Nebo State School

Responsible Behaviour Plan for Students 2015-2018
based on *The Code of School Behaviour*

1. **Purpose**

Nebo State School is a Positive Behaviour Learning School committed to a policy that supports learning in a secure, respectful, co-operative and optimistic environment. We recognise and respect individual differences.

Our school fosters a warm, supportive environment where students feel safe and happy and where optimal learning can take place.

The role of the staff is to ensure that children can learn and develop within our school without disruptive behaviour hindering their success or their enjoyment of learning. It is also expected that students will respect the right of teachers to teach without the distraction of disruptive behaviours. Teachers should be able to enjoy and feel success with teaching, and feel happy and safe in the school environment.

We understand that if students are to become active, informed citizens, teachers need to help them recognise and develop responsibility for their actions by both teaching strategies explicitly and also practising problem solving skills.

The establishment of productive discipline in our school depends upon both school staff and care givers working towards the same goal and insisting on acceptable, mutually agreed standards of behaviour being maintained for the education and well-being of our community.

2. **Consultation and data review**

Nebo State School developed this plan in collaboration with our school community. Consultation with parents, staff and students was undertaken through survey distribution and community meetings held during November, 2009. Further consultation took place in 2014 and 2015. A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents from 2006-2009 and then from 2012 - 2015 also informed the development process. This plan has been endorsed by the president of the Parents’ and Citizens’ Association and the Executive Director signed off on it in December 2009, 2013 and in 2015. It will be due for another review in 2017.

3. **Learning and behaviour statement**

All areas of Nebo State School are learning and teaching environments. We consider behaviour management to be an opportunity for valuable social learning as well as a means of maximising the success of academic education programs.

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

Our school community has identified the following school rules to teach and promote our high standards of responsible behaviour:

- Be safe
- Be responsible
- Be 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. Our school P & C has also supported a student Dress Code (Appendix 10). We are a Positive Behaviour Learning School and on the journey to becoming an eSmart School.
4. Processes for facilitating standards of positive behaviour and responding to unacceptable behaviour

Universal Behaviour Support

The first step in facilitating standards of positive behaviour is communicating those standards to all students. At Nebo State School we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school. Communicating behavioural expectations is a form of universal behaviour support - a strategy directed towards all students designed to prevent problem behaviour and 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 Schoolwide Expectations Teaching Matrix below outlines our agreed rules and specific behavioural expectations in all school settings.

<table>
<thead>
<tr>
<th>SCHOOLWIDE EXPECTATIONS TEACHING MATRIX</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ALL AREAS</strong></td>
</tr>
<tr>
<td><strong>CLASSROOMS &amp; COMPUTER LAB</strong></td>
</tr>
<tr>
<td><strong>PLAYGROUND &amp; OUTDOORS</strong></td>
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<tr>
<td><strong>STAIRS &amp; LINING UP</strong></td>
</tr>
<tr>
<td><strong>TOILETS</strong></td>
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<tr>
<td><strong>BUS LINES &amp; BIKE RACKS</strong></td>
</tr>
<tr>
<td><strong>BE RESPECTFUL</strong></td>
</tr>
<tr>
<td>Use equipment appropriately</td>
</tr>
<tr>
<td>Keep hands, feet and objects to yourself</td>
</tr>
<tr>
<td>Use good manners and consider the needs of others</td>
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<tr>
<td>Use polite language</td>
</tr>
<tr>
<td>Be honest</td>
</tr>
<tr>
<td>Raise your hand to speak</td>
</tr>
<tr>
<td>Respect others’ right to learn</td>
</tr>
<tr>
<td>Talk in turns</td>
</tr>
<tr>
<td>Be a good listener</td>
</tr>
<tr>
<td>Respect ALL School equipment</td>
</tr>
<tr>
<td>Play fairly – take turns, invite others to join in and follow rules</td>
</tr>
<tr>
<td>Care for the environment</td>
</tr>
<tr>
<td>Care for equipment</td>
</tr>
<tr>
<td>Line up promptly and sensibly</td>
</tr>
<tr>
<td>Walk quietly and orderly so that others are not disturbed</td>
</tr>
<tr>
<td>Use toilets during breaks</td>
</tr>
<tr>
<td>Ensure taps are turned off</td>
</tr>
<tr>
<td>Use and dispose of paper towel sensibly</td>
</tr>
<tr>
<td>Have your name marked on the bus roll</td>
</tr>
<tr>
<td>Enter and Leave school promptly</td>
</tr>
<tr>
<td>Prepare items (School bag, hat, lunch box, drink bottle, Homework &amp; Newsletters to and from school as required)</td>
</tr>
<tr>
<td><strong>BE RESPONSIBLE</strong></td>
</tr>
<tr>
<td>Use your High Five</td>
</tr>
<tr>
<td>Ask permission to leave the classroom</td>
</tr>
<tr>
<td>Be on time</td>
</tr>
<tr>
<td>Follow instructions straight away</td>
</tr>
<tr>
<td>Always wear the correct school uniform</td>
</tr>
<tr>
<td>Be prepared</td>
</tr>
<tr>
<td>Complete set tasks</td>
</tr>
<tr>
<td>Take an active role in classroom activities</td>
</tr>
<tr>
<td>Keep work space tidy</td>
</tr>
<tr>
<td>Use own equipment and ask to borrow equipment from others if necessary</td>
</tr>
<tr>
<td>Be a problem solver</td>
</tr>
<tr>
<td>Use equipment for its intended use</td>
</tr>
<tr>
<td>Return equipment to appropriate place at the bell</td>
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<tr>
<td>Prepare and organise yourself when transitioning</td>
</tr>
<tr>
<td>Tell adult if situation is unsafe</td>
</tr>
<tr>
<td>Transition quietly and peacefully</td>
</tr>
<tr>
<td>Take all items required when transitioning to another class or teacher</td>
</tr>
<tr>
<td>Use toilets during breaks</td>
</tr>
<tr>
<td>Ensure taps are turned off</td>
</tr>
<tr>
<td>Use and dispose of paper towel sensibly</td>
</tr>
<tr>
<td>Have your name marked on the bus roll</td>
</tr>
<tr>
<td>Enter and Leave school promptly</td>
</tr>
<tr>
<td>Prepare items (School bag, hat, lunch box, drink bottle, Homework &amp; Newsletters to and from school as required)</td>
</tr>
<tr>
<td><strong>BE SAFE</strong></td>
</tr>
<tr>
<td>Respect others’ personal space and property</td>
</tr>
<tr>
<td>Care for equipment</td>
</tr>
<tr>
<td>Clean up after yourself</td>
</tr>
<tr>
<td>Wait your turn</td>
</tr>
<tr>
<td>Walk</td>
</tr>
<tr>
<td>Sit still</td>
</tr>
<tr>
<td>Enter and exit room in an orderly manner</td>
</tr>
<tr>
<td>Be Cybersafe at all times:* Digital Literacies − Citizenship − Reputation</td>
</tr>
<tr>
<td>Participate in school approved games</td>
</tr>
<tr>
<td>Wear shoes and socks at all times</td>
</tr>
<tr>
<td>Be sun safe; wear a broad brimmed hat (Slip, Slop, Slap, Slide, Seek)</td>
</tr>
<tr>
<td>Rails are for hands</td>
</tr>
<tr>
<td>Walk one step at a time</td>
</tr>
<tr>
<td>Carry items</td>
</tr>
<tr>
<td>Keep passage ways clear at all times</td>
</tr>
<tr>
<td>Respect privacy of others</td>
</tr>
<tr>
<td>Do not play, eat or drink, in the toilets</td>
</tr>
<tr>
<td>Walk bike/scooter to and from the gate</td>
</tr>
<tr>
<td>Wear a helmet</td>
</tr>
<tr>
<td>Walk to and from the bus and school gate</td>
</tr>
<tr>
<td>Enter bus only with staff approval</td>
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</tbody>
</table>

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

- A dedicated section of the school newsletter, enabling parents to be actively and positively involved in school behaviour expectations.
- Regular provision of information to staff and parents, and support to others in sharing successful practices.
- Comprehensive induction programs in the Nebo State School Responsible Behaviour Plan delivered to new students as well as new staff.
- Individual support plans/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).
  - Maintaining high standards of school dress code(Appendix 10)
  - Zero tolerance for weapons and knives at school (Appendix 11)

Reinforcing expected school behaviour

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

We engage in a whole school program teaching life skills and positive values. (You Can Do It) and a whole school Positive Behaviour Learning approach.

Nebo State School – “Gotcha” Awards

Staff members write out ‘Gotcha’ tickets out each day to students they observe following school rules in both classroom and non-classroom areas. This reinforcement occurs continuously throughout the day. When Staff ‘catch’ a student following the rules they can choose to give them a ‘Gotcha” ticket. When students are given a ‘Gotcha’ ticket, they drop the ticket in the decorated box in the Administration Office.

Each Monday, at assembly, the Principal ensures two ‘Gotcha’s’ are drawn out of the box and each student receives an ice block from the tuckshop. Gotcha’s are never removed as a consequence for problem behaviour.

*In addition, Gotcha Tickets are returned to students to place into their ‘Gotcha Booklet’. Students then receive an award on parade when they reach the following number of Gotcha’s:

- 25 – Bronze Behaviour Certificate
- 50 – Silver Behaviour Certificate
- 75 – Gold Behaviour Certificate
- 100 – Platinum Behaviour Certificate and a Platinum Level Behaviour Badge

These Behaviour Awards are presented on Assembly and promoted in our School Newsletter. Students also have an opportunity to receive a ‘Student of the Week Certificate’, from their Classroom teacher in appreciation of excellent effort and achievement in a curriculum area and/or for behaviour. One student each week also receives the ‘Principal’s Award" which is in recognition of a student who best demonstrates the school behaviour focus for the week. These certificates are all presented on Assembly each week and displayed in our School Newsletter.

At the end of Semester one, students on a Silver Certificate and above, will be invited to share in Morning or Afternoon Tea with the Principal. At the end of Semester two, students on a Gold Certificate and above, will participate in a special activities and fun filled half day rewards extravaganza.
Responding to unacceptable behaviour

Students come to school 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 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. (What are you doing? What should you be doing? How are you going to change to do that?) 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.

Time out for higher level and persistent problem behaviour

A small number of students at Nebo State School are identified 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.

*In the classroom, once a student has had appropriate warnings (2 formal warnings), and the undesired behaviour continues, the student may be asked to go to a Time Out area in the classroom to reflect on their behaviour. The student is then asked to fill in a Classroom Behaviour Reflection Form, which the Teacher will then follow up with an assessment of the student’s response. This could also involve students spending some of their break time reflecting on their behaviour by filling out a Behaviour form in the office. Once completed the staff member who requested this action must follow up with an assessment of the student’s response. If deemed necessary the Principal will be involved.*

A request for a meeting may take place with the parents of a student, and the student, if the behaviour does not improve. A combined effort of support for the student is understood to be necessary to allow the student to rectify the behaviour so they may take an active, safe and socially acceptable place in the school.

Intensive behaviour support: Whole School Support

Nebo State School is committed to educating all students, including those with the highest behavioural support needs. We recognise that students with highly complex and challenging behaviours need comprehensive systems of support.

The Whole School

- works to develop appropriate and consistent behaviour support strategies
- monitors the impact of support for individual students through continuous data collection
- makes adjustments as required for the student, and
- works to achieve continuity and consistency.

The Whole School has a simple and quick referral system is 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.

5. Consequences for unacceptable behaviour

Nebo State School makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When unacceptable behaviour occurs, students
experience predictable consequences. Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour. *Behaviour Reflection Sheets, (Classroom Appendix 3) and (Playground Appendix 4) are used to allow students to take ownership of their behaviour and reflect on any undesired behaviour. An office referral form (Appendix 5a and 5b) is used to record all minor and major problem behaviour. Minor behaviour referral forms are kept and filed by the classroom teacher and major behaviour referral forms are used as a process to inform the Principal. All behaviour by students should be reported to the child’s Teacher and to the Principal where required. All behaviour incidents are recorded on the Department’s OneSchool Behaviour reporting system. In the event there is a serious incident, a staff member may use the Incident Report form (Appendix 6) to obtain further required information. Debriefing for staff and/or students and a Debriefing Report (Appendix 7) may also be required depending on the context and impact of the incident.

The recording of three minor behaviours within a short space of time, may constitute a major behaviour.

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

- **Minor** problem behaviour is handled by staff members at the time it happens
- **Major** problem behaviour is referred directly to the Principal or school Administration team

Minor behaviours are those that:

- are minor breaches of the school rules
- do not seriously harm others or cause you to suspect that the student may be harmed or was intended to 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.

Major behaviours are those that:

- significantly violate the rights of others
- put others / self at risk of harm/were intended to cause harm
- require the involvement of the School Principal or school Administration.
- Involves knives/weapons or objects that may harm others

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. Depending on the intensity and the frequency of the major behaviour a proposal on recommendation for suspension or exclusion will be made in accordance with Education Queensland’s guide lines.

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>
<tbody>
<tr>
<td>Movement</td>
<td>Running on concrete or around buildings</td>
<td>Throwing or using objects with intent to harm</td>
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<tr>
<td>around school</td>
<td>Running in stairwells</td>
<td>Possession of weapons</td>
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<tr>
<td>Play</td>
<td>Incorrect use of equipment</td>
<td>Serious physical aggression</td>
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<td></td>
<td>Not playing school approved games</td>
<td>Fighting</td>
</tr>
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<td></td>
<td>Playing in toilets</td>
<td></td>
</tr>
<tr>
<td>Physical contact</td>
<td>Minor physical contact (eg: pushing and shoving)</td>
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<tr>
<td>Correct Attire</td>
<td>Not wearing a hat in playground</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Not wearing shoes outside</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Not wearing the correct school uniform</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td>Possession of knives and other weapons</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Possession or selling of drugs</td>
</tr>
<tr>
<td>Class tasks</td>
<td>Not completing set tasks that are at an appropriate level</td>
<td>Leaving school without permission</td>
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<tr>
<td></td>
<td>Refusing to work</td>
<td></td>
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<tr>
<td>Being in the</td>
<td>Not being punctual (eg: lateness after breaks)</td>
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<tr>
<td>right place</td>
<td>Leaving class without permission (out of sight)</td>
<td></td>
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<tr>
<td></td>
<td>Not being in the right place at the right time.</td>
<td></td>
</tr>
<tr>
<td>Follow</td>
<td>Low intensity failure to respond to adult request</td>
<td>Repeated behaviour that causes major disruption in the</td>
</tr>
<tr>
<td><strong>Being Respectful</strong></td>
<td><strong>Non-compliance</strong></td>
<td><strong>Unco-operative behaviour</strong></td>
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<tr>
<td><strong>Accept outcomes for behaviour</strong></td>
<td><strong>Minor dishonesty</strong></td>
<td><strong>Major dishonesty</strong></td>
</tr>
<tr>
<td><strong>Rubbish</strong></td>
<td><strong>Littering</strong></td>
<td><strong>Use of a mobile phone in any part of the school for voicemail, email, text messaging or filming purposes without authorisation</strong></td>
</tr>
<tr>
<td><strong>Mobile Phone</strong></td>
<td><strong>Mobile phone not handed in to office at start of day</strong></td>
<td><strong>Inappropriate use of personal tech devices or social networking sites which impact on the good order of the management of the school</strong></td>
</tr>
<tr>
<td><strong>Social Media</strong></td>
<td><strong>Breach of student ICT agreement</strong></td>
<td><strong>Offensive and Aggressive language with intent to harm</strong></td>
</tr>
<tr>
<td><strong>Language</strong></td>
<td><strong>Inappropriate language (written/verbal)</strong></td>
<td><strong>Verbal abuse / directed profanity</strong></td>
</tr>
<tr>
<td><strong>Property</strong></td>
<td><strong>Petty theft</strong></td>
<td><strong>Major offensive gesturing with intent to cause harm</strong></td>
</tr>
<tr>
<td><strong>Others</strong></td>
<td><strong>Not playing fairly</strong></td>
<td><strong>Major bullying / harassment</strong></td>
</tr>
</tbody>
</table>

**Social Media**
Due to the recommended age for children to be involved with Facebook and other social media is 16 years of age, the use of social media by students will not be tolerated at Nebo State School. As the use of these media cannot be monitored outside of school, preventative measures will be undertaken, focussing particularly on on-line bullying.

**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 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 Nebo State School staff members authorised to issue consequences for problem behaviour are provided with appropriate professional development and/or training. Through Professional Development activities, we work to ensure consistent responses to problem behaviour are applied 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.

**Consequences for unacceptable behaviour**

**School Management Procedures**
**Supportive ~ Fair ~ Logical ~ Consistent**

- Whilst the focus is on proactive and preventive whole school approaches, certain types of behaviour are unacceptable and responses can include the most stringent step of exclusion. Incidents of inappropriate behaviour will be recorded in One School.
Unacceptable behaviours may result in the following consequences depending on the intensity, frequency and intent of the behaviours:

**Level 1**
*Classroom/Teacher Management*

**Teacher reflection**
- What am I doing? How do I react to student behaviour?
- Is what I’m doing working? (If not, stop and try a different approach.)
- Give positive reinforcement to students when they are behaving appropriately
- Ignore inappropriate behaviour if possible
- Give clear directions
- Use non-verbal messages
- Strategic seating including teacher proximity
- Consider individual differences, learning styles and curriculum content
- Have I used the Essential Skills for Classroom Management

**Talking with**
- Private conversations where required so not to embarrass the student
- Rule reminder – What are you doing? What should you be doing? What is the rule?
- What was the expectation for this lesson/activity
- Use of the Essential Skills for Classroom Management

**NOTE:** If gross misbehaviour, refer to administration. Parents notified. (Examples – wilful disobedience, fighting, verbal abuse, vandalism, offences of a sexual nature)

**Consequence of Re-location within classroom or to a Buddy classroom**
- In room movement to Time Out for 10 minutes in own class as a first step process
- Classroom behaviour Reflection Sheet to be completed
- Continue with class work
- Support re-entry in a planned, solution focussed, non-punitive manner
- Student sent to a Buddy Classroom to complete work and/or Reflection Sheet if student is unable to continue work in own classroom or is continuing to display undesired behaviours
- Student may miss a part of their Lunch or Afternoon Tea break to complete reflection sheet or class work if required and/or complete restoration duties

**Consequences of Playground withdrawal and after school detention**
- Student is to sit in a specified non-contact area and complete a behaviour reflection form
- At an appropriate time student must discuss and be prepared to resolve behaviour before returning to usual activity. Genuine attempts must be made to involve student in the resolution of problem.
- If disruptive behaviour continues student may be required to be excluded from the playground at lunch or Afternoon Tea time and/or remain after school for up to 30 minutes. If an after school detention is required, the Principal will be informed and parents will be given 24hrs notice. Student may also be required to complete restoration duties
- Parents/carers may be contacted informally, and formally where incidents are major, ongoing, or involve 24hrs prior notice of an after school detention.
- If additional support is needed the teacher will involve the Principal and/or administration

**Level 2**
*External Assistance*

**Loss of privilege**
- Outings or attendance at special events may be restricted
- A meeting will be required involving parent/s/ student/ principal/ staff member
- An In-School Suspension, loss of privileges and removal from Playground for both breaks
A daily behaviour check in and out system may be implemented in accordance with a plan for monitoring and tracking behaviour.

Referral and counselling

- If the student continues to misbehave at school then a referral to a guidance officer and/or other external agencies will be arranged.
- An Individual Behaviour Support Plan will be developed and implemented in consultation with the child, parent/carers, relevant staff, Senior Guidance Officers and/or other necessary agencies i.e. Child Health.

**Level 3**

**Intensive behaviour support**

If in the event of a student being suspended, Nebo State School will ensure the continuity of educational programs for that student as outlined in the policy, ‘Safe, Supportive and Disciplined School Environment’:

When all reasonable efforts to manage the student’s behaviour have failed and other consequences considered, a school disciplinary absence will be considered.

**Suspension**

- If recommended interventions are unsuccessful then suspension procedures will be instigated for continued misbehaviour.
- If a student is suspended for 1 – 5 days, the Principal will take reasonable steps to ensure the Teacher ensures the student is given school work to allow the student to continue with their education.
- If a student is suspended for 6 – 20 days, the Principal will ensure the student is given ample work by the classroom teacher and/or arrange student access to an education program to allow the student to continue with their education where appropriate.

**Exclusion**

- Should the student’s behaviour result in a proposed/recommended exclusion, the Principal will ensure that regional case management processes are followed to support the successful re-engagement for the student into another learning/alternative program.

6. Emergency or critical incident responses

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

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

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

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).

**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 or
- causing or at risk of causing serious property damage.

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

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

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.

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

**Record keeping**
Each instance involving the use of physical intervention must be formally documented. The following records must be maintained:
- incident report (Appendix 6)
- [Health and Safety incident record](link)
- debriefing report (for student and staff) (Appendix 7).
7. Network of student support
Students at Nebo State School are supported through positive reinforcement and a system of universal, targeted, and intensive behaviour supports by:

- Parents
- Teachers
- Support Staff
- Administration Staff
- Guidance Officer
- Advisory Visiting Teachers
- Senior Guidance Officer
- Positive Behaviour Learning Staff

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

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

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

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

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

9. Related legislation

- Commonwealth Disability Discrimination Act 1992
- Commonwealth Disability Standards for Education 2005
- Education (General Provisions) Act 2006
- Education (General Provisions) Regulation 2006
- Criminal Code Act 1899
- Anti-Discrimination Act 1991
- Commission for Children and Young People and Child Guardian Act 2000
- Judicial Review Act 1991
- Workplace Health and Safety Regulation 1997
- Right to Information Act 2009
- Information Privacy (IP) Act 2009

10. Related policies

- 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

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

Endorsement

<table>
<thead>
<tr>
<th>Principal</th>
<th>P&amp;C President</th>
<th>Executive Director (Schools)</th>
</tr>
</thead>
</table>

Effective Date: 1 January 2016 – 31 December 2018
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 Nebo State School. Students using personal technology devices to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks etc) for the purpose of dissemination among the student body or outside the school, by any means (including distribution by phone or internet posting) build a culture of distrust and disharmony.

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

A student at school who uses a personal technology device to record private conversations, ordinary school activities (apart from social functions like graduation ceremonies) or violent, illegal or embarrassing matter capable of bringing the school into public disrepute is considered to be in breach of this policy.
Even where consent is obtained for such recording, the school will not tolerate images or sound captured by personal technology devices on the school premises or elsewhere being disseminated to others, if it is done for the purpose of causing embarrassment to individuals or the school, for the purpose of bullying or harassment, including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur.

Students 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.

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7 Education Queensland does not tolerate bullying behaviour at schools. This includes bullying conducted by electronic means.
Appendix 2

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

Purpose

1. Nebo State School strives to create positive, predictable environments for all students at all times of the day. The disciplined and teaching environment that we are creating is essential to the journey of becoming an eSmart School:
   - 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 Nebo State School. Research indicates that both those being bullied and those who bully are at risk for behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community’s goals and efforts for supporting all students.

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

Rationale

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

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

**Prevention**

8. Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, our schoolwide universal behaviour support practices in conjunction with our Positive Behaviour Learning and eSmart 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 nonclassroom 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 taught to use the ‘High Five’ strategy (‘Ignore’, ‘Talk Friendly’, ‘Walk Away’, ‘Talk Firmly’, ‘Report’)
- 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 nonclassroom areas of the school
- A high level of quality active supervision is a permanent staff routine in the nonclassroom 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 nonclassroom areas.

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

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 Nebo State School takes care to combine knowledge with practice in a process of active learning, so that students understand by ‘doing’ as much as by ‘knowing’.

13. Nebo State School uses behavioural data for decision-making. This data is entered into our database on a daily basis and can be recalled as summary reports at any time. This facility allows the school to track the effectiveness of its anti-bullying process, to make any necessary adjustments, and to identify specific bullying behaviours that may need to be revisited or revised in the instructional process.
Appendix 3

Nebo State School
Classroom Behaviour Reflection Plan

Name: ___________________________ Date: ____________

What was I doing?
______________________________________________________________
______________________________________________________________
______________________________________________________________

Which rule/s did I break?
___________________________________________________________
___________________________________________________________
___________________________________________________________

How did my behaviour impact on others?
____________________________________________________________
____________________________________________________________
____________________________________________________________

This is what I will do next time:
____________________________________________________________
____________________________________________________________
____________________________________________________________

Teacher Signature:_________________ Student Signature:______________
Appendix 4

Nebo State School

Playground Behaviour Reflection Plan

Name: ___________________________  Date: _____________

What was I doing?

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

Which rule/s did I break?

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

How did my behaviour impact on others?

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

This is what I will do next time:

:_________________________________________________________________

_________________________________________________________________

Teacher Signature:_____________   Student Signature:_____________
# Nebo State School

## Behaviour Referral Form (MINOR)

<table>
<thead>
<tr>
<th>Student Name/s:</th>
<th>Location (please tick)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date:</td>
<td>Time:</td>
</tr>
<tr>
<td>Referring staff member :</td>
<td>Playground</td>
</tr>
<tr>
<td>Minor (Please tick)</td>
<td></td>
</tr>
<tr>
<td>Defiance/Disrespect</td>
<td>Low intensity brief failure to follow directions</td>
</tr>
<tr>
<td>Physical Contact</td>
<td>Student engages in non-serious but inappropriate physical contact.</td>
</tr>
<tr>
<td>Inappropriate language</td>
<td>Low intensity language (eg shut up, idiot etc)</td>
</tr>
<tr>
<td>Disruption</td>
<td>Low intensity but inappropriate disruption.</td>
</tr>
<tr>
<td>Property Misuse</td>
<td>Low intensity misuse of property.</td>
</tr>
<tr>
<td>Dress Code</td>
<td>Student refuses to wear the school uniform, or without reasonable explanation, does not wear the school uniform in accordance with the dress code guidelines defined by the school.</td>
</tr>
<tr>
<td>Safety</td>
<td>Student engages in brief or low-level safety violation not involving hurting any other individuals or groups.</td>
</tr>
<tr>
<td>Dishonesty</td>
<td>Student engages in minor lying/cheating not involving any other person.</td>
</tr>
</tbody>
</table>

## School Expectation Category

| Be SAFE | Be Respectful | Be Responsible |

## Others involved in incident

| None | Peers | Staff | Other |

## Additional Comments

Classroom Teacher of student to retain form
### Nebo State School
#### Behaviour Office Referral Form (MAJOR)

<table>
<thead>
<tr>
<th>Major (Please tick)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Defiance/Disrespect</strong></td>
</tr>
<tr>
<td>Continued refusal to follow directions, including talking back and / or socially rude interactions.</td>
</tr>
<tr>
<td><strong>Physical Aggression</strong></td>
</tr>
<tr>
<td>Actions involving serious physical contact where injury may occur (e.g. hitting, punching, hitting with an object, kicking, scratching, pinching etc.)</td>
</tr>
<tr>
<td><strong>Inappropriate / Abusive language</strong></td>
</tr>
<tr>
<td>Repeated and inappropriate verbal messages that involve swearing or use of offensive words directed at other individual or groups with intent to cause harm</td>
</tr>
<tr>
<td><strong>Disruption</strong></td>
</tr>
<tr>
<td>Repeated disruptive behaviour causing major interruptions or chaos in a class or playground. (eg. Constant yelling or screaming, noise with material, disrupting games, etc)</td>
</tr>
<tr>
<td><strong>Vandalism</strong></td>
</tr>
<tr>
<td>Student engages in an activity that results in substantial destruction or disfigurement of property</td>
</tr>
<tr>
<td><strong>Dress Code</strong></td>
</tr>
<tr>
<td>Refusal to comply with school dress code.</td>
</tr>
<tr>
<td><strong>Safety</strong></td>
</tr>
<tr>
<td>Student engages in frequent unsafe activities where injury may occur.</td>
</tr>
<tr>
<td><strong>Major Dishonesty</strong></td>
</tr>
<tr>
<td>Student delivers message/s that are untrue and / or deliberately violates rules and/ or harms others</td>
</tr>
<tr>
<td><strong>Harassment / Bullying</strong></td>
</tr>
<tr>
<td>Repeated teasing, physical and verbal intimidation and harassment of a student.</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Other</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>School Expectation Category</th>
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<tbody>
<tr>
<td>Be SAFE</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Others involved in incident</th>
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</thead>
<tbody>
<tr>
<td>None</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Additional Comments</th>
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</thead>
</table>

---

### Appendix 5b

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>Location (please tick)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Playground</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date:</th>
<th>Time:</th>
<th>Class:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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</tbody>
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<table>
<thead>
<tr>
<th>Referring staff member:</th>
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</tr>
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<tbody>
<tr>
<td></td>
<td>Specialist Lesson</td>
</tr>
<tr>
<td></td>
<td>Classroom</td>
</tr>
<tr>
<td></td>
<td>Other</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Major (Please tick)</th>
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</thead>
<tbody>
<tr>
<td>Defiance/Disrespect</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Others involved in incident</th>
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</thead>
<tbody>
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<td>None</td>
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</table>

<table>
<thead>
<tr>
<th>Additional Comments</th>
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</thead>
</table>

---
Appendix 6

Incident Report

Name: Date:

Person Completing Form:

<table>
<thead>
<tr>
<th>Name</th>
<th>PROBLEM BEHAVIOUR</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Date of incident | Time incident started | Time incident ended

Where was the student when the incident occurred?

Who was working with the student when the incident occurred?

Where was staff when the incident occurred?

Who was next to the student when the incident occurred?

Who else was in the immediate area when the incident occurred?

What was the general atmosphere like at the time of the incident?

What was the student doing at the time of the incident?

What occurred **immediately** before the incident? Describe the activity, task, 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 8**

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

<table>
<thead>
<tr>
<th><strong>Time out</strong></th>
<th>A principal or school staff may use time out as a strategy for students to manage their own behaviour and to assist the student to calm down. During time out, student is to be supervised and given an opportunity to re-join class in intervals of no more than 10 minutes.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Detention</strong></td>
<td>A principal or teacher may use detention as a consequence for disobedience, misconduct, or other breaches of school expectations. A detention is no more than 20 minutes during school lunch or 30 minutes after school (parent will be contacted before after school detention is imposed).</td>
</tr>
<tr>
<td><strong>Temporary Removal of Property</strong></td>
<td>A principal or staff member of Nebo State School has the power to temporarily remove property from a student, as per the procedure <a href="#">Temporary Removal of Student Property by School Staff</a>.</td>
</tr>
</tbody>
</table>
| **School Disciplinary Absences (SDA)** | **Suspension** A principal may suspend a student from school under the following circumstances:  
  - disobedience by the student  
  - misconduct by the student  
  - other conduct that is prejudicial to the good order and management of the school. |
| **Behaviour Improvement Condition** | A principal may impose a behaviour improvement condition if the principal is reasonably satisfied that the student has engaged in behaviour that warrants the grounds for exclusion or other conduct that is so serious that suspension of the student from school is inadequate to deal with the behaviour.  
  *A Behaviour Improvement Condition requires the student to undertake a behaviour management program arranged by the school’s principal. The program must be:*  
  - reasonably appropriate to the challenging behaviour  
  - conducted by an appropriately qualified person  
  - designed to help the student not to re-engage in the challenging behaviour  
  - no longer than three months. |
| **Proposed exclusion or recommended exclusion** | A student may be suspended pending a decision to exclude when the student’s behaviour is so serious that suspension of the student from the school would be inadequate to deal with the behaviour. A student may be suspended or excluded for the following reasons:  
  - disobedience  
  - misconduct  
  - other conduct that is prejudicial to the good order and management of the school, or  
  - breach of Behaviour Improvement Conditions. |
| **Cancellation of enrolment** | The enrolment of a post compulsory school age student may be cancelled if the student’s behaviour amounts to a refusal to participate in the educational program provided at the school. |
Appendix 9

Essential Skills for Classroom Management

Skill 1: Establishing Expectations
- 3-5 short, simple, clearly defined rules/expectations
- Make rules positive to draw attention to appropriate behaviours
- Refer to rules frequently
- Discuss relevant scenarios (positive and negative)
- Discuss possible consequences (positive and negative)
- Model, model, model
- Refer to rules when they are being followed, not just when they are not being followed
- Publish rules/expectations/consequences where students can read them

Skill 2: Instruction Giving
- Give instruction from a designated point in the room
- Gain attention with either verbal/non-verbal prompts
- Wait and scan
- Give 1-2 descriptive encouragers
- Start instruction with a verb
- Use calm, firm, friendly, measured tone
- Make instructions short and clear (5-7 minutes)
- Use visual cues to assist
- Ensure expectations are clear
- End the instruction with ‘Thanks…”
- If necessary, move towards student/s not ready
- If still necessary, when in close proximately, repeat instruction
- If necessary follow through with choice and apply consequences

Skill 3: Waiting and Scanning
- Give students time to process the instruction/direction
- Wait for 5-10 seconds after you have given an instruction (this varies according to the needs of the children)
- Stand still and face the group to encourage a period of quiet focus
- Use this short time to think ahead and calm yourself
- Scan the group and link with a ‘Descriptive Encourager’ or ‘Redirection’ as necessary (eg..Vera has her pen down…Janet is sitting up straight…Gavin has his book out and eyes are on me…)

Skill 4: Cuing with Parallel Acknowledgement
- Scan group regularly…student is off-task, acknowledge and praise someone in close proximity
- Acknowledge that person with a descriptive encourager
- Follow up with a low-key acknowledgement once on task

Verbal language
- Descriptive encourager: “Daniel, I can see you writing”
- Praise: “Well done Melissa”

Non-Verbal language
• Smiling
• Finger signing
• Close proximity
• Touching of students’ materials
• Touch book/work of those on-task. When students off task go back on-task, calmly go back and touch their work

Skill 5: Body Language Encouraging
• Triple ‘P’ – Praise, Prompt and Push off
• Touch work of on-task students
• Smile
• Eye contact
• Nod, Thumbs up
• Hand signals/sign language
• Peripheral Vision: scan class regularly while working with students or group
• Personally Understood Signals (PUS)
  o Hats off
  o Sit in chair properly
  o Come here
  o Turn around
  o Quiet etc…

Skill 6: Descriptive Encouraging
• Describe the positive behaviours you see or hear eg “Steven has started work”; “This group is on task”
• Use privately to individual students
• Use a respectful tone
• Have genuine intent
• Use frequently
• Use collectively to the group
• Send home positive notes to parents regarding positive behaviours

Skill 7: Selective Attending
Use when student is displaying off-task or inappropriate behaviour that is not seriously disruptive others
• Keep student in peripheral vision
• Attend to student when: on-task; begins to seriously disturb others; off-task behaviour is maintained over extended period of time
• Praise-Prompt-Push off
• Praise-Pause-Push Off
• Use of ‘Vaseline eye’

Skill 8: Redirecting to the Learning
(not the behaviour)

Non-Verbal:
• Non-Verbal redirection (eye contact, head/hand movement, smile etc)
• Proximity
• Pause in talk
• Non-verbal directional action
Verbal
- Verbal redirection (curriculum refocus)
  - Oral redirections include
    - Individual close talk
    - Questioning to redirect (where should you be?/What should you be doing?)
    - Humour
    - Redirection given
    - Oral directional phrase
    - Call student’s name
    - Across room to individual

Remember the impact of body language, tone of voice, proximity and facial expression. Be calm, clear, firm and positive in tone

Skill 9: Giving a Choice
- Use after a redirection hasn’t worked
- In close proximity
- Using a calm, measured and firm voice
- “Your choices are…or…”
- Walk away and scan back intermittently
- Allow time for choice to be made
- Follow through with consequence if choice not made
- Post lesson discussion might be effective

Skill 10: Following Through
- Demonstrate confidence using appropriate body language and a calm, firm voice
- Consider removing the class from the problem if necessary
- Do what you planned and said you would do
- In a crisis event send for help immediately
- Reassure the class
- Take notes in objective language and date and sign it
- Review behaviour management plan if necessary
- Debrief with a colleague privately (not in public eg staffroom)
- Follow up with a class discussion/post lesson discussion
- Take a short break if you need to (be responsible for your emotions and behaviours)

Debriefing/Defusing
- Debrief as soon as possible and when calm
- Staff need to support those involved in the trauma (seek professional assistance if necessary)
- A supportive school environment will provide for debriefing
- Time spent on debriefing is an effective use of time
- Get those involved to write what happened or draw if it is younger students
### DRESS CODE GUIDELINES

**Nebo State School** is a uniform school as agreed in consultation with the Nebo State School P&C Association.

<table>
<thead>
<tr>
<th>Section</th>
<th>Details</th>
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| **Top**          | - Nebo State School Unisex School Polo Shirt  
- OR Unisex Nebo State School Senior Polo Shirt (Year 6 Students only)  
- Nebo State School zip up jacket. If this is not possible a plain red or bottle green jacket or jumper |
| **Bottom**       | - Bottle Green unisex shorts, culottes or skorts which allow for active play. Length: Knee length to mid-thigh or as deemed appropriate by the Principal  
- Choice of unisex long green track  
- pants (for colder days) OR green tights  
- No bike shorts |
| **Sunsafety**    | - A wide brimmed sun safe hat  
- Optional appropriate child size sunglasses to Australian Safety Standards (AS1067).  
- Swimshirts must be worn for swimming lessons conducted in open air pools  
(School hat compulsory, sunglasses and sunscreen recommended) |
| **Jewellery**    | Maximum allowable items  
- Watch  
- One pair studs or sleepers in earlobe only  
- One necklace for religious, cultural or medical reasons only (Letter addressed to Principal)  
- Bracelets for medical reasons  
- No rings or visible body piercing |
| **Hair**         | - Tied back at all times if hair is longer than collar length - boys and girls  
- Hair accessories should not be decorative but practical in nature and should be in school colours  
- Hair to be a 'natural' hair colour  
- Hair style should be conservative, neat and tidy or as deemed appropriate by the Principal |
| **Shoes**        | - Fully closed-in shoes/joggers, preferably black with black laces or Velcro; OR white joggers with white laces or Velcro  
- No high heels |
| **Socks**        | - All white, plain  
- No lower than anklet style  
- No logos or brand names  
- Must be visible at all times |
| **Cosmetics**    | - No make-up  
- Clear nail polish only  
- Any other item for medical reasons only |
| **Sports Shirts**| - Plain collared sports shirts for Interhouse sports days - Dennison - Yellow; Cooper- Blue; (Sunsmart in design) |
| **Free Dress Days** | - Organised by Student Council and/or School and notified in the Newsletter  
- Must be Sunsmart at all times  
- No inappropriate logos, slogans or wording  
- Fully closed in footwear |
Fact Sheet on Knives

WORKING TOGETHER TO KEEP NEBO STATE SCHOOL SAFE

We can work together to keep knives out of school.

At Nebo State School:

- Every student has the right to feel safe and be safe at school.
- There is no reason for a student to take a knife to school.
- No knives are allowed to be taken to school by students.
- It is against the law for a student to have a knife at school.
- A student that has a knife at school can receive very serious consequences.

What kinds of knives are banned?

You are not allowed to have any type of knife at school including:

- Flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives or craft knives.
- Any item that can be used as a weapon, for example, a chisel.

If you need a knife or tools for school subjects, school staff will provide them and supervise their use.

What will happen if I bring a knife to school?

- If you have a knife at school, the principal may call the police.
- Police can search you and your property at school if they think you have a knife.
- If you have a knife at school, you may be disciplined according to our response behaviour chart.
- You may be charged with a criminal offence and face serious consequences if convicted, including a fine or jail.
- School property such as desks or lockers can be searched if the principal suspects that you have a knife on or in school property.
- If the principal thinks you have a knife in your bag, the bag can be confiscated until police arrive.
- If you have a knife at school, it can be confiscated by the principal and given to the police.
- You may face serious disciplinary consequences if you bring a knife to school.

How can I help keep Nebo State School safe?

- Make sure you know the laws and rules about knives.
- Ask your parents not to put knives or knife tools in your lunch box, pencil case or craft kit.
- Contact your teacher if you are being bullied or threatened at school.
- Immediately tell a teacher or adult if you think someone has a knife at school, or if they say they will bring a knife to school.
- Immediately tell a teacher if a student is threatening anyone with an object that could injure them.

(Source: http://education.qld.gov.au/studentservices/behaviour/qsaav/school-resource.html#knives)