel proud of their school</td>
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<tr>
<td>Students have the Responsibility to:</td>
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<tr>
<td>• to respect the rights of themselves and others to learn</td>
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<tr>
<td>• to use non-discriminatory language and practices</td>
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<tr>
<td>• to respect the property of others</td>
</tr>
<tr>
<td>• to respect the right of others to participate in and enjoy school activities</td>
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<td>• to use common courtesies when addressing others</td>
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<td>• to care for the school environment</td>
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<td>• to adhere to safety regulations and avoid dangerous practices</td>
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<td>• to participate in educational programs to the best of their ability</td>
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<tr>
<td>• to be prepared and on time for classes</td>
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<tr>
<td>• to follow directions given by staff</td>
</tr>
<tr>
<td>STAFF have the right:</td>
</tr>
<tr>
<td>• to be free from discrimination</td>
</tr>
<tr>
<td>• to expect his/her property to be safe</td>
</tr>
<tr>
<td>• to be treated with courtesy by students and other members of the school community</td>
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<tr>
<td>• to carry out their duties in a safe, pleasant and supportive working environment – free from physical, emotional and/or verbal abuse</td>
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<tr>
<td>• to be recognised as professional educators</td>
</tr>
<tr>
<td>• to implement the Responsible Behaviour Plan for Students</td>
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<tr>
<td>STAFF have the responsibility:</td>
</tr>
<tr>
<td>• to treat students and other members of the school community with respect and courtesy and in a fair and just manner</td>
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<tr>
<td>• to maintain a safe and clean environment</td>
</tr>
<tr>
<td>• to act in a professional and collegial manner</td>
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<tr>
<td>PARENTS &amp; VISITORS have the right:</td>
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<tr>
<td>PARENTS &amp; VISITORS have the responsibility:</td>
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<tr>
<td>Pupils</td>
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<tr>
<td>--------</td>
</tr>
<tr>
<td>to be welcomed and feel welcomed at our school</td>
</tr>
<tr>
<td>to be treated with respect and courtesy by staff, students and other members of the school community</td>
</tr>
<tr>
<td>to participate in a safe, clean and supportive environment</td>
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<tr>
<td>to expect their child to have access to a quality and supportive education</td>
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<td>to open, timely and appropriate communication with school staff</td>
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### Designing Schoolwide Systems for Student Success

#### The Code of School Behaviour

**Better Behaviour, Better Learning**

#### Academic Instruction

- **Tertiary Interventions** (for individual students)
  - Assessment-based
  - High Intensity

- **Secondary Interventions** (for some students)
  - High Efficiency
  - Rapid Response

- **Universal Interventions** (for all students)
  - Preventive, Proactive

#### Behavioral Instruction

- **Tertiary Interventions** (for individual students)
  - Assessment-based
  - Intense, durable procedures

- **Secondary Interventions** (for some students: at-risk)
  - High Efficiency
  - Rapid Response

- **Universal Interventions** (for all students)
  - All Settings
  - Preventive, Proactive
Processes for facilitating standards of positive behaviour and responding to unacceptable behaviour

Our Responsible Behaviour Plan works to develop a supportive school environment in which all participants, including students and staff, feel safe, and are able to perform their role in order to meet their responsibilities. We aim, at Winton State School, to develop a school climate that acknowledges the positive efforts and behaviours of participants, and also uses corrective strategies to address inappropriate behaviours. We look to support students where this is needed to allow them to actively and effectively participate in their academic and social learning.

The values and emphasis placed on the three universal expectations and uniform are also shared with Winton Business Owners and Community stakeholders. These expectations therefore extend beyond our school grounds to the wider community where students are engaged in Work Experience and/or School Based Apprenticeships and Traineeships. In consultation with business owners and service providers, our school may suspend a students right to these programs should misconduct occur. Agreements are made between all parties and we are able to cancel agreements should the student not be performing academically and/or behaviourally at school.

Whole-school behaviour support

Acceptable Behaviour at Winton State School

We encourage all members of our school community to participate in the universal acceptable behaviours of safety, responsibility and respect. To this end, the school has an “Acceptable Behaviours Matrix”. The following matrix outlines the minimum expectations of students at Winton State School in a variety of environments.

Winton State School’s strategies for whole-school behaviour support include:

- Positive recognition Playground Behaviour – ‘Honour Cards’, Individual, Class and Whole of School targets and reward system
- A set of positively stated acceptable behaviours through the Code of School Behaviour.
- A clear and documented Enrolment Agreement signed by parents/carers, students and the enrolling officer.
- Active engagement in learning by students.
- A clear process of support from Class Teachers, Student Services, Phase Leaders, Principal and Guidance Officer in an extra supporting role.
- Providing teachers with a consistent “School-wide Behaviour Management Strategies” document to assist with engaging students and improving student outcomes.

To create a culture of positive behaviour and promote a culture of learning, much work is done in individual classrooms to foster this supportive environment.

- Clear class rules are established and displayed in classrooms. This provides structure for general behaviour management, allows children the visual reminder of the guiding statements, and provides opportunity for the students to apply these rules to the self-management of their behaviour. In the establishment of these rules, reference is made to the school rules, the school Code of Conduct, and to the values presented by the Values for Australian Schooling framework.

- Teachers focus on and implement effective teaching and learning strategies to provide a balanced, relevant and engaging curriculum. Teachers work to identify
students' individual needs, and employ strategies to best meet the needs of each individual where possible. Through consultation with support staff such as the Teacher-Librarian, Support Teacher – Learning Difficulties, Teacher Aides, etc, programs are developed and implemented to provide assistance for those children with specific or higher needs, and to provide challenges at appropriate levels for students requiring extension.

- Teachers use various methods to reinforce, reward and encourage positive behaviours from students (see list below). Positive reinforcement occurs both incidentally and in a planned way, and addresses both academic successes and effective self-management to improve behaviours. Staff share the belief that children should move towards intrinsic motivation and reward for their efforts and achievements, but also acknowledge that concrete, extrinsic rewards help some children to move towards intrinsic reward.

- All staff members aim, through their work in various areas of the school, to provide students with a supportive environment that is consistent, predictable and fair. In that way students are able to make informed choices of behaviours, being able to reasonably predict the outcomes of those choices. In a consistent environment, students will perceive equity amongst staff, especially in the area of behaviour management, and can manage their behaviour accordingly.

- Processes and Procedures are put in place to monitor attendance and behaviour daily and for our Senior Phase Learners in their workplaces.

The High 5 - Dealing with Bullying Program

The High 5 – Dealing with Bullying Program is a list of strategies that students are provided with to manage bullying behaviour. The program is a problem-solving tool that the students can use to help them identify and cope with bullying behaviour. The High 5 – Dealing with Bullying program is reinforced by all members of the school community and is the preferred manner in which students solve problems in the playground.

1. Ignore the bullying by continuing working or playing, looking the other way or walking away.
2. Walk away / Move or look away
3. Talk friendly – Give an "I" message / “I don't like it when you do that.”
4. Talk firmly – Stress the child uses good assertive language (words and body) with firm message.
5. Report to teacher
**LEARNERS AND LEADERS - ACCEPTABLE BEHAVIOUR MATRIX**

<table>
<thead>
<tr>
<th>Context</th>
<th>We are Safe</th>
<th>We are Responsible</th>
<th>We are Respectful</th>
</tr>
</thead>
<tbody>
<tr>
<td>While Learning we:</td>
<td>Behave sensibly</td>
<td>Participate in all aspects of the school program</td>
<td>Follow teachers' classroom routines</td>
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<tr>
<td></td>
<td>Know about and obey fire and lockdown procedures</td>
<td></td>
<td>Value others different opinions</td>
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<td></td>
<td>Report damage and injuries to a staff member</td>
<td></td>
<td>Recognise others' right to learn</td>
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<tr>
<td></td>
<td>Put away all equipment after use</td>
<td></td>
<td>Am respectful of own, school and others property</td>
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<tr>
<td></td>
<td>Follow the classroom rules</td>
<td></td>
<td>Speak in a respectful manner to teachers and my peers</td>
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<tr>
<td></td>
<td>Follow health and safety rules</td>
<td></td>
<td>A&amp;K appropriate questions and add to discussions</td>
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<td></td>
<td>Have a broadrimmed hat for sport and outdoor learning</td>
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<tr>
<td>While Moving we:</td>
<td>Walk on the concrete</td>
<td>Walk in an orderly fashion</td>
<td>Respect others right to use paths within the school</td>
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<tr>
<td></td>
<td>Allow others to walk unimpeded</td>
<td>Keep noise to an acceptable level</td>
<td>Value animals and plants by leaving them alone</td>
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<td></td>
<td>Respect the rights of staff members and other learners</td>
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<td></td>
<td>Use school crossings</td>
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<tr>
<td>While Eating we:</td>
<td>Wash my hands before eating</td>
<td>Talk quietly and positively when my mouth is empty</td>
<td>Respect others right to eat their own food</td>
</tr>
<tr>
<td></td>
<td>Sit quietly with friends</td>
<td>Dispose of all rubbish in the bins provided</td>
<td>Do not interfere with others food or lunchbox</td>
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<tr>
<td></td>
<td>Follow the directions of staff</td>
<td>Sit in the designated area and on the seats provided</td>
<td>Eat with appropriate manners</td>
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<tr>
<td></td>
<td>Clean up the area</td>
<td>Remain seated, and off the chairs provided</td>
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<tr>
<td>While Playing we:</td>
<td>Use equipment for its intended purpose</td>
<td>Play safely</td>
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<tr>
<td></td>
<td>Wear a hat, sunscreen and shoes while in the playground</td>
<td>Use positive words</td>
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<td></td>
<td>Only play non-contact sports</td>
<td>Cooperate with others</td>
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<td></td>
<td>Use the “HIGH 5” to resolve disputes</td>
<td>Exchange ideas respectfully</td>
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<tr>
<td></td>
<td>Wear a hat when playing in the sun</td>
<td>Keep our hands and feet to ourselves</td>
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<tr>
<td>While Using Technology we:</td>
<td>Ensure appropriate language is used at all times</td>
<td>Use the “HIGH 5” to resolve disputes</td>
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<td></td>
<td>Log off when finished</td>
<td>Use devices that are designated and leave others' devices/workstations alone</td>
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<tr>
<td></td>
<td>Keep body parts to ourselves</td>
<td>Take responsibility for our own actions</td>
<td>Understand my conduct in the community reflects myself, my family and our school</td>
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<tr>
<td></td>
<td>Access appropriate websites related to our learning</td>
<td>Report incidents to the appropriate person</td>
<td>Wear my full school uniform with pride</td>
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<tr>
<td></td>
<td>Walk in the computer labs</td>
<td>Do not bring prohibited items such as toy guns, knives, cigarettes, drugs and alcohol</td>
<td>Gather knowledge on our community, our heritage, our cultural history and our nation</td>
</tr>
<tr>
<td></td>
<td>Only touch appropriate parts of the devices</td>
<td>Participate in extra-curricular activities offered by the school</td>
<td>Have pride in our school and ourselves</td>
</tr>
<tr>
<td></td>
<td>Use the furniture as it has been designed to be used (on the floor)</td>
<td>Understand the consequences of risky behaviour</td>
<td>Use technology in a positive way toward all other citizens (including social media)</td>
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<td></td>
<td>Send appropriate, acceptable messages/emails</td>
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<td></td>
<td>Reply to messages/emails from known acquaintances and associates</td>
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<td></td>
<td>Leave food and drinks outside the room</td>
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<td></td>
<td>Report misuse (including inappropriate correspondence) to a teacher</td>
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<tr>
<td>In the Community we:</td>
<td>Stay with the group</td>
<td>Talk positively</td>
<td>Use good manners</td>
</tr>
<tr>
<td></td>
<td>Follow the directions of the adult in charge</td>
<td>Role model appropriate behaviour</td>
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<tr>
<td></td>
<td>Represent the rules and policies of the community organisation</td>
<td>Represent our school with pride</td>
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<td></td>
<td></td>
<td>Cooperate with members of the community</td>
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<tr>
<td></td>
<td></td>
<td>Are considerate that my actions do not interfere with others</td>
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</tr>
<tr>
<td>Everyday we:</td>
<td>Recognise that physical violence is never acceptable</td>
<td>Take responsibility for our own actions</td>
<td>Use good manners</td>
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<tr>
<td></td>
<td>Recognise that harassment and bullying is never acceptable</td>
<td>Report incidents to the appropriate person</td>
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</tr>
<tr>
<td></td>
<td>Develop skills and practices that enhance our quality of life</td>
<td>Do not bring prohibited items such as toy guns, knives, cigarettes, drugs and alcohol</td>
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</tr>
<tr>
<td></td>
<td>Am aware of the consequences of risky behaviour</td>
<td>Participate in extra-curricular activities offered by the school</td>
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</tbody>
</table>
Examples of strategies used in classrooms to develop a positive whole school culture include:

- **Classroom structures and routines:**
  - Teaching of weekly SWPBS lessons
  - Parallel praise
  - Effective instruction giving
  - Being consistently fair
  - Remaining calm
  - Using assertive statements e.g., “I want you to… Thanks”
  - Applying reasonable time limits to tasks
  - Removing distracting behaviours and/or objects
  - Clarifying expectations

- **Formally programmed rewards:**
  - In the primary classrooms a token reward system is used.
    - P/1 6 tokens = prize
    - 2/3 – 8 tokens = prize
    - 4/5/6 – 10 tokens = prize
  - In secondary classrooms a Funny Money reward system is used. Students are given Winton State School Funny money and are able to spend their Funny Money in the Student Council run shop.
  - Individual targets for Honour cards are set. Those students who reach the target are eligible for the whole school reward days held twice per term.
  - A whole school Honour card target is set and a school level prize is enacted if the whole school target is reached.

- **Personal praise/reinforcers:**
  - Smiles
  - Positive comments, spoken or written on work
  - Positive notes to parents
  - Tactical ignoring of inappropriate behaviours
  - Allowing children ‘time away’ from classrooms to have physical activity to release energy
  - Seating arrangements in classrooms – children’s choices
    - Descriptive praise – focus on behaviour and/or effort

- **Concrete rewards:**
  - Stickers
  - Stamps
  - Certificates
  - Puzzle/game time
  - Awards on parade/student of the week
  - Class awards
  - Choices of behaviours (aimed at child choosing desired behaviour – offer alternative that is less desirable)

- **Self evaluation**
  - Encouraging self evaluation
  - Weekly reflections
  - Journal writing
  - Personal report cards

At the whole school level, we employ proactive strategies to provide a positive, socially just learning environment using strategies including:

1. **Developing positive relationships:**
   - Praise for positive behaviours and efforts
   - Focusing on positives – “Honour Card” system with individual, class and whole of school rewards system
   - Valuing academic and non-academic success
   - Recognising, valuing and supporting the uniqueness of each individual within the school community
   - Using consultative decision making
   - Maintaining open channels of communication
   - Providing constructive feedback
   - Publicising school/student achievements in newsletter
   - Extra curricular activities e.g. excursions, sports
   - Student of The Week
   - Weekly Report Cards
   - Keep In touch Books established and maintained
   - Term Reviews/rewards – focusing on positives i.e. no time out received
   - Encouraging the wearing of school uniform, or as close as possible to it

2. **Providing quality programs in the key learning areas according to the Effective Learning and Teaching principles as follows:**
   - Understanding the learner
   - Active construction of meaning
   - Supportive and challenging environments
   - Worthwhile partnerships
   - Responding to social and cultural contexts
3. Facilitating personal and social development:
   - Understanding individual personal differences
   - Cross age tutoring and buddy programs
   - Personal responsibility/accountability - making choices and accepting consequences
   - Teaching group work and co-operation skills
   - Sound knowledge of child development
   - Professional development for staff
   - Support programs for parents

4. Improving the physical environment:
   - School beautification – children involved in gardening activities and other grounds improvement activities
   - Shade areas
   - Play environments
   - Classroom modifications and maintenance
   - Classroom resources

5. Developing and communicating clear school policies
   - Maintaining Responsible Behaviour Plan practices
   - Ensuring Collaborative processes for Planning, Reviewing and Reporting
   - Monitoring attendance and behaviour with partners who are hosting Students in their businesses

Targeted behaviour support

For a small number of children at Winton State School, additional strategies and processes must be implemented, to support these children in their learning and their behavioural choices. Corrective strategies will be employed to help these children rethink their approach, analyse their behaviours and make choices that are better aimed at bringing positive outcomes, socially and academically.

Corrective Strategies

1. Acknowledging and addressing the need for extra assistance for students in the regular curriculum
   - Early intervention programs
   - Support from Specialist teachers - LST, AVT - Behaviour Management and Guidance Officer
   - Valuing effort and positive behaviour change
   - Catering for the special circumstances of some students
   - Enhanced level of positive feedback, focused on targeted behaviours
   - Counselling
   - Referral to school chaplain

2. Focused learning and teaching
   - Counselling
   - Focusing on the behaviour and not the person
   - Posters as reminders
   - Cueing systems – classroom designed procedures for class management
   - Professional development for staff
   - Buddy system
   - Visible reminders in Covered Play Area of Peer Support activities through displays of work, etc.
   - Class Meetings
   - Parent Consultation
   - Time out discussions, focused on adjusting behaviours, and on repairing relationships

3. Communication with Parents
   - Keep In Touch Books
   - Weekly Report Cards
   - Croddy and Written contact
   - Support programs as required
   - Communication book
   - Behaviour Book/Card
   - Shared understanding of School Behaviour Management practices

Intensive behaviour support

Where children require additional support to assist their learning and behavioural choices, strategies are employed to try to meet the needs of these children.

Various methods are used to enhance the learning of children who exhibit high needs:
Individual Education Plans are constructed for children with specific needs, in consultation with various support staff as appropriate. These may include the Support Teacher – Learning Difficulties, Advisory Visiting Teachers, Speech Language Pathologist, Guidance Officer etc.

- When making decisions about program adjustments, we consult with parents, requesting their assistance, input, advice and support.
  - formulate plans in consultation with parents
  - conduct regular interviews with parents to review progress and adjust programs
  - phone calls to parents to discuss children’s progress and behaviour
  - Behaviour Books / Sticker Books to keep records of awards etc that children have achieved
  - daily / regular emails to parents to report on child’s progress and behaviour, and exchange information with parents about incidents at home

- The Support Teacher – Learning Difficulties works with teachers to devise intervention programs for small groups and / or individual children. These plans may be implemented in the classroom or on a withdrawal basis, by the classroom teacher, the Support Teacher – Learning Difficulties, by teacher aides, etc.

- Through consultation with the Guidance Officer, plans and programs can be implemented with a focus on supportive processes to assist children in adjusting their behaviours to achieve improved outcomes. These programs may be delivered on an informal basis, in a withdrawal situation, or the G.O may work with the classroom teacher to develop strategies and activities to practise and develop these skills.

- Teachers consult with, and refer children to the school’s Guidance Officer for more intensive or specialised assistance. The Guidance Officer may work with the teacher to introduce programs and strategies to assist in day to day classroom operations, or may be instrumental in referral to other agencies for ongoing assistance and guidance.

- Use of the student service network to collaboratively design and implement non-spiritual programs that engage students requiring extra support.

Students at Winton State School are supported through positive reinforcement and whole school, targeted and intensive behaviour support, by the following personnel:
Support is also available through the following government and community agencies:

Consequences for unacceptable behaviour

An important aspect of our Responsible Behaviour Plan for Students is trying to ensure consistent, timely and just responses to unacceptable behaviours. Following are diagrams which detail our planned responses to inappropriate behaviours in our school. A consequence for some inappropriate behaviour is a detention.
<table>
<thead>
<tr>
<th>Admin (Principal)</th>
<th>STEP 1</th>
<th>Behaviour Management Strategies include:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>* Tactical ignoring, rule reminders, consequences, choices, teaching about the ‘Code of Conduct’</td>
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<td></td>
<td></td>
<td>* Positive rewards systems e.g. Stickers, stamps, ticks on board, tokens, Funny Money, certificates, awards, etc.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>* Seating Plans, rules, procedures, variety of learning and teaching styles, Effective Learning and Teaching</td>
</tr>
<tr>
<td></td>
<td></td>
<td>* Class discussions, individual discussions, time out (in class)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>* Making a plan (in class) - verbal/written, make up time, removal of privileges</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Admin (Principal/HOC)</th>
<th>STEP 2</th>
<th>Level 1 Behaviours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Behaviours generally occurring more frequently - intervention required on a more detailed level</td>
</tr>
<tr>
<td></td>
<td></td>
<td>* More attention paid to Acceptable Behaviour Matrix</td>
</tr>
<tr>
<td></td>
<td></td>
<td>* Detail paid to Levels of Misbehaviour, Rights and Responsibilities</td>
</tr>
<tr>
<td></td>
<td></td>
<td>* Responsible Behaviour Plan put into action</td>
</tr>
<tr>
<td></td>
<td></td>
<td>* Many strategies as outlined below will be put into operation - perhaps more formal</td>
</tr>
<tr>
<td></td>
<td></td>
<td>* Time Out in own class and in Buddy class - classroom and playground offences</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Phase Leader Managed</th>
<th>STEP 3</th>
<th>Level 2 Behaviours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Behaviours often requiring ‘Time Out’ - Repeat Offending - Many ‘Out of Class’ Incidences. Strategies may now include:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>* Making a plan/contract - written</td>
</tr>
<tr>
<td></td>
<td></td>
<td>* Time out within Buddy systems in operation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>* Parent involvement</td>
</tr>
<tr>
<td></td>
<td></td>
<td>* Check in/check out</td>
</tr>
<tr>
<td></td>
<td></td>
<td>* Restitution to be completed as part of Detention – focus on rebuilding relationships</td>
</tr>
<tr>
<td></td>
<td></td>
<td>* Refferal to tier II (Social Justice Committee).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Phase Leader informed</th>
<th>STEP 4</th>
<th>Level 2 Behaviours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Continually Offending Misbehaviours - May involve outside agencies Strategies may now become formal - more documentation required</td>
</tr>
<tr>
<td></td>
<td></td>
<td>* Principal/HOC notified - continually offending</td>
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<tr>
<td></td>
<td></td>
<td>* Parents formally involved</td>
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<tr>
<td></td>
<td></td>
<td>* Interviews - Plans written - Regular review</td>
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<td></td>
<td></td>
<td>* Guidance Officer may become involved</td>
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<td></td>
<td></td>
<td>* Intervention may include counselling, Social Skills Programs</td>
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<td></td>
<td></td>
<td>* Other ‘specialists’ may become involved, including AVT - Behaviour Management</td>
</tr>
<tr>
<td></td>
<td></td>
<td>* Restitution to be completed as part of Detention – focus on rebuilding relationships</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>STEP 5</th>
<th>More serious misbehaviours. Strategies fairly intrusive/severe</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Level 3 Behaviours</td>
</tr>
<tr>
<td></td>
<td>Alternative Timetables</td>
</tr>
<tr>
<td></td>
<td>Counselling</td>
</tr>
<tr>
<td></td>
<td>Social Skills Programs</td>
</tr>
<tr>
<td></td>
<td>Provision of instruction in alternative location e.g., Buddy Teacher’s classroom</td>
</tr>
<tr>
<td></td>
<td>Suspension - as referred to in legislation and SMS – PR – 021: Safe, Supportive and Disciplined School Environment</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>STEP 6</th>
<th>Serious, often unlawful behaviour - Continual Offenders</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Level 3 Behaviours</td>
</tr>
<tr>
<td>1.</td>
<td>Police often involved</td>
</tr>
<tr>
<td>2.</td>
<td>Departmental Policy to be followed</td>
</tr>
<tr>
<td>3.</td>
<td>Suspension - as referred to in legislation and SMS – PR – 021: Safe, Supportive and Disciplined School Environment</td>
</tr>
<tr>
<td>4.</td>
<td>Exclusion - as referred to in legislation and SMS – PR – 021: Safe, Supportive and Disciplined School Environment</td>
</tr>
</tbody>
</table>
### Characteristics
- Setting a Positive Environment
- In class teacher/student problem solving
- Set school and class plans
- Negotiate care, consideration, courtesy and safety
- Develop ownership of behaviour
- Allow choices of actions

### Level 1 (Minor) Within the Classroom or Playground

<table>
<thead>
<tr>
<th>Behaviour</th>
<th>Initial Response</th>
<th>Repeat Action</th>
<th>Continually Offending</th>
<th>One School Entry</th>
</tr>
</thead>
<tbody>
<tr>
<td>* Answering Back/Ignoring Staff</td>
<td>* Discuss expectations</td>
<td>* Discuss expectations</td>
<td>We consider the behaviours listed in column 1 to be minor incidents – those which can interrupt the smooth flow of the day, or cause minor disturbance.</td>
<td>Do not enter in One School, unless attaching evidence of repeated occurrence.</td>
</tr>
<tr>
<td>* Arguing</td>
<td>* Discuss expectations</td>
<td>* Conflict Resolution</td>
<td>* Different play areas</td>
<td></td>
</tr>
<tr>
<td>* Inappropriate lunch behaviour (e.g. throwing food)</td>
<td>* Warning</td>
<td>* Clean up own mess, plus additional area</td>
<td></td>
<td></td>
</tr>
<tr>
<td>* Not walking on concrete, verandahs, around buildings</td>
<td>* Expectation Reminder</td>
<td>* Sit in different eating area</td>
<td></td>
<td></td>
</tr>
<tr>
<td>* No hat/ no shoes / inappropriate hat / inappropriate shoes (in playground)</td>
<td>* Expectation Reminder</td>
<td>* Sitting down - 5 minutes, or as deemed appropriate by staff member on duty</td>
<td></td>
<td></td>
</tr>
<tr>
<td>* Playing in, around or messing toilets</td>
<td>* Expectation Reminder</td>
<td>* Sitting down - 5 minutes, or as deemed appropriate by staff member on duty</td>
<td></td>
<td></td>
</tr>
<tr>
<td>* Being untruthful (telling lies)</td>
<td>* Discuss expectations, underlying reasons for lying</td>
<td>* Discuss expectations, underlying reasons for lying</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>* Suggest strategies for being truthful</td>
<td>* Suggest strategies for being truthful</td>
<td></td>
<td></td>
</tr>
<tr>
<td>* Interrupting Games</td>
<td>* Discuss expectations</td>
<td>* Withdrawal from game - not allowed to play</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>* Conflict Resolution</td>
<td>* Direction to play other game</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Suggestions would include:
- redirecting student to appropriate behaviour
- allowing 'take up' time, during which time the staff member may walk a short distance away from the student
- assisting in conflict resolution
- positive praise for following directions
- directing children to play in different places from one another
<table>
<thead>
<tr>
<th>Behaviour</th>
<th>Initial Response</th>
<th>Repeat Action</th>
<th>Continually Offending</th>
<th>One School Entry</th>
</tr>
</thead>
<tbody>
<tr>
<td>* Misuse of playground equipment (Not vandalism)</td>
<td>* Discuss expectations</td>
<td>* Ban from equipment for specified period</td>
<td></td>
<td></td>
</tr>
<tr>
<td>* Littering</td>
<td>* Discard trash</td>
<td>* Grounds task e.g. gardening, cleaning, sanding</td>
<td></td>
<td></td>
</tr>
<tr>
<td>* In the classroom without permission</td>
<td>* Restate school expectations</td>
<td>* Sitting down - 5 minutes, or as deemed appropriate by staff member on duty</td>
<td>If these behaviours persist, then this would be considered to be a Level 2 misbehaviour, becoming deliberate disobedience, insolence, etc, and would then attract the appropriate consequence such as Detention * Letter to parent reminding about uniform policy, requesting support in enforcing policy</td>
<td></td>
</tr>
<tr>
<td>* Playing in out of bounds area</td>
<td>* Restate school expectations</td>
<td>* Sitting down - 5 minutes, or as deemed appropriate by staff member on duty</td>
<td>Do not enter in One School, unless attaching evidence of repeated occurrence.</td>
<td></td>
</tr>
<tr>
<td>* Riding Bikes inappropriately</td>
<td>* Warning</td>
<td>* Discuss safety expectations.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>* Wearing inappropriate jewellery/make-up</td>
<td>* Warning</td>
<td>* Remove jewellery/make-up, place somewhere for safe keeping</td>
<td></td>
<td></td>
</tr>
<tr>
<td>* Uniform infringements</td>
<td>* Warning</td>
<td>If repeated within short time frame (2 – 3 weeks):</td>
<td></td>
<td></td>
</tr>
<tr>
<td>* Breaking of School Rules</td>
<td>* Restate school expectations</td>
<td>* Restate school expectations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>* Swearing (not with intention to offend: eg; expletives used within conversation or reactional swearing).</td>
<td>* Restate school expectations</td>
<td>* Restate school expectations, * Warning, and discuss possible future actions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>* Rough Play</td>
<td>* Discuss safety</td>
<td>* Withdrawal from game - not allowed to play</td>
<td>Detention- restitution must focus on ways to rebuild relationships</td>
<td>Physical misconduct</td>
</tr>
<tr>
<td></td>
<td>* Expectations Reminder</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>* Verbal apology</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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The Code of School Behaviour

Better Behaviour, Better Learning
**LEVEL 2 (MAJOR) - TIME-OUT SITUATIONS - WITHIN SCHOOL**

**Characteristics:**
1. Out of Class Problem Solving
2. Involves Parents
3. Administration
4. Guidance Officers
5. For continued behaviours at Level 2, suspension may be a consequence. Where the Plan refers to Suspension, this will follow the legislation and guidelines provided by SMS – PR – 021: Safe, Supportive and Disciplined School Environment.

AT THIS LEVEL – Privilege to represent School for Sport Work Experience, Traineeships and Apprenticeships will be suspended.

<table>
<thead>
<tr>
<th>Behaviour</th>
<th>Initial Response Options</th>
<th>Repeat Action Options</th>
<th>Continually Offending</th>
<th>One School Entry</th>
</tr>
</thead>
<tbody>
<tr>
<td>* Stealing - Classroom, student/personal items</td>
<td>* Discuss expectations</td>
<td>* Detention</td>
<td>* Detention (several sessions)</td>
<td>Property Misconduct (Entry after 1st occurrence)</td>
</tr>
<tr>
<td>* Deliberately disobeying instructions</td>
<td>* Replace items if parent offers.</td>
<td>* Parent/Principal/Student interview</td>
<td>* Guidance Officer</td>
<td>Refusal to participate in program of instruction OR Non-compliance with routine</td>
</tr>
<tr>
<td>* Continued uniform infringement</td>
<td>* Written letter of apology</td>
<td>* Detention – restitution must focus on ways to rebuild relationships</td>
<td>* Adopt-A-Cop</td>
<td>Non-compliance with routine</td>
</tr>
<tr>
<td></td>
<td>* Detention</td>
<td></td>
<td>* Parent/Principal Interview</td>
<td></td>
</tr>
<tr>
<td></td>
<td>* Sit down for specified period of time (discretion of staff member on duty)</td>
<td></td>
<td>* Guidance Officer</td>
<td></td>
</tr>
<tr>
<td></td>
<td>* Warning about behaviour</td>
<td></td>
<td>(Leads into Insolence Level 3)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>* Discuss Rights, Rules &amp; Responsibilities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>* Discuss expectations</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>* Verbal apology</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>* Rule reinforcement</td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>* Withdrawal from opportunity to participate in away-from-school activities at which student would be representing the school</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Behaviour</td>
<td>Initial Response Options</td>
<td>Repeat Action Options</td>
<td>Continually Offending</td>
<td>One School Entry</td>
</tr>
<tr>
<td>-----------</td>
<td>--------------------------</td>
<td>-----------------------</td>
<td>-----------------------</td>
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</tr>
</tbody>
</table>
| * Vandalism | * Restitution -  
* repair or replace damaged items; grounds tasks  
* Detention | * Police/Parent/Student interview | * Suspension | Property Misconduct (Entry after 1st occurrence) |
| * Threatening behaviours | * Mediation process  
* Social Skilling Program  
* Detention – restitution must focus on repairing the relationships | * Written apology to child threatened  
* Suspension | * Suspension | Threatening behaviour |
| * Bullying (See Appendix 3, page 28) | * Mediation process  
* Social Skilling Program  
* Detention – restitution must focus on repairing the relationships | * Written apology to child bullied  
* Suspension | * Suspension | Bullying/Harassment |
| * Refusal to complete Time Out process | * Ignore behaviours (maintain safety of all in room)  
* If student is unco-operative for more than one session, wasted time must be paid back out of school hours, at time of agreement with parents / guardians. Grounds tasks may be done during this time | * If student is unco-operative for more than one session, wasted time must be paid back out of school hours, at time of agreement with parents / guardians. Grounds tasks may be done during this time | * Suspension | Other conduct prejudicial to the good order and management of the school |
| * Refusal to attend Detention | * Remind student to attend on the following day | * Phone call to parents  
* Cancellation of lunch pass until Detention is complete | * Phone call to parents  
*After school detention.  
*If repeated; internal removal from class. | Other conduct prejudicial to the good order and management of the school |
| * Breach of Lunch pass Conditions | Discuss issue with student and parent  
And  
Provide a Lunchtime detention  
And  
No lunchtime pass for one week. (Minor) | Discuss issue with student and parent  
And  
Provide a Lunchtime detention  
And  
No lunchtime pass for the remainder of the term (Minor) | Discuss issue with student and parent  
And; Provide a Lunchtime detention  
And; No lunchtime pass for the remainder of the year. (Major) | Other conduct prejudicial to the good order and management of the school |
### LEVEL 3 (MAJOR)

**‘TIME OUT’ SITUATIONS - OUT OF SCHOOL**

**Characteristics:**
- Absent from class
- Suspension - long or short term
- Exclusion
- Unlawful behaviour

For behaviours at Level 3, suspension or exclusions may be consequences. Where the Plan refers to Suspension and Exclusion, these will follow the legislation and guidelines provided by SMS – PR – 021: Safe, Supportive and Disciplined School Environment.

**AT THIS LEVEL – Loss of privilege to represent School for Sport Work Experience, Traineeships and Apprenticeships. Local Business and Service Provider contacted and informed**

<table>
<thead>
<tr>
<th>Behaviour</th>
<th>Initial Response Options</th>
<th>Repeat Action Options</th>
<th>Continually Offending</th>
<th>One School Entry</th>
</tr>
</thead>
<tbody>
<tr>
<td>* Fighting – including: Fist Fights, cat fights, malicious wrestling. (two people settling a dispute by physical means)</td>
<td>• Detention – restitution must focus on rebuilding relationships</td>
<td>• Detention – restitution must focus on rebuilding relationships</td>
<td>* Alternative Program</td>
<td>Physical misconduct</td>
</tr>
<tr>
<td></td>
<td>• Contact parents</td>
<td>• Suspension</td>
<td>* Suspension</td>
<td>Substance misconduct involving elicit substances OR Substance misconduct involving alcohol, tobacco and other legal substances</td>
</tr>
<tr>
<td></td>
<td>• Suspension On re-entry the following:</td>
<td>• Suspension</td>
<td>* Exclusion</td>
<td>Threats to others OR Defiant threats to adults OR Verbal misconduct</td>
</tr>
<tr>
<td></td>
<td>• Referral to Health nurse</td>
<td></td>
<td></td>
<td>Physical misconduct</td>
</tr>
<tr>
<td></td>
<td>• Written Plan</td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>• Intervention Plan</td>
<td></td>
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<tr>
<td></td>
<td>• Guidance Officer</td>
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</tr>
<tr>
<td></td>
<td>• Detention</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>* Smoking/Alcohol/Drugs (substance abuse)</td>
<td>• Contact Parents</td>
<td>• Suspension</td>
<td>* Exclusion</td>
<td></td>
</tr>
<tr>
<td>PLEASE NOTE – QPS Advised of this immediately</td>
<td>• Contact Police</td>
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<td></td>
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<tr>
<td></td>
<td>• Guidance Officer</td>
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<td></td>
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<tr>
<td></td>
<td>• Suspension</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>* Abusive language (including swearing intended to offend; aimed abusively at another person)</td>
<td>• Detention</td>
<td>• Suspension</td>
<td>* Exclusion</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Contact Parents</td>
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<td></td>
</tr>
<tr>
<td></td>
<td>• Contact Police</td>
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<td></td>
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<tr>
<td></td>
<td>• Guidance Officer</td>
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<td></td>
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<tr>
<td></td>
<td>• Suspension</td>
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</tr>
<tr>
<td>* Physical Abuse (eg: physical harm caused by one person to another)</td>
<td>• Detention – restitution must focus on rebuilding relationships</td>
<td>• Suspension</td>
<td>* Alternative Program</td>
<td></td>
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<tr>
<td></td>
<td>• Suspension</td>
<td></td>
<td>* Suspension</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Contact Parents</td>
<td></td>
<td>* Exclusion</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Contact Police</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Guidance Officer</td>
<td></td>
<td></td>
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<td></td>
<td>• Insolence (eg: backchat, cheek, impertinence, impudence, back talk, mouth, sass)</td>
<td>• Suspension</td>
<td>• Suspension</td>
<td>* Exclusion</td>
</tr>
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<td></td>
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<td>18</td>
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</tr>
<tr>
<td></td>
<td>• Assault on students or staff (N.B. It has been discussed that the decision regarding whether an assault has been committed will rest with the staff member involved)</td>
<td>• Suspension</td>
<td>• Suspension</td>
<td>* Exclusion</td>
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</tbody>
</table>

PLEASE NOTE: QPS Advised of this immediately.
<table>
<thead>
<tr>
<th>Behaviour</th>
<th>Initial Response</th>
<th>Repeat Action</th>
<th>Continually Offending</th>
<th>One School Entry</th>
</tr>
</thead>
<tbody>
<tr>
<td>* Morality Offences e.g. sexual harassment, cyber bullying</td>
<td>* Implement Policy/Procedures * Parent Interview * Guidance Officer * Detention – restitution must focus on rebuilding relationships</td>
<td>* Suspension</td>
<td>* Alternative Program * Suspension * Exclusion</td>
<td>Bullying/Harassment</td>
</tr>
<tr>
<td>* Vandalism (destruction of school i.e. burning school, trashing rooms etc)</td>
<td>* Restitution * Contact Parents * Contact Police * Guidance Officer * Suspension</td>
<td>* Suspension</td>
<td>* Exclusion</td>
<td>Property misconduct</td>
</tr>
<tr>
<td>* Stealing (i.e. money, resources school equipment)</td>
<td>* Contact Parents * Contact Police * Detention (several sessions) * Restitution</td>
<td>* Suspension</td>
<td>* Exclusion</td>
<td>Property misconduct</td>
</tr>
<tr>
<td>Truancy</td>
<td>* Make Up Time * Contact Parents * Record</td>
<td>* Report to QPS * Report to DoCS * Issue Truancy infringement Notices</td>
<td>•Cancellation of Enrolment</td>
<td>Truant/Skip Class</td>
</tr>
<tr>
<td>* Weapons (including Knives)</td>
<td>* Contact Parents * Contact Police * Guidance Officer * Suspension</td>
<td>* Suspension</td>
<td>* Recommendation to exclude</td>
<td>Possess prohibited item</td>
</tr>
<tr>
<td>Behaviour outside of school that affects the good order and management of the school (including inappropriate online behaviour)</td>
<td>* Restitution * Contact Parents * Contact Police * Guidance Officer * Suspension</td>
<td>* Suspension (longer duration)</td>
<td>•Recommendation to exclude</td>
<td>Other conduct prejudicial to the good order and management of the school</td>
</tr>
</tbody>
</table>
Emergency or critical incident responses

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

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

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

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

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

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

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

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

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

Appropriate physical intervention may be used to ensure that Winton State School’s duty of care to protect students and staff from foreseeable risks of injury is met. The use of physical intervention is only considered appropriate where the immediate safety of others is threatened and the strategy is used to prevent injury. There are staff trained in PART and the school has applied for NVCI training.

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 should not be used when a less severe response can effectively resolve the situation
- the underlying function of the behaviour.

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

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

Record keeping
Each instance involving the use of physical intervention must be formally documented. The following records must be maintained:
- incident report in Oneschool

Suspension, Exclusion and Cancellation

Whilst our focus is on proactive and preventative whole school approaches, certain types of behaviour are unacceptable and responses can include the most stringent steps of suspension and exclusion. These consequences would only be used after consideration has been given to all other responses and the unique circumstances of the situation have been considered.

Students who are faced with the possibility of suspension, exclusion or cancellation of enrolment have the right to natural justice, which includes being advised that such action is being considered and being given the opportunity to present their view of the matter.

Criminal Offences

If a criminal offence occurs at the school or against school property which the principal considers serious e.g. involving vandalism, theft, drugs or weapons, he or she must report the matter to the police.

The principal must not go beyond conducting preliminary inquiries solely for the purpose of being satisfied that there are reasonable grounds for reporting a matter to the police.
The network of student support

Staff and students require additional support at times to best manage situations where children may be at risk of disengaging, or children need additional support in order to achieve their learning potential. There is a network of options available to help manage children with specific and special needs, both academic and social.

School procedures and approaches include:
- Alternative programs - small group or individual
- Individual Education Plans
- Advisory Visiting Teachers, e.g. Behaviour Management, Therapist support
- Intensive skill development program with guidance officer and/or Support Teacher – Learning Difficulties
- Teacher - ‘Talk Sense to Yourself’, ‘Stop, Think, Do’ ‘Together We Can Work it Out’
- Advising all staff of the needs of particular students and of appropriate support and intervention agencies
- Peer or cross age buddies (students and staff)
- Counselling by school staff

Suspension and Exclusion procedures
- Use of fair and reasonable restitution
- Adherence to Departmental Policy, Procedures and Guidelines
- Student Disciplinary Absences will only be used after other responses considered

Referral to external agencies
- Community Learning Centre
- CYMHS – Child and Youth Mental Health Services
- Juvenile Aid Bureau
- Department of Child Safety
- Relationships Australia

Providing additional adult or buddy support
- Daily reporting - conferencing/counselling
- Withdrawal procedures that allow for a negotiated return
- Contracts and Planning Sheets - Restitution - e.g. letters, posters, repairs (publicly)

Parent involvement
- Parental involvement/Partnerships developed early
- Maintain regular, appropriate and timely communication
- Establish joint management strategies
- If students abscond, staff will notify police and parents. Staff will not chase.

Consideration of individual circumstances

Consequences of breaking the rules or breaching the Responsible Behaviour Plan for Students at Winton State School are intended to be predictable, consistent and just. Several factors can impact on a student’s decision making, and these factors must be considered when choosing a response to the situation. While the consequences listed will be followed in most cases, staff will consider other factors such as the age of the student, the severity of the incident, evidence available, the intent of the action, and the emotional state of the child at the time.
When implementing any strategies to support student behaviour, whether whole school, targeted or intensive behaviour support or applying any consequence, the Principal and teachers will take into account factors such as:

- Age of student
- Previous behaviour record
- Severity of the incident
- Amount of reliable evidence
- Degree of provocation
- Intent of the action
- Honesty and perceived level of genuine remorse
- The student’s cultural background, emotional state and/or level of impairment.
- Child’s living arrangements and available parental supervision
- Complex needs of the individual

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 the school community members will be considered at all times.

**Related legislation**

- *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*
- *Freedom of Information Act 1992*

**Related policies**

- *SMS-PR-021: Safe, Supportive and Disciplined School Environment*
- *CRP-PR-009: Inclusive Education*
- *SMS-PR-022: Student Dress Code*
- *SMS-PR-012: Student Protection*
- *SMS-PR-018: Information Sharing under Child Protection Act 1999*
- *SMS-PR-008: Family Law Matters Affecting State Educational Institutions*
- *SMS-PR-019: Mature Age Students*
Some related resources

- National Safe Schools Framework
  (ncab.nssbestpractice.org.au/resources/resources.shtml)
- National Framework for Values Education in Australian Schools
  (www.valueseducation.edu.au)
- National Framework for Values Education in Australian Schools – Queensland
  (www.education.qld.gov.au/curriculum/values/)
- National Safe Schools Week www.safeschoolsweek.dest.gov.au
- Bullying. No Way! (www.bullyingnoway.com.au)
- MindMatters (www.curriculum.edu.au/mindmatters)
- School Wide Positive Behaviour Support
  Code of Conduct for School Students Travelling on Buses
Appendix 1: Policy - Dress Code

Our school requires all children to dress neatly and in appropriate clothing. It is an expectation from the school and wider community that Winton State School students wear the following uniform:

**Boys:**

Royal Blue or Maroon shorts
Winton Polo Shirt Uniform

**Girls:**

Royal Blue or Maroon Shorts or Skorts
Winton Polo Shirt Uniform

During cooler periods, children may need warmer clothing. It is expected that children try to wear jumpers, tracksuit trousers, etc, that are in keeping with the uniform colours, e.g. maroon or blue.

Clothing emblazoned with slogans, brand names, etc. are not permitted at Winton State School.

Regarding jewellery, children may wear a watch. Children with pierced ears may wear sleepers or studs only. Safety precautions may require the taping, covering or removal of earrings during sports activities and technology activities including Home Ec. and Manual Arts. Some children may wear unobtrusive jewellery which has emotional significance, such as necklaces, bracelets or rings, but jewellery should not be ‘chunky’ or ostentatious, and safety will be a major consideration. Body piercing is not acceptable and needs to be removed or taped as a matter of health and safety.

Children are not permitted to wear make-up to school.

Children must wear a sun safe hat (Winton broad brimmed hat or ‘bucket hat’ or legionnaire style) at all times when working or playing in the sun.

The wearing of closed in shoes (e.g. runners) is expected at all times. Closed in shoes must be worn when playing outdoors.
Appendix 2: 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.

Students bring devices to school at their own risk and in doing so agree to use them in line with this policy. Winton State School will not be held responsible for any damage or theft caused to the device as a result of students choosing to bring them to school.

Devices are to be switched off and out of sight during classes. Students should only use personal devices outside of instructional times unless specifically instructed to use them by a teacher for the explicit purposes of learning.

**Confiscation**

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

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

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

**Recording voice and Images**

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

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

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

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

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

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

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1. Education Queensland does not tolerate bullying behaviour at schools. This includes bullying conducted by electronic means.
Students involved in:
- recording; and/or
- disseminating material (through text messaging, display, internet uploading etc); and/or,
- knowingly being a subject of a recording

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

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

* Personal Technology Devices includes, but is not limited to, games devices (such as Portable gaming devices, Tamagotchis®, laptop computers, PDAs, Blackberrys®, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile telephones, IPods® and devices of a similar nature.
Appendix 3

Policy for Responding to Bullying and Cyberbullying

1.0 Introduction
1.1 Purpose

At Winton State School, students are encouraged to be resilient, responsible and assertive.

By following the principles of resilience self-control and assertiveness, students and staff create an atmosphere of support, trust and encouragement. While we seek to build resilience and assertiveness in our students, staff and students do not tolerate bullying in any form.

This policy seeks to further enhance the school tone by addressing the problem of bullying, ensuring that the children feel safe and happy in the school environment.

1.2 Guidelines

- Winton State School is committed to providing a safe environment for its students, staff and parents.
- To have staff, student and parents recognise bullying occurring within our school, and accepting the consequences for these behaviours;
- The school will seek to support all parties involved in bullying, including the victim, and the perpetrator;
- The school will develop resilience, self responsibility and assertiveness in its students through formal teaching;
- Where appropriate, the school will work with the parents of the students involved in bullying to ensure that all parties are safe.

2.0 Policy
2.1 Definition

Bullying is any persistent behaviour which harms other people who do not have the skills or resources to counter this behaviour. Bullying is therefore, not characterised by ‘one-off’ incidents; it is characterised by a pattern of behaviours by individuals.

Bullying is:

- **Persistent (on more than one occasion under similar conditions) physical hurt** – hitting, spitting, throwing stones, use of weapons; and/or;
- **Persistent verbal hurt** – name calling, rumour spreading, taunting, teasing; and/or
- **Persistent non-verbal hurt** – threatening and obscene gestures; and/or
- **Persistent stealing** – stand over tactics and threats and may involve demands for money or items of value; and/or
- **Persistent isolation** – deliberately and persistently isolating others from the whole group.
Bullying is not:

- one-off incidents of name calling, exclusion, physical harm, etc.
- arguments or fights in which both sides are to blame.
- exclusive friendships in which one child decides not to be friends with another.

3.0 Strategies and Processes-

3.1 Curriculum

- Strategies for building resilience and assertiveness are made part of the curriculum through the ‘High Five’ program and students are formally taught strategies to assert their objection to bullying behaviour.
- ‘Safe play’ and ‘good friendships’ are a topic for discussion and learning in the early phase of learning.
- Primary classes will develop a ‘pledge’ that each student will ‘sign’ in order to assert their support for each other and their objection to bullying.
- In the primary and senior phase, perpetrators and victims will at times be required to participate in mediation processes and restorative justice sessions in order to provide an environment in which both parties can voice their feelings, their experiences and a solution can be reached.

3.2 Attitudes and values

- Acknowledge that bullying exists at all schools including ours.
- Be aware of high risk students and high risk areas.
- Have a clear understanding of what does and does not comprise bullying.
- Be aware of the effects of bullying on ALL those involved.
- Remember that all children have a right not to be bullied and that with this comes responsibilities around safe play and positive behaviour.
- Implement the school’s policy and procedures CONSISTENTLY and DILIGENTLY.

3.3 Responses

- Staff, students and parents have a duty to respond to incidences of bullying at school or school events.
- In situations where bullying is alleged to have occurred but has not caused harm, staff will encourage victims to use assertive statements and the ‘High Five’ strategies to deflect the negative behaviour.
- The school will work cooperatively with victims of bullying to develop resilience, assertiveness or conflict resolution skills, and/or provide behaviour support plans that may include ‘safe places’ and ‘buddy students’ where these measures are deemed appropriate.
- In situations where bullying has caused harm to the student, the school will investigate and if a clear account of the relationship between perpetrator, victim and bullying behaviour is found, the school will take the following steps:

5. In the first incident, the matter will be investigated and if clear facts are arrived at showing a relationship between perpetrator and victim/s, perpetrators will be formally warned and reprimanded. If temporary removal from the environment /
context in which the incident occurred, detention, short term internal suspension, mediation or contact with parents is deemed appropriate at this stage it may be utilised at the school’s discretion.

6. If there is a second incident, the perpetrators may be temporarily removed from the environment/context in which the incident occurred, given lunch time detentions or internally suspended for a length of time determined by the school. At this stage, parents will be contacted and the consequences of continued bullying will be explained. Mediation or restorative justice may also be used at this stage if deemed useful by the school.

7. A third incident will result in an internal or external suspension of between one and five days. This will also involve contact with parents.

- Record-keeping is obviously critical to this and Oneschool will be used to track incidents of bullying. Teachers have access to Oneschool and will utilise this to make themselves aware of bullying incidents involving students in their class.
- It is important to remember that the label ‘bully’ or ‘bullying’ can be misused and that in the investigation of alleged incidents, the school may find that incidents which are initially alleged to have been part of a pattern of bullying are in fact isolated incidents. These will be dealt with accordingly.
- It is important to remember that disciplinary consequences can only be applied if a clear relationship between victim, perpetrator and behaviour is established. An allegation of bullying will be investigated but disciplinary consequences can only be applied if an incident is witnessed by a staff member or multiple student/non-staff witnesses, or if both perpetrator and victim provide corroborating accounts of the incident. In cases in which covert bullying is alleged to be happening but has not been witnessed, the school will monitor the relationship between the alleged perpetrator and victim and will take steps to reduce the likelihood of, or opportunities for, any further bullying to occur.
- It is important to remember that at times, victims of bullying may engage in inappropriate behaviour including physical or verbal aggression; while the overall pattern of behaviour and the relationship between victim and perpetrator will be considered, there may be times when a victim of bullying will be disciplined for inappropriate behaviour as well as the perpetrator.

3.4 Cyber Bullying and Out of School Bullying

The incidence of electronic bullying is ever increasing as our students have greater access to mobile phones and the internet. This subtle form of bullying can be more vicious as it can be done in a cowardly manner without the victim even knowing who sent them a message via a text message or using an internet program such as MSN/Facebook.

Students are not allowed to use mobile phones while at school nor are they able to use MSN/Facebook. However, they do have access to email. Should an incident of bullying involving an electronic medium be found to have occurred at school then the school will deal with the issue by following the usual policies.

The school cannot be responsible for acts of bullying that occur outside the school, this is the domain of the parents. This includes physical as well as electronic forms of bullying. However, the school does recognise that any bullying can affect the academic progress and the emotional well being of a student.

If a student is subject to bullying outside the school then they may inform the school or request that their parents inform the school. The school will not take responsibility
for those acts of bullying in terms of discipline but will note them, and if warranted, pass the information on to the applicable parents. It is the family’s responsibility to discipline children in relation to out of school activities.

If the school becomes aware of bullying incidents that are occurring outside the school and they are having an affect on the well-being of the student, the school may choose to inform the student’s parents.

A MEDIATION PROCESS FOR ADDRESSING TEASING AND BULLYING INCIDENTS

1. Both people agree to the ground rules
   - No interrupting
   - No name-calling or put-downs
   - Tell the truth
   - Work to resolve the conflict

6. Telling the story
   - First person tells his/her side using "I-messages"
   - Second person restates the other person's problem
   - Reverse roles and repeat
   - Mediators summarise the problem

7. Both parties suggest possible solutions:
   - Think of ways to resolve the issue

4. Both agree on a solution
   - Is it specific? Who, what, when, where and with whom?
   - Is it balanced? Both people need to share responsibility for making it work.
   - Is it realistic? Can both people do what they have promised?
   - Will it solve the problem? Does it address the real problem?

8. In the future
   - Both people talk about how they can avoid the same problem in the future.

6. Closing
   - Congratulate students for solving their issues.
Policy Regarding Lateness and Punctuality

PUNCTUALITY

1. Late arrival at school:

Teachers mark the roll.

Absences recorded and text message to guardian sent.

Students must sign in at the office, if they arrive after the conclusion of Roll Marking.

If lateness is becoming regular (i.e. once per week)
Teacher enters on One School as “frequently late to school” and makes phone call to parent to advise, if student is not bringing notes or the explanations are unacceptable/questionable.

If lateness becomes chronic (i.e. more than once per week)
Student’s name is given to Phase Leader for his/her intervention. Phase Leader begins performance monitoring with Class/Form Teacher. Parent will be called in for interview.

2. Late arrival at class:

Teacher determines consequences based on its frequency. Teacher should deal with lack of punctuality as per the response table.

Do not send student(s) to the office to obtain a late pass – either phone or follow up after class. (If you send them to the office, they’re out of your class for even more class time)
Appendix 5

BUDDY TEACHERS

Purpose:
To have a consistent buddy should the need arise for students to be removed for a short time (with class work) from their general class.

Roles and Responsibilities:

Of the Class Teacher
Provide a written explanation to their buddy teacher:
- why the student is being removed
- for how long
Provide class work for the student to work on.

Of the Buddy Teacher
Monitor student’s behaviour and readiness to return to class
Ask:
- what happened
- who was affected
- how they will make things better

Before sending a student to your buddy...

☐ Have you identified the function of the student’s behaviour?
☐ Has the child done timeout in the ‘Think Zone’ and been given the chance to re-enter the class?
☐ Once the student goes to the buddy you need to invest your time restoring the behaviour — it’s your job to manage behaviour.
☐ Before the child hits ‘Detention’ for class behaviour have you followed the flow chart?

As Learners and Leaders:
We are Safe,
We are Responsible,
We are Respectful...

This is the Winton Way!!!
I start here

Classroom – Time out in
‘Think Zone’

Removal to time out with
Buddy Teacher

Time with my teacher in my own time

Exclusion

Principal

Suspension

Formal ‘Detention’ referral
and restitution for behaviour
and multiple offences

Buddy Teacher
Prep-1 go to 4/5/6
5-6 go to 4/5/6
6-8 go to 2/3
7-8 go to 2/3
5-10 go to 2/3
11-12 go to PY1
Appendix 6

Lunch Pass

Rationale:
The school has recently revised its procedures for lunchtime leave by students. This has included the addition of a leave pass system. This system has been tested for a number of weeks and is sound. It does however require some frameworks around the management of students who fail to abide by the systems rules. As such, the following addition to the schools responsible behaviour for students has been through a consultation process with staff and the Parents and Citizens Association and is to be implemented immediately.

Lunch passes will only be granted to students in Years 10 – 12
Students who have a detention will not be granted a lunch pass.

<table>
<thead>
<tr>
<th>Behaviour</th>
<th>Initial Response</th>
<th>Repeat Action</th>
<th>Continually Offending</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Minor</td>
<td>Minor</td>
<td>Major</td>
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<tr>
<td><strong>Breach of Lunch Pass Rules</strong></td>
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<tr>
<td><strong>Examples</strong></td>
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<tr>
<td>Arriving late.</td>
<td>Discuss issue with student and parent</td>
<td>Discuss issue with student and parent</td>
<td>Discuss issue with student and parent</td>
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<td></td>
<td>And</td>
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<td>Provide a Lunchtime detention</td>
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<td>And</td>
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<tr>
<td></td>
<td>No lunchtime pass for one week.</td>
<td>No lunchtime pass for the remainder of the term.</td>
<td>No lunchtime pass for the remainder of the year.</td>
</tr>
<tr>
<td>Hanging out in parks instead of going home.</td>
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<tr>
<td>Not having a lunch pass.</td>
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<tr>
<td>Not returning a lunch pass and reusing it</td>
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<tr>
<td>without approval.</td>
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<tr>
<td>Going home without a lunch pass.</td>
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<tr>
<td>Failing to sign in and out.</td>
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</tr>
</tbody>
</table>

Signatures

Mick Lawrance  
Principal

Darlene Scar  
P&C President

Pammy Collett-Dyer  
Chair

SWBPS
Appendix 7

Detention Process – Winton State School

1. Repeated level 1 and level 2 behaviours are referred to the relevant Phase Leader through One School with evidence. Level 3 behaviours referred directly to Administration (Principal/HOC) who will record in One School.

2. Phase Leader/Admin refers to consequence guidelines to inform decision to place student on detention. Parents are informed.

3. Phase Leader/Admin writes student into Detention referral book.

4. Roaming duty person checks in with detention teacher and ensures all students are in attendance.

5. P-3 students complete the P-3 time out sheet. 4-12 students complete detention booklet.

6. Upon completion, person who delegated the detention provides a phone call to let parents know process has been completed.
Two Positives Each Week!

Contacts regarding positives:
- Wristbands to show successful achievement of targets.
- Postcard or letter home, Kit book or diary note
- Weekly awards on parade, e.g. Student of the week
- Positive Phone Call
- School newsletter or web page article.
- Formal Meeting Report Cards

Contacts regarding negatives:
- Kit book or diary note
- Detention: phone call to inform parents of behaviour
- Academic issues: phone call to parents to discuss concerns around grades
- Teacher phone call to parents to discuss concerns
- Level 2 Behaviours: phone call made by Phase Leaders to inform parents of behaviour.
- Level 3 Behaviours: phone call made by principal to inform parents of behaviour.
- Formal Meeting Report Card
Appendix 9

Enrolment Agreement – Winton State School

This enrolment agreement sets out the responsibilities of the student, parents or carers and the school staff about the education of students enrolled at Winton State School.

**Responsibility of student to:**

- attend school regularly, on time, ready to learn and take part in school activities
- act at all times with respect and show tolerance towards other students and staff
- work hard and comply with requests or directions from the teacher and principal
- abide by school rules and expectations, meet homework requirements and wear school’s uniform
- respect the school environment.

**Responsibility of parents to:**

- attend open evenings for parents
- let the school know if there are any problems that may affect your child's ability to learn
- inform school of reason for any absence
- treat school staff with respect and tolerance
- support the authority and discipline of the school enabling your child to achieve maturity, self discipline and self control
- abide by school’s policy regarding access to school grounds before, during and after school hours
- advise Principal if your child is in the care of the state or you are the carer of a child in the care of the state
- inform school if your child’s living arrangements change and provide details of new home address and phone number

**Responsibility of school to:**

- develop each individual student’s talent as fully as possible
- inform parents and carers regularly about how their children are progressing
- inform students, parents and carers about what the teachers aim to teach the students each term
- teach effectively and to set the highest standards in work and behaviour
- take reasonable steps to ensure the safety, happiness and self-confidence of all students
- be open and welcoming at all reasonable times and offer opportunities for parents and carers to become involved in the school community
- clearly articulate the school’s expectations regarding the responsible behaviour plan for students and the school’s dress code policy
- ensure that parents and carers are aware of the school’s insurance arrangements and accident cover for students
- advise parents and carers of extra-curricular activities operating at the school in which their child may become involved, for example, Program of Chaplaincy Services; religious instruction
- ensure that the parent is aware of the school’s record-keeping policy including the creation of a transfer note should the student enrol at another school
- set, mark and monitor homework regularly in keeping with the school’s homework policy
- contact parents and carers as soon as is possible if the school is concerned about the child’s school work, behaviour, attendance or punctuality
- deal with complaints in an open, fair and transparent manner
- consult parents on any major issues affecting students
- treat students and parents with respect and tolerance.
I accept the rules and regulations of the [Insert name of School] as stated in the school policies that have been provided to me as follows:

- Responsible Behaviour Plan for Students that has been
- Student Dress Code
- Homework Policy
- School Charges and voluntary contributions
- Student usage of internet, intranet and extranet
- Absences
- School Excursions
- Complaints management
- Parent Notice for Religious Instruction in School Hours
- Parent / Guardian Consent form for Voluntary Student Participation in Program of Chaplaincy Services
- Department insurance arrangements and accident cover for students
- Consent to use Copyright Material, Image, Recording or Name
- Appropriate Use of Mobile Telephones and other Electronic Equipment by Students

I acknowledge that information about the school’s current programs and services has been explained to me.

Independent Student Signature:

_________________________ Date: _____/_____/_____

Parent/Carer Signature:

_________________________ Date: _____/_____/_____

Principal, Signature:

_________________________ Date: _____/_____/_____