Northern Peninsula Area State College

Responsible Behaviour Plan for Students

Based on the Code of School Behaviour & Statement of Expectations for a Disciplined School Environment.

Updated March, 2018

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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.

Statement of Expectations for a Disciplined School Environment – Department of Education and Training
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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 teaching and learning in our school can be effective and students can participate positively within our school community. All family members are requested to familiarise themselves with this document and agree to the expectations as a condition of enrolment at Northern Peninsula Area State College.

Northern Peninsula Area State College’s Responsible Behaviour Plan for Students has been developed to align with the Statement of Expectations for a Disciplined School Environment.

2. Vision
Our vision for positive behaviour at NPA State College is based on the expectation that students are safe, respectful learners who take responsibility for their behaviour and aspire to follow the local cultural paradigm of “Good Pasin is the NPA Way”. Additionally, teachers are responsible for embedding the school-wide expectations for teaching and managing behaviour in their classroom and within the school.

3. Consultation and data review
Northern Peninsula Area State College develops and reviews the Responsible Behaviour Plan for Students in collaboration with our school community. Consultation with community, parents, staff and students was undertaken through survey distribution and community consultations held during 2017. Parent and community engagement remains a focus and a platform for effective learning partnerships in the Northern Peninsula area.

**Key outcomes and recommendations of the community consultative process are detailed below:**

<table>
<thead>
<tr>
<th>Issue: Students who cause ongoing disruption to classroom learning</th>
<th>Community feedback: Our community identifies that the teacher is the professional in the classroom and school. Encourage the teacher and teacher-aide to work as partners to know the students and build relationships with each student’s family</th>
</tr>
</thead>
<tbody>
<tr>
<td>Issue: Use of obscene and/or abusive language towards adults in the schools.</td>
<td>Community feedback: Our community identifies the need for a teacher to remain calm and professional. The teacher should use their skills to de-escalate confrontations and manage the removal of the student. Parent notification and setting of consequences is essential.</td>
</tr>
<tr>
<td>Issue: Students who threaten the safety of others through physical violence.</td>
<td>Community feedback: Parent engagement in resolving behavioural and/or safety issues is seen as essential. Professional development of teacher-aides to support behaviour management processes in the school is recommended.</td>
</tr>
<tr>
<td>Issue: Engagement of family in addressing behaviour that threatens the safety of others.</td>
<td>Community feedback: Community identifies that parents need to be kept informed. The use of RSAS and Teacher Aides to inform families is encouraged. Parents being encouraged to be in the school and be part of a team approach is identified as optimal for management of challenging behaviours.</td>
</tr>
<tr>
<td>Issue: Improving attendance of students whose low attendance level limits their capacity to engage with curriculum programs.</td>
<td>Community feedback: Community advocates for school to be promoted as a safe and supportive environment. Nurturing relationships are valued and ongoing consideration of local perspectives is essential to generate feelings of belonging to improve engagement.</td>
</tr>
</tbody>
</table>
**Issue:** Values that students should develop on their NPASC education pathway.

**Community feedback:** Community is seeking young people to become active community members who exhibit self-motivation and self-confidence. They recognise the importance of young people becoming goal-oriented and improvement focused.

**Issue:** Actions and behaviours teachers can demonstrate to model ‘Good Pasin’.

**Community feedback:** Demonstrating belief in student’s capacity to achieve and succeed is seen as the most important quality to model, along with respect for others, willingness to build relationships with families and students.

A review of college and campus data relating to attendance, behaviour and disciplinary absences from 2015-2017 also informed the review process, ensuring data-informed decision making underpinned the review and development of the Responsible Behaviour Plan for students.

The Plan is to be endorsed by the **College Principal**, the **Parents and Citizens association**, the Chair of the **Ngurpai Ikama Ikya Education Council** and **FNQ Regional Director** in March 2018, and will be reviewed in 2020 as required in legislation.

### 4. Learning and behaviour statement

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 college community has identified the following expectations to teach and promote our high standards of responsible behaviour:

- I am Safe
- I am a Learner
- I am Respectful

Following college and community consultation in 2010, NPA State College adopted ‘Good Pasin’ as the overarching value to guide the way in which we conduct all of our business and interactions in our College and demonstrate the College expectations.

*‘Good Pasin’ is the reciprocal arrangement in which respectful relationships between people and also our environment, are highly valued. Its origins are deeply ingrained and are interwoven with traditional cultural and Christian beliefs.*

Students of the NPASC come to our schools already with a prior understanding of ‘Good Pasin’ and like most important lifelong learning skills they need to practice these daily and continuously for them to become well developed and a part of their being. The adults of our College community take responsibility to ensure ‘Good Pasin’ is acknowledged, explicitly taught and modelled at all times. It is understood that a firm grounding in ‘Good Pasin’ takes time and needs to be continually revisited over an extended period of time. Therefore as an imperative, ‘Good Pasin’ must be embraced by all personnel to be authentic and then modelled to our students, even when students may initially present with some wariness of establishing relationships with teachers.

Our Responsible Behaviour Plan outlines our system for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours. Through our College Responsible Behaviour Plan, shared expectations for student behaviour are clear to everyone, assisting Northern Peninsula Area State College to create and maintain a positive and productive learning and teaching environment where all school stakeholders have clear and consistent expectations and understanding of their role in the educational process.

Our school rules have been agreed upon and endorsed by our Education Council, all staff and our school Parents & Citizens Association. They are aligned with the values, principles and expected standards outlined in [Education Queensland’s Code of School Behaviour](#).
5. Positive Classroom and school environments

Positive Behaviour for Learning (PBL) at Northern Peninsula Area State College

At each of the NPASC campuses, a positive behaviour team reviews data and supports improvement of practices for maintaining positive relationships across the campus and College. Positive Behaviour for Learning (PBL) drives the productive class learning climate with continuing alignment of core business to the college’s expectations of all being Safe, Respectful Learners. The Northern Peninsula Area State College Expectations Teaching Matrix outlines these expectations in detail and the expectations are woven into Wellbeing and Life Skills lessons. Specific positive behaviour lessons support students with issues that are of importance at a particular time. PBL is underpinned by data-driven, evidence-based interventions led by the PBL team to support class teachers in building the school’s positive culture.

The teacher role in promoting a POSITIVE CLASSROOM ENVIRONMENT is vital.

It is the expectation at Northern Peninsula Area State College that every teacher will share responsibility for leading and maintaining a positive classroom learning environment. Teachers are expected to:

- Model Good Pasin and the core expectations: I am safe
  I am respectful
  I am a learner
- Model for students the desired behaviours through regular focus lessons.
- Consistently use the language of the three expectations to give positive corrective feedback to students about their classroom behaviour.
- Manage breaches of the expectations, in a measured and reasonable fashion, consistent with Core Beliefs and the Responsible Behaviour Plan.
- Display the PBL Focus of the Week poster.
- Develop classroom rules which are clearly aligned to the school wide expectations.
- Enter into OneSchool significant positive behaviours for recognition through forums such as Weekly Assemblies, as well as significant behaviour breaches.
- Listen and act when students report incidences of misbehaviour.
- Teachers promoting positive relationships – an environment where students feel safe, supported and part of a team.
- Teachers delivering four positive behaviour or compliance recognitions (acknowledgements) for every correction that needs to be delivered.
- Teachers remain focused on the Essential Skills for Classroom Management (ESCMs) as effective behaviour and classroom management strategies - embedding them in practice.
- Teachers demonstrating a positive belief that every minute of every lesson counts.
  - Being on time for every class.
  - Being prepared before entering.
  - Identifying clear learning intentions and success criteria.
  - Respecting the learning environment.
  - Following consistently the guidelines of positive behaviour management.
- Teachers focusing on knowing the students.
  - Acknowledge every child’s presence.
  - Individual conversations occur on student interests inside and outside of the classroom.
  - Teacher gathers and analyses data to be aware of student capabilities.
  - Teacher and student negotiate goals and targets.
  - Students are always treated as people first and mutual respect is fostered.
- Teachers identifying opportunities to build student leadership capability.
  - Students have opportunities to lead in the classroom.
Behaviour - Our Core Beliefs

Teach With Passion

Behaviour is learned, therefore responsible behaviour can be taught.

We cannot assume that ALL students know the behaviours that will lead to success at school and in the wider community.

Student behaviour can be taught using the same strategies for teaching academics.

Misbehaviour presents the student with an opportunity to learn and the teacher an opportunity to teach.

Student behaviour is a shared responsibility. Staff must work together, striving for concensus and consistency.

For behaviour change to occur, we must use positive approaches that strengthen teacher/student relationships.

Manage With Compassion

Preserve the dignity of both the student and the teacher.

Guide and expect students to solve their problems without causing problems for anyone else.

Use natural consequences rather than punishments whenever possible.

Have a logical connection between misbehaviour and consequence.

Give students an opportunity for due process when consequence seems unfair.

All staff are responsible for raising students’ self esteem.

Misbehaviour is an opportunity for individual problem solving and preparation for the real world. Don’t take it personally.
6. 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 they are expected to demonstrate at school. Communicating high behavioural expectations is a form of universal behaviour support - a strategy directed towards all students designed to prevent problem behaviour and this provides a framework for responding to unacceptable behaviour. A set of behavioural expectations in specific settings has been attached to each of our three college rules. The College-Wide Expectations Teaching Matrix below outlines our agreed rules and specific behavioural expectations in all college settings.

Northern Peninsula Area State College
COLLEGE-WIDE EXPECTATIONS TEACHING MATRIX

<table>
<thead>
<tr>
<th>WHOLE SCHOOL</th>
<th>CLASS ROOM</th>
<th>PLAY AREAS</th>
<th>UNDERCOVER AREAS</th>
<th>TOILETS</th>
<th>TRANSITION/ LINING UP</th>
<th>OFFICE AREA</th>
<th>LIBRARY</th>
</tr>
</thead>
</table>
| I AM SAFE    | • Keep hands and feet to yourself  
• Report unsafe behaviour to an adult  
• Ask permission to leave any setting  
• Wear correct uniform  
• Wear covered shoes - Senior Campus  
• Keep the grounds tidy | • Walk in learning areas.  
• Carry equipment safely  
• Use furniture appropriately and for their intended purpose  
• Wear Personal Protective Equipment – Senior Campus | • Use playground equipment correctly  
• Participate in school approved games only  
• Stay in designated areas  
• Supervised activities only | • Walk on concrete  
• Use equipment in a safe manner | • Wash hands with soap and water  
• Keep water in the sink  
• Use toilet facilities appropriately | • Walk  
• Stay on the left of the stairs  
• Stop at the appropriate points | • Walk | • Walk around the library |
| I AM RESPECTFUL | • Be honest  
• Treat others the way you want to be treated  
• Listen and follow adult direction(s)  
• Use polite language  
• Help keep the school in good order | • Listen and follow teacher instructions.  
• Treat property of the school correctly.  
• Keep the classroom neat and tidy | • Line up quietly at the first bell  
• Invite others who want to join in  
• Share equipment  
• Use polite language  
• Look after yours and others equipment | • Keep noise to a minimum while others are in class  
• Keep eating areas clean and tidy | • Allow for privacy of others  
• Clean up after yourself  
• Report any damages to your teacher | • Walk quietly so others can continue learning  
• Listen and follow teacher directions  
• Walk quietly  
• Behave respectfully in the vicinity of the office areas. | • Walk | • Walk quietly so others can continue learning |
| I AM LEARNER | • Always try your best  
• Encourage and support others  
• Be an active listener  
• Be an active participant  
• Be organised | • Be prepared to participate and cooperate in learning activities  
• Listen to others when they are speaking  
• Be Punctual | • Learn new games and activities  
• Be a problem solver | • Learn new games and activities | • Return to class as soon possible  
• Organised promptly at the end of break, to return to class for learning. | • Return to class as soon as possible | • Be prepared to participate and cooperate in learning activities  
• Listen to others when they are speaking |

These expectations are communicated to students via a number of strategies, including:
- Behaviour learning conducted by classroom teachers;
- Reinforcement of behaviour learning at Campus Assemblies and during supervision by staff of classroom and non-classroom activities.
7. Essential Skills for Classroom Management (ESCM) and Classroom Profiling

The core elements that allow for successful learning are: teachers setting clear expectations; acknowledging appropriate behaviour; and the timely correction of inappropriate behaviour. (Richmond. 2007).

The Essential Skills provide teachers with a framework for developing these core elements of effective teaching. Teachers at NPASC are engaged in professional learning to build and improve their capability to apply the essential skills commencing in the College Induction program and through regular opportunities to reflect on practice, including through ongoing professional learning opportunities and classroom profiling.

The 10 Essential Skills for Classroom Management are:

<table>
<thead>
<tr>
<th>Essential Skill</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Establishing expectations</td>
<td>Making rules</td>
</tr>
<tr>
<td>2. Giving instructions</td>
<td>Telling students what to do</td>
</tr>
<tr>
<td>3. Waiting and scanning</td>
<td>Stopping to assess what is happening</td>
</tr>
<tr>
<td>4. Cueing with parallel acknowledgment</td>
<td>Praising a particular student to prompt others</td>
</tr>
<tr>
<td>5. Body language encouraging</td>
<td>Smiling, nodding, gesturing and moving near</td>
</tr>
<tr>
<td>6. Descriptive encouraging</td>
<td>Praise describing behaviour</td>
</tr>
<tr>
<td>7. Selective attending</td>
<td>Not obviously reacting to some bad behaviour</td>
</tr>
<tr>
<td>8. Redirecting to the learning</td>
<td>Prompting on-task behaviour</td>
</tr>
<tr>
<td>9. Giving a choice</td>
<td>Describing the student’s options and likely consequences of their behaviour</td>
</tr>
<tr>
<td>10. Following through</td>
<td>Doing what you said you would do</td>
</tr>
</tbody>
</table>

Teachers use three types of language appropriate to the positive classroom:

- the Language of Expectation (Skills 1,2,3)
- the Language of Acknowledgement (Skills 4,5,6,7)
- the Language of Correction. (Skills 8,9,10)

Northern Peninsula Area State College utilises ESCM Classroom Profiling. The Classroom Profiling Program allows teachers to engage in a reflective process in a supportive, professional and confidential environment. Data is collected on teaching strategies and student behaviours by a specifically trained Classroom Profiler or Advanced Classroom Profiler. This process allows for both individual and whole college data reflection, goal setting and review. The process is grounded in data-driven decision making, evidence-based practice and most importantly the development of a positive relationship between teacher and student. It is important that teachers continue to build proficiency in application of the Essential Skills for Classroom Management.

Our NPASC approach aims to provide a supportive learning environment through:

- Explicit communication and practice of school rules and expected standards of behaviour.
- College rules based on the shared values of the College community.
- Consistent application of management practices by staff.
- Processes that are clear and understood by all.
- Building strong relationships between the College and home.
8. **Proactive and Preventative Strategies Summary**

Northern Peninsula Area State College implements the following proactive and preventative processes and strategies to support student behaviour:

- A dedicated section of the College newsletter, enabling parents to be actively and positively involved in College behaviour expectations.
- School Positive Behaviour for Learning teams provide regular information to staff and parents, and communicate to share successful practices across the community.
- Induction in the Northern Peninsula Area State College Responsible Behaviour Plan for Students is delivered to all new enrolments as well as new staff.
- Utilisation of Essential Skills for Classroom Management (ESCM) Classroom Profiling as a process to enable teachers to reflect on the implementation of the strategies and practices they use in their teaching.
- Individual support plans 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 4)
  - Procedures for Preventing and Responding to Incidents of Bullying (Appendix 5).

**Reinforcing expected school behaviours**

At Northern Peninsula Area State College communication of 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 and implemented. This reinforcement system is designed to increase the quantity and quality of positive interactions between students and staff. All staff members are trained and expected to give consistent and appropriate acknowledgement and rewards.

**Primary Campuses - Gotcha Cards** (Appendix 2)

Staff members hand out each day to students they observe following school expectations in both classroom and non-classroom environments. This reinforcement occurs continuously throughout the day. When they ‘catch’ a student demonstrating the rules they can choose to give them a Gotcha Card. The number of Gotcha Cards that a student attains is then tallied by individual classroom teachers. Students can qualify for reward activities at certain times across the school year depending on the number of Gotcha points they have accumulated. Gotcha points are never removed as a consequence of behaviour breaches.

**Senior Campus –** (Appendix 6)

Within the senior campus classroom teachers distribute Bait Bites and Urchins to students who are observed to be demonstrating the college expectations. The Bait Bites and Urchins can be accumulated and redeemed at the Senior Campus administration. Tallies are recorded so that student Reward point totals can be recognised through reward functions.

**Student Recognition Certificates and Postcards** (Appendix 7)

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 primary campuses Assemblies the students are identified and recognition is given, and certificates can be awarded to the recipients. A photo of award winners may be taken and emailed to the College Media Relations Officer for the photo to be shared with community through the College newsletter and College Community notice boards as well as via postcards.

The senior campus also sends NPASC positive postcards issued by teachers to inform families and carers of positive behaviour and student success. The postcards are delivered to the home by the Remote Student Attendance Scheme (RSAS) personnel.
9. High-Five Strategy (Primary Campuses)

At NPASC students are encouraged to use the High-Five Strategy at Primary Campuses. Using the High Five strategy denies the bully the response that were seeking, giving the power to the victim.

Ensuring that our students understand the High Five strategy for dealing with bullying will equip them with skills to deal with persistent unwanted attention from another student.

10. Responding to unacceptable behaviour

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

Re-directing low-level and infrequent problem behaviour

When a student exhibits low-level and infrequent problem behaviour, the first response of school staff members is to apply the Essential Skills for Classroom Management, remind the student of expected school behaviour, then ask them to change their behaviour so that it aligns with campus expectations.

The preferred way of re-directing low-level problem behaviour is to ask the student to think of how they might be able to act more safely, more respectfully or more as a learner. This encourages students to reflect on their own behaviour, evaluate it against expected school behaviour based on Good Pasin, and plan how their behaviour could be modified to align with the expectations of the college community.

Targeted behaviour support

Each year a small number of students at Northern Peninsula Area State College are identified through behaviour data reports as needing extra targeted behavioural support to assist them to engage with the learning at NPASC. In most cases the 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 who require targeted support are engaged with Individual Behaviour Support Plans (IBSPs) and maintain their normal scheduled classes and activities with appropriate adjustments where required. However they have increased daily opportunities to receive positive contact with adults, additional support from case managers and increased opportunities to receive positive reinforcement. Where required, adjustments are made to their program through academic support, adult mentoring or intensive social skills training.

IBSPs are developed collaboratively by a school-based team with school leadership and staff contributions. The Head of Campus manages the communication with families for contribution to the individual plan. Staff members are provided with professional development on the tools and processes for development of individual plans, including the referral and response process and the reporting responsibilities of staff and the identity of students being supported.

Students whose behaviour does not improve after implementation of their IBSP, or whose ongoing behaviour indicates a need for specialised intervention, may be referred to the SEARS (Students Educationally at Risk System) team at that campus.

11. Intensive behaviour support: SEARS Referral

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 may require additional support. The SEARS (Students Educationally at Risk System) provides an experienced team to:

- work with our staff members to develop appropriate behaviour support strategies
- monitor the impact of support for individual students through ongoing data collection
- make adjustments as required for the student learning program, and
- connect students with external agency support when deemed necessary

Prior to referral to SEARS, parents are contacted to discuss concerns and a campus support team review student data and review the current support processes. The SEARS team may recommend adjustments or additions to the student’s current support plan and/or refer to wrap-around support from other agencies, including medical personnel, Child and Youth Mental Health Service, NPAWS, LTTS, and DCS.

12. Behaviour support – Senior Campus: Back on Track Program

The strategy of the ‘Back on Track’ is a program that supports Senior Campus students to re-engage with their schooling following a disciplinary absence or extended absence due to other circumstance. Students who have missed a period of learning often experience difficulty re-engaging with the learning program in their subjects. The ‘Back on Track’ program provides intensive individual or small group Literacy and Numeracy instruction to improve students skills for when they re-enter timetabled classes.

‘Back on Track’ also connects students with daily culturally-sensitive mentoring managed by a member of the student services or senior campus team, so that students can identify the factors that have impacted upon their schooling and set goals to improve their engagement and outcomes at school. The support of a member of the student services team can extend to be ongoing when the student returns to timetabled classes. Often a student will have behavioural goals negotiated and implemented as part of their return to the senior campus.

13. Consequences for unacceptable behaviour

Northern Peninsula Area State College staff are proactive with their efforts to prevent challenging student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When unacceptable behaviour occurs, our College seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour, however each case is managed on an individual case-by-case consideration. Prior to students being referred for persistent minor behaviours, teachers in the Primary
Schools will have applied ESCMs and followed the behaviour management processes of the campus. At the Senior Campus all minor and major incidences are recorded on OneSchool.

14. Minor incidents

Minor behaviours are those that:
- are minor breaches of the school rules
- do not seriously harm others or cause the teacher to suspect that a 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 Campus Administration.

Minor problem behaviours may result in the following consequences:
- a minor consequence connected to the problem behaviour, such as complete removal from an activity or event for a specified period of time, partial removal (time out), 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 the expected college behaviour,
  3. states and explains expected school behaviour if necessary
  4. gives positive verbal acknowledgement for expected school behaviour

Minor problem behaviour is handled by staff members at the time it happens, and a OneSchool entry may not be required at the primary campuses. If a minor problem presents as an ongoing issue within the classroom, the teacher should record the incident to OneSchool as per the campus systems and processes and refer the on-going behaviour to administration for support. At the senior campus minor behaviours are always recorded on OneSchool.

A table outlining the examples of behaviours considered as minor at the primary campuses is on page 14 and senior campuses, on page 15.

15. Major Behaviours

Major behaviours are those that:

- significantly violate the rights of others
- put others / self at risk of harm
- require the involvement of Campus Administration.

Major behaviours result in a referral to campus administration because of their seriousness. When major behaviour occurs, staff members state the major problem behaviour and remind the student of expected school behaviour. The staff member then fills out the office referral form if they are a primary teacher (Appendix 1), or completes the OneSchool referral and has the student escorted to Administration at the senior campus.

Major problem behaviours may result in the following consequences:

- **First referral:** Parent informed, Time in office, alternate recess time activities, loss of privilege, restitution, loss of break times, warning regarding future consequence for repeated offence, possible referral to further specialised support (Head of Student Services). All incidents are recorded on One School.

  **AND/OR**

- **Repeated referral:** Parent contact, referral to specialised support (Head of Student Services, Guidance Officer, referral to external agency, referral to SEARS, suspension from school. All incidents are recorded on One School.
- **Serious or Ongoing major behaviours:** Students who engage in very serious behaviours such as: violent physical assault, use or supply of weapons or drugs or exhibit on-going major behaviours can expect an immediate period of suspension and may be recommended for exclusion from school following that period of suspension. All incidents are recorded on One School.

A table outlining the examples of behaviours considered as major at the primary campuses is on page 14 and senior campuses, on page 15.
The following table defines major and minor problem behaviours at the primary campuses at NPASC:

<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 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 /kicking  
                         • Repeated non-compliance  
                         • Loss of self-control |
| Classroom        | • Not completing set tasks  
                         • Refusing to complete assigned tasks  
                         • Not listening and following directions  
                         • Being loud and disruptive  
                         • Impeding others right to learn | • Ongoing minor behaviours  
                         • Loss of self-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  
                         • Willful 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 inappropriately  
                         • Using mobile phone in class | • Serious breach in regard inappropriate access or material |
The following table defines major and minor problem behaviours of the senior campus at NPASC:

<table>
<thead>
<tr>
<th>Area</th>
<th>Minor - classroom level</th>
<th>Major - office referral</th>
</tr>
</thead>
<tbody>
<tr>
<td>Movement around school</td>
<td>- Running on concrete walkways and verandas</td>
<td>- Throwing objects</td>
</tr>
<tr>
<td></td>
<td>- Distracting classes with behaviour ie. Banging on windows</td>
<td>- Possession of weapons</td>
</tr>
<tr>
<td></td>
<td>- Playing games whilst moving to classes</td>
<td>- Dangerous play</td>
</tr>
<tr>
<td>Play</td>
<td>- Incorrect use of equipment</td>
<td>- Serious physical aggression</td>
</tr>
<tr>
<td></td>
<td>- Not playing school approved games</td>
<td>- Fighting</td>
</tr>
<tr>
<td>Physical contact</td>
<td>- Minor physical contact (eg: pushing and shoving)</td>
<td></td>
</tr>
<tr>
<td>Correct Attire</td>
<td>- Irregular uniform breach</td>
<td>- Regular uniform breach</td>
</tr>
<tr>
<td>Other</td>
<td>- Possession of banned items</td>
<td>- Possession of dangerous banned items</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Possession or selling of drugs</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Smoking on school grounds</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Inhalation of harmful chemicals</td>
</tr>
<tr>
<td>Class tasks</td>
<td>- Not completing set tasks to an acceptable standard</td>
<td>- Constant non participation in class</td>
</tr>
<tr>
<td></td>
<td>- Refusing to work</td>
<td></td>
</tr>
<tr>
<td>Attendance at school</td>
<td>- Not being punctual (eg: lateness after breaks)</td>
<td>- Leaving class without permission (out of sight)</td>
</tr>
<tr>
<td></td>
<td>- Wagging a single lesson</td>
<td>- Leaving school without permission</td>
</tr>
<tr>
<td>Follow instructions</td>
<td>- Low intensity failure to respond to adult request</td>
<td>- Wagging multiple lessons</td>
</tr>
<tr>
<td></td>
<td>- Non compliance</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Unco-operative behaviour</td>
<td></td>
</tr>
<tr>
<td>Equipment</td>
<td>- Not bringing equipment required for school</td>
<td>- Failure to respond to adult request that could lead to harm or unsafe practices to themselves or others</td>
</tr>
<tr>
<td>Mobile Phone</td>
<td>- Mobile phones visible and/or in use.</td>
<td>- Non-compliance request that could lead to harm or unsafe practices to themselves or others</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Unco-operative behaviour request that could lead to harm or unsafe practices to themselves or others</td>
</tr>
<tr>
<td>Technology ie. Internet, ipods, digital cameras</td>
<td>- Incorrect use of technology</td>
<td>- Viewing pornography</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Bullying</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Filming inappropriate behaviours</td>
</tr>
<tr>
<td>Language</td>
<td>- Inappropriate language (written/verbal)</td>
<td>- Offensive language</td>
</tr>
<tr>
<td></td>
<td>- Calling out</td>
<td>- Aggressive language</td>
</tr>
<tr>
<td></td>
<td>- Disrespectful tone</td>
<td>- Verbal abuse / directed profanity</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Swearing at a member of staff</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Discriminatory comments</td>
</tr>
<tr>
<td>Property</td>
<td>- Petty theft</td>
<td>- Stealing / major theft</td>
</tr>
<tr>
<td></td>
<td>- Lack of care for the environment</td>
<td>- Wilful property damage</td>
</tr>
<tr>
<td></td>
<td>- Minor removable graffiti</td>
<td>- Vandalism</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Major non-removable graffiti</td>
</tr>
<tr>
<td>Others</td>
<td>- Not playing fairly</td>
<td>- Major bullying / harassment</td>
</tr>
<tr>
<td></td>
<td>- Minor disruption to class</td>
<td>- Major disruption to class</td>
</tr>
<tr>
<td></td>
<td>- Minor defiance</td>
<td>- Repeated blatant disrespect</td>
</tr>
<tr>
<td></td>
<td>- Minor bullying / harassment</td>
<td>- Consistent major defiance</td>
</tr>
<tr>
<td>Accept outcomes for behaviour</td>
<td>- Minor dishonesty</td>
<td>- Major dishonesty</td>
</tr>
<tr>
<td>Physical</td>
<td>- Verbal intimidation</td>
<td>- Physical intimidation</td>
</tr>
</tbody>
</table>

Page 15 of 29
16. Student Suspensions

Northern Peninsula Area State College is committed to improving student engagement with learning to maximise opportunity for success at school and post-school. Therefore, the College is also committed to reducing student suspensions through partnerships with families and use of culturally appropriate consequences when possible. However, student disciplinary absences (suspension or suspension pending exclusion) will be actioned by campus leadership teams or the College Principal in the event of a serious major incident or on-going minor incidences that impact on the good order and management of the campus and/or impedes the ability for other students’ rights to an education in a safe environment.

Suspension Procedures

Suspensions can be for a period of 1-10 days (short suspension), 11-20 days (long suspension). Upon return to school after the suspension period, a re-entry meeting must take place between the leadership team member of the campus, the student and his or her parent/carer. If a parent/carer is not present for the re-entry meeting the student cannot be re-entered to school. During the re-entry meeting restorative practices may be discussed and support strategies implemented with the student and his or her family for consideration. The Back-on-Track program may be implemented as a condition of re-entry to support a student’s successful return to school.

Grounds for Suspension with a Recommendation for Exclusion

A Head of Campus or College Principal can suspend a student for 20 days with a recommendation to exclude as per grounds outlined for suspension, but the student’s misconduct must be of a very serious nature that puts the safety and well-being of staff and student(s) at serious risk and/or the student has demonstrated persistent disruptive behaviours that impacts on the good order and management of the school.

Student Re-entry Support Plan

A student who is suspended returns to school via a re-entry procedure with a member of the School Leadership team and parent/caregivers to discuss expected behaviours.

At the Senior Campus students who have been suspended for in-class behaviours or refusal to participate in their course of instruction will attend the ‘Back on Track’ program and on the successful completion of that program will re-enter the standard school program and be placed on a Daily Monitoring Sheet upon their return to class for a period of up to 5 days (Appendix 8). Senior school students in their post 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 cancellation of enrolment process. The Monitoring Sheets cover the student’s participation, behaviour and attitude in each subject.

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 and/or continuously demonstrates persistent disruptive behaviours that impacts the good order and management of the school.
17. Emergency responses or critical incidents

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 13).

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.

Engage the student in a non-threatening manner
Move slowly toward the problem situation, speak privately to the student/s where possible, speak calmly and respectfully, minimise aggressive 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
At a suitable time following the incident, 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 Record to (OneSchool Contacts).

18. Physical Intervention

Northern Peninsula State Area College does not condone the use of physical intervention as a behaviour management technique and the use thereof, should be avoided by staff.

Provision for the use of physical restraint, involving the manual restriction of a student’s movement for reasons of safety in cases where a student is behaving in a manner that is potentially injurious to themselves or others, or to prevent serious property damage. It is used only as an immediate or emergency response or as part of a student’s individual plan, including prevention of self-harming behaviours.

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

- physically assaulting another student or staff member
- posing an immediate danger to themself or to others.

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

**Record keeping**
- Each instance involving the use of minor and major physical intervention behaviours must be formally documented on *One School*.

**19. 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
- School Leaders
- Administration Staff
- Student Services team members
- Ngurpai Ikama Ikya Council

**Support is also available through the following government and community agencies:**
- Child and Youth Mental Health Services
- Queensland Health
- Department of Communities (Child Safety Services)
- Police
- Northern Peninsula Area Regional Council
20. Community Roles and Responsibilities

The roles and responsibilities outlined below are the expectations of all NAPSC stakeholders in relation to the NPASC Responsible Behaviour Plan for students and forms part of the Department of Education's Code of School Behaviour.

All members of school communities are expected to:
• conduct themselves in a lawful, ethical, safe and responsible manner that recognises and respects the rights of others.

Students are expected to:
• participate actively in the school’s education program
• take responsibility for their own behaviour and learning
• demonstrate respect for themselves, other members of the school community and the school environment
• behave in a manner that respects the rights of others, including the right to learn
• cooperate with staff and others in authority.

Parents are expected to:
• show an active interest in their child’s schooling and progress
• cooperate with the school to achieve the best outcomes for their child
• support school staff in maintaining a safe and respectful learning environment for all students
• initiate and maintain constructive communication and relationships with school staff regarding their child’s learning, wellbeing and behaviour
• contribute positively to behaviour support plans that concern their child.

Schools are expected to:
• provide safe and supportive learning environments
• provide inclusive and engaging curriculum and teaching
• initiate and maintain constructive communication and relationships with students and parents
• promote the skills of responsible self-management.

Principals are expected to:
• play a strong leadership role in implementing and communicating The Code in the school community
• ensure consistency and fairness in implementing the school’s Responsible Behaviour Plan for Students
• communicate high expectations for individual achievement and behaviour
• review and monitor the effectiveness of school practices and their impact on student learning
• support staff in ensuring compliance with The Code and facilitate professional development to improve the skills of staff to promote responsible behaviour.

- Department of Education – Code of School Behaviour

18. Related legislation
• Commonwealth Disability Discrimination Act 1992
• Commonwealth Disability Standards for Education 2005
• Education (General Provisions) Act 2006
• Education (General Provisions) Regulation 2006
• Criminal Code Act 1899
• Anti-Discrimination Act 1991
• Commission for Children and Young People and Child Guardian Act 2000
• Judicial Review Act 1991
• Workplace Health and Safety Act 1995
• Workplace Health and Safety Regulation 1997
• Right to Information Act 2009
• Information Privacy (IP) Act 2009
19. Related Policy informing the NPASC Responsible Behaviour Plan 2018 -2020

- 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
- SC-M-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

21. Related resources

- Schoolwide Positive Behaviour Support
- Code of Conduct for School Students Travelling on Buses

22. Endorsement of Northern Peninsula State College – Responsible Behaviour Plan 2018 - 2020

<table>
<thead>
<tr>
<th>College Principal</th>
<th>Chair</th>
<th>Regional Director or Assistant Regional Director</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>

Effective Date: April 2018 – 30 June 2020
### Appendix 1

#### Behaviour Referral Forms

**Primary Campuses**

NPA State College – Junior Campus Behaviour referral form

<table>
<thead>
<tr>
<th>Name:</th>
<th>Class:</th>
<th>Date:</th>
<th>Minor</th>
<th>Major</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

**Action Taken**

- De-escalation strategies
  - Choice given
  - Time out (class/playground)

- Rule reminder/warning
  - Buddy class
  - 1:1 discussion with student
  - Student sent to office

**Time**

- Before school
- First session
- Break
- Middle session
- Second break
- Afternoon session
- After school

**Problem Category**

- Bullying/harassment
- Late
- Physical misconduct
- Threats to others

- Disruptive
- Misconduct involving an object
- Property misconduct
- Verbal misconduct

**Behaviour**

- Being a Learner
  - Prepared for class
  - Late to class
  - Disruptive
  - Talking
  - Off task
  - Walking around classroom
  - Refusing to work

- Being a Learner
  - Verbal misconduct
  - Swearing
  - Disruptive
  - Late
  - Talking
  - Off task
  - Walking around classroom
  - Refusing to work

- Being a Learner
  - Inappropriate noises
  - Not listening
  - Following directions

**Consequence from office**

- Buddy class
- Time out in office
- Reflection sheet
- Lunchtime detention
- Time out with TA
- In school suspension
- Short suspension
- Long suspension

---

### Appendix 2

#### Gotcha Cards

**Primary Campuses**

**NPA College Gotcha**

I am a **LEARNER**

Name: __________________
Teacher: ___________
Date: __________

**NPA Gotcha**

I am **SAFE**

Name: __________________
Teacher: ___________
Date: __________

**NPA College Gotcha**

I am **RESPECTFUL**

Name: __________________
Teacher: ___________
Date: __________
Appendix 3

Behaviour Reflection Forms

Primary Campuses

NORTHERN PENINSULA AREA STATE COLLEGE

Behaviour Reflection Sheet

Name: _____________________ Date: _____________

What rule did I break?

☐ I am respectful ☐ I am a learner ☐ I am safe

What did I do? What should I do?

What should happen if I misbehave again today?

- contact a parent or carer
- catch up work during break
- clean up the mess that I made
- miss out on play
- clean off my ‘graffiti’ or writing on school property
- write lines

Admin comments

__________________________________________________________________________________
Appendix 4
The Use of Personal Technology Devices* at School

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

Personal Technological Devices at School
Students are advised to not bring valuable personal technological devices to school as there is a risk of damage or theft. However, if a student wishes to bring their device to school it’s the students responsibility to ensure that it is off an out and of sight at learning times, unless explicitly stated to be used by the teaching staff member. Breaches of this may result in further action in accordance with the confiscation policy. Students may use devices at Morning Tea and Lunch Times.

Confiscation
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. If device is kept for purposes of disciplinary action then it will only be returned in the presence of a parent/guardian. 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 directly. Students who have a personal technological device confiscated more than once will not be permitted to have a device at school for a defined period of time, if deemed necessary by the Head of Campus.

Recording voice and Images
Recording of events at NPASC is not permitted unless express consent is provided by the class teacher and/or parent/guardian. A student at school who uses a device to record private conversations, school activities, violent, illegal or embarrassing matters capable of bringing the college into public disrepute is considered to be in breach of this policy. The school will not tolerate images or sound captured for the purpose of causing embarrassment to individuals or the school, bullying¹ or harassment (including racial and sexual harassment). Students involved in the recording or distribution of such matter will be considered to be in breach of this policy and may be subject to discipline (including suspension and recommendation for exclusion). 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 college will result in a referral to Queensland Police Service (QPS).

Technological Device Communication
Communications that contain obscene language and/or threats of violence may amount to bullying/ harassment will subject the sender to discipline and possible referral to QPS. Students who report receiving inappropriate communication via their device should bring the matter to the attention of their teacher and the campus office for further investigation.

Assumption of cheating
Devices may not be taken into or used by students during exams or assessments unless expressly permitted by staff. Disciplinary action will be taken against any student who is caught using a 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

¹ Education Queensland does not tolerate bullying behaviour at schools. This includes bullying conducted by electronic means.
conversations are private and therefore to overhear, record/monitor private conversations, without obtaining permission beforehand is in breach of this Act.

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 Head of Campus or Principal.

* Personal Technological Devices includes, but is not limited to: games devices (such as Portable gaming devices, laptop computers, PDAs, Blackberrys®, cameras and/or voice recording and amplification devices (whether or not integrated with a mobile phone), mobile telephones, IPods® and devices of a similar nature.
Appendix 5

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

Purpose
A safe and disciplined teaching environment is essential to:

- achieving overall college improvement
- raising achievement and attendance
- promoting equality and diversity and
- ensuring the safety and well-being of all members of the college community.

There is no place for bullying at Northern Peninsula Area State College. Bullying includes, but is not limited to, 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 rumours.

Rationale
Our anti-bullying procedures involve teaching the entire student body a set of safe and effective responses to all problem behaviour, including bullying, in such a way that those who bully are not socially reinforced for demonstrating it. The anti-bullying procedures at Northern Peninsula Area State College form part of our college-wide positive behaviour for learning support processes. Students are explicitly taught the expected school behaviours.

Prevention
Our behaviour support processes will always remain the primary strategy for preventing problem behaviour:

1. All students know the three core college rules and have been taught the expected behaviours attached to each rule in all areas of the college

2. All students are taught the specific routines in the non-classroom areas, from exiting the classroom, conducting themselves in accordance with the college expectations in the playground and other areas, including re-entering their classrooms

3. All students receive high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines.

The student curriculum modules of the anti-bullying process consist of lessons taught by all teachers in all classrooms to a college-wide schedule of instruction.

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

- The introductory lesson is followed by several shorter lessons, each of which focuses on one of the bullying behaviours that the College 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.

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’.

Northern Peninsula Area State College uses behavioural data for decision-making. This data is entered into our OneSchool database on a daily basis and can be retrieved as summary reports at any time. This facility allows the College 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.
Appendix 6

Bait Bites & Urchins

Senior Campus

---

GREAT JOB

Student: ____________
Teacher: ____________
Reason: ____________

---

Name: ____________
Teacher: ____________
Date: ____________

Today you have the correct:
☐ Hat (If applicable)
☐ Shirt
☐ Shorts
☐ Shoes
☐ Make Up/ Piercings
☐ Accessories
... And you look fin-tastic!

---
Appendix 7

Student Recognition Certificates and Postcards

![Certificate Image]

CELEBRATE POSITIVE BEHAVIOUR! SEND A

**RATIONALE**

Why Develop a School Wide PBL Recognition System?
- Increases the likelihood that behaviours will be repeated
- Focuses staff and student attention on desired behaviours
- Fosters a positive school climate
- Reduces the need for engaging in time-consuming disciplinary measures

<table>
<thead>
<tr>
<th>BEing A LEARNER</th>
<th>BEing RESPECTFUL</th>
<th>BEing SAFE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>always</strong></td>
<td><strong>always</strong></td>
<td><strong>always</strong></td>
</tr>
<tr>
<td>□ Be prepared for class &amp; campus activities</td>
<td>□ Listen to and follow instructions</td>
<td>□ Follow safety rules</td>
</tr>
<tr>
<td>□ Complete homework and assignment tasks</td>
<td>□ Listen to others speak and speak politely</td>
<td>□ Be aware of personal space of self and others</td>
</tr>
<tr>
<td>□ Complete tasks to a satisfactory level</td>
<td>□ Cooperate with staff and others in authority</td>
<td>□ Use equipment safely</td>
</tr>
<tr>
<td>□ Manage time effectively</td>
<td>□ Show respect for your own and others property</td>
<td>□ Resolve conflict peacefully</td>
</tr>
<tr>
<td>□ Contribute to class discussions and activities</td>
<td>□ Demonstrate an awareness of the rights of others including the right to learn</td>
<td>□ Stay in permitted campus areas</td>
</tr>
<tr>
<td>□ Stay on task</td>
<td>□ Dress in correct uniform and show self-respect</td>
<td>□ Move safely through campus environment</td>
</tr>
<tr>
<td>□ Accept a challenge and don't give up easily</td>
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</tr>
</tbody>
</table>

![Postcard Image]
Appendix 8

Daily attendance and engagement monitoring card

Senior Campus

Northern Peninsula Area State College
Daily Behaviour Monitoring Card

STUDENT NAME: ________________________ 

GRADE: _____

DAY: M T W T F 

WEEK: __________________

Circle your three challenge behaviours for today. Write a number beside each.

Fill in your target scores for today.

Rate the lesson 1, 2 or 3 
Safe Respectful Learner

<table>
<thead>
<tr>
<th>Lessons</th>
<th>My three Challenges for today</th>
<th>Score</th>
<th>Comment</th>
<th>Initial</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1 - Unacceptable</td>
<td>2 - Good</td>
<td>3 - Excellent</td>
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<td></td>
<td>Most of the lesson</td>
<td>All lesson</td>
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<tr>
<td></td>
<td>Most of the lesson</td>
<td>All lesson</td>
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Check Out

Supervisor

Student