Responsible Behaviour Plan for Students

1. Purpose
Education Queensland is committed to provisions that ensure all young Queenslanders have a right to and receive a quality education in a safe and supportive learning environment.

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

At Oakey State School we strive to support students to achieve their best in our academic, social, cultural and sporting programs.

This responsible Behaviour Plan for students is designed to facilitate high standards of behaviours so that the learning and teaching in our school can be effective and students can participate positively without our school community.

Our Purpose Statement
Oakey State School Community values a respectful, safe learning environment to enable our students to strive for success.

Consultation and data review

Oakey State School has developed this plan in collaboration with our school community. Broad consultation with parents, staff and students has been undertaken. Oakey State School through survey’s, audit processes, staff collaborations and parent communications have committed to the School Wide Positive Behaviour Support Process. During 2014, data sets have been implemented, training and development has occurred to enable the team to work through the three tiers of PBL: commencing in tier one during 2015.

In 2014, a steering committee made up of the Principal, Deputy Principal, Head of Special Education Services, class teachers and two parents were formed, met monthly and participated in four full-day planning workshops with a regional behaviour management co-ordinator through the year. Monthly meetings were conducted with set roles and meeting protocols observed, including role allocations.

The plan was endorsed by the Principal, the President of the P & C and Assistant Regional Direction in March 2015 and will be reviewed in 2017 as required by legislation.

2. Learning and behaviour statement

Oakey State School Community values a respectful, safe learning environment to enable our students to strive for success.

All areas at Oakey 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 school-wide framework for managing behaviour is Schoolwide Positive Behaviour Support.

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 clear to everyone, assisting Oakey 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 rules to teach and promote our high standards of responsible behaviour. At Oakey State School our expectations are:

- Be safe
- Be responsible
- Be a learner

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

This school aims to provide an environment that maximises the educational opportunities and outcomes for all students by endeavouring to ensure that learning and teaching:

- Responds to the needs of all
- Fosters full participation
- Achieves effective outcomes
- Provides equal opportunity for all
- Occurs within a framework of accountability
- Promotes socially acceptable behaviour as the norm of all school members and
- Continually improves through reflection and review of practises and procedures

3. Processes for facilitating of positive behaviour and responding to unacceptable behaviour

**Universal Behaviour Support (Tier 1 PBL Training)**

Our school community has identified the following school expectations to promote our high expectations of behaviour: be safe, be respectful and be a learner.

The first step in facilitating standards of positive behaviour is communicating those standards to ALL students. At Oakey 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 which is designed to prevent problem behaviour and to provide a framework for responding to unacceptable behaviour.

A set of behavioural expectations in specific settings has been attached to each of our three school expectations.

**Behaviour Expectations Matrix – APPENDIX A**

These expectations are communicated to all stakeholders via a number of strategies including:

- Weekly lessons conducted by classroom teachers explicitly teaching expectations from the matrix
- Visual signage of expectations across the school – both in and out of the classroom setting
- Reinforcement of learning from at weekly parades, during active supervision by staff and throughout all learning settings.

Oakey State School implements the following proactive and preventative processes and strategies to support student behaviour:
Major/Minors Table – APPENDIX B

- Targeted behaviour support (PBL Tier 2)
- Intensive behaviour support (PBL Tier 3)

Oakey State School is committed to the education of all students, including those that need the highest behavioural support. We realize that students with highly challenging and complex behaviours need scaffolded and thorough systems of support. The team, involving administration, class teacher, parents and other relevant stakeholders (including Regional Behaviour Support team):
  - Develops an Individualised Behaviour Support Plan with relevant stakeholders
  - Develops curriculum, pedagogy and environmental adjustments as required for the student
  - Monitors the effectiveness of support for individual students through continuous data collection
  - Works with the PBL committee to achieve continuity and consistency

Developing an Individualised Behaviour Support Plan (IBSP)

Following a referral to the intensive Behaviour Support Team from the classroom teacher, parents / caregivers and any relevant stakeholders form a support team and begin the assessment, for example the completion of a Functional Behavioural Analysis (FBA) and support process including the development of an IBSP. Other relevant stakeholders may include:
  - Guidance Officer
  - Behaviour Support Teacher
  - Child Safety Officer
  - AVT / Therapists

IBSP will be reviewed on a pre-determined date.

The case manager for each student who is placed on an IBSP is the class teacher, with the exception of some students who spend all or the majority of the day in the transition class environment. However a support team approach is adopted with team members working collaboratively. Strategies adopted in the IBSP may include:
  - Referral to school Chaplain
  - Referral to Guidance Officer for assessment and preliminary behavioural support
  - Referral to Behaviour Support Teacher for consultation or support.
  - If this plan utilises the use of Physical restraint it must be endorsed by the Principal, Assistant Regional Director and parents. Key staff members will have current training in Physical Restraint (non-crisis intervention training techniques).
4. Emergency responses or critical incidents

The crisis plan is invoked when there is a high level, challenging violent behaviour exhibited by any student.

1. A phone call is made or the RED card (contained in bum bags of staff on duty) is sent to the administration building or closest staff member with phone access that is notified on the internal phone system for immediate support.

2. If behaviour is in the classroom:
   - If child will not leave the room under staff escort, leave child and exit the rest of the class to a safe area. The students assemble in a neighbouring teacher’s supervision in a predetermined area.
   - Classroom teacher to remain in the room with the student, maintaining a safe distance until assistance arrives
   - Allow the student time to settle down before attempting communication
   - Seek medical assistance if required
   - The student will be taken to the office / classroom for debriefing. The rest of the class will be debriefed as well. Teachers will discuss with their class what happened as quickly as possible (eg: before the next break) and how they need to react when the student comes back.
   - Teachers will debrief with the admin team.

The debriefing process may include – help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decisive moments during the sequence of events, evaluate decisions made and identify acceptable options for further situations.

If the student is sent home, the parents / caregivers are to collect him / her from the office area / classroom.

A re-entry meeting with the student, parents/caregivers, teacher and Principal will be organised before the student re-enters the classroom.

The meeting focus is to reconnect the student with school staff and remind the student of the expectations.

Throughout the critical incident the staff member will:

- Avoid escalating the problem behaviour – avoid raising voice, cornering the student, moving the student 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, minimize 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
expectations and identify consequences of continued unacceptable behaviour

- Physical Intervention:
  Trained staff members (who have undertaken Non-Violent Crisis Intervention Training) may make legitimate use of physical intervention if all non-physical interventions have been exhausted and a student is:
  - Physical assaulting another student or staff member
  - Posing an immediate danger to him/herself or to others.

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

5. Consequences for unacceptable behaviour

At Oakey State School, all students are acknowledged and rewarded for following the school expectations. Breaches of the three expectations are considered to either ‘minor’ or ‘major’ in nature. Minor breaches are handled by staff members at the time and major breaches are referred directly to the Administration Team.

6. Network of student support

Supportive – the action taken to employ support for the student, class and teacher. This may mean strategies teachers put in place to assist students or it may mean additional support from other staff in the school for the teacher and student.

Reflective – the actions teachers take when disruptive behaviour occurs. This includes positive correction strategies outlined in the Individual Behaviour Support Plan. All behaviour that is contrary to school and classroom procedures will be managed based on the individual’s involved. Parents of the child/children involved will be informed of some minor (Reflection Thinking Room) and majors (Office Referrals) breaches of behaviour and consequences will be developed based on individual circumstances.

7. Consideration of individual circumstances

8. Related legislation

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

9. Related policies and procedures

- Statement of expectations for a disciplined school environment policy

Template Version Control: 24 January 2014
- Safe, Supportive and Disciplined School Environment
- Inclusive Education
- Enrolment in State Primary, Secondary and Special Schools
- Student Dress Code
- Student Protection
- Hostile People on School Premises, Wilful Disturbance and Trespass
- Police and Child Safety Officer Interviews with Students, and Police Searches at State Educational Institutions
- Acceptable Use of the Department's Information, Communication and Technology (ICT) Network and Systems
- Managing Electronic Identities and Identity Management
- Appropriate Use of Mobile Telephones and other Electronic Equipment by Students
- Temporary Removal of Student Property by School Staff

10. Some related resources

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

Endorsement

Principal

P&C President or Chair, School Council

Date effective: from .............................................. to ..............................................
Bulling and Cyber Bullying

Oakey State School Anti-Bullying Policy

Rationale
All schools in Queensland are committed to taking action to protect students from bullying and to respond appropriately when bullying does occur. The Kandersteg Declaration (Against Bullying in Children and Youth) reported that:

- 'Today, an estimated 200 million children and youth around the world are being abused by their peers.'
- Every child and youth has the right to be respected and safe. Bullying is a violation of this basic human right.
- It is the moral responsibility of adults to ensure these rights are honoured and that healthy development and citizenship are promoted. Many adults want more understanding and strategies to address bullying problems effectively.
- Bullying is a form of aggression, involving the abuse of power in relationships. It is recognized globally as a complex and serious problem. It has many faces, including the use of emerging technologies and various by age, gender and culture.
- Children and youth involved in bullying suffer. Bullying and victimization problems begin early in life and for some last a lifetime.
- Many risk and protective factors associated with bullying are known and prevention programs are being implemented in several countries with encouraging results.
- The mental and physical health, social and academic consequences of bullying have an enormous impact on human and social capital. The costs of bullying burden our education, health care, social services and criminal justice systems, as well as work force productivity and innovation.
- Bullying concerns and affects us all.

Actions to be taken:

- Stop bullying now in all the places where children and youth live, work and play.
- Start prevention efforts early and continue these through childhood and adolescence, targeting known risk and protective factors and prompting healthy relationships.
- Educate and empower all adults involved with children and youth to promote healthy relationships and prevent bullying.
- Use policy and prevention programs, based on scientific research, that are appropriate for age, gender and culture and that involve families, peers, schools and communities.
- Provide ongoing assessment and monitoring necessary to evaluate the success of policy and programs and to guarantee the rights of children and youth.'


School Community beliefs about bullying

It is important that students, staff and parents / carers have a shared understanding of what bullying is, how it impacts on people and how bullying is responded to at Oakey State School. Our school and school community endorses each teacher’s right to teach, each student’s right to learn and the right to safety of all school community members. Bullying undermines our school expectations and prevents students from achieving their full potential in the educational setting. Bullying affects all members of the school community, not simply the bully and the victim and can damage the climate of the class and the supportive environment of the school in general. For these reasons, it cannot be tolerated and must be addressed immediately and with consistancy.

What is bullying?

Bullying is when an individual or group of people with more power than you, repeatedly and intentionally hurt or harm you, which causes you distress and risks your wellbeing. (National Centre Against Bullying definition, adopted by Oakey State School 2014).

Bullying can take many forms. The National Centre Against Bullying identifies four kinds of bullying:

1. Physical bullying

This is when a person (or group of people) uses physical actions to bully, such as repeatedly and intentionally hitting, kicking, tripping, pushing or damaging someone’s property.
2. Verbal Bullying

This is when a person or group repeatedly or systematically name call, use insults, tease, intimidate, use homophobic or racist remarks and verbal abuse against another person.

3. Convert or hidden bullying

This type of bullying is often harder to identify because it happens behind the victim’s back. Its aim is to damage a person’s reputation and humiliate them.

It can include:
- Lying and spreading rumours;
- Negative facial or physical gestures;
- Playing nasty jokes / pranks designed to humiliate;
- Mimicking unkindly;
- Encouraging others to social exclude someone;
- Damaging someone’s social reputation or social acceptance.

4. Cyber Bullying

Cyberbullying can be open or covert bullying behaviours using digital technologies, including texts, emails, posts, images or videos; deliberately excluding others online, nasty gossip or rumours; or imitating others online or using their log-ons. Cyberbullying can happen 24 hours a day in public or private.

In a report commissioned by the Victorian Department of Education and Training (Bernard & Milne, 2008) the main forms of cyber bullying are identified as:
- Flaming: online fights using electronic messages with angry or vulgar messages
- Harassment: repeatedly sending nasty, mean or insulting messages
- Denigration: Posting or sending gossip or rumours about a person to damage his / her reputation or friendships
- Outing: sharing someone’s secrets or embarrassing information or images online
- Exclusion: Intentionally and cruelly excluding someone from an online group
- Cyber stalking: repeated, intense harassment and denigration that includes threats or creates significant fear.

Just as bullying can take many different forms, it can also occur between students, staff and parents/carers. While these instances of bullying are serious and need to be addressed, the focus of this toolkit is on actions to address bullying among students.

What behaviours are not bullying?

While it is important to understand and define what bullying is, it is also important to be clear to the school community, what behaviours are NOT bullying.

The National Centre Against Bullying acknowledges that while the following behaviours are often upsetting to those involved, they do not constitute bullying:
- Single episodes of social rejection or dislike;
- Single episode acts of nastiness or spite;
- Random acts of aggression or intimidation;
- Mutual arguments, disagreements or fights.

While these behaviours would not be considered bullying (because they do not involve deliberate and repeated harms and a power imbalance) they need to be addressed in the same way as other inappropriate student behaviours.

What are the signs of bullying?

Sometimes children who are bullied do not talk about it with parents/carers or teachers. They are concerned that ‘telling’ will make matters worse. Some signs that a child MAY be experiencing bullying may include:

<table>
<thead>
<tr>
<th>Emotional and behavioural signs</th>
<th>Physical signs</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Changes in sleep patterns</td>
<td>- Changes in eating patterns</td>
</tr>
<tr>
<td>- Changes in eating patterns</td>
<td>- Frequent tears or anger</td>
</tr>
<tr>
<td>- Mood swings</td>
<td>- Feels ill in the morning</td>
</tr>
</tbody>
</table>
What do we know about students who bully?

The research shows that student who bully are not necessarily the physically dominant student with self-esteem issues. McNamara (1997) identifies students who bully as often:

- Popular
- Having good leadership skills
- Not malicious in their intent
- Thoughtless in their actions.

In the Action Against Bullying Education Series, Dr Michael Carr-Gregg identified other characteristics of bullies, for example they have:

- High energy
- Good verbal skills and an ability to talk themselves out of trouble
- A high estimation of their own ability
- An ability to manipulate individuals or groups
- An enjoyment of conflict an aggression
- A delight in getting their own way
- The appearance of being popular but often disliked.

What roles can students play in bullying behaviour?

Not all students play a clear role as either the student who is bullying or the students who is being bullied. Students may take on different roles in different circumstances (for example a student who is being bullied in one context, may do the bullying in another or a student who acts as a bystander may intervene and act as a protector if the ring-leader is not around). The Safe to Learn (DCFS, 2007) publication identifies the different roles as:

- Ring Leader: students who through their social power can direct bullying activity.
- Associates: students who actively join in the bullying (sometimes because they are afraid of the ring leader).
- Reinforcers: students who give feedback to the student doing the bullying, for example through comments, by smiling or laughing.
- Outsiders / Bystanders: students remain silent or watch and therefore appear to condone the bullying behaviour or who want to keep themselves safe by not drawing attention to themselves out of fear of the bully.
• Defenders: students who try to intervene to stop the bullying or comfort students who experience bullying.

What are student responsibilities?

Follow an assertive, sequential response to bullying incidents:

1) Move away from the bully and ignore;
2) If the bully follows, tell them to ‘Stop’;
3) If the bully continues, tell the teacher.
4) Bullying incident report logged by student using ‘stymie’ program and followed up by Administration
   Report bullying that happens to another student.

What are the staff responsibilities?

• Watch out for early warning signs of bullying
• Follow the process for investigating alleged bullying incidents:
  o Take the incident seriously
  o Stop;
  o Listen to all sides of the story (victim, bully and witnesses)
  o Act confidentially
  o Discuss with the bully how the victim must feel and how they would like the be in that circumstance;
  o Explain what actions must stop;
  o Check in on the bully and victim to ensure that the bullying has stopped;
  o Record the issue;
  o Contact parents of both parties and advise them of the circumstances, the approach taken to cease this behaviour happening again.
• Use incidents as a positive resource to counter bullying by taking the time to discuss bullying in the classroom when the need arises (after incidents);
• Record and report all incidents of bullying using the school’s Flow Chart of Classroom and Playground Consequences;
• Explicitly teach specific behaviours on the Expectation Matrix that will reduce bullying incidents;

What are parents / caregiver responsibilities?

• Watch out for early warning signs of bullying;
• If your suspect bullying of your child at school, contact the class teacher or school administration immediately;
• Record details of persistent bullying of your child, including the dates, times, settings, types of bullying and identified perpetrators;
• Encourage your child to report persistent school bullying to those in the best position to provide immediate help, i.e., the teaching staff and administration.
• Assure your child that seeking help is okay and is an assertive measure.
• Do not encourage your child to hit back or verbally abuse the bully.
• Be prepared to assist the school in modifying your child’s behaviour if he/she is identified as a bully. Do not accept personal blame for their actions; instead, support the school in its endeavours in assisting your child to overcome problems and be a responsible member of the school community.

Educational Programs

It is important that students, staff and parents/carers understand what bullying is, how it impacts on people and how bullying is responded to at Oakey State School. At Oakey State School we use the following educational strategies:

• Discuss the school’s Anti-Bullying Policy at enrolment interviews;
• Teach the School Wide Positive Behaviour support curriculum in each class;
• Focussed teaching lessons on Anti-Bullying to develop student awareness and abilities to understand, prevent and cope with bullying;
• Promote PBL behaviour expectations through parades, newsletters and the school website;
• Incorporate Anti-bullying lessons into other learning areas;
• Information on Anti-bullying for the school community;
• Staff Professional Development Programs.
Prevention Programs

Effective social skills and positive relationships act to prevent bullying. At Oakey State School we promote effective social skills and positive relationships by:

- School Anti-bullying policy
- Provision of a safe and supportive school environment
- Using an explicit teaching approach to teach our PBL curriculum around our three expectations: Be Safe, Be Respectful, Be a learner.
- Offering some structured activities / extra small group work for a targeted group

Responses to bullying

Reports of bullying will be investigated and acted upon. Responses to bullying might include support for targets of bullying and perpetrators and / or disciplinary measures. It is important as a school that:

Students who experience bullying feel that they:

- Are heard
- Know how to report bullying and get help
- Are confident in the school’s ability to deal with the bullying
- Are helped to feel safe again
- Are helped to rebuild confidence and resilience
- Know how they can get support from others

Students who bully:

- Are held to account for their behaviour and the harm they have cause through appropriate disciplinary measures and learning programs
- Are taught to behaviour in ways that do not cause harm in the future because they have developed their social and emotional skills and knowledge about the effects of their behaviour
- Are support to learn how they can take steps to repair the harm they have caused.

In situations where bullying occurs at Oakey State School, staff at the school will investigate the incident. Following the investigation, they may:

- Apply disciplinary consequences
- Assist students to develop more appropriate social skills
- Implement a behaviour management plan or playground plan for individual students
- Explicitly teach about conflict and bullying
- Implement resilience and anti-bullying programs
- Conduct mediation sessions
- Address bullying in their curriculum.

At Oakey State School, the consequences for bullying might include the following:

- Office referral
- Lunch time reflection
- Parent contact
- Individual behaviour support plan
- In-School suspension
- Loss of leadership positions
- Restitution
- Suspension
- Exclusion
- Natural and logical consequences to suit the individual circumstance eg: loss of privileges

Some related resources

School Wide Positive Behaviour Support

Cybersafety and Cyberbullying: A guide for parents and caregivers

Alannah and Madeline Foundation
http://www.amf.org.au/Aboutus/
BOUNCE BACK

FRIENDS for life
www.friendsinfo.net/index.html/

National Centre Against Bullying
http://www.ncab.org.au/about/
### Oakey State School Behaviour Expectations – v4

<table>
<thead>
<tr>
<th>Setting</th>
<th>At all times</th>
<th>Classroom &amp; Learning Areas</th>
<th>Play Areas Oval / Hall &amp; Grounds</th>
<th>Walkways / Transitioning including stairwells</th>
<th>Eating Areas (Classrooms)</th>
<th>Tuckshop</th>
<th>Toilets</th>
<th>Bus Stop Areas</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Right place, right time</td>
<td>Right to teach</td>
<td>Use playground/sports equipment for intended purpose</td>
<td>Walk around and between buildings</td>
<td>Follow lunchbox procedures</td>
<td>Wait in line to be served</td>
<td>Wash hands</td>
<td>Sit in correct area</td>
</tr>
<tr>
<td></td>
<td>Ask permission to leave</td>
<td>Be active listener</td>
<td>Hats on heads</td>
<td>Keep left</td>
<td>Sit down to eat</td>
<td>RESPECT others privacy</td>
<td>NO food/drink in toilets</td>
<td>Remain inside school grounds until bus has stopped</td>
</tr>
<tr>
<td></td>
<td>Keep body to self</td>
<td>Respect differences</td>
<td>Shoes on feet</td>
<td>Use closest stairs</td>
<td>Rubbish in bins</td>
<td>Use toilet appropriately</td>
<td>Straight there and back</td>
<td>Enter and travel on the bus in a safe manner</td>
</tr>
<tr>
<td></td>
<td>Use equipment appropriately</td>
<td>Raise hand to speak and wait turn</td>
<td>Running games on the grass</td>
<td>Stay on paths</td>
<td>Eat my own food</td>
<td></td>
<td>No playing</td>
<td>Follow bus code of conduct</td>
</tr>
<tr>
<td></td>
<td>Report problems</td>
<td></td>
<td></td>
<td>Sit inside the school ground while waiting to go home</td>
<td>Leave eating area when instructed to</td>
<td></td>
<td>Use correct toilet area</td>
<td>Know which bus to catch</td>
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<tr>
<td></td>
<td>Follow staff directions</td>
<td></td>
<td></td>
<td></td>
<td>Quiet voices</td>
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<td></td>
<td>Be water wise</td>
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<tr>
<td></td>
<td>Stop, look, listen</td>
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## Minor/Major Behaviour Continuum

<table>
<thead>
<tr>
<th>Level</th>
<th>Definition</th>
<th>Examples</th>
<th>Adult Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Level 0</strong>&lt;br&gt;Non-problem</td>
<td>Common behaviours that are brief in duration and do not interfere with instruction or learning. May be attributed to age or normal human needs. Typically self-correcting.</td>
<td>• Brief inattention or day dreaming&lt;br&gt;• Some quiet talking during a transition&lt;br&gt;• Short pause while working</td>
<td>None. A reaction would consume too much energy, interrupt lessons and detract from a positive climate.</td>
</tr>
<tr>
<td><strong>Level I</strong>&lt;br&gt;Minor problem</td>
<td>Infrequent behaviours that can be simply managed by an individual staff member and run counter to expectations or class procedures but do not seriously interfere with learning. If left unattended, likely to persist or spread until learning and teaching is undermined.</td>
<td>• Calling out without raising hand&lt;br&gt;• Leaving seat&lt;br&gt;• Off-task/doing unrelated activity&lt;br&gt;• Passing notes&lt;br&gt;• Excessive social talking</td>
<td>• Proximity&lt;br&gt;• Non-verbal cue/redirection&lt;br&gt;• Selectively attend (praise correction&lt;br&gt;• Redirect to learning&lt;br&gt;• Prompt/Rule reminder&lt;br&gt;• Restitution (fix, repair, replace – if make a mess clean it up)&lt;br&gt;• Review/re-teach routine&lt;br&gt;• Change/modify activity, task</td>
</tr>
<tr>
<td><strong>Level II</strong>&lt;br&gt;Moderate Minor Problem</td>
<td>Behaviours that disrupt and activity or interfere with learning, usually limited to a single student or a few students not acting together. Minor problem behaviours that occur so frequently that they constitute a threat to learning. Or minor problems engaged in by many students. No longer manageable by the class teacher without support (or staff on PG duty)</td>
<td>• Not following instructions&lt;br&gt;• Arguing/disrespectful with teacher/ not accepting correction&lt;br&gt;• Indirect physical aggression&lt;br&gt;• Chronic off-task&lt;br&gt;• Roaming around room at will&lt;br&gt;• Poor work completion&lt;br&gt;• Work refusal&lt;br&gt;• Minor property damage&lt;br&gt;• Low level physical aggression without malicious intent</td>
<td>• Re-direct to learning&lt;br&gt;• Provide choice (when, where, how, with whom)&lt;br&gt;• Student conference (can be short and brief)&lt;br&gt;• Increase group/individual teaching/after class support&lt;br&gt;• Change seating&lt;br&gt;• Re-teach/ role place practice&lt;br&gt;• Home contact/ meeting&lt;br&gt;• Use calm down area to student if needed&lt;br&gt;• Request Tier 2 support&lt;br&gt;• Individual support plan</td>
</tr>
<tr>
<td><strong>Level III</strong>&lt;br&gt;Major**&lt;br&gt;Problem</td>
<td>Behaviours that present a threat to the good order, safety and learning environment. Student is out of instructional control – unable to respond to adult teaching. May be a critical incident needing immediate assistance and to be managed by or through admin.</td>
<td>• Illegal or dangerous behaviour or infraction of major school rule, EQ policy&lt;br&gt;• Refusal to follow adult direction or accept correction&lt;br&gt;• Level II behaviours that have not responded interventions</td>
<td>• Referral to office/admin&lt;br&gt;• Restitution&lt;br&gt;• Home contact&lt;br&gt;• Flexible Attendance arrangement&lt;br&gt;• Individual Intensive Intervention and Support&lt;br&gt;• School suspension&lt;br&gt;• Exclusion&lt;br&gt;• Detention</td>
</tr>
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In ALL circumstances the safety of all students is paramount. Consider the removal of students from an area if unsafe.
# Identifying Major and Minor One School Problem Behaviours

<table>
<thead>
<tr>
<th>Behaviour</th>
<th>MINOR</th>
<th>MAJOR</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Behaviours that:</td>
<td>Behaviours that:</td>
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<tr>
<td></td>
<td>1. Do not significantly violate the rights of others.</td>
<td>1. Significantly violate the rights of others.</td>
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<td>3. Do not require Admin involvement</td>
<td>3. Require Admin involvement</td>
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<tr>
<td>Bullying / Harassment</td>
<td>Student engages in low level, repeated behaviour intended to annoy, bother or belittling others.</td>
<td>Student engages in deliberate, persistent and repeated threats, intimidation, negative comments or personal attacks based on race, gender, religion, appearance, ethnicity, disability or other personal matters.</td>
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<td></td>
<td>• Excluding others</td>
<td>• Sexual comments intended to intimidate.</td>
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<td></td>
<td>• “Go away we don’t like you”</td>
<td>• Verbal and physical threats to harm another person.</td>
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<td></td>
<td>• “You play like a girl”</td>
<td>• Inappropriate touching of others</td>
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<td></td>
<td>• Insults</td>
<td>• Encouraging/instigating others to fight</td>
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<td>• Forcing another student to hand over tuckshop money</td>
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<tr>
<td>Defiant / Threat/s to adults</td>
<td>Refusal to follow adult directions (or comply with redirection)</td>
<td>Repeated and defiant refusal to follow adult directions</td>
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<td></td>
<td>• “No, I’m not doing it!”</td>
<td>Student threatens an adult when given a direction</td>
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<td>• Walking away while being spoken to by an adult</td>
<td>• Yelling at an adult and refusing to follow instructions</td>
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<td></td>
<td>• “You can’t make me!”</td>
<td>• Abusive/threatening language or gestures towards adults</td>
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<tr>
<td>Disruptive</td>
<td>Low-intensity inappropriate behaviour that disrupts or disturbs teaching and learning</td>
<td>Repeated behaviour that deliberately disrupts teaching and learning for a prolonged period of time</td>
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<tr>
<td></td>
<td>• Inappropriate, non-related talking</td>
<td>• Sustained loud talking</td>
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<td></td>
<td>• Talking over teacher/ calling out</td>
<td>• Constant noises with materials</td>
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<td>• Tapping pencils or other objects</td>
<td>• Out-of-seat behaviour that continually deliberately disturbs others</td>
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<td>• Playing with objects/toys</td>
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<td>• Hiding from teacher</td>
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<td></td>
<td>• Deliberately making distracting noises</td>
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<td></td>
<td>• Talking to others to distract from learning</td>
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<td></td>
<td>• Wandering around room</td>
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<tr>
<td>Behaviour</td>
<td>MINOR</td>
<td>MAJOR</td>
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<tr>
<td><strong>Dress Code</strong></td>
<td>Wearing items of clothing that are not part of the school uniform</td>
<td>Wearing of clothing that does not comply with expected standards of dress including immodest, offensive or inappropriate clothing</td>
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<tr>
<td></td>
<td>• Clothing not approved by uniform policy</td>
<td>• In appropriate clothing on free dress day</td>
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<td></td>
<td>• <strong>Hooded jumpers</strong></td>
<td>• Student refuses to comply with dress code despite being offered assistance to solve problem</td>
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<td></td>
<td>• Wearing clothing displaying offensive, obscene language or imagery</td>
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<td></td>
<td>• No hat in playground</td>
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<td></td>
<td>• Shoes off in playground</td>
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<tr>
<td><strong>IT Misconduct</strong></td>
<td>Student engages in non-serious but inappropriate (as per IT Policy) use of personal or school technology without permission</td>
<td>Student engages in serious misuse of personal or school technology (as per IT Policy)</td>
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<tr>
<td></td>
<td>• Sending inappropriate emails, video material etc.</td>
<td>• Sending malicious emails, offensive video material etc.</td>
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<tr>
<td></td>
<td>• Refusal to turn off devices when requested</td>
<td>• Accessing or displaying pornographic material</td>
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<tr>
<td></td>
<td>• Repeated use of personal technology</td>
<td>• Recording students (self or others) engaging in socially unacceptable behaviour</td>
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<tr>
<td></td>
<td>• Possession and/or use of iPad, iPod, mobile phone, hand-held electronic games without permission</td>
<td>• Uploading recording of behaviour violations</td>
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<td></td>
<td>• Sharing personal password with others</td>
<td>• Accessing or using adult-only social media</td>
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<tr>
<td></td>
<td>• Using another’s password</td>
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<tr>
<td><strong>Late</strong></td>
<td>Arrives late at school or class without adequate reason</td>
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<td></td>
<td>• Arrives purposefully late for school or class</td>
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<td></td>
<td>• Purposeful extended absence from class without permission e.g. hiding under stairs/ in toilets / around hall/buildings/car parks</td>
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<tr>
<td>Behaviour</td>
<td>MINOR</td>
<td>Examples</td>
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<tr>
<td>Lying/Cheating</td>
<td>Engaging in minor, low level, lying/cheating</td>
<td>• Starting stories</td>
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<td></td>
<td>• Consistently cheating to win e.g. during a cricket game</td>
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<td></td>
<td></td>
<td>• Being untruthful to avoid responsibility for actions</td>
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<td></td>
<td></td>
<td>• Not following the rules of a game</td>
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<tr>
<td>Misconduct involving object</td>
<td>Using objects in ways that are unsafe or could potentially harm self or others</td>
<td>• Inappropriate throwing objects (stones/sticks, balls)</td>
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<tr>
<td></td>
<td></td>
<td>• Swinging or climbing on stairs or part of a building</td>
</tr>
<tr>
<td>Non-compliant with routine</td>
<td>Brief or low-intensity failure to follow known routines</td>
<td>• Running on hard surfaces/around buildings</td>
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<td></td>
<td>Not following class or school rules, expectations and routines</td>
<td>• Talking loudly while moving between classes</td>
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<td>• In the wrong place at the wrong time (e.g. out of bounds)</td>
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<tr>
<td>Other conduct prejudicial to the good order and management of school</td>
<td>Unsafe or disruptive behaviour outside classrooms. Movement around school not involving hurting anyone else</td>
<td>• Running on cement or around buildings</td>
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<td>• Running on stairs and verandahs</td>
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<td>• Sliding down stair railings</td>
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<td>• Riding bikes, scooters or skateboards in school grounds</td>
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<tr>
<td></td>
<td></td>
<td>• Entering out of bounds areas</td>
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<td>• Playing games not approved by school</td>
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<tr>
<td>Behaviour</td>
<td>MINOR</td>
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<tr>
<td>Physical Misconduct</td>
<td>Non serious, but inappropriate physical contact/touching which does not result in injury</td>
<td>Actions involving serious physical contact where injury may occur. Intent to cause injury, harm to others, or threatening others</td>
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<tr>
<td></td>
<td>• Pushing/shoving</td>
<td>• Fighting</td>
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<td></td>
<td>• Inappropriate physical contact</td>
<td>• Punching</td>
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<td>• Rough play e.g. wrestling</td>
<td>• Hitting with an object</td>
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<td></td>
<td>• Throwing objects, food</td>
<td>• Playing tackle football</td>
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<td></td>
<td>• Tripping others</td>
<td>• Kicking/scratching</td>
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<td></td>
<td>• Spitting on ground</td>
<td>• Using or intent to use sharp/dangerous object or weapon</td>
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<td></td>
<td>• Flicking hats</td>
<td>• Slapping/choking</td>
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<td></td>
<td></td>
<td>• Tackling/slinging to ground</td>
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<tr>
<td>Prohibited items</td>
<td>Student uses and shows other students non-dangerous, prohibited items</td>
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<td></td>
<td>• Eating chewing gum</td>
<td>• Hair pulling</td>
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<td></td>
<td>• Disposing of chewing gum inappropriately</td>
<td>• Spitting at or on another</td>
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<td></td>
<td>• Biting</td>
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<td>• Dacking/flicking bag straps</td>
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<td></td>
<td>• Inappropriate physical touching</td>
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<td></td>
<td></td>
<td>• Throwing objects at another</td>
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<tr>
<td>Possess prohibited items</td>
<td>Student found in possession of prohibited items (but not using them)</td>
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<td></td>
<td>• Cigarette lighter/matches etc.</td>
<td>• Weapons</td>
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<td></td>
<td>• Chewing gum</td>
<td>• Inappropriate published/downloaded</td>
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<td></td>
<td>• Aerosol deodorant/repellents</td>
<td>• Pornographic material/how to construct illegal objects/materials</td>
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<td>• Spray can/aerosols</td>
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<td></td>
<td></td>
<td>• Cigarettes, lighter, matches</td>
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<tr>
<td>Behaviour</td>
<td>MINOR</td>
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<tr>
<td>Property misconduct</td>
<td>Low intensity misuse of property by using school or other equipment inappropriately without causing damage or harm</td>
<td>Student willfully damages or misuses property that results in substantial destruction or disfigurement of property</td>
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<tr>
<td></td>
<td>• Playing with scissors</td>
<td>• Deliberate breaking or damage to property (own or others)</td>
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<td></td>
<td>• Kicking over furniture scribbling or writing in inappropriate areas</td>
<td>• Deliberate sabotage of equipment or property</td>
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<td>• Hiding others school belonging</td>
<td>• Deliberate vandalism</td>
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<td></td>
<td>• Not storing items in their place</td>
<td>• Stealing valuable property that belongs at school, or to the school, or that of others</td>
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<td>• Tearing pages from a book</td>
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<td>• Snapping rulers, pencils, crayons, erasers etc.</td>
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<td>• Taking other’s things to use – but not stealing (e.g. opening other’s tidy trays)</td>
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<td>• Throwing waste on the floor</td>
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<tr>
<td>Refusal to participate in program of instruction</td>
<td>Student chooses not to engage in their program by passive actions; fails to do instructions or offers of assistance</td>
<td>With teacher request to begin work/tasks (escalation of minor refusal)</td>
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<td></td>
<td>• “I’m not doing this!”</td>
<td>• Persistent/defiant refusal to attempt task</td>
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<td></td>
<td>• Task avoidance/doing activities other set learning</td>
<td>• Temper tantrum/anger outburst</td>
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<td>• Refusing to bring required materials</td>
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<td></td>
<td>• Arms folded, head on desk</td>
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<td></td>
<td>• Walking away or around classroom</td>
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<tr>
<td></td>
<td>• “You can’t make me”</td>
<td></td>
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<tr>
<td>Substance misconduct involving illicit substance</td>
<td>•</td>
<td>Student is in possession or supporting another student in accessing illicit substance (illegal drugs)</td>
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<tr>
<td>Substance misconduct involving tobacco and other legal substances</td>
<td>•</td>
<td>Supplying or using illicit substance</td>
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<td>Alcohol</td>
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<td>Smoking</td>
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<td>Prescription medication</td>
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<td>Sniffing aerosols/glues</td>
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<tr>
<td>Behaviour</td>
<td>Definition</td>
<td>MINOR</td>
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<tr>
<td>Third minor referral</td>
<td>Repeated problem behaviour despite staff support, correction and intervention requiring Minor level support</td>
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| Threats to others  | Student threatens to harm others (low likelihood of it being carried out)  | • Aggressive body language  
• Verbal taunts  
• Written taunts  
• Making verbal threats to others e.g. “I’ll get you after school” “You’re dead” | • Student threatens with the intention of causing physical or emotional harm others in a more aggressive manner  
• Encouraging/instigating others to fight  
• Making a verbal or written threat with the intention of carrying it out |
| Truant/skip class  | Student in school ground but not in their timetabled class                | • Student wandering around school  
• Attending a non-timetabled class without permission  
• Hiding in toilet  
• Hiding in various other locations | • Unexplained absence (with or without parent/guardian knowledge)  
• Leaving school without permission  
• Repeated failure to attend classes or school  
• Early departure without permission or signing out  
• Repeated absence from school without carer’s permission |
| Verbal misconduct  | Student engages in low intensity repeated use of inappropriate language   | • Swearing – e.g. when they make a mistake  
• Numbles obscenity in frustration  
• Name calling  
• Tis is “crap”  
• Talking back  
• Yelling at another student  
• Disrespectful tone  
• Insolent response to instructions  
• Muted or inferred swearing  
• Calling out  
• Disrespectful response – ‘whatever’ | • Swearing or curse words directed toward others in a demeaning, provoking or aggressive manner.  
• Disrespectful messages and actions include negative comments based on race, religion, gender, age, national origin, verbal attacks based on ethnic origin, disabilities or other personal matters  
• Swearing, use of abusive language at another person  
• Deliberate use of offensive language in front of class or in a public area  
• Discriminatory or racist remarks  
• Arguing aggressively with an adult |
| Other              | Student engages in any other minor behaviour which do not fall into the above categories | • Rolling eyes  
• Inappropriate hand gestures | • Problem behaviour causing this referral is not listed above. Staff using this area will specify the problem behaviour observed  
• Aggressive body language |