



The Code of School Behaviour

Better Behaviour
Better Learning



Redbank State School

Responsible Behaviour Plan for Students

based on *The Code of School Behaviour*



1. Purpose

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

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

2. Consultation and data review

Redbank State School developed this plan in collaboration with our school community. Consultation with parents, staff and students was undertaken through meetings held during 2017.

A review of the following important data sets for this school relating to attendance, unexplained absences, suspensions and exclusions, behaviour incidents including bullying and cyberbullying. Other inappropriate online behaviour including inappropriate use of mobile phones or other electronic devices from 2015-2017 also informed the development process.

The Plan was endorsed by the Principal, the President of the P&C in January 2018, and will be reviewed in 2020 as required in legislation.

3. Learning and behaviour statement

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

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

- **Safe**
- **Responsible**
- **Respectful**

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

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

Universal Behaviour Support

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

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

School Wide Behaviour Expectations								
	All Settings	Moving Around the School	Learning Time	Playing Areas	Eating Area	Toilets	Parade/whole school assembly	Bus
I AM SAFE	<ul style="list-style-type: none"> - Keep hands, feet and objects to yourself. - Walk on the concrete areas. - Move safely on grass areas. - Follow directions the first time. - Walk inside buildings. - Move around the learning spaces as instructed. 	<ul style="list-style-type: none"> - Keep to the left on the stairs and pathways. - Stop at appropriate points when walking with your class. 	<ul style="list-style-type: none"> - Use lesson equipment safely. 	<ul style="list-style-type: none"> - Students without hats can play in under covered area e.g. Under A Block, Under B block, COLA , Computer Lab and Library (second break). - Equipment: Small balls on cement areas; large balls on grassed areas away from buildings. - Wear a sun safe hat outdoors at all times. - Wear socks and covered shoes at all times. - Play on playground structures safely. - Use sports equipment appropriately and safely. - Participate in school approved games. 	<ul style="list-style-type: none"> - Sit while eating. - Eat your own food. Do not share your food. - Wash your hands before you eat. - Clean up your own spills. - Munch and crunch – you touch it, you take it, you eat it. - Line up and wait to be served at the Tuckshop. - Eat and drink while sitting under B Block (at the Tuckshop end). 	<ul style="list-style-type: none"> - Flush the toilet before you leave. - Wash your hands with water from the sink. - Avoid wetting the floor. - Walk in the toilet block. 	<ul style="list-style-type: none"> - Carry carpet squares carefully. - Sit with legs crossed and stay in your own space. 	<ul style="list-style-type: none"> - Stay in your seat, facing forward. - After the bus has stopped, walk on and walk off.
I AM RESPONSIBLE	<ul style="list-style-type: none"> - Use the Raptor 3 (Stop, Move, Report) - Be in the right place at the right time. - Follow directions the first time. - Report bullying. - Use appropriate verbal and non-verbal language at school. - Wear your school uniform. 	<ul style="list-style-type: none"> - Return to class promptly. - Move around the school without disturbing others during learning time. 	<ul style="list-style-type: none"> - Be organised for your lessons (pencils, library books, hats). - Look after equipment. - Put in your best effort and have a go at all activities. 	<ul style="list-style-type: none"> - Sit and wait for the duty teacher before commencing play. - Look after equipment and return borrowed equipment to the right place (inside and outside). - Follow the agreed rules of the game or activity. - Playground structures are: Prep/1/2 in front of school, 3/4 beside the COLA, 5/6 beside the multi-purpose court. - Oval is used by 5/6 students only. - Stay in your designated play area. - Leave the area tidy and clean. 	<ul style="list-style-type: none"> - Put rubbish in the bin. - Clean up after yourself. - All food must be eaten in the eating area. - Order your lunch from the tuckshop as soon as you arrive at school. - Consume food and drink under B Block (at the Tuckshop end) during play time. 	<ul style="list-style-type: none"> - Turn off taps. - Use toilets and equipment appropriately 	<ul style="list-style-type: none"> - Actively listen to messages given on parade. 	<ul style="list-style-type: none"> - Wait quietly for the bus to arrive. - Use a quiet voice. - Keep food and drink in your bag on the bus.
I AM RESPECTFUL	<ul style="list-style-type: none"> - Use appropriate verbal and non-verbal language while at school. - Care for our school and community environment. - Wear your school uniform. - Acknowledge adults when they speak to us. 	<ul style="list-style-type: none"> - Respect the rights of others that are learning. 	<ul style="list-style-type: none"> - Value, support and encourage others. - Hand up and wait to speak – one speaker at a time. - Respect the learning of others - Care for your own and the school equipment. - Be an active listener. 	<ul style="list-style-type: none"> - Listen to the staff member on duty. - Move to line up immediately after the bell. 	<ul style="list-style-type: none"> - Wait for permission before you leave the area. - Wait quietly for your turn to be served at the Tuckshop. - Use polite language when ordering or purchasing food and drink from the Tuckshop. 	<ul style="list-style-type: none"> - Respect the privacy of yourself and others. 	<ul style="list-style-type: none"> - Stand appropriately during the National anthem and welcome to country. - Listen to the speakers and presenters. - Use the appropriate tone and volume. - Clap to applaud when required. 	<ul style="list-style-type: none"> - Use appropriate language to all people on the bus.

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

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

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

- A Wellbeing Centre where students, staff and parents can meet with the Wellbeing Officer or Guidance Officer, either informally or formally, to discuss any concerns they have.
- A dedicated section of the school newsletter, enabling parents to be actively and positively involved in school behaviour expectations.
- Focussed behaviour lessons to re-teach and reinforce desired student behaviour, explicitly taught weekly in classes, determined through school behaviour data.
- Fortnightly behaviour focus displayed on school sign.
- School Behaviour Leadership team members' regular provision of information to staff and parents, and support to others in sharing successful practices.
- Comprehensive induction programs in the Redbank State School Responsible Behaviour Plan for Students delivered to new students as well as new and relief staff.
- Individual learning plan developed with students, parents and relevant specialists (where appropriate) for students who demonstrate repeated inappropriate or unacceptable behaviour to provide a personal framework of positive behaviour expectations and actions and to enable staff to provide consistent strategies or adjustments across all learning environments.
- Implementation of specific policies to address:
 - the use of personal property technology devices at school (Appendix 1) *The Use of Personal Technology Devices* at School*;
 - procedures for preventing and responding to incidents of bullying (including cyberbullying and recording incidents for data collection) (Appendix 2);

Reinforcing Expected School Behaviour

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

Redbank State School Positive Notice

Classroom Based Rewards

Classroom teachers acknowledge positive student behaviour by rewarding students with stamps/stickers on their Raptor Chart. The teacher provides specific feedback to the student as to why they have received this reward, and links this to the behaviour focus for the fortnight or through demonstration of classroom based rules listed under our school expectations. Once a student completes their Raptor Chart by collecting 20 stamps/stickers, they are awarded a Raptor Token, signed by the teacher, to enter into the Raptor Box in their classroom. This token is worth 5 Raptor points.

Cool Claws

A range of Cool Claws are awarded to acknowledge positive student behaviour throughout the school. These are instant rewards and are given to students who demonstrate appropriate behaviour at school.

Blue Cool Claw: Used at play time. Duty teachers award students Cool Claws for demonstrating safe, responsible and/or respectful behaviour choices during lunch breaks. Often these Cool Claws are given to students who are displaying appropriate behaviour that is linked to the behaviour focus for the current fortnight. Blue Cool Claws are worth 1 Raptor point.

Cream Cool Claw: Used by Specialist teachers (e.g. Phys Ed, Health, Art, LOTE, Leadership Team). Specialist teachers award students Cool Claws for demonstrating safe, responsible and/or respectful behaviour choices throughout the lesson. Cream Cool Claws are worth 2 Raptor points.

Purple Cool Claw: Used by Relief teachers and Crossing Supervisors. Relief teacher awards Cool Claws for demonstrating safe, responsible and/or respectful behaviour choices throughout the day during learning time. The instant reward for students allows the teacher to acknowledge students in an immediate way, and does not impact on the positive rewards that are given by the regular classroom teacher. Crossing Supervisors award Cool Claws to students who

demonstrate suitable behaviour when crossing the road at the appropriate crossing areas. Purple Cool Claws are worth 3 Raptor points.

Principal Cool Claw: Used by the school principal only. The principal awards Cool Claws to students who demonstrate safe, responsible and/or respectful behaviour choices at school. Principal Cool Claws are also given to students attending Raptorbration who have zero negative behaviour incidents recorded on OneSchool for the determined catchment period. Principal Cool Claws are worth 5 Raptor points.

Teachers record the students name and class on the top and bottom section of the Cool Claw. They sign the bottom section of the Cool Claw before handing it to the student. The student detaches the bottom section of the Cool Claw and deposits it into the Raptor Box in their classroom. The top section goes home with the student to notify parents that their child is meeting our school behaviour expectations.

Raptor Points and Merchandise

At the end of each week, Raptor boxes are collected from each class to collate the students' points. Raptor Tokens and Cool Claws are counted for every student and entered onto a class spreadsheet. Classroom teachers are given a copy of their spreadsheet with the current amount of Raptor points that each student can spend. Raptor points can be spent on a number of merchandise items, including:

Tangible items: Pencil; Ruler; Wrist band; Drink bottle; Bag; Hat.

Non-Tangible items (tokens used during class and play time): Special chair; Sit with a buddy; Choose a book; Teacher's helper; Sit with the teacher; Student recognition on Parade; Class game; Library monitor; Lunch in another class; Skipping rope lessons; Choose a class job; Photo recognition; Read to another class; Front of line pass; Computer time in class; Mentor in another class; Free choice time in class; Assist on Parade; Principal morning tea.

Year 6 students (Term 4 only) have the opportunity to purchase a high school pack (note book, pens and pencils, highlighter, USB stick); pen and pencil set; or a USB stick.

Students order their choice of merchandise via an order form provided by the class teacher. Order forms are sent to the Merchandise Shop, where they are filled and distributed to classes by the Principal.

Raptor of the Week

One student from each class is randomly selected from the Raptor box to be recognised on Parade as a Raptor of the Week. These students are able to select an item from the treasure box located in the Principal's office at the conclusion of Parade.

Raptorbration

Periodically throughout the year, students who consistently display positive behaviour are rewarded by attending a Raptorbration event. These events occur approximately every 5-8 weeks and can involve the whole school or class groups. Example events include: jumping castle; dance party; live performances; sports activity afternoons; and cinema visits.

Students are eligible to attend Raptorbration if they have had zero major behaviour incidents and less than 3 minor behaviour incidents recorded on OneSchool during the data period (i.e. between Raptorbrations). An attendance rate of >85% is also an expectation for students to attend Raptorbration.

Students who have zero incidents throughout the data period are also eligible for a bonus reward, usually a snack, to accompany the activity reward. These students also receive a Principal Cool Claw.

Any student who is ineligible to participate in Raptorbration attends a Social Skills session, where they work on any behaviour problems that have occurred throughout the data period.

Responding to Unacceptable Behaviour

Students come to school to learn. Behaviour support represents an important opportunity for learning how to get along with others. Flowcharts outlining the procedures for dealing with problem behaviours can be found in Appendices 3 and 4.

Re-directing Low-level and Infrequent Problem Behaviour

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

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

Targeted Behaviour Support: Social Skills Program

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

Students accepted into the Social Skills Program attend their normal scheduled classes and activities with appropriate adjustments if required. However they have increased daily opportunities to receive positive contact with adults, additional support from check-in/check-out coaches and increased opportunities to receive positive reinforcement. Where required, adjustments are made to the Program through academic support, adult mentoring or intensive social skills training.

The Social Skills program is coordinated by the Guidance Officer with active administrator support and staff involvement. All staff members are provided with continuous professional development consisting of an overview of the program, the referral and response process, and the reporting responsibilities of staff and of the students being supported.

Students whose behaviour does not improve after participation in the Social Skills Program, or whose previous behaviour indicates a need for specialised intervention, are provided with intensive behaviour support.

Intensive Behaviour Support (Tier 2 & Tier 3 Intervention):

Redbank State School is committed to educating all students, including those with the highest behavioural support needs. We recognise that students with highly complex and challenging behaviours may need comprehensive systems of support that require regular reviews in consultation with parents/caregivers and other relevant specialist staff. As part of the Student Support Services, a small team of staff supports students who display behaviour identified as Tier 2 or Tier 3. This team:

- works with other staff members to develop appropriate behaviour expectations and strategies;
- monitors the impact of support for individual students through continuous data collection;
- provides consistent strategies and adjustments outlined within the Individual Learning Plan, and;
- works with the Principal to achieve continuity and consistency.

Referral Process

The Student Support Services committee has a simple and quick referral system in place for all areas of student support (Academic, Attendance, Behaviour, Communication, Reading and Social Wellbeing). Following referral to a SSS team member, the teacher and team member meet to discuss areas of concern (with supporting information that may include OneSchool data, anecdotal data, and student work samples) as well as detailing the support currently in place within the classroom or playground. The teacher and team member then collaborate on an action plan and timeline for

review. In a few cases the student may require a more formal Case Management process where internal and/or external support services work directly with the student and their family. (Appendix 5)

5. Consequences for inappropriate or unacceptable behaviour

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

An Office Discipline Referral Form (Major) (Appendix 6) is used to report all major problem behaviour. Major behaviour incidents are recorded on OneSchool by the Principal/Officer in Charge.

Minor and major behaviours

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

- **Minor** behaviour incidents are handled by staff members at the time it happens
- **Major** behaviour incidents are referred directly to the school Principal/Officer in Charge

Minor problem behaviours are those that:

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

Minor problem behaviours may result in the following consequences:

- a minor consequence logically connected to the inappropriate behaviour, such as complete removal from an activity or event for a specified period of time, partial removal (time away), individual meeting with the student, apology, restitution or detention for work completion.
- a re-direction process where a staff member takes the student aside and:
 1. names the behaviour that student is displaying
 2. asks student to name expected school behaviour
 3. states and explains expected school behaviour if necessary
 4. gives positive verbal acknowledgement for expected school behaviour.
- A blue letter sent home to parents/carers to inform them of the child's behaviour. (Appendix 7)

Major behaviours are those that:

- significantly violate the rights of others;
- put others/self at risk of harm;
- require the involvement of school Principal/Officer in Charge.

Major behaviours result in an immediate referral to school Principal/Officer in Charge because of their seriousness. When major unacceptable behaviour occurs, staff members calmly state the behaviour, remind the student of expected school behaviour and complete the Office Discipline Referral Form (Major). Teacher organises the student to be escorted to the Principal/Officer in Charge with the completed Office Discipline Referral Form (Major). The Principal/Officer in Charge investigates the incident and determines if the incident complies with the guidelines for a Major or Minor behaviour. A report of the student's behaviour is recorded on OneSchool by the Principal/Officer in Charge. An orange letter is sent home to parents/carers to inform them of the child's behaviour. (Appendix 8)

Major unacceptable behaviours may result in the following consequences:

- Time out, student disciplinary absence (see Safe, Supportive and Disciplined School Environment procedure for guidelines), loss of privilege, restitution, warning regarding future consequence for repeated or persistent inappropriate behaviour, referral to Social Skills Program

AND/OR

- Parent contact, referral to Guidance Officer, referral to student services committee, referral for specialist behaviour services, suspension from school.
- Students who engage in serious unacceptable behaviours such as major violent physical assault or the use/supply or possession of weapons (including knives) or drugs may receive a School Disciplinary Absence (suspension or proposal/recommendation for exclusion) as a consequence of unacceptable behaviour.
- An orange letter sent home to parents/carers to inform them of the child's behaviour. (Appendix 8)

Definition of consequences*

Time out	<p>A principal or school staff may use time out as a strategy for students to manage their own behaviour and to assist the student to calm down.</p> <p>During time out, student is to be supervised and given an opportunity to rejoin class in intervals of no more than 10 minutes.</p>
Social Skills Program	<p>The principal/OIC may use the Social Skills Program as a consequence for disobedience, misconduct, or other breaches of school expectations.</p> <p>The Social Skills Program is no more than 20 minutes during school lunch.</p> <p>Students work with a Staff member to reteach and reinforce desired behaviours.</p>
Temporary Removal of Property	<p>A principal or staff member of Redbank State School has the power to temporarily remove property from a student, as per the procedure <u><i>Temporary Removal of Student Property by School Staff</i></u>.</p>
School Disciplinary Absences (SDA)	
Suspension	<p>A principal may suspend a student from school under the following circumstances:</p> <ul style="list-style-type: none"> ▪ disobedience ▪ misbehaviour ▪ conduct that adversely affects, or is likely to adversely affect, other students enrolled at the school ▪ conduct that adversely affects, or is likely to adversely affect, the good order and management of the school ▪ the student's attendance at the school poses an unacceptable risk to the safety or wellbeing of other students or staff of the school.
Discipline improvement plan	<p>A <i>discipline improvement plan</i> is a written agreement that sets out strategies and steps to improve a student's behaviour. It outlines the expectations for behaviour, the consequences for inappropriate behaviour and the support that will be provided by the school.</p>
Proposed exclusion or recommended exclusion	<p>A student may be suspended pending a decision to exclude when the student's behaviour is so serious that suspension of the student from the school would be inadequate to deal with the behaviour. A student may be suspended or excluded for the following reasons:</p> <ul style="list-style-type: none"> ▪ persistent disobedience ▪ misbehaviour ▪ conduct that adversely affects, or is likely to adversely affect, other students ▪ conduct that adversely affects, or is likely to adversely affect, the good order and management of the school ▪ the student's attendance at the school poses an unacceptable risk to the safety or wellbeing of other students or staff of the school. ▪ the student has been convicted of an offence and the Director-General is reasonably satisfied it would not be in the best interests of other students or of staff for the student to be enrolled at the school.
Cancellation of enrolment	<p>The enrolment of a post compulsory school age student may be cancelled if the student's behaviour amounts to a refusal to participate in the educational program provided at the school.</p>

*Refer to departmental procedure [Safe, Supportive and Disciplined School Environment](#) for further details.

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

Behaviour	Definitions	Examples of Major Behaviour	Examples of Minor Behaviour
Abusive language/profanity (including when online)	Swearing or curse words directed towards others in a demeaning or provoking way. Repeated intentional use of inappropriate language. Disrespectful messages include negative comments related to religion, race, gender, ethnicity, appearance, sexuality, disabilities or other personal matters.	Repeated name calling and personal attacks about self, peers and family members. Saying, "F.... you" Saying to an adult "F..... off"	Swearing the in classroom (eg hurt self and said "Oh shit") and does not respond to re-direction. Swearing that is not directed at someone.
Bullying/harassment	Student delivers disrespectful messages (verbal or gestures) to another person that includes: threats or intimidation, obscene gestures, texts, emails, pictures or written notes (Disrespectful messages include negative comments based on race, religion, gender, appearance, ethnicity, disabilities or other personal matters)	Repeated and/or escalating verbal abuse. Inappropriate touching of others. Sexual comments / pictures which are used to intimidate. Repeated verbal and physical threats to harm another person.	Teasing or taunting low level comments unwanted verbal or emotional advances encouraging/supporting wrong behaviour in other people, name calling.
Possesses prohibited items –Combustibles	Student is in possession of substances/objects capable of causing bodily harm or property damage.	Matches, lighters Firecrackers Gasoline Lighter fluids spray paint	Aerosol sprays (including deodorants)
Defiance Disrespect	Persistent refusal to follow directions combined with a rebellious attitude that challenges an adult.	Persistently yelling at an adult. Leaving class without permission. Continuing to walk away when addressed by an adult (after being instructed to come back). Back chatting. Repeatedly refusing to follow directions. Failure to adhere to mobile phone policy.	Rolling eyes Smirking Making faces Walking away when addressed by an adult, entering class without permission. Saying "I'm bored" in conjunction with defiance.
Disruption. Non-compliance with routine. Refusal to participate in program of instruction.	Persistent behaviour causing an interruption to learning in a class or activity causing the teacher to stop teaching for a prolonged period of time.	Yelling/persistent calling out. Turning over furniture/property damage. Sustained loud talking. Sustained out of seat behaviour. Student does not respond to redirection.	Inappropriate, non-related comments. Talking to friends. Touching other people or their property. Repeated noise – tapping pencils. Throwing objects without intent – ie. wads of paper. Playing with objects. Calling out with intent to disrupt. Leaving chair without permission. Tapping on the classroom window/door. Arriving at class unprepared to work. Saying, "This is stupid"; "I'm not doing it"; "You can't make me"; "I don't care". Entering/leaving class without permission in a provocative way.

			Work refusal: Not attempting work at their level. Destroying work.
Dress code	Students not wearing the school uniform as per the uniform policy.	Not wearing the school uniform on excursions or activities out of school grounds when representing school.	Wearing a shirt with an inappropriate text or message. Wearing short skirts/shorts. Wearing non-sun safe clothing. Not wearing closing in shoes with socks (preferably with laces or Velcro). Not wearing a broad brim or bucket hat.
Physical Contact (Fighting/physical aggression)	Physical contact with intent or outcome of causing injury or harm to others without provocation or retaliation.	The following actions are done without provocation; or in retaliation with excessive force Hitting. Punching. Kicking. Spitting, scratching. Hitting using an object. Actions using sharp/dangerous objects.	The following actions are done in defence of self with reasonable force Hitting. Punching. Kicking. Hitting using an object. Actions using sharp/dangerous objects.
Property damage/vandalism	Students participating in an activity that results in substantial destruction or disfigurement of property.	Breaking or damaging classroom items with intent. Throwing desks, chairs, classroom equipment and breaking these items. Throwing rocks, sticks, objects at buildings causing a breakage. Computer misuse resulting in breakage or deliberately wiping data/work. Carved and or permanent Graffiti. Damaging any part of the school with intent. Damaging other people's property with intent.	Accidental breakage through rough behaviour. Throwing items with intent that do not break. Destroying or damaging own or other's property. Non-permanent graffiti in/over school equipment. Kicking/throwing other people's property. Wastage of school materials.
Possess prohibited items Substance misuse	Student is involved in a process of consuming (past, present); dealing or in possession of alcohol, drugs or paraphernalia. Student is in possession/use of a tobacco substance.	Any alcoholic products or illegal drugs, brought into the school grounds. Attending school seemingly under the influence of alcohol or a drug. Misuse of prescribed/non-prescribed medication. Student is observed smoking a tobacco substance. Student is observed giving other students a tobacco substance.	Drinking and sharing energy drinks/cafeinated drinks. Bring prescribed/non-prescribed medication to school and not handing it into the office. Student is in possession of a tobacco substance.
Theft	The acquisition of other's property without permission and with intent to permanently deprive.	Taking another's wallet/property without permission. Removing property from another's school bag or desk and hiding or keeping item.	Taking someone else's property without permission and returning when asked.
Truancy	Unexplained absence/s with or without parent's knowledge.	Leaving school without permission. Repeated failure to attend classes. Repeated lateness, early departures.	Deliberate failure to return to class after an acceptable amount of time eg after breaks or going to the toilet during class time.

		Repeated absence from school with/without parent permission.	
Unsafe behaviour	Behaviours which endanger self or others.	Climbing on structures to an unsafe height and refusing direction to get down. Climbing on the outside of the stair railing or buildings. Repeated running along crowded corridors or concrete areas. Lifting grates. Using equipment unsafely eg. inappropriate use of power points, fans, scissors. Projectiles eg. water bombs, egging, throwing objects. Spitting at people.	Riding skateboards/scooters in grounds. Running on the concrete. Being in 'out of bounds' areas. Sliding on the stair railing. Pushing to get into line. Sitting on the port racks. Playing ball games out of the designated areas. Spitting on ground. Pushing others when lining up or walking around the school.
Weapons involving objects	Student is in possession of knives, guns (real or look alike) or other objects presumed to be or capable of causing bodily harm.	Bringing guns, knives, other potentially dangerous items to school. Using an item as a weapon to harm or threaten to harm.	Using sticks or other found objects as weapons without intent to harm.

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

Relate inappropriate or unacceptable behaviour to expected school behaviours

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

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

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

Ensuring Consistent Responses to Inappropriate or Unacceptable Behaviour

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

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

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

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

Students will attend a re-entry meeting with the Principal/Officer in Charge to remind them of the school expectations.

6. Emergency situation 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 unacceptable behaviour. This consistency ensures that actions taken are responsive to the safety and well-being of students and staff.

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

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

Immediate Strategies

- *Avoid escalating the unacceptable behaviour*
Avoid shouting, cornering the student, moving into the student's space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language.
- *Maintain calmness, respect and detachment*
Model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, avoid humiliating the student, be matter of fact and avoid responding emotionally.
- *Approach the student in a non-threatening manner*
Move slowly and deliberately toward the situation or incident, speak privately to the student/s where possible, speak calmly and respectfully, minimise body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates.

Reinforcement and Correction Strategies

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

Follow Up Strategies

- Restore normal school operations as soon as possible.
- Provide post incident opportunities that include:
 - Assisting any distressed student/s to access appropriate support, e.g. Guidance Officer.
 - Assisting the individual student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations.
 - Recording a reflection or individual learning plan to assist the student to develop a personal framework of expectations and appropriate actions.

Physical Intervention

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

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

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

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

It is important that all staff understand:

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

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

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

Any physical intervention made must:

- be reasonable in the particular circumstances;
- be in proportion to the circumstances of the incident;
- always be the minimum force needed to reduce the risk of harm to self or others;
- take into account the age, stature, disability, understanding and gender of the student.

Record Keeping

Each instance involving the use of physical intervention must be formally documented. The following records must be maintained:

- Student Record of Incident (as per process for Natural Justice).

7. Network of student support

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

- | | |
|------------------------|----------------------------------|
| ▪ Parents | ▪ Advisory Visiting Teachers |
| ▪ Teachers | ▪ Positive Learning Centre Staff |
| ▪ Support Staff | ▪ Senior Guidance Officer |
| ▪ Administration Staff | ▪ Guidance Officer |

Support is also available through the following government and community agencies:

- Disability Services Queensland
- Child and Youth Mental Health
- Queensland Health
- Department of Communities (Child Safety Services)
- Police
- Local Council
- Neighbourhood Centre.

8. Consideration of individual circumstances

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

Redbank State School considers the individual circumstances of students when applying support and consequences by:

- promoting an environment which is responsive to the diverse needs of its students;
- establishing procedures for applying fair, equitable and non-violent consequences for infringement of the code ranging from the least intrusive sanctions to the most stringent;
- recognising and taking into account information relevant to the students' age, gender, disability, cultural background, socioeconomic situation, mental health and wellbeing, emotional state (such as individualised learning plan or individual education plan), and;
- recognising the rights of all students to:
 - express opinions in an appropriate manner and at the appropriate time;
 - work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation;
 - receive adjustments appropriate to their learning and/or impairment needs;
 - provide written or verbal statements that will be taken into consideration in the decision making processes;
 - ensure that processes maintain the dignity, respect, privacy and confidentiality of the student, consistent with the rights of the rest of the community.

9. Related legislation

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

10. Related policies and procedures

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

11. Some related resources

- [National Safe Schools Framework](#)
- [Working Together resources for schools](#)
- [Cybersafety and schools resources](#)
- [Bullying. No way!](#)
- [Take a Stand Together](#)
- [Safe Schools Hub](#)

12. Endorsement



Craig Pearen
Principal



Michelle Bell
P&C President

Effective Date: Jan 2018 to Dec 2020

The Use of Personal Technology Devices* at School

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

Certain Personal Technology Devices Banned From School

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

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 into the office at the start of the day when the first bell rings or as soon as you get to school after this time.

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 Redbank State School. Students using personal technology devices to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks etc) to disseminate to others (including distribution by phone or internet posting) build 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 school student who uses a personal technology device to record private conversations, ordinary school activities (apart from social functions like graduation ceremonies) or violent, illegal or embarrassing matter capable of bringing the school into public disrepute is considered to be in breach of this policy.

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

Students involved in:

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

Breach of this policy may be subject to discipline (including suspension and proposal/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 the Queensland Police Service.

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.

¹ Education Queensland does not tolerate bullying behaviour at schools. This includes bullying conducted by electronic means.

Special Circumstances Arrangement

Students who require the use of a personal assistive 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.

Inappropriate behaviour outside of school hours

Students may receive disciplinary consequences for bullying or cyberbullying or other inappropriate online behaviour that occurs out of school hours, and affects the good order and management of the school.

** Personal Technology Devices include, but are not limited to the following devices; portable gaming devices, the iPhone, iPod, iPod Touch or iPad, Tamagotchi® and similar games, laptop computers, PDAs, Blackberries®, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile telephones and devices of a similar nature.*

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

Purpose

1. Redbank State School strives to create positive, predictable environments for all students at all times of the day. The disciplined teaching environment that we are creating is essential to:
 - achieving overall school improvement, including the effectiveness and efficiency of our student support procedures
 - raising achievement and attendance
 - promoting equality and diversity and
 - ensuring the safety and well-being of all members of the school community.
2. There is no place for bullying in Redbank State School. Research indicates that both those being bullied and those who bully are at risk for behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community's goals and efforts for supporting all students.
3. Bullying behaviours that will not be tolerated at Redbank State School include ongoing and persistent name-calling, taunting, mocking, making offensive comments, kicking, hitting, pushing, taking belongings, inappropriate text messaging, sending offensive or degrading images by phone or internet, producing offensive graffiti, gossiping, excluding people from groups, and spreading hurtful and untruthful rumours.
4. Bullying may be related to:
 - race, religion or culture
 - disability
 - appearance or health conditions
 - sexual orientation
 - sexist or sexual language
 - young carers or children in care.
5. At Redbank State School there is broad agreement among students, staff and parents that bullying is observable and measurable behaviour. When considering whether or not bullying has occurred, we will therefore avoid speculation on the intent of the behaviour, the power of individuals involved, or the frequency of its occurrence. Whether bullying behaviour is observed between students of equal or unequal power, whether it occurs once or several times, and whether or not the persons involved cite intimidation, revenge, or self-defence as a motive, the behaviour will be responded to in similar fashion, that is, as categorically unacceptable in the school community.

Rationale

6. Research indicates that many problem behaviours are peer-maintained. That is, peers react to bullying in ways that may increase the likelihood of it occurring again in the future. Reactions include joining in, laughing, or simply standing and watching, rather than intervening to help the person being bullied. Whilst our school would never encourage students to place themselves at risk, our anti-bullying procedures involve teaching the entire school a set of safe and effective response to all problem behaviour, including bullying, in such a way that those who bully are not socially reinforced for demonstrating it.
7. The anti-bullying procedures at Redbank State School are an addition to our already research-validated schoolwide positive behaviour support processes. This means that all students are being explicitly taught the expected school behaviours and receiving high levels of social acknowledgement for doing so. Adding lessons on bullying and how to prevent and respond to it is a subset of procedures that our students are already accustomed to.

Prevention

8. Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, our schoolwide universal behaviour support practices will be maintained at all times. This will ensure that:
 - Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour
 - All students know the 3 school expectations and have been taught the expected behaviours attached to each expectation 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.
9. Cyberbullying often does not occur at school. Students are explicitly taught Cybersafety for example how to safely conduct and internet search, what cyberbullying is and what they should do if they receive unwanted messages including for example:
 - Not to respond to messages but keep them to report to parents and/or teachers immediately
 - Report any instances they see as a bystander of cyberbullying to parents and/or teachers immediately.

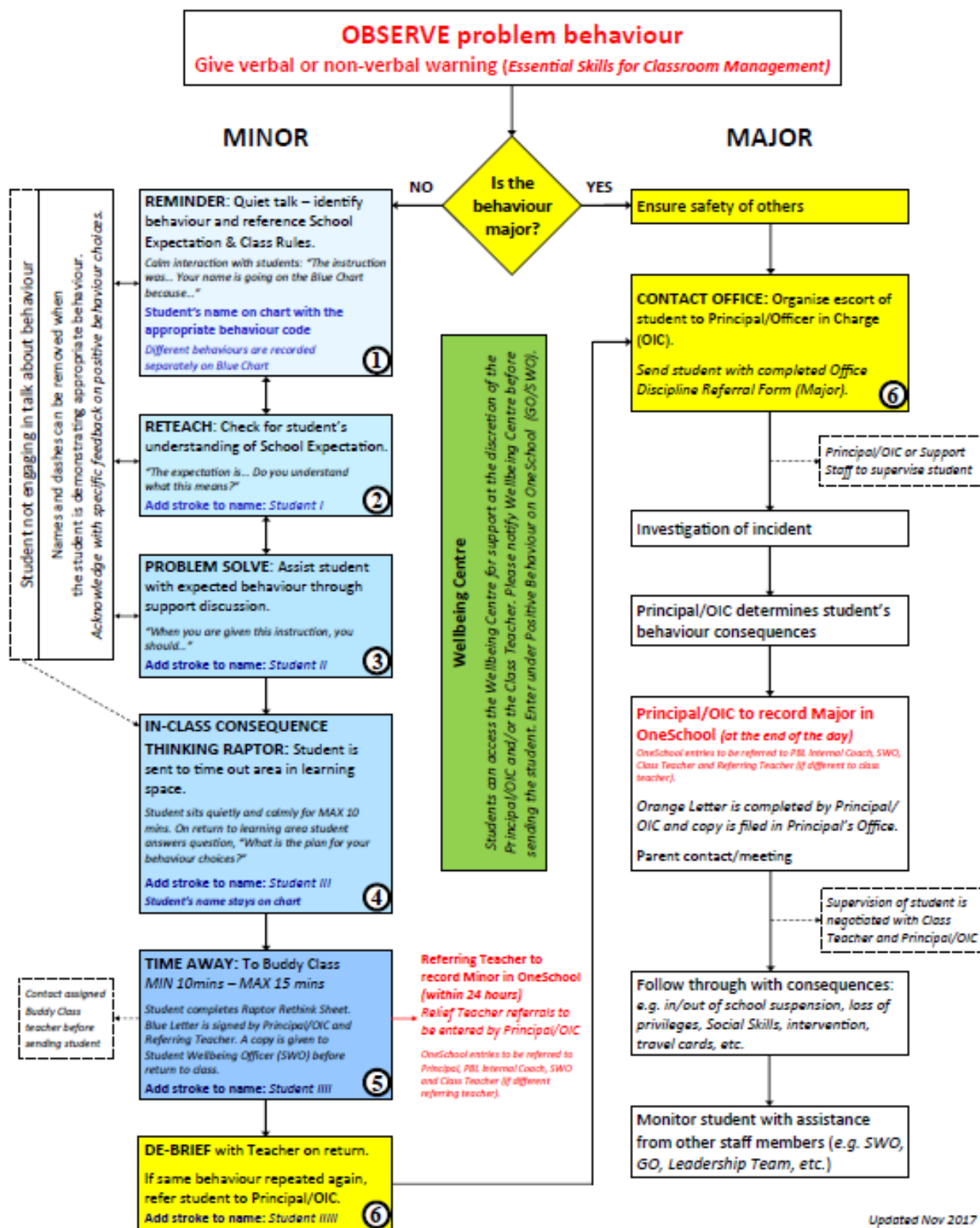
Redbank State School will then investigate and respond to any incident of cyberbullying.

10. 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.
11. An initial introductory lesson is delivered, which teaches the Raptor 3 to be used by all students when experiencing bullying behaviour either as a person being bullied, the person bullying or bystander.
12. 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.
13. Redbank State School will take part in the National Day of Action Against Bullying and Violence on the third Friday of March each year. This is to highlight the importance of bullying issues within our school community and what our school is doing to prevent this.
14. 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 Redbank 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'.
15. Redbank State School uses behavioural data for decision-making. This data is entered into our database on a daily basis and can be recalled as summary reports at any time. This facility allows the school to track the effectiveness of its anti-bullying process, to make any necessary adjustments, and to identify specific bullying behaviours that may need to be revisited or revised in the instructional process.



CLASSROOM

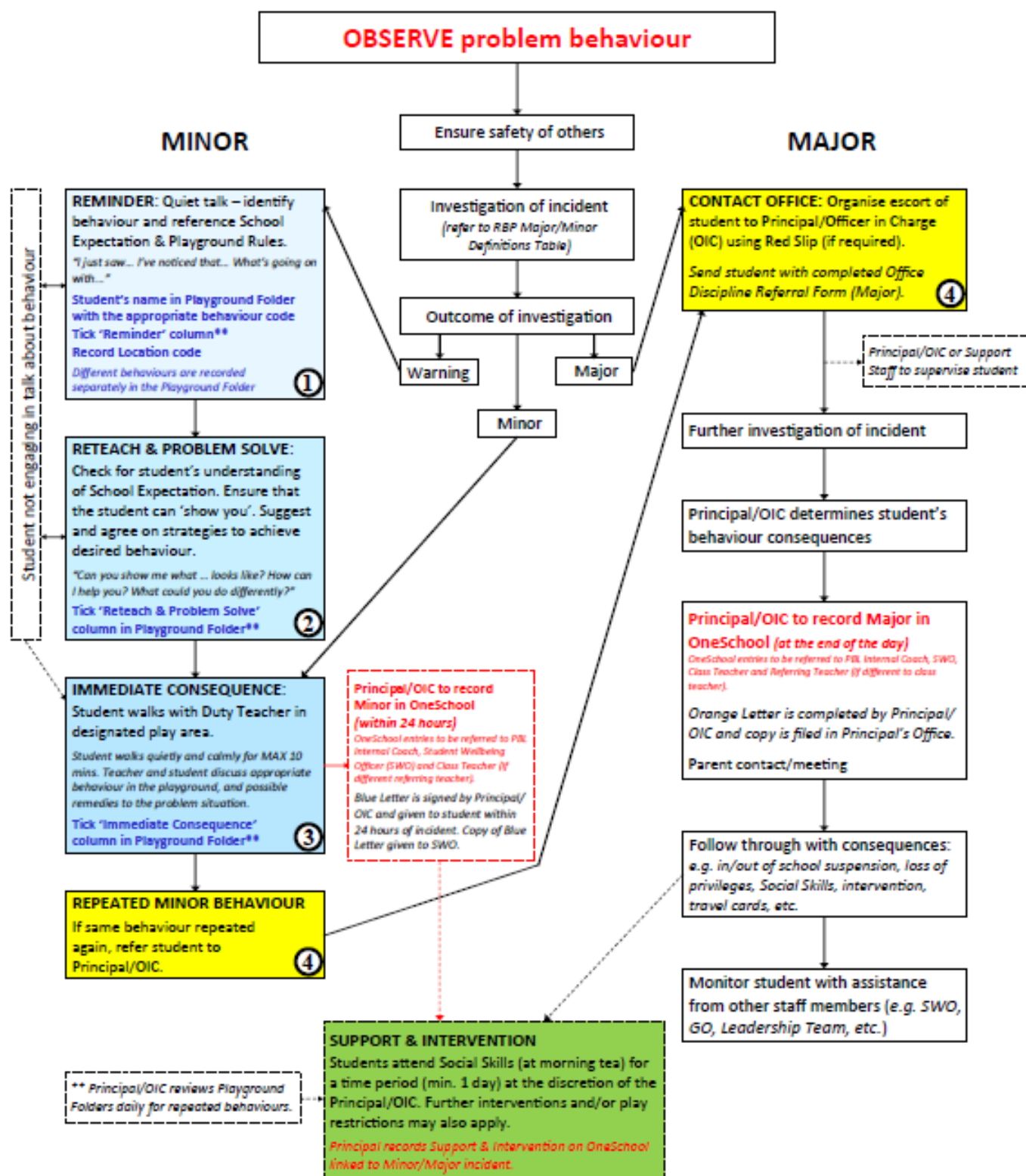
General Procedure for Dealing with Problem Behaviour at Redbank State School





PLAYGROUND

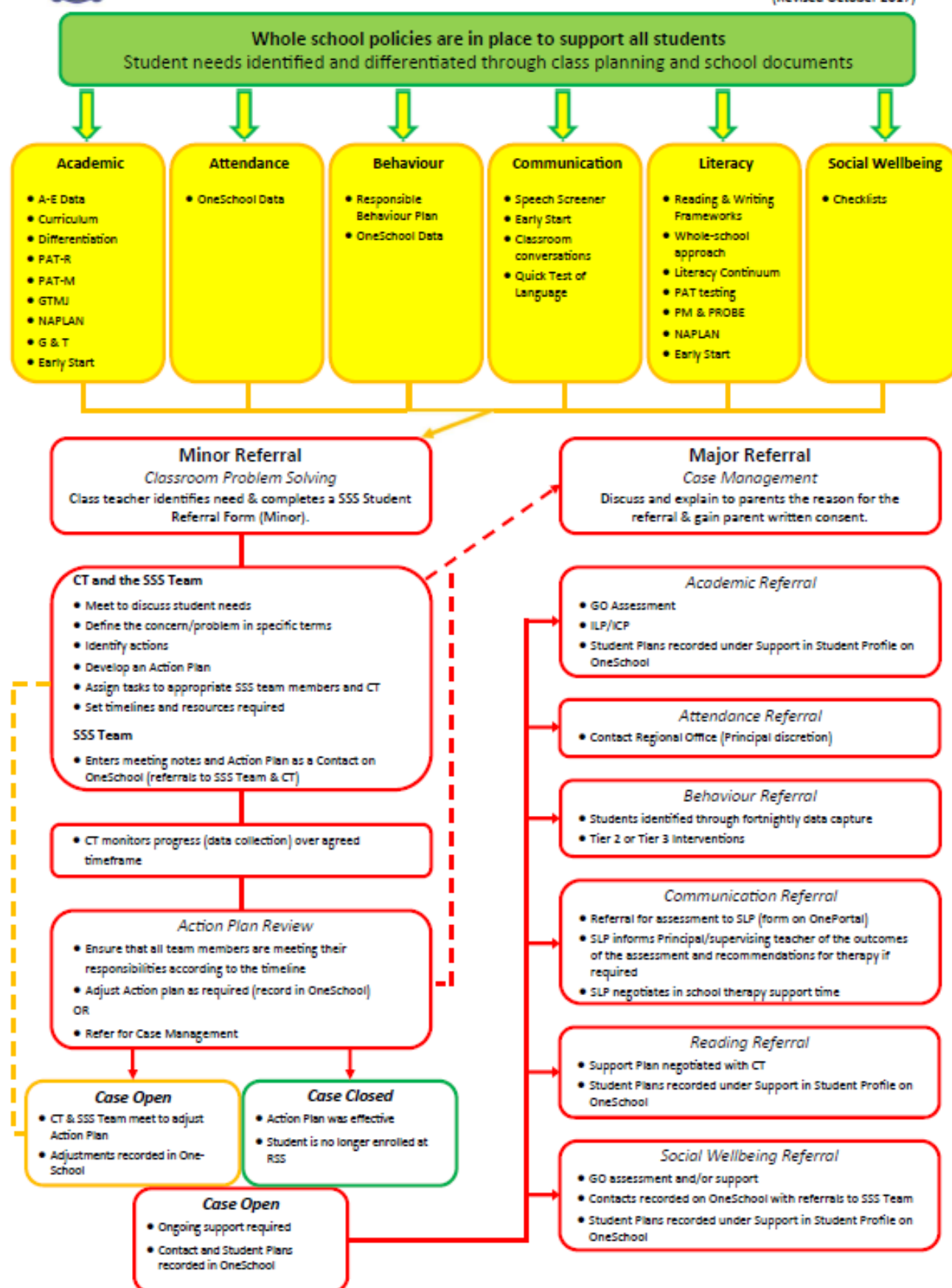
General Procedure for Dealing with Problem Behaviour at Redbank State School





Student Support Services Management Process

(Revised October 2017)



Appendix 6

Redbank State School Office Discipline Referral Form (Major)

(Updated May 2016)



Student Name:		Referring Staff Member:	
Class:	Date:	Time:	
Location:	Classroom	Playground	Specialist
Other:			

Incident Details:

<input type="checkbox"/> Verbal Misconduct
<input type="checkbox"/> Bullying/Harassment
<input type="checkbox"/> Possess prohibited items – combustibles
<input type="checkbox"/> Defiance/Disrespect
<input type="checkbox"/> Disruption: non-compliance with routine; refusal to participate in program of instruction
<input type="checkbox"/> Dress Code
<input type="checkbox"/> Physical Misconduct: fighting/physical aggression
<input type="checkbox"/> Property misconduct: property damage/vandalism
<input type="checkbox"/> Possess prohibited items/substance misconduct
<input type="checkbox"/> Theft
<input type="checkbox"/> Truancy
<input type="checkbox"/> Unsafe behaviour
<input type="checkbox"/> Weapons: misconduct involving objects
Please provide additional incident details: Who, when where
Others involved in the incident or witnesses (please include full names and class)

Steps Taken in Classroom	Steps Taken in Playground
<input type="checkbox"/> Reminder (Quiet Talk) <input type="checkbox"/> Reteach (Expectation) <input type="checkbox"/> Problem Solve <input type="checkbox"/> In-class Consequence <input type="checkbox"/> Time Away (Buddy Class) <input type="checkbox"/> Debrief	<input type="checkbox"/> Reminder (Quiet Talk) <input type="checkbox"/> Reteach (Quiet Talk) <input type="checkbox"/> Problem Solve <input type="checkbox"/> Immediate Consequence <input type="checkbox"/> Time Out
Motivation for behaviour:	
<input type="checkbox"/> Obtain tangibles/activities <input type="checkbox"/> Obtain adult interaction <input type="checkbox"/> Obtain sensory stimulation <input type="checkbox"/> Obtain peer interaction	<input type="checkbox"/> Avoid tangibles/activities <input type="checkbox"/> Avoid adult interaction <input type="checkbox"/> Avoid sensory stimulation <input type="checkbox"/> Avoid peer interaction

- ☐ Orange form is signed by Principal/Officer in Charge
- ☐ Major incident is recorded on OneSchool (by Principal/OIC)





Appendix 7

Redbank State School

9 Brisbane Road, Redbank Q 4301

Telephone: 3381 4111

Fax: 3381 4100

the.principal@redbankss.eq.edu.au

Date:

Dear Parents/Caregivers

Today of was sent to time out in buddy class for behaviour that was not safe, responsible or respectful. Time out in buddy class is one of our consequences for managing student behaviour at our school. The students have a number of opportunities to rectify their behaviour before being sent to buddy class. For the benefit of all children in our school we need to ensure that students demonstrate our behaviour expectation.

..... went to time out in buddy class for the following reason/s

- ☐ Disruption
- ☐ Non-compliance
- ☐ Refusing to complete work
- ☐ Naming calling
- ☐ Defiance
- ☐ Hitting or kicking or using objects to hurt others
- ☐ Not being in the right place
- ☐ Damaging property
- ☐ Swearing

If you would like to discuss your child's inappropriate action/s, please contact the school to organise an appropriate meeting time with your child's teacher. It would be appreciated if you could discuss this action/s with your child to promote safe, responsible and respectful behaviour in the future.

Thank you for your support and commitment to ensuring our school is a safe and positive environment for all children.

Regards,

Craig Pearen
Principal

Teacher Signature

.....
Confirmation of Receipt of Letter (please return to school the following day)

Time out in buddy class letter for (student) received (date)

Parent name: Signed:



Appendix 8

Redbank State School

9 Brisbane Road, Redbank Q 4301

Telephone: 3381 4111

Fax: 3381 4100

the.principal@redbankss.eq.edu.au

Date:

Dear Parents/Caregivers

Today was referred to the Principal for behaviour that was not safe, responsible or respectful. A referral to the Principal occurs when a behaviour is considered to be that of a Major level. For the benefit of all children in our school we need to ensure that students demonstrate our behaviour expectation.

..... was referred to the Principal for the following reason/s

- ☐ Disruption
- ☐ Non-compliance
- ☐ Refusing to complete work
- ☐ Naming calling
- ☐ Defiance
- ☐ Hitting or kicking or using objects to hurt others
- ☐ Not being in the right place
- ☐ Damaging property
- ☐ Swearing

If you would like to discuss your child's inappropriate action/s, please contact the school to organise an appropriate meeting time with the Principal. It would be appreciated if you could discuss this action/s with your child to promote safe, responsible and respectful behaviour in the future.

Thank you for your support and commitment to ensuring our school is a safe and positive environment for all children.

Regards,

Craig Pearen
Principal

.....
Confirmation of Receipt of Letter (please return to school the following day)

Principal referral letter for (student) received (date)

Parent name: Signed: