Pullenvale State School

Responsible Behaviour Plan
for students

1. Purpose
Pullenvale 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.

2. Consultation and data review
Pullenvale State School developed this plan in collaboration with our school community. Broad consultation with parents, staff and students was undertaken through survey distribution and community meetings held during 2014. A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents from 2011-2013 also informed the development process.

The Plan was endorsed by the Principal, the chair of the School Management Group and Regional Executive Director or Executive Director (Schools) in 2015 and will be reviewed in 2017 as required by legislation.

3. Learning and behaviour statement
All areas of Pullenvale 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 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 evident to everyone, assisting Pullenvale State School to create and maintain a positive and productive learning and teaching environment.

At Pullenvale, the research base for our Responsible Behaviour Plan is that of functional behavioural analysis – an understanding that all behaviours serve a function and that understanding this will assist with resolving behavioural issues.

Our school community has identified the following school rules to teach and promote our high standards of responsible behaviour:
At Pullenvale, being responsible is to:

- Be safe
- Be respectful
- Be learners

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

The first step in facilitating standards of positive behaviour is communicating those standards to all students. At Pullenvale 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 problem behaviour and provide a framework for responding to unacceptable behaviour.

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

<table>
<thead>
<tr>
<th>SCHOOLWIDE EXPECTATIONS BEHAVIOUR MATRIX</th>
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<tbody>
<tr>
<td><strong>ALL AREAS</strong></td>
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<td><strong>BE ON TIME</strong></td>
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<td><strong>BE RESPONSIBLE</strong></td>
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<td><strong>BE LEARNERS</strong></td>
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These expectations are communicated to students via a number of strategies, including:
- Behaviour lessons conducted by classroom teachers,
- Reinforcement on School Assemblies and
- During active supervision by staff in both classroom and non-classroom activities.

*Please note:* This expectations guide is a guide only and is not an exhaustive list of possible behaviours.
5. Reinforcing Schoolwide Expectations

Pullenvale State School will implement the following proactive and preventative processes and strategies to support student behaviour:

- Comprehensive induction programs in the Pullenvale State School Responsible Behaviour Plan for Students delivered to 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.
- Development of specific policy: Preventing and Responding to Incidents of Bullying (Appendix 2).

Principal's Awards (P-6/7)
These awards are given to reward positive behaviours and work habits in Prep-Year 6/7. These awards are presented at the weekly assemblies where possible. Parents are notified if their child is to receive an award.

Class reward systems
Classes negotiate class rules at the start of each year, based on the school rules, ‘Be Safe, Be Respectful and Be a Learner’. Rewards systems in classrooms recognise positive individual and group behaviour.

Playground ‘Gotchas’
A gotcha system is implemented to reward positive behaviour in the playground (including others, sharing, encouraging others).

Other Strategies:
- Website articles
- School Leadership team members’ regular provision of information to staff (RBP Implementation handbook under development) and parents
- ‘Responsible Behaviour Plan’ shared with new families and staff, as well as posted on the website
- Individual Behaviour Plan/Discipline Improvement Plans developed with students, parents and relevant specialists for students who demonstrate repeated inappropriate or unacceptable behaviour
- School wide adoption of ‘Kidsmatter’ framework, including professional development for staff and specialised training for the Pullenvale ‘Kidsmatter’ team.
- Implementation of specific policies to address:
  - the use of personal property technology devices at school (Appendix 1) Appropriate Use of Mobile Telephones and other Electronic Equipment by Students
  - procedures for preventing and responding to incidents of bullying (including cyberbullying and recording incidents for data collection) (Appendix 2)
  - procedures regarding the use or possession of weapons including knives and any other items that could be considered a weapon in school (Appendix 3).
6. Unacceptable Behaviour

Students come to school to learn. Behaviour support represents an important opportunity for learning how to get along with others.

At Pullenvale State School staff members authorised to issue consequences for problem behaviour are provided with appropriate professional development and/or training, thus ensuring consistent responses across the school.

Students also receive training about how to respond when other students display problem behaviour and the courteous way to respond when a staff member re-directs their behaviour and/or consequences are applied for problem behaviour. When responding to problem behaviour the staff member first determines if the problem behaviour is of a major or minor nature, with the following agreed understanding:

**Amber problem behaviour** is handled by staff members at the time it happens.

**Amber behaviours** are those that:
- are minor breaches of the school rules
- do not seriously harm others or cause suspicion 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
- do not require involvement of specialist support staff or Administration.

These amber behaviours may result in the following consequences:
- a re-direction procedure.
- a minor consequence logically connected to the problem behaviour may be given, 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

**Red problem behaviour** is referred directly to the school Administration team.

**Red behaviours** are those that:
- significantly violate the rights of others
- risk of harm (to self, place or others)
- require the involvement of School Administration.

Pullenvale 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 card (Appendix 3) is used to record all minor and major problem behaviour. The recording of three minor behaviours constitutes a major behaviour.

Red behaviour results in an immediate referral to Administration. When major problem behaviour occurs, staff members calmly state the red problem behaviour and remind the student of expected school behaviour. The staff member then fills out the office referral form and escorts the student to Administration.

Red problem behaviours may result in the following consequences:
- Parent contact, referral to Support Services Team, referral to Intensive Behaviour Support, suspension, exclusion 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 and referral to Intensive Behaviour Support Team.
The following charts articulate 'Red' and 'Amber' behaviours and consequences:

### Playground Behaviour Zones

<table>
<thead>
<tr>
<th>Adult Responses</th>
<th>BE SAFE</th>
<th>BE RESPONSIBLE</th>
<th>BE A LEARNER</th>
<th>Level of Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Playground/Gritchat (It was pocket of sticker); TMI</td>
<td>GREEN BEHAVIOUR EXAMPLES</td>
<td>Wearing neat uniform and hat</td>
<td>Looking for positives 'bouncing back' when needed</td>
<td>Staff managed - Playground Gritchat</td>
</tr>
<tr>
<td>Refer to Office for positive behaviour entry on Oneschool</td>
<td>Helping others</td>
<td>Collecting litter</td>
<td>Including others</td>
<td></td>
</tr>
<tr>
<td>Reminder from teacher</td>
<td>Solving problems calmly</td>
<td>Standing up for others</td>
<td>Trying new activities</td>
<td></td>
</tr>
<tr>
<td>Lunch time out</td>
<td>Calming down when needed</td>
<td>Following rules</td>
<td>Taking turns quickly</td>
<td></td>
</tr>
<tr>
<td>Community Service (eg literacycollection)</td>
<td>Being in the right place</td>
<td>Using friendly language</td>
<td>In games</td>
<td></td>
</tr>
<tr>
<td>Analogy/Restorative action</td>
<td>Following teachers' instructions</td>
<td>Positive teamwork</td>
<td></td>
<td></td>
</tr>
<tr>
<td>RED BEHAVIOUR EXAMPLES</td>
<td>LYING</td>
<td>Not wearing school uniform/hat</td>
<td>Leaving people out of play</td>
<td></td>
</tr>
<tr>
<td>Hitting others (punching, spitting, pushing, physical fighting)</td>
<td>Inappropriate language</td>
<td>Missing time out</td>
<td></td>
<td></td>
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<tr>
<td>Aggression toward school staff</td>
<td>Major defiance</td>
<td>Major ICT misuse</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use of harmful substances</td>
<td>Propensity misuse (including misuse of technology and vandalism)</td>
<td>Major ICT misuse (e.g., cyberbullying)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Major bullying/harassment</td>
<td>Threat of forgery</td>
<td>Use of mobile phone</td>
<td></td>
<td></td>
</tr>
<tr>
<td>RED BEHAVIOUR EXAMPLES</td>
<td>Verbal abuse/aggressive behavior of offensive language</td>
<td></td>
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<td></td>
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</tbody>
</table>

### Classroom Behaviour Zones

<table>
<thead>
<tr>
<th>Behaviour Examples</th>
<th>BE SAFE</th>
<th>BE RESPONSIBLE</th>
<th>BE A LEARNER</th>
<th>Level of Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>BE SAFE</td>
<td>BE RESPONSIBLE</td>
<td>BE A LEARNER</td>
<td>Level of Responsibility</td>
<td></td>
</tr>
<tr>
<td>Green Behaviour</td>
<td>Tall going well</td>
<td>Staff managed - follow merit schemes, etc</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Being in the wrong place</td>
<td>Following rules</td>
<td>Filling in sheet</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not following instructions</td>
<td>Being honest</td>
<td>Managing time well</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Being polite</td>
<td>Being organized</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Amber Behaviour</td>
<td>Not following rules</td>
<td>Not completing class work</td>
<td>Staff managed - may keep personal anecdotal record (only if necessary)</td>
<td></td>
</tr>
<tr>
<td>Leaving others out</td>
<td>Lying</td>
<td>Taking inappropriately</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not following instructions</td>
<td>Lying</td>
<td>Calling out</td>
<td></td>
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<tr>
<td></td>
<td>Rock climbing</td>
<td>Making notes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Red Behaviour</td>
<td>Mini Time Out - 5 minutes timeout</td>
<td>Staff managed - Record on Oneschool</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning where to be</td>
<td>Reference to discipline</td>
<td>Minor chronic or persistent (problem solve with colleague or classroom team)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Buddy Class - for remainder of session</td>
<td>Referral to office - parents contacted</td>
<td>Admin Management/Support - Record on Oneschool</td>
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</tbody>
</table>
Support and Intervention: Support Services Team
Each year a small number of students at Pullenvale State School are identified through our data as needing 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.

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

The behaviour of these students is coordinated by the class teacher with the support of the Student Support services team and the School Administration team. All staff members are provided with continuous professional development consisting of the referral and response process, and the reporting responsibilities of staff and of the students being supported.

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

Intensive behaviour support: Behaviour Support Team
Pullenvale 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 Behaviour Support Team is a regional team that
- works with school staff members to develop appropriate behaviour support strategies
- monitors the impact of support for individual students through continuous data collection
- makes adjustments as required for the student, and
- works with the School Behaviour Leadership Team to achieve continuity and consistency.

The 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 district-based behavioural support staff.

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).

7. Systems of Support
Students at Pullenvale State School are supported through positive reinforcement and a system of universal, targeted, and intensive behaviour by:

1. Peer Support is accessed through:
   - Student leadership roles
   - Buddy program
   - Extracurricular activities (e.g. chess lessons and ladder competition, sports training, dancing, student council-led activities)
   - Kidsmatter team
2. **School Staff** offer support to students through a variety of roles:
   - Teachers, specialist teachers
   - 'Kidsmatter' team
   - Teacher aides
   - Principal/Deputy Principal
   - School chaplain
   - Advisory Visiting Teachers (AVT) as relevant
   - Guidance Officer/Senior Guidance Officer
   - Pullenvale SS Student Support Services (GO, ST:LaN, Administration representative, and classroom teacher representative)

3. **Community** support is provided to students through:
   - Parents and carers
   - Referrals to local organisations
   - Teachers

4. **Other**

   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 – 'Adopt a Cop'
   - Local Council

8. Consideration of individual circumstances

   Whilst consistency is an integral part of any responsible behaviour plan, educators also recognise that just as a child’s academic journey can be individualistic, so too can their social/emotional development. As such, it is often necessary to manage individual learning and developmental goals in differing ways. What may be an achievable goal for one student may not be suitable for another.

   Whilst safety of students is non-negotiable and harassment and social bullying is unacceptable, it is possible that reward and management systems for individual students may vary. Parents are encouraged to speak with class teachers and/or school administration if they have concerns about the behaviour of their own child or other students within the school.

   Pullenvale 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 misbehaviour ranging from the least intrusive sanctions to the most stringent
   - recognising and taking into account students’ age, gender, disability, cultural background, socio-economic situation and emotional state
   - recognising the rights of all students to:
     - express opinions in an appropriate manner and at the appropriate time
     - work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation
     - receive adjustments appropriate to their learning and/or impairment needs.
9. 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 threatened.

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

Maintain calmness, respect and detachment
(Model the behaviour you want the student 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 where possible, speak calmly and respectfully, minimise body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates).

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

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

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

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

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

It is important that all staff understand:
• physical intervention cannot be used as a form of punishment
• physical intervention must not be used when a less severe response can effectively resolve
  the situation
• the underlying function of the behaviour.

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

Record keeping
Each instance involving the use of physical intervention must be formally documented. The
following records must be maintained:
• Incident report (Appendix 4)
• Health and Safety incident record (link)
• Debriefing report (for student and staff) (Appendix 5).

9. Explicit Teaching

Pullenvale SS believes that behaviour can be learned, therefore, it must be taught.
During 2012, Pullenvale State School became a ‘Kidsmatter’ school, with the support of
the school’s P and C. Through this framework, we are exploring the four pillars of:
- Building positive school community
- Emotional Resilience/Social Skilling programs
- Working with Parents and Carers
- Helping Children with Mental Health Difficulties

Strategies to support this framework include:
• School expectations – School rules and behavioural expectations are explicitly taught in
each year level
• Bounce Back – All classrooms assign time each week for the explicit teaching of social
  skills/emotional resilience skills
• School Assemblies Weekly assemblies are used to highlight and explicate aspects of
  Bounce Back, social skilling, positive behavioural expectations
• The school website carries regular messages based on our values/social skill/emotional
  resilience education programs. This encourages families to support school messages
• Spirit of Pullenvale Week Spirit Week is an opportunity for us to develop greater bonds
  with the communities both inside and outside the school. It is also an opportunity to
  celebrate and embrace our ‘Proud to be Pullenvale’ edict
• Curriculum Planning The Pullenvale curriculum ensures Values are embedded in units of
  work across the year levels. Links with the Pullenvale Environmental Educational Centre
  ensure that C2C units are linked to a strong values focus.
• Professional development Opportunities relating to our Values and Social Skills program
  and behavioural approaches are sought and utilised. This includes Kidsmatter PD for the
  team, as well as behaviour management courses, emotional resilience courses, etc
• National Values Project – Pullenvale is part of an 8 school cluster ‘Action School Project’,
in conjunction with Pullenvale Environmental Educational Centre. Teachers are chosen each
  year to participate in this project, which involves coaching and modelling by PECC staff to
  build capacity with delivery of values education.
• Modelling – Members of the school community model our values and social skills, providing
  students with positive examples of friendship and highly appropriate behaviours within a
  school setting
• School Chaplaincy Program – Chaplaincy provides needs related programs. For
  example, ‘Fab Friends’ and ‘Great Mates’ programs have been developed to support social
  issue resolution in the early years.
10. Related Legislation, Policies and Resources

- 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
- Weapons Act 1990
- Work Health and Safety Act 2011
- Work Health and Safety Regulation 2011
- Right to Information Act 2009
- Information Privacy (IP) Act 2009
- 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
- Schoolwide Positive Behaviour Support
- Code of Conduct for School Students Travelling on Buses
- Working Together resources for schools
- Cybersafety and schools resources
- Bullying. No way!
Endorsement

Principal

Chair of School Management Group

p+c President

Effective Date: 2-4-2015
Appendix 1

Appropriate Use of ICT Devices and other Equipment by Students

Personal mobile devices (Non BYOX)

Personal Technology Devices include but are not limited to, games devices (such as Portable gaming devices, Tamagotchis®, laptop computers, iPads®, iPads®, iPhones®, 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. This policy reflects the importance the school places on students’ learning and displaying respect for others. Generally, students must not bring valuable Personal Technology Devices (non BYOX) to school as there is a risk of damage or theft. If students must have devices for family reasons, such devices must be handed to the office at the beginning of the school day and may be collected at the end of the day from the school office. Breaches of this prohibition may result in discipline.

Bring Your Own Devices (laptops, iPads etc) brought to school for school purposes are permitted at school. Students will enter an agreement with the school about the terms and conditions under which they are used at school.

The following guidelines are extracted from the Pullenvale SS ‘E-pal’ Charter, which provides clarity on device usage at school, whether on BYOX devices or school devices.

Acceptable personal mobile device (BYOX) or school owned mobile device use

Upon enrolment to Pullenvale State School, parental or caregiver permission is sought to give the student(s) access to the internet, based upon the policy contained within the Responsible Behaviour Plan (available on school website).

This policy also forms part of this Student ePAL Charter. The acceptable-use conditions apply to the use of the device and internet both on and off the school grounds.

While on the school network, students should not:

- create, participate in or circulate content that attempts to undermine, hack into and/or bypass the hardware and/or software security mechanisms that are in place
- disable settings for virus protection, spam and/or internet filtering that have been applied as part of the school standard
- intentionally download illegal software or music
- intentionally damage or disable computers, computer systems, school or government networks
- use the device any unlawful purpose or commercial activities.

Note: Students’ use of internet and online communication services may be audited at the request of appropriate authorities for investigative purposes surrounding inappropriate use.
Passwords

Use of the school's ICT network is secured with a user name and password. The password must be difficult enough so as not to be guessed by other users and is to be kept private by the student and not divulged to other individuals (e.g. a student should not share their username and password with fellow students).

The password should be changed regularly, as well as when prompted by the department or when known by another user.

Personal accounts are not to be shared. Students should not allow others to use their personal account for any reason.

Students should log off at the end of each session to ensure no one else can use their account or device.

Students should also set a password for access to their device and keep it private.

Parents/caregivers may also choose to maintain a password on a personally-owned device for access to the device in the event their student forgets their password or if access is required for technical support. Some devices may support the use of parental controls with such use being the responsibility of the parent/caregiver. E.g. Windows 8.1 provides a “Family Safety” feature.

Digital citizenship

Students should be conscious creators of the content and behaviours they exhibit online and take active responsibility for building a positive online reputation. They should be conscious of the way they portray themselves, and the way they treat others online.

Students should be mindful that the content and behaviours they have online are easily searchable and accessible. This content may form a permanent online record into the future.

Interactions within digital communities and environments should mirror normal interpersonal expectations and behavioural guidelines, such as when in a class or the broader community.

Parents are requested to ensure that their child understands this responsibility and expectation. The school’s Responsible Behaviour Plan also supports students by providing school related expectations, guidelines and consequences.

Cybersafety

If a student believes they have received a computer virus, spam (unsolicited email), or they have received a message or other online content that is inappropriate or makes them feel uncomfortable, they must inform their teacher, parent or caregiver as soon as is possible.

Students must also seek advice if another user seeks personal information, asks to be telephoned, offers gifts by email or asks to meet a student.

Students are encouraged to explore and use the 'Cybersafety Help' button to talk, report and learn about a range of cybersafety issues.

(http://www.communications.gov.au/online_safety_and_security/cybersafetyhelppushbutton_download)
Students must never initiate or knowingly forward emails, or other online content, containing:

- a message sent to them in confidence
- a computer virus or attachment that is capable of damaging the recipients' computer
- chain letters or hoax emails
- spam (such as unsolicited advertising).

Students must never send, post or publish:

- inappropriate or unlawful content which is offensive, abusive or discriminatory
- threats, bullying or harassment of another person
- sexually explicit or sexually suggestive content or correspondence
- false or defamatory information about a person or organisation.

Parents, caregivers and students are encouraged to read the department's Cybersafety and Cyberbullying guide for parents and caregivers. ([http://bit.ly/1HF77nd](http://bit.ly/1HF77nd))

**Web filtering**

The internet has become a powerful tool for teaching and learning, however students need to be careful and vigilant regarding some web content. To help protect students (and staff) from malicious web activity and inappropriate websites, the school operates a comprehensive web filtering system. Any device connected to the internet through the school network will have filtering applied.

The filtering system provides a layer of protection to staff and students against:

- inappropriate web pages
- spyware and malware
- peer-to-peer sessions
- scams and identity theft.

This purpose-built web filtering solution takes a precautionary approach to blocking websites including those that do not disclose information about their purpose and content. The school's filtering approach represents global best-practice in internet protection measures. However, despite internal departmental controls to manage content on the internet, illegal, dangerous or offensive information may be accessed or accidentally displayed. Teachers will always exercise their duty of care, but avoiding or reducing access to harmful information also requires responsible use by the student.

Students are required to report any internet site accessed that is considered inappropriate. Any suspected security breach involving students, users from other schools, or from outside the Queensland DETE network must also be reported to the school.

The personally-owned devices have access to home and other out of school internet services and those services may not include any internet filtering. Parents and caregivers are encouraged to install a local filtering application on the student's device for when they are connected in locations other than school. Parents/caregivers are responsible for appropriate internet use by students outside the school.
Parents, caregivers and students are also encouraged to visit the Australian Communications and Media Authority’s CyberSmart website (www.cybersmart.gov.au) for resources and practical advice to help young people safely enjoy the online world.

Privacy and confidentiality

Students should not divulge personal information via the internet or email, to unknown entities or for reasons other than to fulfil the educational program requirements of the school. It is important that students do not publish or disclose the email address of a staff member or student without that person’s explicit permission. Students should also not reveal personal information including names, addresses, photographs, credit card details or telephone numbers of themselves or others. They should ensure that privacy and confidentiality is always maintained.

Intellectual property and copyright

Students should never plagiarise information and should observe appropriate copyright clearance, including acknowledging the original author or source of any information, images, audio etc. used.

Software

Pullenvale State School may recommend software applications in order to meet the curriculum needs of particular subjects. Parents/caregivers may be required to install and support the appropriate use of the software in accordance with guidelines provided by the school.

Monitoring and reporting

Students should be aware that all use of internet and online communication services can be audited and traced to the account of the user.

All material on the device is subject to audit by authorised school staff. If at any stage there is a police request, the school may be required to provide the authorities with access to the device and personal holdings associated with its use.

Misuse and breaches of acceptable usage

Students should be aware that they are held responsible for their actions while using the internet and online communication services. Students will be held responsible for any breaches caused by other person(s) knowingly using their account to access internet and online communication services.

The school reserves the right to restrict/remove access of personally owned mobile devices to the school network to ensure the integrity and security of the network and to provide a safe working and learning environment for all network users. The misuse of personally owned mobile devices may result in disciplinary action in accordance with the school’s Responsible Behaviour Plan.

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 Deputy Principal or Principal.
Appendix 2

Preventing and Responding to Incidents of Bullying (including Cyberbullying)

Purpose

1. Pullenvale 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 Pullenvale 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 Pullenvale State School include name-calling, taunting, mocking, making offensive comments, kicking, hitting, pushing, taking belongings, inappropriate text messaging, sending offensive or degrading images by phone or internet, producing offensive graffiti, gossiping, excluding people from groups, and spreading hurtful and untruthful rumours.

4. Bullying may be related to:
   ▪ race, religion or culture
   ▪ disability
   ▪ appearance or health conditions
   ▪ sexual orientation
   ▪ sexist or sexual language
   ▪ young carers or children in care.

5. At Pullenvale 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 Pullenvale 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 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.

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.

Pullenvale 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 3-step process to be used by all students when experiencing bullying behaviour either as a person being bullied, the person bullying or bystander.
Posters used in each Pullenvale SS classroom to support consistency of the 3 step process

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. Pullenvale 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 Pullenvale 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. Pullenvale 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.

16. We also use the Daniel Morcombe Foundation teaching tools to promote child safety and prevent bullying (including Cyberbullying) and assist students in reporting.

Appendix 3

KNIVES/WEAPONS AND SAFE BEHAVIOURS

We can work together to keep knives out of school. At Pullenvale 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 knife are banned?

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

The principal can take 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 student disciplinary absences if required.
- 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 Pullenvale 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.

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.

Weapons

- Weapons include but are not limited to knives, swords, guns (including replica), or other implements that may cause damage or harm to living beings, structures or systems. Weapons should not be brought to school and will be confiscated and a parent/carer will be asked to collect from the office.

If you want to talk about students and knives/weapons at school, please contact the school principal...
Appendix 4

Playground and Classroom Behavioural Reporting/Referral Form

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>Location (please tick)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date:</td>
<td>Time:</td>
</tr>
<tr>
<td>Class:</td>
<td>Playground</td>
</tr>
<tr>
<td>Referring staff member:</td>
<td>Specialist Lesson</td>
</tr>
<tr>
<td></td>
<td>Classroom</td>
</tr>
<tr>
<td></td>
<td>Other</td>
</tr>
</tbody>
</table>


PULLENVALE STATE SCHOOL
Reportable Classroom and Playground Incidents

<table>
<thead>
<tr>
<th>Name:</th>
<th>Class:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date:</td>
<td>Time:</td>
</tr>
<tr>
<td>Duty area:</td>
<td>Teacher:</td>
</tr>
</tbody>
</table>

**BE SAFE**

<table>
<thead>
<tr>
<th>GREEN</th>
<th>AMBER</th>
<th>RED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Following rules</td>
<td>Not wearing hat</td>
<td>Out of school bound</td>
</tr>
<tr>
<td>Caring for others</td>
<td>Playing out of bounds</td>
<td>Physical abuse</td>
</tr>
<tr>
<td>Being tolerant</td>
<td>Running on concrete</td>
<td>Physical aggression</td>
</tr>
<tr>
<td>'Bouncing Back'</td>
<td>Minor physical contact (pushing and shoving)</td>
<td>Possession of illicit substances</td>
</tr>
<tr>
<td>Standing up for others</td>
<td>Not respecting the rights of others</td>
<td>Disobeying teacher instruction</td>
</tr>
<tr>
<td>Collecting litter</td>
<td>Eating out of bounds</td>
<td>Stealing/stealing</td>
</tr>
<tr>
<td>Calming down if needed</td>
<td>Inappropriate language</td>
<td>Wilful property damage</td>
</tr>
<tr>
<td>Looking for positives</td>
<td>Littering</td>
<td>Vandalism</td>
</tr>
<tr>
<td>Solving problems calmly</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**RESPECTFUL**

<table>
<thead>
<tr>
<th>GREEN</th>
<th>AMBER</th>
<th>RED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wearing hat and neat uniform</td>
<td>Not completing set tasks</td>
<td>Not attending class</td>
</tr>
<tr>
<td>Having a go</td>
<td>Refusal to work</td>
<td>Use of mobile phone</td>
</tr>
<tr>
<td>Caring for our place</td>
<td>Not being punctual</td>
<td>Filming or recording without permission</td>
</tr>
<tr>
<td>Mobile phone in class</td>
<td>Disruption to class</td>
<td>Major disruption to class</td>
</tr>
</tbody>
</table>

Witnesses:

Other Information:


One schooled by:
Appendix 5
Incident Report

Name: _______________________________ Date: __________

Person Completing Form: _______________________________

<table>
<thead>
<tr>
<th>Name PROBLEM BEHAVIOUR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date of incident</td>
</tr>
<tr>
<td>Where was the student when the incident occurred?</td>
</tr>
<tr>
<td>Who was working with the student when the incident occurred?</td>
</tr>
<tr>
<td>Where was staff when the incident occurred?</td>
</tr>
<tr>
<td>Who was next to the student when the incident occurred?</td>
</tr>
<tr>
<td>Who else was in the immediate area when the incident occurred?</td>
</tr>
<tr>
<td>What was the general atmosphere like at the time of the incident?</td>
</tr>
<tr>
<td>What was the student doing at the time of the incident?</td>
</tr>
<tr>
<td>What occurred immediately before the incident? Describe the activity, task, event.</td>
</tr>
<tr>
<td>Describe what the student did during the incident.</td>
</tr>
<tr>
<td>Describe the level of severity of the incident. (e.g. damage, injury to self/others)</td>
</tr>
<tr>
<td>Describe who or what the incident was directed at.</td>
</tr>
<tr>
<td>What action was taken to de-escalate or re-direct the problem?</td>
</tr>
<tr>
<td>Briefly give your impression of why the student engaged in the above-described incident. (e.g. was angry because I asked him/her to stop teasing).</td>
</tr>
</tbody>
</table>
Appendix 6

Debriefing Report

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
- Address organisational problems and make appropriate changes

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).

Debriefing should provide information on:
- Who was involved
- What happened
- Where it happened
- Why it happened
- 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 you 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?
- Is there anything that you would do differently?
- Would you do something differently next time?
- What could we have done to make the physical intervention less invasive?

For students who have language or communication difficulties the debriefing process will need to modified to accommodate their specific receptive and expressive needs.
Appendix 7

School Signage

To **be responsible** at Pullenvale State School
‘Pullenvale Pete’ says we need to:

**Be safe**

**Be respectful**

**Be a learner**

![Pullenvale Pete](image)

**Classroom Behaviour Zones**

‘BE SAFE, BE RESPECTFUL, BE A LEARNER’

<table>
<thead>
<tr>
<th>Sequence of Consequences</th>
</tr>
</thead>
<tbody>
<tr>
<td>All going well: staying on this level for the day earns a merit or similar</td>
</tr>
<tr>
<td>Kind reminder – verbal warning only</td>
</tr>
<tr>
<td>Firm reminder – amber card on desk</td>
</tr>
<tr>
<td>Mini Timeout – 5 minutes Timeout = own classroom</td>
</tr>
<tr>
<td>Maxi Timeout – up to return to own classroom – lose the next period or detention from</td>
</tr>
<tr>
<td>Buddy class for remainder of session</td>
</tr>
<tr>
<td>Referral to office – parent contact</td>
</tr>
</tbody>
</table>

![Pullenvale Pete](image)
### Schoolwide Expectations Behaviour Matrix

<table>
<thead>
<tr>
<th>All Areas</th>
<th>Classroom</th>
<th>Playground</th>
<th>Stairways/Paths</th>
<th>Toilets</th>
<th>Stop, Kiss, Gobike Racks</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>BE SAFE</strong></td>
<td>Show constituted for rights, feelings and property of others.</td>
<td>Walk.</td>
<td>Do sun safe, wear a tied/trimmed hat</td>
<td>Walk on concrete pathways and access ways.</td>
<td>Wash hands.</td>
</tr>
<tr>
<td></td>
<td>If feeling hurt or upset, find help from someone you trust.</td>
<td>Be still.</td>
<td>Wear shoes and socks unless directed.</td>
<td>Walk one step at a time.</td>
<td>Walk to and from toilets.</td>
</tr>
<tr>
<td><strong>BE RESPONSIBLE</strong></td>
<td>Respect others’ right to learn.</td>
<td>Respect others’ right to learn.</td>
<td>Participate in school approved games.</td>
<td>Keep passageways clear at all times.</td>
<td>Use own bike/scooter only.</td>
</tr>
<tr>
<td></td>
<td>Respect others’ right to learn.</td>
<td>Respect others’ right to learn.</td>
<td>Care for the environment.</td>
<td>Keep passageways clear at all times.</td>
<td>Walk bike/scooter to the gate.</td>
</tr>
<tr>
<td></td>
<td>Use polite language.</td>
<td>Use polite language.</td>
<td>Play fairly – take turns quickly, invite others to join in and follow rules.</td>
<td>Play fairly.</td>
<td>Walk inside the gate until the bin stops.</td>
</tr>
<tr>
<td></td>
<td>Wait your turn.</td>
<td>Wait your turn.</td>
<td>Keep passageways clear at all times.</td>
<td>Keep passageways clear at all times.</td>
<td>Wait your turn.</td>
</tr>
<tr>
<td><strong>BE LEARNERS</strong></td>
<td>Ask permission to leave the classroom.</td>
<td>Be on time.</td>
<td>Be in the right place at the right time.</td>
<td>Only use with permission during class time.</td>
<td>Leave school property.</td>
</tr>
<tr>
<td></td>
<td>Be in the right place at the right time.</td>
<td>Follow instructions straight away.</td>
<td>Follow instructions straight away.</td>
<td>Leave school property.</td>
<td>Leave school property.</td>
</tr>
</tbody>
</table>

### Playground Behaviour Zones

**'BE SAFE, BE RESPONSIBLE, BE A LEARNER'**

<table>
<thead>
<tr>
<th>Adult Responses</th>
<th>BE SAFE</th>
<th>BE RESPONSIBLE</th>
<th>BE A LEARNER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Playground Gojjas (I was parked/sickly, etc.)</td>
<td>GREEN BEHAVIOUR EXAMPLES: Helping others.</td>
<td>Wearing neat uniform and hat.</td>
<td>Looking for positives: ‘Rounding Back’ when needed.</td>
</tr>
<tr>
<td>Pray.</td>
<td>Solving problems calmly.</td>
<td>Collecting litter.</td>
<td>Including others</td>
</tr>
<tr>
<td>Referal to office for positive behaviour entry on OraScool.</td>
<td>Being in the right place.</td>
<td>Following teachers’ instructions.</td>
<td>Trying new activities</td>
</tr>
<tr>
<td>Walk with duty teacher.</td>
<td>Staff managed - playground gojjas.</td>
<td>Leaving people out of play.</td>
<td></td>
</tr>
<tr>
<td>Time out.</td>
<td></td>
<td>Leaving time out.</td>
<td></td>
</tr>
<tr>
<td>Community Service (e.g. litter collection).</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Apology/restorative action
- Laugh time out/activity timeout
- Contact with parents
- Referral to OraScool
- Suspension/Discipline Improvement Plan/loss of privilege

### Red Behaviour Examples
- Not being in the right place at the right time
- Major defiance
- Property misuse (including stealing/property vandalism)
- Major bullying/abuse

### Yellow Behaviour Examples
- Not being in the right place at the right time
- Not wearing school uniform/hat
- Inappropriate language
- Not playing fairly

### Amber Behaviour Examples
- Not being in the right place at the right time
- Not wearing school uniform/hat
- Inappropriate language
- Not playing fairly

### Green Behaviour Examples
- Helping others
- Solving problems calmly
- Being in the right place
- Following teachers’ instructions
Classroom Behaviour Zones

**BE SAFE, BE RESPECTFUL, BE A LEARNER**

<table>
<thead>
<tr>
<th>Behaviour Examples</th>
<th>BE RESPONSIBLE</th>
<th>BE A LEARNER</th>
<th>Adult Responses</th>
<th>Level of Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Green Behaviour</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-Breaking problems</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-Calling out others</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-Being back to the right place</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Following rules</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Helping others</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Speaking appropriately</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Trying hard</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Having a go</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Managing time well</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Being organised</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>All going well</td>
<td></td>
<td></td>
<td></td>
<td>Staff managed – follow merit schemes, etc.</td>
</tr>
<tr>
<td><strong>Amber Behaviour</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-Teasing or disturbing others</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-Deliberate use of change of voice</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-Not handing personal items to teacher in the office (not B/O)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-Leaving others out</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-Abusive language</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-Using back to the right place</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-Making undue trouble</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-Not following instructions</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-Not completing class work</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-Talking inappropriately</td>
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<tr>
<td>-Calling out</td>
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<tr>
<td>-Offending</td>
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<tr>
<td>-Minor ICT offences</td>
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<tr>
<td>-Kind reminder – verbal warning only</td>
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<td>Staff managed – may keep personal anecdotal record (only if necessary)</td>
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<tr>
<td>-Firm reminder – amber card on desk</td>
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<tr>
<td><strong>Red Behaviour</strong></td>
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<tr>
<td>-Threatening violence</td>
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<tr>
<td>-Bullying</td>
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<tr>
<td>-Possession of weapons</td>
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<tr>
<td>-Use of drugs in school</td>
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<tr>
<td>-Vandalism</td>
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<td>-Abuse</td>
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<td>-Serious school work</td>
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<td>-Serious ill discipline</td>
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<td>-Serious pupil damage</td>
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<td>-Major ICT offences</td>
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<td>-Major pupil damage</td>
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<tr>
<td>-Be A LEARNER</td>
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<td>-Referral to office</td>
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<td>Admin Management/Support – Record on OneSchool</td>
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<td>-Referral to parents</td>
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<td>-Discipline Improvement Plan</td>
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<td>-Time out</td>
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<td>-Suspension or exclusion as appropriate removal from activities</td>
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**Pullenvale State School is a NO Bullying School!**

**Raise your STOP hand!**

**Speak loudly, confidently and politely!**

1. 'Please stop doing that, I don't like it.'
2. 'Please stop doing that or I will need to see an adult.'
3. 'Go to the nearest adult and say, 'Excuse me, I need help.'