GEHAM STATE SCHOOL
Responsible Behaviour Plan for Students
based on *The Code of School Behaviour*

1. Purpose

Geham State School community is committed to nurturing every child through our values of Care, Commitment and Safety. We believe that we need to provide opportunities for students to find their strengths and talents so that they can aspire to be the best that they can be. We strive to invest in them a strong self-belief and a lifelong desire for the pursuit of learning.

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

2. Consultation and Data Review

This plan will continue to be reviewed and developed, in collaboration with our school community, as part of our participation in the Positive Behaviour for Learning Program. Broad consultation with parents, staff and students was undertaken through survey distribution during our Quadrennial School Review and Positive Behaviour for Learning (PBL) data gathering. A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents will form a regular part of our review at PBL team meetings. The Positive Behaviour for Learning team, with community representation, meets regularly and reports to the school community. A revised Responsible Behaviour Plan, endorsed by the PBL team, will be distributed to the school community.

This Plan was endorsed by the Principal and the President of the P&C.

3. Learning and Behaviour Statement

All areas of Geham State School are learning and teaching environments. We consider behaviour management to be an opportunity for valuable social learning as well as a means of maximising the success of academic education programs. Our school-wide framework for managing behaviour is Positive Behaviour for Learning.

Our Responsible Behaviour Plan outlines our system for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours. Through our school plan, shared expectations for student behaviour are plain to everyone, assisting Geham State School to create and maintain a positive and productive learning and teaching environment, where ALL school community members have clear and consistent expectations and understandings of their role in the educational process.

Our school community has identified the following school expectations to teach and promote our high standards of responsible behaviour:
- Be Caring
- Be Committed
- Be Safe

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

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

Universal Behaviour Support

The first step in facilitating standards of positive behaviour is communicating those standards to **all** students. At Geham State School we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school. Communicating behavioural expectations is a form of universal behaviour support - a strategy directed towards **all** students which is designed to prevent problem behaviour and to provide a framework for responding to unacceptable behaviour.

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

	SCHOOL WIDE	CLASSROOM	TRANSITION	BREAK TIMES	TOILETS	EXCURSIONS / BUS TRAVEL
BE CARING	▪ Use kind words, tone and actions ▪ Use polite language and gestures ▪ Remember my parade manners ▪ Care for myself, others and places	▪ Use inside voices ▪ Hands up to speak	▪ Walking feet when moving around classroom/school ▪ Use inside voice	▪ Quiet voices when in the eating area ▪ Rubbish in bin ▪ Take turns ▪ Include others	▪ One person in toilet ▪ Use only what you need	▪ Inside voices ▪ Listen to adult directions ▪ Follow instructions
BE COMMITTED	▪ Always try your best – give 100% ▪ Right place, on time ▪ Follow adult instructions ▪ Whole body listening (SHELL) ▪ Be prepared and ready to learn ▪ Aim for 100% attendance ▪ Follow uniform code	▪ Be prepared and ready to learn ▪ Show pride in your learning – bookwork and homework		▪ Toilet ▪ Drink ▪ Line up		
BE SAFE	▪ Active personal care ▪ Keep hands, feet & objects to self ▪ Take care of your own and others' belongings – my belongings/my responsibility ▪ Stay in the learning space ▪ Walking feet when moving around classroom/school ▪ Stay in school grounds ▪ Solve problems with words – Use the High 5 Strategy	▪ Enter classroom only when teacher is present ▪ Ask permission before leaving group/class ▪ Walking feet inside ▪ Desk and room tidy	▪ When lining up – Straight line Body to self	▪ On whistle stop, look and listen ▪ Sticks, Stones and Objects Down ▪ Be sun safe – Hat to play ▪ Sit to eat and eat my own food ▪ Stay in eating area until given permission to leave ▪ Walk on hard surfaces ▪ Use equipment safely	▪ Straight there, Straight back ▪ Straight in/Straight out ▪ Flush the toilet ▪ Wash hands ▪ Leave it clean	<u>Waiting for bus</u> ▪ Line up quietly in the designated area ▪ Ask permission to leave area (go to toilet, get drink) ▪ Catch bus unless a message has been received otherwise <u>On bus</u> ▪ Stay seated ▪ Face the front ▪ Wait for the bus to stop ▪ Wait for signal to move ▪ Stay alert

Using a three-tiered approach to facilitating standards of positive behaviour and responding to unacceptable behaviour, The Responsible Behaviour Plan for Students outlines our whole school provision of **universal, targeted,** and **intensive** supports.
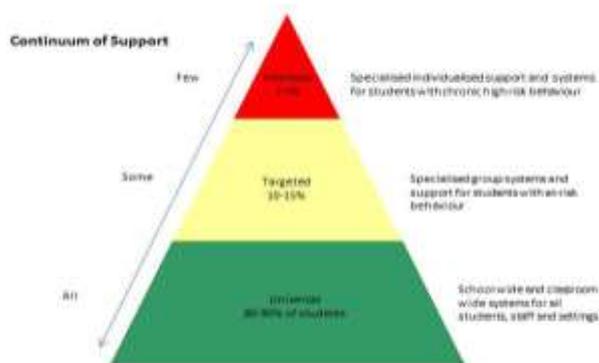
Behavioural expectations are communicated to students via a number of strategies, including:
- Behaviour lessons conducted by classroom teachers
- Reinforcement of learning from behaviour lessons at School Parades and during active supervision by staff during classroom and non-classroom activities.

Geham State School implements the following proactive and preventative processes and strategies to support student behaviour:
- A dedicated section of the school newsletter, enabling parents to be actively and positively involved in school behaviour expectations
- Members of the School Positive Behaviour for Learning Leadership team will provide regular provision of information to staff and parents and support to others in sharing successful practices
- Comprehensive induction programs in the Geham State School Responsible Behaviour Plan for Students delivered to new students as well as new and relief staff
- Individual support profiles developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings

Specific policies have been developed to address:
- The Use of Personal Technology Devices at School (Appendix 1)
- Procedures for Preventing and Responding to Incidents of Bullying (Appendix 2)
- Appropriate Use of Social Media (Appendix 3)
- Working Together to Keep Geham SS Safe (Appendix 4)

Reinforcing expected school behaviour
At Geham State School communication of our key messages about behaviour is strengthened through reinforcement, which provides students with feedback for engaging in expected school behaviour. A formal recognition and monitoring system has been developed. This reinforcement system is designed to increase the quantity and quality of positive interactions between students and staff. All staff members are trained to give consistent and appropriate acknowledgement and rewards.
Staff members hand out Geham Gems each day to students when they observe them following behaviour expectations in both classroom and non-classroom settings. This reinforcement occurs continually throughout the day. It would be usual that a student will receive one or two gems in recognition of caring, committed or safe behaviours not 5 or 10 at one time. An exception to this will be on a double Geham Gem day, when four at a maximum, would be handed out. Gems are never taken off students as a consequence for problem behaviour.
The students accrue their Geham Gems until permitted to visit the Gem Field (Shop) which will be visited regularly by classes at the classroom teacher's discretion. The students are then able to trade their Gems for a prize of their choice. Both tangible and non-tangible prizes will be available for the students to choose from. Short term rewards are those valued at 5 Gems and 15 Gems. Medium term rewards include those rewards at 30 Gems, Student of the Week Awards and Principal Awards.
Long term extra special rewards will be available for those students who save their Gems until they accumulate 100. Other long term awards include A Team Award for attendance (100% attendance), Attendance Award (>95%) and Gold Award for receiving an A for behaviour on the Report Card at the end of each semester.
Each teacher will keep a record of the number of Gems earned by their students. At the point in which a student has accumulated 30 Gems, despite whether they have been traded or not, the teacher awards the student with a "Geham Gem Award". This award is then recorded in One School as a positive behaviour and a certificate is given to the student to take home.

REPORTING ON BEHAVIOUR ON THE REPORT CARD

To ensure consistency of teacher judgement across the school when reporting on behaviour on the report card teachers will consider the following:

A Level	Always (and encourages others to) display the appropriate behaviour expectations of care, commitment and safety across all school settings of the behaviour matrix.
B Level	Frequently displays the appropriate behaviour expectations of care, commitment and safety across all school settings of the behaviour matrix.
C Level	Most of the time, with prompts, will display the appropriate behaviour expectations of care, commitment and safety across all school settings of the behaviour matrix.
D Level	Requires constant prompts with teacher direction to display some of the behaviour expectations of care, commitment and safety across all school settings of the behaviour matrix.
E Level	Requires continual teacher redirection to display some of the appropriate behaviour expectations of care, commitment and safety across all school settings of the behaviour matrix.

Responding to unacceptable behaviour

1. Re-directing low-level and infrequent problem behaviour

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

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

2. Targeted behaviour support: Respond program

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

A variety of strategies and adjustments will be implemented to assist these students to maintain expected behaviour and may include:

*   increased daily opportunities to receive positive contact or reinforcement from adults
*   additional support from principal – check in/ check out
*   social skills training

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

3. Intensive behaviour support: Behaviour Support Team

Geham State School is committed to educating all students, including those with the highest behavioural support needs. We recognise that students with highly complex and challenging behaviours need comprehensive systems of support. The *Intensive Behaviour Support Team*:

*   works with other staff members to develop appropriate behaviour support strategies;
*   monitors the impact of support for individual students through ongoing data collection;
*   makes adjustments as required for the student; and
*   works with the School Behaviour Leadership Team to achieve continuity and consistency.

The *Intensive Behaviour Support Team* has a simple and quick referral system in place. Following referral, a team member contacts parents and any relevant staff members to form a support team and begin the assessment and support process. In many cases the support team also includes individuals from other agencies already working with the student and their family, a representative from the school's administration and regional behavioural support staff.

5. Consequences for unacceptable behaviour

Geham State School makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When unacceptable behaviour occurs, students experience predictable consequences. Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour. A behaviour monitoring form (Appendix 5) is used to record all problem behaviours. The recording of three minor behaviours constitutes a major behaviour.

Minor and major behaviours
When responding to problem behaviour, the staff member first determines if the problem behaviour is major or minor, with the following agreed understanding:
- **Minor** problem behaviour is handled by staff members at the time it happens.
- **Major** problem behaviour is referred directly to the school Administration team.

Minor behaviours are those that:
- are minor breeches of the school's behaviour expectations
- do not seriously harm others or cause you to suspect that the student may be harmed;
- do not violate the rights of others in any other serious way;
- are not part of a pattern of problem behaviours; and
- do not require involvement of specialist support staff or Administration.

Minor problem behaviours may result in the following consequences:
- Red Card Warning is issued
- A minor consequence that is logically connected to the problem behaviour, such as complete removal from an activity or event for a specified period of time, partial removal (time away), individual meeting with the student, apology, restitution or detention for work completion.
- a re-direction procedure. The staff member takes the student aside and:
  1. names the behaviour that the student is displaying;
  2. asks the student to name expected school behaviour;
  3. states and explains expected school behaviour if necessary; and
  4. gives positive verbal acknowledgement for expected school behaviour.

Major behaviours are those that are:
- Unsafe
- Unlawful
- Language
- Major physical
- Reoccurring

Major behaviours result in an immediate referral to Administration because of their seriousness. When major problem behaviour occurs, staff members calmly state the major problem behaviour to the student and remind them of the expected school behaviour. The staff member contacts the school office and refers the student to Administration advising of the behaviour incident (See Appendix 6). A behaviour monitoring form is completed.

Major problem behaviours may result in the following consequences:

- Time in office or removal to withdrawal room / buddy classroom
- Alternate lunchtime activities, removal from playground
- Loss of privilege (including withdrawal from excursions, school activities and special events) at the discretion of the Principal
- Restitution
- Parent contact
- Referral to Guidance Officer / Intensive Behaviour Support Team
- Suspension from school
- Students who engage in very serious problem behaviours such as major violent physical assault, or the use or supply of weapons or drugs can expect to be recommended for exclusion from school following an immediate period of suspension.

A detailed list of Minor and Major Behaviours of Concern with examples and non-examples can be found below at Appendix 8.

Relate problem behaviours to expected school behaviours
When responding to problem behaviours, staff members ensure that students understand the relationship of the problem behaviour to expected school behaviour. One method that staff members might use to achieve this is to have students:
- articulate the relevant expected school behaviour;
- explain how their behaviour differs from expected school behaviour;
- describe the likely consequences if the problem behaviour continues; and
- identify what they will do to change their behaviour in line with expected school behaviour.

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

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

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

6. Emergency or critical incident responses

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

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

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

Process of Managing Behaviours

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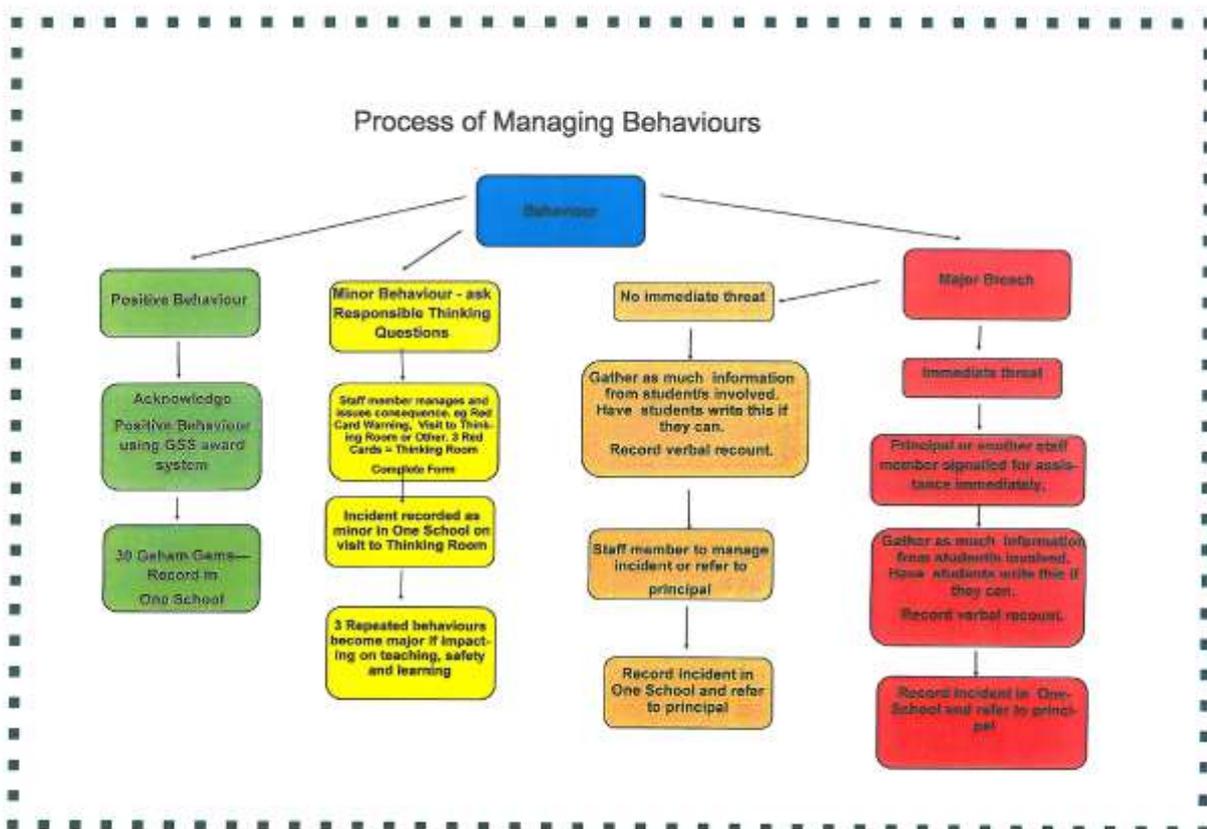
<u>Basic defusing strategies</u>

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) – See Appendix 7

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; or
- posing an immediate danger to him/herself or to others.

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

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

It is important that all staff understand:
- emergent physical intervention can be used as a strategy / action where a person is in imminent and unavoidable danger
- planned physical intervention can be used as part of a student's individual plan, including prevention of self-harming behaviours
- physical intervention cannot be used as a form of punishment;
  physical intervention must not be used when a less severe response can effectively resolve the situation and 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; and
- 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 processes can be found at http://ppr.det.qld.gov.au/corp/hr/workplace/Pages/Health-and-Safety-Incident-Recording,-Notification-and-Management.aspx online. If the emergent use of physical restraint occurs more than once, this is a flag that a complex case management team will discuss a range of supports, training and intervention around responding to and reducing the challenging behaviours identified.

7. Network of student support
Students at Geham State School are supported through positive reinforcement and a system of universal, targeted, and intensive behaviour support by:

- Parents
- Teachers
- Support Staff
- Administration Staff

- Guidance Officer
- Advisory Visiting Teachers
- Positive Learning Centre Staff
- Senior Guidance Office

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

8. Consideration of individual circumstances

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

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

9. Related legislation

- Commonwealth Disability Discrimination Act 1992
- Commonwealth Disability Standards for Education 2005
- Education (General Provisions) Act 2006
- Education (General Provisions) Regulation 2006
- Criminal Code Act 1899
- Anti-Discrimination Act 1991
- Commission for Children and Young People and Child Guardian Act 2000
- Judicial Review Act 1991
- Workplace Health and Safety Act 2011
- Workplace Health and Safety Regulation 2011
- Right to Information Act 2009
- Information Privacy (IP) Act 2009

10. Related policies and procedures

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

11. Some related resources

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

Endorsement

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Principal   **P&C President**

Effective Date: 31 December 2016

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.

Personal Technology Devices include, but are not limited to, game 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.

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

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

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

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

Personal technology device etiquette
Bringing personal technology devices to school is not encouraged by the school because of the potential for theft and general distraction and/or disruption associated with them. However, if they are brought to school, they must be handed in to the office and collected at the end of the day.

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

Students must not record images anywhere that recording would not reasonably be considered appropriate (e.g. in change rooms, toilets or any other place where a reasonable person would expect to be afforded privacy). Recording of events in class is not permitted unless express consent is provided by the class teacher.

A student at school who uses a personal technology device to record private conversations, ordinary school activities (apart from social functions like graduation ceremonies) or violent, illegal

or embarrassing matter capable of bringing the school into public disrepute is considered to be in breach of this policy.

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

Students may be subject to discipline (including suspension and recommendation for exclusion) if they breach the policy by being involved in recording and/or disseminating material (through text messaging, display, internet uploading or other means) or are knowingly the subject of such a recording.

Students should note that the recording or dissemination of images that are considered indecent (such as nudity or sexual acts involving children) are 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 this 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.

School policy for preventing and responding to incidents of bullying (including cyberbullying)

Purpose

Geham State School strives to create positive, predictable environments for all students at all times of the day. The disciplined and teaching environment that we are creating is essential to:

- achieving overall school improvement, including the effectiveness and efficiency of our student support procedures
- raising achievement and attendance
- promoting equality and diversity and
- ensuring the safety and well-being of all members of the school community.

There is no place for bullying in Geham State School. Those who are bullied and those who bully are at risk for behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community's goals and efforts for supporting all students.

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

Bullying may be related to:

- race, religion or culture
- disability
- appearance or health conditions
- sexual orientation
- sexist or sexual language
- children acting as carers
- children in care

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

Rationale

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

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

Prevention

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

This will ensure that:

- Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour
- All students know the 3 school rules and have been taught the expected behaviours attached to each rule in all areas of the school
- All students have been or are being taught the specific routines in the non-classroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms
- All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the non-classroom areas of the school
- A high level of quality active supervision is a permanent staff routine in the non-classroom areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the non-classroom areas.

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

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

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

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

Geham State School records inappropriate behaviour and uses behavioural data for decision-making. This data is entered into our database on a daily basis and can be recalled as summary reports at any time. This facility allows the school to track the effectiveness of its anti-bullying process, to make any necessary adjustments, and to identify specific bullying behaviours that may need to be revisited or revised in the instructional process.

Appropriate use of social media

Geham State School embraces the amazing opportunities that technology and the internet provide to students for learning, being creative and socialising online. Use of online communication and social media sites and applications (apps) can provide positive social development experiences through an opportunity to develop friendships and shape identities.

When used safely, social media sites and apps such as Facebook, Twitter and Instagram can provide positive opportunities for social learning and development. However, inappropriate or misguided use, can lead to negative outcomes for the user and others.

Geham State School is committed to promoting the responsible and positive use of social media sites and apps.

No student of Geham State School will face disciplinary action for simply having an account on Facebook or other social media site.

As is set out in the school policy for preventing and responding to incidents of bullying (including cyberbullying) found at **Appendix 2,** it is unacceptable for students to bully, harass or victimise another person whether within Geham State School grounds or while online. Inappropriate online behaviours can have a negative impact on student learning and the good order and management of Geham State School whether those behaviours occur during or outside school hours.

This policy reflects the importance of students at Geham State School engaging in appropriate online behaviour.

Role of social media
The majority of young people use social media sites and apps on a daily basis for school work, entertainment and to keep in contact with friends. Unfortunately, some young people misuse social media technologies and engage in cyberbullying.

Social media by its nature will result in the disclosure and sharing of personal information. By signing up for a social media account, users are providing their personal information.

Students need to remember that the internet is a free space and many social media sites and apps, like Twitter, have limited restrictions placed upon allowable content and regulated procedures for the removal of concerning posts.

Social media sites and apps are designed to share online content widely and rapidly. Once students place information and/or pictures online, they have little to no control over how that content is used.

The internet reaches a global audience. Even if students think that comments or photos have been deleted, there can be archived records of the material that will continue to be searchable into the future.

Inappropriate online behaviour has the potential to embarrass and affect students, others and the school for years to come.

Appropriate use of social media

Students of Geham State School are expected to engage in the appropriate use of social media. Specific examples of appropriate use of social media sites and apps include:

- Ensuring that personal information, such as full name, address, phone number, school name and location or anyone else's personal information, is not shared.

- Thinking about what they want to say or post, and how it could be interpreted by others, before putting it online. Remember, once content is posted online you lose control over it. Students should not post content online that they would be uncomfortable saying or showing to their parents' face or shouting in a crowded room.

- Remembering that it can be difficult to work out whether messages typed on social media sites and apps are meant to be funny or sarcastic. Tone of voice and context is often lost which can lead to unintended consequences. If students think a message may be misinterpreted, they should be cautious and make the decision not to post it.

- Never provoking, or engaging with, another user who is displaying inappropriate or abusive behaviour. There is no need to respond to a cyberbully. Students should report cyberbullying concerns to a teacher and allow the teacher to record and deal with the online concern.

If inappropriate online behaviour impacts on the good order and management of Geham State School, the school may impose disciplinary consequences for that behaviour regardless of whether the behaviour occurs during or outside of school hours.

Disciplinary consequences could include suspension and/or exclusion. In serious cases of inappropriate online behaviour, the school may also make a report to the police for further investigation.

Geham State School will not become involved in concerns of cyberbullying or inappropriate online behaviour where the incident in question does not impact upon the good order and management of the school. For example, where cyberbullying occurs between a student of this school and a student of another school outside school hours. An incident such as this will be a matter for parents and/or police to resolve.

Laws and consequences of inappropriate online behaviour and cyberbullying

Inappropriate online behaviour may in certain circumstances constitute a criminal offence. Both the *Criminal Code Act 1995* (Cth) and the *Criminal Code Act 1899* (Qld) contain relevant provisions applicable to cyberbullying.

The Commonwealth Criminal Code outlines a number of criminal offences concerning telecommunications services. The most relevant offence for cyberbullying is "using a carriage service to menace, harass or cause offence to another person".

The Queensland Criminal Code contains several applicable sections for cyberbullying. Potential relevant criminal offences are:
- Unlawful stalking
- Computer hacking and misuse
- Possession of child exploitation material
- Involving a child in making child exploitation material

- Making child exploitation material
- Distribution of child exploitation material
- Criminal Defamation

There are significant penalties for these offences.

Geham State School strives to create positive environments for all students at all times of the day, including while online. To help in achieving this goal, Geham State School expects its students to engage in positive online behaviours.

WORKING TOGETHER TO KEEP GEHAM STATE SCHOOL SAFE

We can work together to keep knives out of school. At Geham State School every student has the right to feel safe and be safe at school.
- No knives are allowed to be taken to school by students.
- There is no reason for a student to have a knife at school, and it is against the law for a student to have a knife at school.

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

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

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

- If a student has a knife at school, principals can inform the police.
- Possessing a knife at school may result in serious disciplinary consequences including suspension and exclusion.
- Police can search a student and their property at school if they suspect a student has a knife.
- A student may be charged with a criminal offence and may face serious consequences if convicted, including a fine or jail.

- School property such as desks or lockers may be searched if the principal suspects that a student has a knife on or in school property.
- If the principal suspects the student has a knife in their bag, the bag may be temporarily confiscated until police arrive.
- If the student does have a knife at school, it can be confiscated by the principal and given to the police.

How can parents help to keep Geham State School safe?
- Make sure your child knows what the laws and rules are about knives.
- Do not include knives or knife tools in children's lunch boxes, pencil cases or craft kits.
- Contact your school principal if you believe your child is being bullied or threatened at school.
- If you want to talk about students and knives at school, please contact the principal.

Geham State School Behaviour Monitoring Form

Name and Class	Behaviour Incident
Date	
Witnesses	
Issuing Staff Member	

Is this the third Red Card / Minor Incident? (Circle)	Yes	No
Incident 1	Incident 2	Incident 3

Please tick:

Period	Location	Subject	Categories	Strategies	Contact
Parade	Bus	Art	Bullying	Natural	Phone Call
Extra-Curricular Activity	Transition	English	Defiant	Consequence	Meeting
Before School	Classroom Incident	Fitness	Disruptive	Restorative Justice	Interview
Morning Session	Year 4 – 7 Play Area	History	Dress Code	Class Behaviour	Letter
Morning Tea – Eating	Prep – Year 3 Play Area	Maths	IT Misconduct	Management Plan	Note
Morning Tea – Play	Outside Classroom – Other	RI	Late	Removal from Playground (Time Out Area)	Informal Discussion
Middle Session	Resource Centre	Science	Lying/Cheating	Removal from Playground (Thinking Room)	Email
Lunch – Eating	Off Campus Location	SOSE	Misconduct involving object	Removal from Playground (Office)	Voicemail
Lunch – Play		Technology	Non-compliant with routine	Removal from Classroom (Buddy Room)	SMS
Afternoon Session		Classroom	Other conduct prejudicial to the good order and management of school	Removal from Classroom (Admin)	Fax
After School		Music	Physical Misconduct	Internal Play Suspension	Other
Specialist Lesson – PE		Physical Education	Possess prohibited items	Internal School Suspension	
Specialist Lesson – Music		German	Prohibited items	Suspension (1-5 days)	
Specialist Lesson - German		Other	Property misconduct	Suspension (6-20 days)	
			Refusal to participate in program of instruction	Exclusion	
			Substance misconduct		
			Third Minor Referral		
			Threats to others		
			Truant / Skip Class		
			Verbal Misconduct		
			Other		

Name of student/s involved in incident:

Person Completing Form: Date:

Problem behaviour (name):
Date of incident   Time incident started   Time incident ended
Where was the student when the incident occurred?
Who was working with the student when the incident occurred?
Where was staff when the incident occurred?
Who was next to the student when the incident occurred?
Who else was in the immediate area when the incident occurred?
What was the general atmosphere like at the time of the incident?
What was the student doing at the time of the incident?
What occurred **immediately** before the incident? Describe the activity, task, and event.
Describe what the student did during the incident.
Describe the level of severity of the incident. (e.g. damage, injury to self/others)
Describe who or what the incident was directed at.
What action was taken to de-escalate or re-direct the problem?
Briefly give your impression of why the student engaged in the above-described incident. (eg was angry because I asked him/her to stop teasing).

Debriefing Report

Formal debriefing
Formal debriefing should be led by a staff member trained in the process who has not been involved in the event. The goals of debriefing are to:
- reverse or minimise the negative effects of physical intervention;
- prevent the future use of physical intervention; and/or
- address organisational problems and make appropriate changes.

For students who have language or communication difficulties the debriefing process will need to be modified to accommodate their specific receptive and expressive needs.

Debriefing should provide information on:
- who was involved;
- what happened;
- where it happened;
- why it happened; and
- what we learned.

The specific questions we want to answer through the debriefing process are:
- **FACTS**: what do we know happened?
- **FEELINGS**: how do you feel about the event that happened?
- **PLANNING**: what can/should we do next?

Questions for staff
- What were the first signs?
- What de-escalation techniques were used?
- What worked and what did not?
- What would you do differently next time?
- How can physical intervention be avoided in this situation in the future?
- What emotional impact does using physical intervention have on you?
- What was your emotional state at the time of the escalation?

Questions for student
- What was it that you needed?
- What upset you most?
- What did we do that was helpful?
- What did we do that got it that way?
- What can we do better next time?
- Would you do something differently next time?
- What could we have done to make the physical intervention less invasive?

Notes on the discussion that occurs during the debriefing report are not required to be documented, however a note should be made that the debriefing has occurred for both staff and students involved (e.g. names, date, time and outcomes).

Minor & Major Behaviours of Concern

Behaviour	Major		Minor		Non - Examples
	One-School Definition	Examples	One-School Definition	Examples	
Bullying/harassment	Student delivers disrespectful messages* (verbal, cyber, written or gestural) to another person that includes threats and intimidation, obscene gestures, pictures, or written notes. *Disrespectful messages include negative comments based on race, religion, gender, age, and/or national origin; sustained or intense verbal attacks based on ethnic origin, disabilities or other personal matters.*	Example ▪ Repeated physical behaviours eg hitting, kicking ▪ Sexual comments intended to intimidate, ▪ Verbal and physical threats to harm another person ▪ Inappropriate touching of others ▪ Encouraging/instigating others to fight ▪ Forcing another student to hand over belongings ▪ Intended, repeated social exclusion	Student delivers isolated disrespectful message* (verbal, cyber, written or gestural) to another person *Disrespectful messages include teasing and put downs.*	▪ Excluding others ▪ "Go away we don't like you" ▪ "You play like a girl" ▪ Insults	▪ One-off altercation ▪ Physical misconduct that is not repeated ▪ Not talking to someone due to conflict ▪ One-off name calling
Defiant/threat/s to adults	Student engages in refusal to follow directions, talks back and/or delivers socially rude interactions or delivers verbal or physical threats, including use of proximity.	▪ Continual yelling at an adult and refusing to follow instructions ▪ Abusive/threatening language or gestures towards an adult	Student engages in initial refusal to follow directions, or talks back and/or uses non-directed swearing when given a direction.	▪ Leaving class without permission ▪ Back-chatting ▪ Walking away when adult addresses you	▪ One-off, low-level refusal to follow direction, raising voice, challenging direction
Disruptive	Student engages in behaviour causing an interruption in a class or activity. Disruption	▪ Sustained loud talking ▪ Constant noises with materials ▪ Persistent calling out	Student engages in behaviour causing short interruptions to a class or activity. Disruption	▪ Inappropriate, non-related talking ▪ Talking over teacher/ calling out	▪ Making noises that are related to a disability ▪ Calling out answers to questions out of enthusiasm

	includes sustained loud talk, yelling, or screaming; noise with materials; rough play; and/or sustained out-of-seat behaviour.	▪ Out-of-seat behaviour that continually, deliberately disturbs others	includes calling out, talking, noise with materials; rough play; and/or out-of-seat behaviour.	▪ Tapping pencils or other objects ▪ Playing with objects/toys ▪ Hiding from teacher ▪ Deliberately making distracting noises ▪ Talking to others to distract from learning ▪ Wandering around room	
Dress code	Student continues to wear clothing or accessories not included in the dress code guidelines defined by the school after home contact & support offered.	▪ Consistent, non-compliance with dress code	Student wears clothing or accessories not included in the dress code guidelines defined by the school on 2 occasions within a month without a note of explanation.	▪ Occasional, non-compliance with dress code	▪ Not wearing an item of clothing due to an explained circumstance either through parental note or call ▪ Theme Days – Dress-up / Crazy Hair etc
IT misconduct	Student engages in inappropriate (as defined in RBMP) use of mobile phone, music/video players, camera, and/or computer. Either illegal or harassment offence or repeated minor offences.	▪ Sending malicious emails, offensive video material etc. ▪ Accessing or displaying pornographic material ▪ Recording students ▪ Uploading recording of behaviour violations ▪ Repeated use of personal technology in class despite correction	Student engages in inappropriate (as defined in RBMP) use of mobile phone, music/video players, camera, and/or computer.	▪ Sending inappropriate emails, video materials etc. ▪ Use of personal technology in class without permission ▪ Refusal to hand in / turn off devices when requested	▪ Forgetting student log on ▪ Not saving work so as to make it retrievable (unless deliberate)
Late	Student is consistently late to class or at the start-up of the school day after problem-solving has taken place.	▪ Arrives 5 -10 + mins late	Student is late to class 3 times in one month.	▪ Arrives 5 mins late for class	▪ Lateness due to unforeseen circumstances
Lying/Cheating	Student delivers message that is untrue and/or deliberately violates rules.	▪ Spreading stories/ gossip, rumours about others with the intent to hurt or harm other's reputation	Student delivers non-threatening message that is untrue and/or violates rules not	▪ Starting stories ▪ Consistently cheating to win eg, during a cricket game	▪ Exaggeration ▪ Tall tales ▪ Embellishing the truth

		▪ Plagiarism ▪ Using technology to access information during tests ▪ Cheating on test	resulting in harm to others.	▪ Talking during a test	
Misconduct involving object	Student engages in actions using an object (e.g. stick, school equipment) with intent to harm self or others.	▪ Using a stick to threaten or risk harm to others ▪ Throwing objects (stones/ sticks, balls)	Student engages in actions using an object (e.g. stick, school equipment) with potential to distract or interrupt learning.	▪ Paper planes ▪ Using a plastic bottle as a football	▪ Doodling on books ▪ Playing with sticks ▪ Sporting accidents
Non-compliant with routine	Student engages in repeated failure to respond to adult requests in relation to school rules and routines.	▪ Temper tantrums ▪ Walking away ▪ Verbal defiance	Student fails to respond to adult requests in relation to school rules and routines	▪ Entering the classroom routine ▪ Lining up routine ▪ Handing out routine ▪ Toilet routine ▪ Transition routine	▪ Leave room without permission due to illness
Other conduct prejudicial to the good order and management of school	Student engages in actions which interfere with or seriously disrupt school programming and/or occasions.	▪ Ongoing breach of minor definition ▪ Climbing on top of roofs ▪ Smoking outside of school while in school uniform ▪ Any behaviours outside of school (where student is wearing school uniform) that put's the school's reputation at risk eg excursions, bus travel	Student engages in actions which disrupt school programming and/or occasions.	▪ Running on cement or around buildings ▪ Running on stairs and verandas ▪ Sliding down stair railings ▪ Riding bikes, scooters or skateboards in school grounds ▪ Entering out of bounds areas	▪ It is preferred this category not be used as it makes data tracking very difficult and renders our data collection less effective.
Physical misconduct	Student engages in actions involving serious physical contact where injury may occur (e.g., hitting, punching, hitting with an object, kicking, hair pulling, scratching, etc.).	▪ Fighting ▪ Punching ▪ Hitting with an object ▪ Playing tackle football ▪ Kicking/ Scratching ▪ Using or intent to use sharp/dangerous object or weapon ▪ Slapping/ Choking ▪ Tackling/slinging to	Student engages in actions involving physical contact where unintentional injury may occur (e.g. play fighting, running, rough play etc.).	▪ Pushing/shoving ▪ Inappropriate physical contact ▪ Rough play that has become dangerous ▪ Throwing objects, food ▪ Tripping others ▪ Spitting on ground	▪ Rough play ▪ Friendly punch in arm eg *pinch and punch for first day of month* ▪ Accidental contact during activity

		- ground - Hair pulling - Spitting at or on another - Dacking - Throwing objects at another			
Possess prohibited items	Student is in possession of knives or guns (real or look alike), or other objects readily capable of causing bodily harm and/or property damage (matches, lighters, firecrackers, gasoline, lighter fluid).	- Weapons & items that can be used as weapons - Inappropriately published/ downloaded pornographic material/ how to construct illegal objects/ materials etc - Firecrackers	Student is in possession of toys, cards, games etc. not allowed in school.	Spray paint/ liquid paper/ aerosols/ party poppers / sparklers / water bombs	- Talking about graffiti - Using paints during Art
Prohibited items	Student is an accessory to possession of knives or guns (real or look alike), or other objects readily capable of causing bodily harm and/or property damage (matches, lighters, firecrackers, gasoline, lighter fluid).	- Weapons & items that can be used as weapons - Inappropriately published/ downloaded pornographic material/ how to construct illegal objects/ materials etc	Student is an accessory to possession of toys, cards, games etc. not allowed in school.	- Spray paint/ liquid paper/ aerosols/ party poppers / sparklers / water bombs - Chewing gum	- Toy accessories on theme days - Asthma medication / relievers
Property misconduct	Student participates in an activity that results in destruction or disfigurement of property.	- Letting tyres down - Deliberately breaking property - Deliberate sabotage of equipment or property - Deliberate vandalism - Stealing valuable property that belongs at school, or to the school, or that of others	Student participates in an activity that results in minor damage to property.	- Playing with scissors - Kicking over furniture - Scribbling or writing in inappropriate areas - Hiding others school belongings - Not storing items in their place - Tearing pages from a book - Snapping rulers, pencils, crayons, erasers etc - Taking other's things	Accidentally breaking a pencil or dropping equipment

				▪ to use – but **not stealing** (eg opening other's tidy trays) ▪ Throwing waste on the floor	
Refusal to participate in program of instruction	Student continually refuses to participate in an activity that forms part of the school curriculum when the activity is at an appropriate level and support has been provided.	▪ Frequently leaving class without permission ▪ Continuing verbal defiance/ refusal ▪ Temper tantrums	Student refuses to participate in an activity that forms part of the school curriculum 2 or more times in one month.	▪ "I'm not doing this" ▪ Task avoidance ▪ Refusing to bring required materials ▪ Arms folded, head on desk ▪ Walking away or around classroom ▪ "You can't make me!"	▪ Complaining about work being boring or stupid
Substance misconduct involving illicit substance	Student is in possession of or is using illegal drugs/substances, alcohol or imitations.	▪ Soliciting for drugs	MAJOR only		▪ Supervised administration of prescribed medications ▪ Possessing materials advertising alcohol ▪ Drawing pictures of illegal substances
Substance misconduct involving tobacco and other legal substances	Student is in possession of or is using tobacco and/or associated objects.	▪ Alcohol ▪ Tobacco ▪ Illicit use of prescription medication ▪ Sniffing aerosols/glues	Student is in company of others using tobacco and/or associated objects.		▪ Talking about cigarettes ▪ Asking a teacher if they smoke
Third minor referral	Student has received 3 minor referrals for similar misdemeanours in a 4 week time period.	▪ As per all minor behaviours on this list ▪ 3 minor referrals in a short period of time	MAJOR only		
Threat/s to others	Student delivers verbal, written or physical threat, including use of proximity, to another student.	▪ Encouraging/instigating others to fight ▪ Verbal threats ▪ "I'll get you after school" ▪ "You're dead" ▪ Written threats	MAJOR only		▪ Saying shut up ▪ Comments made in jest as part of play
Truant/skip class	Student leaves or misses class without permission or student receives an	▪ Leaving school without permission ▪ Repeated failure to attend	Student leaves or misses class without permission or student	• Student wandering around school • Attending a non-	• Lateness to class

	'unexcused absence' for ½ day or more or student is in an area that is outside of school boundaries (as defined by school) on more than 3 occasions after home contact and problem-solving has taken place.	classes or school ▪ Early departure without permission or signing out ▪ Repeated absence from school without carer's permission	receives an 'unexcused absence' for ½ day or more or student is in an area that is outside of school boundaries.	timetabled class without permission • Hiding in toilet • Hiding in various other locations	
Verbal misconduct	Student delivers verbal messages directed at another person that includes swearing, name calling or use of words in an inappropriate way.	▪ Swearing, use of abusive language at another person ▪ Frequent name calling ▪ Deliberate use of offensive language in front of class ▪ Discriminatory or racist remarks ▪ Arguing in an aggressive or disrespectful manner with an adult	Student delivers inappropriate verbal messages or swears aloud (not directed at a specific person).	▪ Swearing when they make a mistake ▪ Mumbles obscenity in frustration ▪ This is "crap" ▪ Talking back ▪ Yelling at another student ▪ Disrespectful tone ▪ Insolent response to instructions ▪ Muted or inferred swearing ▪ Calling out ▪ Poor attitude - 'whatever'	▪ Loud voices ▪ Shouting ▪ Unkind comments about another
Other	Student engages in problem behaviour not listed.		Student engages in minor problem behaviour not listed.		It is preferred this category not be used as it makes data tracking very difficult and renders our data collection less effective.

Please Remember –
- In most cases, behaviour in class or on grounds that is categorised as minor should be managed by the attending teacher
- In most cases behaviour that is persistently disrupting the teaching and learning, despite the employment of a number of less intrusive corrective strategies by the attending teacher, should be withdrawn to buddy class or Principal
- In most cases, any incident recorded on OneSchool should be followed up by contact to parents to engage them for support. This will be recorded under 'contacts' in OneSchool.

Major Behaviours are those that are unsafe, unlawful, language, major physical or reoccurring.