Education Queensland is committed to ensuring that every day, in every lesson, every student in state schooling is learning and achieving within a safe, supportive and disciplined learning environment. Schools promote a positive and inclusive school community that affirms the rights of all members of the school community to feel safe and be safe at school. Schools recognise the reciprocal relationship between academic success and social behaviour.

1. **Purpose**
Northern Peninsula Area State College 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.

Northern Peninsula Area State College’s Responsible Behaviour Plan for Students has been developed in alignment with the 5 key areas of the **Statement of Expectations for a Disciplined School Environment**.

- **Principal Leadership**
- **Parent & Community Engagement**
- **Data Informed Decision Making**
- **Clear and Consistent Expectations for Behaviour**
- **Explicit Teaching of Behaviour to all students**

2. **Consultation and data review** (Data Informed Decision Making)
Northern Peninsula Area State College 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 February 2009. A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents from 2006-2009 also informed the development process.

The Plan was endorsed by the Principal, the Chair of the Ngurpai Ikama Ikya Education Council and Regional Director in February 2010, and will be reviewed in 2012 as required in legislation.

3. **Learning and behaviour statement** (Parent & Community Engagement)
All areas of the Northern Peninsula Area State College 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 plain to everyone, assisting Northern Peninsula Area State College 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 rules to teach and promote our high standards of responsible behaviour:
- **I am Safe**
- **I am a Learner**
- **I am Respectful**

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. Classroom Profiling & Essential Skill for Classroom Management (ESCM)

Northern Peninsula Area State College is a Profiling school. The Classroom Profiling Program allows for teachers to engage in a data driven reflection process - in a supportive, professional and confidential environment. Data is collected on teacher strategies and student behaviours by a specially trained Classroom Profiler or Advanced Classroom Profiler. This process allows for both individual and whole school reflection, goal setting and review. The whole process is grounded in data driven decision making, evidence based practice and most importantly - development of relationship between teacher and student. It is important that teachers become highly proficient with Essential Skills for Classroom Management. See Appendix 20
5. 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 Northern Peninsula Area State College 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 provides 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 School wide Expectations Teaching Matrix below outlines our agreed rules and specific behavioural expectations in all school settings.

<table>
<thead>
<tr>
<th>Northern Peninsula Area College</th>
<th>SCHOOLWIDE EXPECTATIONS TEACHING MATRIX</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>WHOLE SCHOOL</strong></td>
<td><strong>CLASS ROOM</strong></td>
</tr>
<tr>
<td>I AM SAFE</td>
<td>I AM RESPECTFUL</td>
</tr>
<tr>
<td>Keep hands and feet to yourself</td>
<td>Be honest</td>
</tr>
<tr>
<td>Report any problems</td>
<td>Treat others the way you want to be</td>
</tr>
<tr>
<td>Ask permission to leave any</td>
<td>treated</td>
</tr>
<tr>
<td>setting</td>
<td>Listen and follow adult direction(s)</td>
</tr>
<tr>
<td>Wear covered shoes-Senior</td>
<td>Use polite language</td>
</tr>
<tr>
<td>Campus</td>
<td>Help keep the school in good order</td>
</tr>
<tr>
<td>Keep the grounds tidy</td>
<td>Line up quietly at the first bell</td>
</tr>
<tr>
<td><strong>PLAY AREAS</strong></td>
<td>Keep noise to a minimum while others</td>
</tr>
<tr>
<td>Use playground equipment</td>
<td>are in class</td>
</tr>
<tr>
<td>correctly</td>
<td>Keep eating areas clean and tidy</td>
</tr>
<tr>
<td>Participate in school</td>
<td><strong>UNDERCOVER AREAS</strong></td>
</tr>
<tr>
<td>approved games only</td>
<td>Walk on concrete</td>
</tr>
<tr>
<td>Stay in approved areas</td>
<td>Wash hands with soap and water</td>
</tr>
<tr>
<td>Supervised activities only</td>
<td>Keep water in the sink</td>
</tr>
<tr>
<td><strong>TOILETS</strong></td>
<td>Use toilet facilities appropriately</td>
</tr>
<tr>
<td><strong>TRANSITION/LINING UP</strong></td>
<td><strong>OFFICE AREA</strong></td>
</tr>
<tr>
<td>Walk</td>
<td>Walk</td>
</tr>
<tr>
<td>Stay on the left of the stairs</td>
<td><strong>LIBRARY</strong></td>
</tr>
<tr>
<td>Stop at the appropriate points</td>
<td>Walk around the library</td>
</tr>
</tbody>
</table>

These expectations are communicated to students via a number of strategies, including:
- Behaviour lessons conducted by classroom teachers;
- Reinforcement of learning from behaviour lessons on School Assemblies and during active supervision by staff during classroom and non-classroom activities.
Northern Peninsula Area State College implements the following proactive and preventative processes and strategies to support student behaviour:

- A dedicated section of the school newsletter, enabling parents to be actively and positively involved in school behaviour expectations.
- 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 Northern Peninsula Area State College Responsible Behaviour Plan for Students delivered to new students as well as new and relief staff.
- Utilise Classroom Profiling as a process to enable ALL teachers to reflect on the implementation of the strategies and practices they use in their teaching.
- 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 policies to address:
  - The Use of Personal Technology Devices* at School (Appendix 1)
  - Procedures for Preventing and Responding to Incidents of Bullying (Appendix 2).

Reinforcing expected school behaviour

At Northern Peninsula Area State College 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.

Gotcha Cards – Junior Campuses (Appendix 3)

Staff members hand Gotcha cards out each day to students they observe following school expectations in both classroom and non-classroom areas. This reinforcement occurs continuously throughout the day. When they ‘catch’ a student following the rules they can choose to give them a Gotcha card. When students are given a Gotcha card they drop the card in one of the designated collection points at the following locations:

- School administration block
- Under-covered Area

At parade the Gotcha cards are drawn out for weekly prizes. If the student is not present, the Gotcha card is redrawn. Cards are never removed as a consequence for problem behaviour.

Senior Campus

Within the senior campus classroom teachers implement class derived behaviour systems in order to maintain the desired behaviour.

Student Recognition/Certificates (Appendix 5)

Class Teachers reward appropriate behaviour and encourage the continuation of positive behaviour through student certificates in each school expectation: I am Safe, I am a Learner and I am Respectful.

At parade the students are mentioned and recognition is given, certificates are optional and can be awarded to the recipients. A photo of the award winners is taken and emailed to the College ICT/ Media Relations Officer for them to go into the College newsletter and College notice boards in the communities.

Responding to unacceptable behaviour

Students come to school to learn. Behaviour support represents an important opportunity for learning how to get along with others. An Action Support Plan for suspension and exclusion flowchart details the process for student behaviour consequences. (see Appendix 6)

Re-directing low-level and infrequent problem behaviour

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

Our preferred way of re-directing low-level problem behaviour is to ask them to think of how they might be able to 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: Respond Program**

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

Students accepted into the Alternative Programs 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 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 Alternatives Programs are coordinated by a school-based team 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 Alternative Programs, or whose previous behaviour indicates a need for specialised intervention, are provided with intensive behaviour support.

**Intensive behaviour support: Other agencies**

Northern Peninsula Area State College 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. Other agencies:

- works with other 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 Wide Positive Behaviour Team to achieve continuity and consistency.

Other agencies have 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.

### 6. Consequences for unacceptable behaviour

Northern Peninsula State College 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 College seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour. Prior to students being referred for minor behaviour, teachers will have followed the Primary campus Classroom Behaviour Management Flowchart (Appendix 7). In the Senior Campus all incidents must be recorded on One School. Minor incidents are not referred to administration whereas Major incidents are referred to administration (Head of Campus, Head of Student Welfare, Head of Teaching & Learning Yrs 8&9 or Head of Senior School. In the primary campuses, **Minor** behaviours use a Yellow Form (Appendix 9) and **Major** behaviours use a Red Card (Appendix 10). In the senior campus, Minor and Major behaviours are recorded and referred on One School.

**Minor and major behaviours**

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

- **Minor** problem behaviour is handled by staff members at the time it happens. If a minor problem presents as a continuous issue within the classroom, the teacher must follow the Classroom
Behaviour Management Flowchart (Appendix 7 Primary Appendix 8 Senior) and record the Incident on OneSchool.

- **Major** problem behaviour is referred directly to the school Administration team and record the Incident on OneSchool.

Refer to Appendix 18 for instructions on recording on to OneSchool

**Minor** behaviours are those that:
- are minor breeches 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 problem 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 problem behaviour, such as complete removal from an activity or event for a specified period of time, partial removal (time away), individual meeting with the student, apology, restitution or detention for work completion.

- a re-direction procedure. The staff member takes the student aside and:
  1. names the behaviour that 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.

**Major** behaviours are those that:
- significantly violate the rights of others
- put others / self at risk of harm
- require the involvement of school Administration.

**Major** behaviours result in an immediate referral to Administration because of their seriousness. When major problem behaviour occurs, staff members calmly state the major 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.

Major problem behaviours may result in the following consequences:
- **Level One**: Time in office, alternate lunchtime activities, loss of privilege, restitution, loss of break times, warning regarding future consequence for repeated offence, referral to Respond Program. All incidents must be recorded on One School.
  
  AND/OR

- **Level Two**: Parent contact, referral to Guidance Officer, referral to Intensive Behaviour Support Team, suspension from school. All incidents must be recorded on One School.

- **Level Three**: 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. All incidents must be recorded on One School.
### Northern Peninsula Area State College - Primary Campuses

The following table outlines examples of major and minor problem behaviours:

<table>
<thead>
<tr>
<th>Area</th>
<th>Minor</th>
<th>Major</th>
</tr>
</thead>
</table>
| **Movement around school** | • Running on concrete or around buildings  
• Running in veranda  
• Riding bike in school grounds | • Climbing on roof  
• Scaling poles  
• Leaving school without permission |
| **Play / Classroom**       | • Incorrect use of equipment  
• Not playing school approved games  
• Playing in toilets  
• Playing in wrong area  
• Disrespectful (teasing)  
• Pushing and shoving  
• Mock fighting / Play fighting  
• Message carrying  
• Not listening and following directions | • Throwing objects  
• Possession of weapons  
• Aggressive hitting / punching / Kick  
• Non compliance  
• Loss of control |
| **Classroom**              | • Not completing set tasks  
• Refusing to work  
• Not listening and following directions  
• Loud and disruptive  
• Taking away others right to learn | • Continuous minor behaviours  
• Loss of control |
| **Language**               | • Inappropriate language (written / verbal)  
• Calling out  
• Poor attitude  
• Disrespectful tone | • Offensive language  
• Aggressive language  
• |
| **Property**               | • Petty theft  
• Lack of care for the environment  
• Lack of care for peers / teachers property | • Stealing / major theft  
• Wilful property damage  
• Vandalism |
| **Others**                 | • Not playing fairly  
• Minor disruption to class  
• Minor defiance  
• Minor bullying / harassment  
• Littering | • Major bullying / harassment  
• Major disruption to class  
• Blatant disrespect  
• Major defiance  
• |
| **ICT**                    | • Cyber bullying  
• Using computer inappropriate  
• Using mobile phones | • Serious breach of inappropriate material |
## Northern Peninsula Area State College - 8-12 Campus

The following table outlines examples of major and minor problem behaviours:

<table>
<thead>
<tr>
<th>Area</th>
<th>Minor</th>
<th>Major</th>
</tr>
</thead>
</table>
| Movement around school  | • Running on concrete or around buildings  
                          • Running on verandas  
                          • Riding bike in school grounds                                   | • Climbing on roof  
                          • Scaling poles  
                          • Leaving school grounds without permission                        |
| Play / Classroom        | • Incorrect use of equipment  
                          • Not playing school approved games  
                          • Playing in toilets/improper use  
                          • Congregating in the wrong areas  
                          • Disrespectful (teasing)  
                          • Pushing and shoving  
                          • Mock fighting/ play fighting  
                          • Message carrying/ Carry Yarn  
                          • Not listening and following directions  
                          • Wearing of incorrect uniform                                       | • Smoking  
                          • Throwing objects  
                          • Possession of weapons  
                          • Aggressive hitting/ punching/kicking  
                          • Non compliance  
                          • Loss of control  
                          • Consistent late arrival to school/classes                           |
| Classroom               | • Not having correct materials for lessons  
                          • Not completing set tasks  
                          • Refusing to work  
                          • Not listening and following directions  
                          • Loud and disruptive  
                          • Taking away others right to learn  
                          • Talking during examinations  
                          • Truanting                                                             | • Continuous minor behaviours  
                          • Loss of control  
                          • Cheating during scheduled tests.  
                          • Consistent refusal to wear covered footwear  
                          • Truanting and disturbing other classrooms  
                          • Refusal to participate in program of instruction                     |
| Language                | • Inappropriate language (written/verbal)  
                          • Calling out  
                          • Poor attitude  
                          • Disrespectful tone                                                    | • Offensive language  
                          • Aggressive language/Threats of violence                               |
| Property                | • Petty theft (stationary)  
                          • Lack of care for the environment  
                          • Lack of care for peers/ teachers property  
                          • Graffiti                                                             | • Stealing / major theft  
                          • Wilful property damage  
                          • Vandalism  
                          • Interference with safety equipment  
                          • Permanent graffiti –causing damage to property                       |
| Others                  | • Not playing fairly  
                          • Minor disruption to class  
                          • Minor defiance  
                          • Minor bullying / harassment  
                          • Littering                                                            | • Major bullying / harassment  
                          • Intimidation of others  
                          • Major disruption to class or classes  
                          • Blatant disrespect  
                          • Major defiance                                                        |
| ICT                     | • Using computers inappropriately (downloading music, pictures, using graphics programs for personal use)  
                          • Printing without teacher permission                                   | • Serious breach of inappropriate material  
                          • Cyber bullying  
                          • Blatant possession of a personal technology device or accessory.  
                          • Inappropriate use of personal technology devises  
                          • Refusal to hand over electronic devices for confiscation.            |
Suspension Procedures

All Suspensions (Major behaviour) will result in a range of consequences being given which is decided and reviewed on a case by case basis by a member of the School Leadership Team. Suspensions can be for a period of 1-5 days (Appendix 11) or 6-20 days (Appendix 12). When being reviewed, a Risk Management Plan (Appendix 13) may be established for that particular student in line with the major behaviour that occurred.

A Risk Management Plan will also be reviewed on a case by case basis in collaboration with the Head of Campus and Guidance officer, parent and student. Each student who has been suspended will have been given a Case manager from the Campus Leadership team who will assist with the establishment of a Risk Management Plan and counselling when required and arrange their re-entry.

Grounds for Suspension with a Recommendation for Exclusion

The College Principal can suspend a student with a recommendation to exclude as per grounds outlined for suspension, but the student’s disobedience, misconduct or any other conduct must be so serious that suspension of the student is inadequate to deal with the behaviour.

Additionally, the principal can suspend a student with a recommendation to exclude for the student’s contravention of a behaviour improvement condition.

Grounds for Cancellation of Enrolment

The Head of Campus or College Principal can cancel the enrolment of a post compulsory age student if the student displays persistent refusal to participate in the program of instruction.

Student Re-entry Support Plan

Every student who has been suspended goes through a re-entry procedure with a member of the Campus Leadership team and parent/caregivers to discuss expected behaviour before they return to class.

At the Senior Campus students who have been suspended for in class behaviours or refusal to participate in their course of instruction will be placed on a Daily Monitoring Sheet for a period of up to 5 days (Appendix 15). Senior school students in their compulsory participation phase (Years 11 and 12) will be reminded of their need to participate fully in all of their subjects as continued non-participation could lead to the beginning of the cancel of enrolment process to begin/continue. The Monitoring Sheets cover the student’s participation, behaviour and attitude in each subject.

Relate problem behaviours to expected school behaviours

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

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

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

Ensuring consistent responses to problem behaviour

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

Students also receive training about how to respond when other students display problem behaviour, and the courteous way to respond when a staff member re-directs their behaviour or consequences are applied for problem behaviour.
7. 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. An incident report is completed as soon as possible after the incident (Appendix 17).

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

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

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

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

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

Debrief
(Help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations). A debriefing report is also completed (Appendix 18).

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 Northern Peninsular Area State College’s duty of care to protect students and staff from foreseeable risks of injury is met. The use of physical intervention is only considered appropriate where the immediate safety of others is threatened and the strategy is used to prevent injury.

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

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 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 minor and major behaviours must be formally documented on *One School*.

### 8. Network of student support

Students at Northern Peninsula Area State College are supported through positive reinforcement and a system of universal, targeted, and intensive behaviour supports by:

- Parents
- Teachers
- Support Staff
- Head of Department
- Administration Staff
- Guidance Officer
- Advisory Visiting Teachers
- Senior Guidance Officer
- School Based Youth Health Nurse
- Ngurpai Ikama Ikya Council

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.

### 9. 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.

Northern Peninsula Area State College considers the individual circumstances of students when applying support and consequences by:

- promoting an environment which is responsive to the diverse needs of its students
- establishing procedures for applying fair, equitable and non-violent consequences for infringement of the code ranging from the least intrusive sanctions to the most stringent
- recognising and taking into account students' age, gender, disability, cultural background, socioeconomic situation and their emotional state

- recognising the rights of all students to:
  - 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, and
  - receive adjustments appropriate to their learning and/or impairment needs.
10. 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 Regulation 1997
- Right to Information Act 2009
- Information Privacy (IP) Act 2009

11. Related policies
- Statement of Expectations for a Disciplined School Environment (2013)
- SMS-PR-021: Safe, Supportive and Disciplined School Environment
- CRP-PR-009: Inclusive Education
- SMS-PR-027: Enrolment in State Primary, Secondary and Special Schools
- SMS-PR-022: Student Dress Code
- SMS-PR-012: Student Protection
- SCM-PR-006: Hostile People on School Premises, Wilful Disturbance and Trespass
- GVR-PR-001: Police Interviews and Police or Staff Searches at State Educational Institutions
- ICT-PR-004: Using the Department's Corporate ICT Network
- IFM-PR-010: Managing Electronic Identities and Identity Management
- SCM-PR-003: Appropriate Use of Mobile Telephones and other Electronic Equipment by Students

12. Some related resources
- Bullying. No Way!
- Schoolwide Positive Behaviour Support
- Code of Conduct for School Students Travelling on Buses

Endorsement

Principal

Chair
Mgurupai Ikama Ikuyu Council
Regional Executive Director or
Executive Director (Schools)

Effective Date: 1 January 2013 – 31 December 2016
Appendix 1

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 discipline.

Confiscation

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

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

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

Personal Technology Device Etiquette

Bringing personal technology devices to school is not encouraged by the school because of the potential for theft and general distraction and/or disruption associated with them. However, if they are brought to school, they must be turned off and out of sight during assemblies or classes. Personal technology devices may be used at morning tea and lunch breaks and before and after school.

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

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

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

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

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

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

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

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

**Text communication**

The sending of text messages that contain obscene language and/or threats of violence may amount to bullying and/or harassment or even stalking, and will subject the sender to discipline and possible referral to QPS. Students receiving such text messages at school, should ensure they keep the message as evidence and bring the matter to the attention of the school office.

**Assumption of cheating**

Personal technology devices may not be taken into or used by students at exams or during class assessment unless expressly permitted by staff. Staff will assume students in possession of such devices during exams or assessments are cheating. Disciplinary action will be taken against any student who is caught using a personal technology device to cheat during exams or assessments.

**Recording Private Conversations and the Invasion of Privacy Act 1971**

It is important that all members of the school community understand that under the *Invasion of Privacy Act 1971*, ‘a person is guilty of an offence against this Act if the person uses a listening device to overhear, record, monitor or listen to a private conversation’. It is also an offence under the Act for a person who has overheard, recorded, monitored or listened to a conversation to which s/he is not a party to publish or communicate the substance or meaning of the conversation to others.

Students need to understand that some conversations are private and therefore to overhear, record, monitor or listen to such private conversations may be in breach of this Act, unless consent to the recording is appropriately obtained.

**Special Circumstances Arrangement**

Students who require the use of a personal technology device in circumstances that would contravene this policy (for example to assist with a medical condition or other disability or for a special project) should negotiate a special circumstances arrangement with the Deputy Principal or Principal.

* Personal Technology Devices includes, but is not limited to, games devices (such as Portable gaming devices, Tamagotchis®, laptop computers, PDAs, Blackberrys®, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile telephones, iPods® and devices of a similar nature.*
Appendix 2

Procedures for Preventing and Responding to Incidents of Bullying (including Cyber-bullying)

Purpose
1. Northern Peninsula Area State College strives to create positive, predictable environments for all students at all times of the day. The disciplined and teaching environment that we are creating is essential to:
   - achieving overall school improvement, including the effectiveness and efficiency of our student support procedures
   - raising achievement and attendance
   - promoting equality and diversity and
   - ensuring the safety and well-being of all members of the school community.

2. There is no place for bullying in Northern Peninsula Area State College. 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 Northern Peninsula Area State College 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 Northern Peninsula Area State College 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 Northern Peninsula Area State College are an addition to our already research-validated school wide 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 school wide universal behaviour support practices will be maintained at all times. This will ensure that:

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

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

10. 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.

11. 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.

12. 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 Northern Peninsula Area State College takes care to combine knowledge with practice in a process of active learning, so that students understand by ‘doing’ as much as by ‘knowing’.

13. Northern Peninsula Area State College 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.
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# Classroom GOTCHA Record Sheet

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Teacher: ________________________

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## NPAC Playground GOTCHA Record Sheet

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Award for demonstrating Learning

has demonstrated ‘I am a Learner’ through

______________________________   __________________ _____________
Teacher       Date

“I am a learner, I am respectful and I am safe, that is the Good Pasin NPAC Way”

Award for demonstrating Learning

has demonstrated ‘I am a Learner’ through

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Teacher       Date

“I am a learner, I am respectful and I am safe, that is the Good Pasin NPAC Way”
Award for demonstrating Respect

has demonstrated ‘I am Respectful’ through

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Teacher       Date

“I am a learner, I am respectful and I am safe, that is the Good Pasin NPAC Way”

Award for demonstrating Respect

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“I am a learner, I am respectful and I am safe, that is the Good Pasin NPAC Way”

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“Award for demonstrating
Safety

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“I am a learner, I am respectful and I am safe, that is the Good Pasin NPAC Way”
### ACTION FLOW CHART FOR SUSPENSION AND EXCLUSION

#### Responsible Behaviour Support Plan for Students

- **Level 2 Minor Misbehaviour**
  - Teacher/ student work through issue
  - Continuation of level 2

- **Level 3 Major Misbehaviour**
  - Parents/ Guardians/ Principal informed and work through issue with student. Student placed on self monitoring sheet, 1 week / 2 weeks – no school excursions, continuation of level 3 behaviours
  - Early positive support sought by parents
  - Implement early individual Positive Behaviour Support Plan
  - Appropriate Positive Behaviour Support Implemented

#### Imminent Action

- Student and parents aware that suspension/ exclusion/ cancellation is imminent and advised of procedures
- Student given the opportunity to state own case

#### Decision to Take Action

- **Suspension, Exclusion, Cancellation of enrolment**
- **All other strategies tried**

#### Suspension/ Exclusion/ Cancellation Actions

- **Suspension (1 – 5 days)**
  - Student/ Parent and Regional Office given written notification of suspension the statement of reasons
  - Complete Record of Suspension (1 – 5 days)
  - Alternate education programs agreed upon and arranged

- **Suspension (5 – 20 days)**
  - Student/ Parent and Regional Office given written notification of suspension the statement of reasons and notified of right to make submission
  - Complete Record of Suspension (5 – 20 days)

- **Recommended for Cancellation of Enrolment**
  - Student/ Parent and Regional Office given written notification of recommendation to exclude with statement of reasons and notified of rights to make submission
  - Complete Record of Suspension (5 – 20 days)
  - Alternate education programs agreed upon and arranged

- **Cancellation of Enrolment**
  - Student/ Parents and Regional Office give notice of Cancellation of Enrolment with statement of right to make submission

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**Appendix 7**

Northern Peninsula Area State College – Responsible Behaviour Plan  
Updated 2/08/13
NPAC Primary Campus Classroom Behaviour Management
Flowchart
Minor Behaviour Referral (Yellow Form)

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<td>☐ Playing in toilets/ wrong area</td>
<td>☐ Refusing to work</td>
<td>☐ Swearing</td>
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<td>☐ Pushing and Shoving</td>
<td>☐ Not listening and following directions</td>
<td>☐ Teasing</td>
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<td>☐ Mock/ play fighting</td>
<td>☐ Disruptive behaviour</td>
<td>☐ Inappropriate noises</td>
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<td>☐ Message carrying (yarn carting)</td>
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<td>☐ Graffiti &amp; Vandalism of school property</td>
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<td>☐ Safety risk</td>
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<td>☐ Using mobile phones/ MP3 players</td>
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If the student continually displays behaviour from the minor sections follow these steps:

Give student **1) rule reminder 2) warning 3) choice**

Isolate student within the classroom

**Time out or Buddy Class** (Formal prior agreement with Buddy class Teacher & HoC)

*Ensure re-entry After Time Out*

Give student a **consequence** (no play@ lunch, lines etc)

*Repeated behaviour in a session must be recorded on OneSchool by the teacher*

*Ensure re-entry After Time Out*

Student is sent to **office with a Minor Behaviour Referral form**

*Details must be recorded on OneSchool by the teacher*

*Ensure re-entry After Time Out*

**All PHYSICAL behaviour and SWEARING directly at staff is MAJOR behaviour and child is to be sent to office immediately with a Major Behaviour referral form.**

*Details must be recorded on OneSchool by the teacher*
All major behaviour problems are to be recorded in OneSchool and referred to the HoD and HoC. The HoD will action the referral and liaise with reporting staff member as appropriate.

### MINOR BEHAVIOURS - Teacher managed.

**Being Safe:**
- Incorrect use of equipment, incorrect uniform, not following instructions, pushing and shoving, play fighting, low level teasing

**Being a Learner:**
- No MATE or equipment for class, not completing tasks, refusing to work, loud and disruptive – taking away others right to learn, talking during examinations, truanting

**Being Respectful:**
- Inappropriate language, calling out, poor attitude, disrespectful tone, petty theft, littering, using school equipment inappropriately.

If the student displays behaviour from the minor sections follow these steps:

1. **Give student warning/choice/reminder of rule**
2. **Give student with a verbal warning** – “This is your verbal warning”
3. **Give student with a written warning** – Write the student’s name down.
4. **Give student the consequence of a detention.**
   - Staff can complete minor paper referral to inform HoD. *(Appendix 9)*
5. **Contact parent/guardian and issue with second chance detention.**
6. **Failure to complete second chance detention – refer to HoD on OneSchool for administrative action.**

All inappropriate PHYSICAL behaviour and SWEARING directly at a staff member is a **MAJOR** behaviour infringement and the student is to be sent to the office immediately.

Details of incident to be recorded in OneSchool by affected staff member.
## NPAC P-7 CLASSROOM BEHAVIOUR REFERRAL - MINOR

Name: ________________________________  Class: _________  Date: ____________

### Behaviour:

<table>
<thead>
<tr>
<th>I am SAFE</th>
<th>I am a Learner</th>
<th>I am Respectful</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Playing in toilets/ wrong area</td>
<td>□ Refusing to work</td>
<td>□ Swearing</td>
<td>□ Morning Session</td>
</tr>
<tr>
<td>□ Pushing and Shoving</td>
<td>□ Not listening and following directions</td>
<td>□ Teasing</td>
<td>□ First Lunch</td>
</tr>
<tr>
<td>□ Mock/ play fighting</td>
<td>□ Disruptive behaviour</td>
<td>□ Inappropriate noises</td>
<td>□ Middle Session</td>
</tr>
<tr>
<td>□ Message carrying (yarn carting)</td>
<td></td>
<td>□ Graffiti &amp; Vandalism of school property</td>
<td>□ Second Lunch</td>
</tr>
<tr>
<td>□ Safety risk</td>
<td></td>
<td>□ Using mobile phones/ MP3 players</td>
<td>□ Afternoon Session</td>
</tr>
</tbody>
</table>

### Action Taken:

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Ignoring</td>
<td>□ Time out in class</td>
<td>□ Redirection</td>
<td></td>
</tr>
<tr>
<td>□ Detention/ Kept after class</td>
<td>□ Rule reminder</td>
<td>□ Moved student to different se</td>
<td></td>
</tr>
<tr>
<td>□ State Rule</td>
<td>□ Student sent to office</td>
<td>□ Buddy time out</td>
<td></td>
</tr>
<tr>
<td>□ Other: ____________________</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### NOTES:

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

Teacher/ Teacher Aide: _____________________

---

## NPAC P-7 CLASSROOM BEHAVIOUR REFERRAL - MINOR

Name: ________________________________  Class: _________  Date: ____________

### Behaviour:

<table>
<thead>
<tr>
<th>I am SAFE</th>
<th>I am a Learner</th>
<th>I am Respectful</th>
<th>Time</th>
</tr>
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<tbody>
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<td>□ Refusing to work</td>
<td>□ Swearing</td>
<td>□ Morning Session</td>
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<tr>
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</tbody>
</table>

### Action Taken:

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
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<td>□ Time out in class</td>
<td>□ Redirection</td>
<td></td>
</tr>
<tr>
<td>□ Detention/ Kept after class</td>
<td>□ Rule reminder</td>
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<td></td>
</tr>
<tr>
<td>□ State Rule</td>
<td>□ Student sent to office</td>
<td>□ Buddy time out</td>
<td></td>
</tr>
<tr>
<td>□ Other: ____________________</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### NOTES:

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

Teacher/ Teacher Aide: _____________________
## NPASC SENIOR CAMPUS BEHAVIOUR REFERRAL - MINOR

### Name: ________________________________ Class: _____________ Date: __________

**Behaviour:**

**Action Taken:**
- □ Ignoring
- □ Detention/ Kept after class
- □ State Rule
- □ Litter duty
- □ Other: ________________________

### Being Safe
- □ Running on concrete/veranda
- □ Riding bike in grounds
- □ Mock/ play fighting
- □ Message carrying (yarn carting)
- □ Incorrect footwear
- □ Safety risk
- □ Playing banned games or in banned locations

### Being a Learner
- □ No materials
- □ Not completing set work
- □ Refusing to work
- □ Not listening and following directions
- □ Disruptive behaviour
- □ Truanting

### Being Respectful
- □ Swearing
- □ Teasing
- □ Inappropriate noises
- □ Inappropriate attitude
- □ Disrespectful tone
- □ Graffiti & Vandalism of school property
- □ Using computers inappropriately
- □ Minor bullying/ harassment
- □ Petty theft
- □ Littering

### Time
- □ Morning Session
- □ First Lunch
- □ Middle Session
- □ Second Lunch
- □ Afternoon Session

### Time
- □ Time out in class
- □ Rule reminder
- □ Student sent to office
- □ Classroom Clean up
- □ Lines

### Time
- □ Redirection
- □ Moved seats
- □ Buddy time out

### NOTES:
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

**Teacher/ Teacher Aide:** __________________________
Date

Master / Miss Student’s Full Name
Address
SUBURB Q 4xxx

Dear Student’s first name

NOTICE OF SUSPENSION FROM SCHOOL NAME

You are suspended from school name commencing on first date for total (1-5) school days, under section 285 of the Education (General Provisions) Act 2006.

Under section 284 of the Act, the grounds for your suspension are:

- Choose the relevant ground below or a combination of them:
  - Disobedience by the student
  - Misconduct of the student
  - Other conduct of the student that is prejudicial to the good order and management of the school or State schools.

I have decided to suspend you for the following reasons:

- Outline specific present behaviours which have resulted in this suspension
- Include reference to the relevant part of the school’s Responsible Behaviour Plan for Students which has been breached.

In making my decision I considered the following information:

- List sources of information gathered as evidence such as:
  - student’s own statement/interview in response to the allegations, statements of staff, students, other witnesses, etc.

In making my decision, I have considered that you have been made aware of expectations in the school’s Responsible Behaviour Plan for Students.

While you are suspended, your parents/carers are responsible for you and you must not attend the school. However, you will be provided with school work to complete during your suspension.

You should contact name on phone to arrange an interview to assist a successful re-entry to school on return date. The interview will include discussion about support options to address the behaviour that resulted in this suspension.

If there is anything you do not understand in this letter, please contact me.

Yours sincerely

Principal’s Name
Principal
Northern Peninsula Area College Suspension 6-20 days (refer to Oneschool)

Date

Parent/Carer(s) Name
Address

SUBURB Q 4xxx

Dear Mr/Ms Parent/Carer Name

Please find attached a copy of the letter sent to student’s name concerning a notice of suspension from school name. I have considered the support offered to student’s name and the behaviour displayed by student’s name and have made this decision to suspend.

Whilst student name is suspended, you are responsible for him/her and he/she will be unable to attend the school. He/She has been provided with school work to complete to allow him/her to continue his/her education.

Student name has been advised to contact name on phone to arrange an interview to assist his/her successful re-entry to school on return date, and to discuss support options to address the behaviour that resulted in this suspension. Your attendance at this meeting is expected, and necessary for a successful re-entry to school for student’s name.

If there is anything you do not understand in this letter, please contact me.

Yours sincerely

Principal’s Name
Principal

School Name
## Behavioural Risk Management Plan

**Injurious/Dangerous Behaviour to self, teachers, teacher aides, administration personnel, students, volunteers and visitors.**

|-------|---------|---------------------------------------------|--------------------------|

### Injurious/Dangerous Behaviour of Student towards their own Health & Safety

<table>
<thead>
<tr>
<th>Observed Behaviour</th>
<th>Result/Outcome</th>
<th>Worst Case Scenario</th>
<th>Level of Risk</th>
<th>Risk Treatment</th>
<th>Crisis Management</th>
</tr>
</thead>
<tbody>
<tr>
<td>Climbing building structures</td>
<td>• Student may sustain an injury&lt;br&gt;• Destruction of property</td>
<td>• Student may sustain a serious injury&lt;br&gt;• Costly damage to property of individuals and school community</td>
<td>Major/high</td>
<td>• Student reminded of school rules and consequences&lt;br&gt;• Additional aide time&lt;br&gt;• Stay calm and state the desired behaviour&lt;br&gt;• Monitor unseen from a distance once initially approached&lt;br&gt;• Return to SEU into HOSES office and choose calming activity from choice list to complete with SEU staff member&lt;br&gt;• When calm debrief with SEU teachers</td>
<td>• Inform SEU staff of student’s whereabouts&lt;br&gt;• SEU teachers inform Principal to level of risk&lt;br&gt;• Principal makes decision with support of SEU staff to contact parent/guardian&lt;br&gt;• If student does not calm in HOSES office area with a choice of activity from student’s choice list home is to be informed a member of the SEU will be bringing student home in the bus.&lt;br&gt;• Document event in student behaviour folder</td>
</tr>
<tr>
<td>Jumping through windows</td>
<td>• Student may sustain an injury</td>
<td>• Student may sustain a serious injury</td>
<td>Major/high</td>
<td>• Student reminded of school rules and consequences and given time to process concepts&lt;br&gt;• Additional aide time&lt;br&gt;• Return to SEU into HOSES office and choose calming activity from choice list to complete with SEU staff member&lt;br&gt;• When calm debrief with SEU teachers</td>
<td>• Inform SEU staff of student’s whereabouts&lt;br&gt;• SEU teachers inform Principal to level of risk&lt;br&gt;• Principal makes decision with support of SEU staff to contact parent/guardian&lt;br&gt;• If student does not calm in HOSES office area with a choice of activity from student’s choice list student is to be taken by two staff</td>
</tr>
<tr>
<td>Behaviour Description</td>
<td>Risk Level</td>
<td>SEU Teachers</td>
<td>Principal's Office and Remains There Until Calm</td>
<td>Document Event in Student Behaviour Folder</td>
<td></td>
</tr>
<tr>
<td>-----------------------</td>
<td>------------</td>
<td>--------------</td>
<td>-------------------------------------------------</td>
<td>------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Self-Harming Behaviours – Banging head on wall or floor Pulling at ears and eyelashes</td>
<td>Student may sustain an injury</td>
<td>Student may sustain a serious injury Student mental health - depression</td>
<td>Major/High</td>
<td>Routine development Don’t enter into unnecessary confrontation Ignore secondary behaviours Additional aide time Provide regular opportunities to access food</td>
<td></td>
</tr>
<tr>
<td>Leaves classroom when non-compliant, stressed or agitated.</td>
<td>Student may sustain an injury Social isolation</td>
<td>Student may sustain a serious injury Academic disengagement Student mental health - depression</td>
<td>Extreme/serious</td>
<td>Routine development Provide regular opportunities to access food Don’t enter into unnecessary confrontation Ignore secondary behaviours Student not to be pursued – whereabouts monitored from a distance Additional aide time All staff, including ancillary staff to be advised of possible risk situation and to follow through with crisis management Regular case management reviews with all stakeholders – Inform SEU staff of students whereabouts SEU teachers inform Principal to level of risk Principal makes decision with support of SEU staff to contact parent/guardian If student does not calm in HOSES office area with a choice of activity from student’s choice list home is to be informed a member of the SEU will be bringing student home in the bus Home informed non-compliance will result in a suspension Document event in student behaviour folder</td>
<td></td>
</tr>
</tbody>
</table>
### All Risk Treatment Strategies and Procedures supported by AVT C&CB and Guidance Officer

<table>
<thead>
<tr>
<th>Name:</th>
<th>School:</th>
<th>Period Covered by Report:</th>
<th>Review Date:</th>
</tr>
</thead>
</table>

#### Injurious/Dangerous Behaviour of Student towards Other Students

<table>
<thead>
<tr>
<th>Observed Behaviour</th>
<th>Result/Outcome</th>
<th>Worst Case Scenario</th>
<th>Level of Risk</th>
<th>Risk Treatment</th>
<th>Crisis Management</th>
</tr>
</thead>
</table>
| Sexual behaviours – exposure in the playground, rubbing of genitals | • Reduced opportunities for social interaction  
• Students frightened and withdrawn | • Student stress/anxiety  
• Parent complaint | Extreme/high | • Review of protective behaviours  
• Additional aide time  
• Ignore secondary behaviours  
• All staff, including ancillary staff to be advised of possible risk situation and to follow through with crisis management  
• Student reminded of school rules and consequences and given time to process concepts | • Inform SEU staff of students whereabouts  
• SEU teachers inform Principal to level of risk  
• If student does not calm in HOSES office area with a choice of activity from student’s choice list student is to be taken by two staff members to the principal’s office and remain there until calm  
• Home is to be informed a member of the SEU will be bringing student home in the bus if not calming in Principal’s office  
• Home informed sexual behaviours will result in a suspension  
• Document event in student behaviour folder |

<table>
<thead>
<tr>
<th>Destruction of Property</th>
<th>Result/Outcome</th>
<th>Worst Case Scenario</th>
<th>Level of Risk</th>
<th>Risk Treatment</th>
<th>Crisis Management</th>
</tr>
</thead>
</table>
| Cost of restoration and/or replacement  
• Student retaliation | • Students sustain injury  
• Student stress/anxiety  
• Parent complaint | Major/high | • Student reminded of school rules and consequences and given time to process concepts  
• Additional aide time  
• Return to SEU into HOSES office and choose | • Student to calm in HOSES office and be given time to gain control.  
• Choose a calming activity from student’s choice cards to complete with SEU staff member |
<table>
<thead>
<tr>
<th>Event Description</th>
<th>Consequences</th>
</tr>
</thead>
</table>
| Throwing objects and furniture                                                   | **Cost of restoration and/or replacement**  
|                                                                                 | **Student retaliation**  
|                                                                                 | **Student frightened and withdrawn**  
|                                                                                 | **Incites other students to become involved**  
|                                                                                 | **Other students or their property may sustain injury**  
|                                                                                 | **Student stress/anxiety**  
|                                                                                 | **Parent compliant**  
|                                                                                 | **Major/High**  
|                                                                                 | **As Above**  
|                                                                                 | **If student does not calm in HOSES office area with a choice of activity from student’s choice list student is to be taken by two staff members to the principal’s office and remain there until calm**  
|                                                                                 | **Home is to be informed a member of the SEU will be bringing student home in the bus if not calming in Principal’s office**  
|                                                                                 | **Home informed destruction of another persons property will result in suspension**  
|                                                                                 | **Document event in student behaviour folder**  
|                                                                                 | **Student reminded of school rules and consequences and given time to process concepts**  
|                                                                                 | **Additional aide time**  
|                                                                                 | **Return to SEU into HOSES office and choose calming activity from choice list to complete with SEU staff member**  
|                                                                                 | **When calm debrief with SEU teachers and discuss apology to other student – verbal or written**  
|                                                                                 | **routine development**  
|                                                                                 | **individual timetable**  
|                                                                                 | **Consistent and ongoing planning positively to**  
|                                                                                 | **Student to calm in HOSES office and be given time to gain control.**  
|                                                                                 | **Choose a calming activity from student’s choice cards to complete with SEU staff member**  
|                                                                                 | **Principal makes decision with support of SEU staff to contact parent/guardian**  
|                                                                                 | **If student does not calm in HOSES office student is to be taken by two staff members to the principal’s office and remain there until calm**  
|                                                                                 | **Home is to be informed a member of the SEU will be bringing student home in the bus if not calming in Principal’s office**  
|                                                                                 | **Home informed destruction of another persons property will result in suspension**  
|                                                                                 | **Document event in student behaviour folder**  
| Intimidation, assault, Verbal abuse or threat within the classroom                | **Student frightened and withdrawn**  
|                                                                                 | **Student injury**  
|                                                                                 | **Student retaliation and injury to William**  
|                                                                                 | **Reduced opportunities for social interaction**  
|                                                                                 | **Student severe injury**  
|                                                                                 | **Student stress/anxiety**  
|                                                                                 | **Parent compliant**  
|                                                                                 | **Social isolation**  
|                                                                                 | **Escalation in arousal impeding learning in or on return to class**  
|                                                                                 | **Academic disengagement**  
|                                                                                 | **Other students copying language and actions – ripple effect**  
|                                                                                 | **Extreme/serious**  
|                                                                                 | **Student reminded of school rules and consequences and given time to process concepts**  
|                                                                                 | **Additional aide time**  
|                                                                                 | **Return to SEU into HOSES office and choose calming activity from choice list to complete with SEU staff member**  
|                                                                                 | **When calm debrief with SEU teachers and discuss apology to other student – verbal or written**  
|                                                                                 | **routine development**  
|                                                                                 | **individual timetable**  
|                                                                                 | **Consistent and ongoing planning positively to**  
|                                                                                 | **Student to calm in HOSES office and be given time to gain control.**  
|                                                                                 | **Choose a calming activity from student’s choice cards to complete with SEU staff member**  
|                                                                                 | **Principal makes decision with support of SEU staff to contact parent/guardian**  
|                                                                                 | **If student does not calm in HOSES office student is to be taken by two staff members to the principal’s office and remain there until calm**  
|                                                                                 | **Home is to be informed a member of the SEU will be bringing student home in the bus if not calming in Principal’s office**  
|                                                                                 | **Home informed destruction of another persons property will result in suspension**  
|                                                                                 | **Document event in student behaviour folder**  
|                                                                                 | **Student reminded of school rules and consequences and given time to process concepts**  
|                                                                                 | **Additional aide time**  
|                                                                                 | **Return to SEU into HOSES office and choose calming activity from choice list to complete with SEU staff member**  
|                                                                                 | **When calm debrief with SEU teachers and discuss apology to other student – verbal or written**  
|                                                                                 | **routine development**  
|                                                                                 | **individual timetable**  
|                                                                                 | **Consistent and ongoing planning positively to**  
|                                                                                 | **Student to calm in HOSES office and be given time to gain control.**  
|                                                                                 | **Choose a calming activity from student’s choice cards to complete with SEU staff member**  
|                                                                                 | **Principal makes decision with support of SEU staff to contact parent/guardian**  
|                                                                                 | **If student does not calm in HOSES office student is to be taken by two staff members to the principal’s office and remain there until calm**  
|                                                                                 | **Home is to be informed a member of the SEU will be bringing student home in the bus if not calming in Principal’s office**  
|                                                                                 | **Home informed destruction of another persons property will result in suspension**  
|                                                                                 | **Document event in student behaviour folder**  

Version 3  Northern Peninsula Area State College – Responsible Behaviour Plan  Updated 2/08/13
| Audits using variety of implements within classroom and the playground | As Above | Student severe injury  
Student stress/anxiety  
Parent compliant  
Social isolation  
Escalation in arousal impeding learning in or on return to class | Extreme/serious | As Above  
As Above  
As Above |  
|---|---|---|---|---|
| Disruption to established routines/ operational delivery | • Disruption to class activity while class teacher attends to the student  
• Distracted class  
• Incites other students to become involved  
• Emotional injury to other students | • Student stress/anxiety  
• Academic disengagement  
• Other students copying language and actions – ripple effect | Major/high | • Student reminded of school rules and consequences and given time to process concepts  
• routine development  
• individual timetable  
• Additional aide time  
• Ignore secondary behaviours  
• At least once a term case management reviews  
• Contingent reward system  
• Consistent and ongoing planning positively (PBS plan) to decrease episodes of aggression and outbursts  
• Safe place in HOSES room | • Student to calm in HOSES office and be given time to gain control.  
• Choose a calming activity from student’s choice cards to complete with SEU staff member  
• Principal makes decision with support of SEU staff to contact parent/guardian  
• If student does not calm in HOSES office student is to be taken by two staff members to the principal’s office and remain there until calm  
• Home is to be informed a member of the SEU will be bringing student home in the bus if not calming in Principal’s office  
• Document event in student behaviour folder |
## Injurious/Dangerous Behaviour of Student towards Staff / Volunteers / Visitors

<table>
<thead>
<tr>
<th>Observed Behaviour</th>
<th>Result/Outcome</th>
<th>Worst Case Scenario</th>
<th>Level of Risk</th>
<th>Risk Treatment</th>
<th>Crisis Management</th>
</tr>
</thead>
</table>
| **Urinating in school gardens** | • Compromise duty of care  
• Redirection of staff for extra supervision  
• Emotional injury  
• Loss of learning time  
• Increase in management duties  
• Drain on staffing resources | • Violation of Workplace Health and Safety regulations  
• Industrial action – withdraw instruction | Major/High | • Review of protective behaviours  
• Additional aide time  
• Ignore secondary behaviours  
• All staff, including ancillary staff to be advised of possible risk situation and to follow through with crisis management  
• Student reminded of school rules and consequences and given time to process concepts | • Inform SEU staff of student’s whereabouts  
• SEU teachers inform Principal to level of risk  
• Principal makes decision with support of SEU staff to contact parent/guardian  
• Student to calm in HOSES office and be given time to gain control  
• Choose a calming activity from student’s choice cards to complete with SEU staff member  
• Principal makes decision with support of SEU staff to contact parent/guardian  
• If student does not calm in HOSES office student is to be taken by two staff members to the principal’s office and remain there until calm  
• Home is to be informed a member of the SEU will be bringing student home in the bus if not calming in office  
• Document event in student behaviour folder |
| **Intimidation, assault, Verbal abuse or threat within the classroom and/or playground** | • As Above  
• Staff anxiety and/or injury whilst exercising duty of care  
• Significant damage to reputation  
• Loss of parent or staff confidence  
• Industrial action – | • As Above  
• Stay calm and state the desired behaviour  
• Don’t enter into unnecessary confrontation  
• Debrief by SEU staff after incident and decide on plan of action to fix mistake | Extreme/high | • As Above  
• Home informed assault towards another persons will result in suspension |
<table>
<thead>
<tr>
<th>Event Description</th>
<th>Mitigation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leaves support from teacher aides and staff members who are assigned to provide support</td>
<td>• As Above</td>
</tr>
<tr>
<td>Disruption to established routines/operational delivery</td>
<td>• Disruption to class activity while class teacher attends to the student</td>
</tr>
<tr>
<td></td>
<td>• Distracted class</td>
</tr>
<tr>
<td></td>
<td>• Emotional injury</td>
</tr>
<tr>
<td></td>
<td>As Above</td>
</tr>
<tr>
<td>Extreme/serious</td>
<td>• As Above</td>
</tr>
<tr>
<td></td>
<td>• Student not to be pursued – whereabouts monitored from a distance</td>
</tr>
<tr>
<td></td>
<td>As Above</td>
</tr>
<tr>
<td>Disruption to established routines/operational delivery</td>
<td>Major/High</td>
</tr>
<tr>
<td></td>
<td>• Student reminded of school rules and consequences and given time to process concepts</td>
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<td></td>
<td>• Ignore secondary behaviours</td>
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<tr>
<td></td>
<td>• At least once a term case management reviews</td>
</tr>
<tr>
<td></td>
<td>• Contingent reward system</td>
</tr>
<tr>
<td></td>
<td>• Consistent and ongoing planning positively (PBS plan) to decrease episodes of aggression and outbursts</td>
</tr>
<tr>
<td></td>
<td>• Safe place in HOSES room</td>
</tr>
<tr>
<td></td>
<td>• Student to calm in HOSES office and be given time to gain control.</td>
</tr>
<tr>
<td></td>
<td>• Choose a calming activity from student’s choice cards to complete with SEU staff member</td>
</tr>
<tr>
<td></td>
<td>• Principal makes decision with support of SEU staff to contact parent/guardian</td>
</tr>
<tr>
<td></td>
<td>• If student does not calm in HOSES office student is to be taken by two staff members to the principal’s office and remain there until calm</td>
</tr>
<tr>
<td></td>
<td>• Home is to be informed a member of the SEU will be bringing student home in the bus if not calming in Principal’s office</td>
</tr>
<tr>
<td></td>
<td>• Document event in student behaviour folder</td>
</tr>
</tbody>
</table>

All Risk Treatment Strategies and Procedures supported by AVT C&CB and Guidance Officer

Principal’s Signature

Parent/Caregiver’s Signature

Teacher’s Signature

Student’s Signature

NPAC P-7 Campus
Student Re-entry Support Plan

Student Name:  
Class:  
Term:  

Week 1 2 3 4 5 6 7 8 9 10

<table>
<thead>
<tr>
<th>Day</th>
<th>Morning</th>
<th>Middle</th>
<th>Afternoon</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuesday</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wednesday</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thursday</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Friday</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Parent sign.

____________________  _______________  __________________
Teacher  Parent  Student
Daily Behaviour Monitoring Sheet

Behaviour Codes:

G: Complies with all instructions and observes all standard classroom expectations and procedures.

S: Some minor infringements, but complied with instructions and generally confirmed to classroom expectations and procedures.

U: Unresponsive to repeated (3 or more) teacher requests. General disregard for classroom expectations and procedures.

Consequences: U

* Two U codes - detention with classroom teacher during lunch time.
* More than 2 U codes – 20 minutes detention after school working on classroom behaviour strategies arranged with parents.
* Repeated U codes in majority of sessions, amounting to 3 days or persistent failure to get sheet filled in or lost sheets will lead to suspension.

Post-compulsory age students may have their enrolment cancelled.

Parent/Guardian Signature: ____________________________
HOD Signature: ______________________________

SESSION | BEHAVIOUR | COMMENTS | SIGNATURE
--- | --- | --- | ---
1 | | | |
2 | | | |
3 | | | |
4 | | | |
5 | | | |
6 | | | |
7 | | | |
8 | | | |

Date: ______
Your responsibility is to:
1. Collect this sheet each morning from your appropriate HOD
2. Take this sheet to each teacher at the beginning of the session and collect again at the end of the session with relevant section completed.
3. Take the sheet to your HOD at the end of school day for signing and discussion of your day.
4. Take home for parent/guardian to sign and return to your HOD the next day, then collect a new sheet.

STUDENT CONDUCT SHEET
Northern Peninsula Area-Senior Campus

Student: ____________________ Year Level: ______

Consequences:

* Two U codes - detention with classroom teacher during lunch time.
* More than 2 U codes – 20 minutes detention after school working on classroom behaviour strategies arranged with parents.
* Repeated U codes in majority of sessions, amounting to 3 days or persistent failure to get sheet filled in or lost sheets will lead to suspension.

Post-compulsory age students may have their enrolment cancelled.
# Appendix 16

NORTHERN PENINSULA AREA COLLEGE
Daily Participation Monitoring Sheet – Senior School

Requested by: ........................................

Daily Report on: ____________________________ Form: __________    Date: ________________

<table>
<thead>
<tr>
<th>Period</th>
<th>Punctual</th>
<th>Homework</th>
<th>Class work</th>
<th>Attitude</th>
<th>Comment</th>
<th>Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Form Class</td>
<td>Y</td>
<td>N/A</td>
<td>N/A</td>
<td>A B C</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Morning</td>
<td>Y</td>
<td>N</td>
<td>A B C</td>
<td>A B C</td>
<td>A B C</td>
<td></td>
</tr>
<tr>
<td>Middle</td>
<td>Y</td>
<td>N</td>
<td>A B C</td>
<td>A B C</td>
<td>A B C</td>
<td></td>
</tr>
<tr>
<td>Afternoon</td>
<td>Y</td>
<td>N</td>
<td>A B C</td>
<td>A B C</td>
<td>A B C</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Punctual Key</th>
<th>Academic Key</th>
<th>Attitude Key</th>
</tr>
</thead>
<tbody>
<tr>
<td>Y: Yes</td>
<td>A: Good</td>
<td>A: Cooperative</td>
</tr>
<tr>
<td>N: No</td>
<td>B: Average</td>
<td>B: Neutral</td>
</tr>
<tr>
<td></td>
<td>C: Unsatisfactory</td>
<td>C: Disruptive</td>
</tr>
</tbody>
</table>

Consequences:
1. 2 unsatisfactory marks or comments – 1 lunch hour detention working on those subjects organised by the class teacher.
2. More than 2 unsatisfactory marks or comments – 20 minute after school detention working on those subjects arranged with parents.
3. Persistent failure to get the sheet filled in or a lost sheet will lead to suspension. **Post-compulsory age students may have their enrolment cancelled.**

- A student on a Daily Participation Monitoring Sheet must collect a blank report sheet every morning upon arrival.
- The sheet must be presented to each teacher during the day. This is also the student’s responsibility.
- At the conclusion of the school day, the student must present the sheet for signing to the relevant HOD or member of Administration.
- The sheet is then taken home for signing by a parent or guardian.
- The sheet must then be returned the following morning when a new blank sheet will be issued.

Case Manager/Administration: ______________________  Date: _______________  Parent: ___________________
## Incident Report

<table>
<thead>
<tr>
<th>Name</th>
<th>Date</th>
<th>Person Completing Form:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Problem Behaviour</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date of incident</th>
<th>Time incident started</th>
<th>Time incident ended</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Where was the student when the incident occurred?  
Who was working with the student when the incident occurred?  
Where was staff when the incident occurred?  
Who was next to the student when the incident occurred?  
Who else was in the immediate area when the incident occurred?  
What was the general atmosphere like at the time of the incident?  
What was the student doing at the time of the incident?  
What occurred immediately before the incident? Describe the activity, task, event.  
Describe what the student did during the incident.  
Describe the level of severity of the incident. (e.g. damage, injury to self/others)  
Describe who or what the incident was directed at.  
What action was taken to de-escalate or re-direct the problem?  
Briefly give your impression of why the student engaged in the above-described incident. (e.g. was angry because I asked him/her to stop teasing).
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 19

Step 1 OneSchool → Behaviour Support

Step 2 Select Record Incident (Single or Multiple students)

Step 2 Record incident details and refer to appropriate HoC or HoD on your campus and save.
Senior Campus Classroom Rules & Consequences:

**RULE 1**
SAFE
- Stay in your seat and don’t rock desk or chair
- Correct Footwear

**RULE 2**
LEARNER
- Everyone comes to class on time prepared and participates positively in learning

**RULE 3**
SAFE/RESPECT
- Use all equipment and property safely and respectfully

**RULE 4**
FOLLOW INSTRUCTIONS
- The 1ST time
- Sit quietly
- Putting your hands up

**RULE 5**
MANNERS – GOOD PRACTICE
- Raise your hands to talk
- No swearing in class
- Swearing at a Staff member = SUSPENSION

**CONSEQUENCE**
- Verbal Warning – this is your 1st warning
- Written Warning – this is your 2nd warning
- DETENTION with teacher at lunch or after school
- Teacher Contacts home
- Refusal to turn up to detention - Suspension