



The Code of School Behaviour

Better Behaviour
Better Learning

Alligator Creek State School's *Responsible Behaviour Plan for Students*

based on *The Code of School Behaviour*



1. Purpose

Alligator Creek 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.

This Responsible Behaviour Plan for Students is designed to facilitate high standards of behaviour so that the learning and teaching in our school can be effective and students can participate positively within our school community.

2. Consultation and data review

Alligator Creek State School developed this plan in collaboration with our school community. Broad consultation with parents, staff and students was undertaken through survey distribution and community meetings held during 2018. A review of school data sets from 2017-2019 also informed the development process.

The Plan was endorsed by the Principal and the President of the P&C.

3. Learning and behaviour statement

All areas of Alligator Creek 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 plain to everyone, assisting Alligator Creek 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:

- Gators are safe
- Gators are responsible
- Gators are respectful.
- Gators are learners

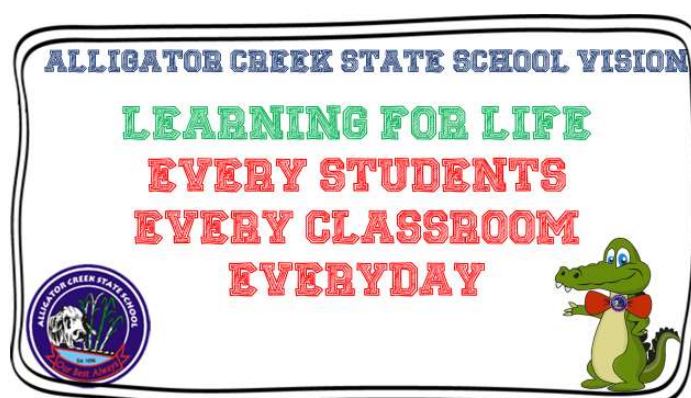
Our school rules have been agreed upon and endorsed by all staff and our school P&C. They are aligned with the values, principles and expected standards outlined in Education Queensland's Code of School Behaviour.

4. Processes for facilitating standards of positive behaviour and responding to unacceptable behaviour


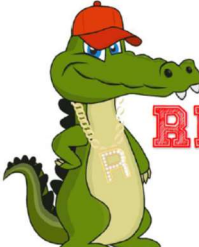


Universal Behaviour Support

The first step in facilitating standards of positive behaviour is communicating those standards to **all** students. At 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 rules. The School wide Expectations Teaching Matrix below outlines our agreed rules and specific behavioural expectations in all school settings.





GATORS ARE.....



<p>SAFE</p> 	<p>RESPECTFUL</p> 
<p>RESPONSIBLE</p> 	<p>LEARNERS</p> 






ACSS Classroom Matrix

	All settings	Entering / Exiting the Classroom	Using Class/ Personal Equipment	Transitions between Desks and Floor	Listening/ following Teachers Directions	Gaining Teacher Attention	Working at Desks/ Presentation of Work	Working in Groups	Other Adults
 LEARNER	<ul style="list-style-type: none"> Give your full effort Ask questions/ contribute Work in a suitable timeframe 	<ul style="list-style-type: none"> Be ready and line up & wait in 2 lines Bring in all equipment Settle and sit quickly Listen to directions Pack up appropriately 	<ul style="list-style-type: none"> Organise equipment and have it ready for learning Hand up if you need equipment 	<ul style="list-style-type: none"> Tidy desks and the floor before moving Put rubbish in the bin Move in a timely & appropriate manner Sit or stand where the teacher can see you 	<ul style="list-style-type: none"> Follow teacher instructions Super 6 Listen to all instructions before moving or starting work Accept feedback positively on how to improve 	<ul style="list-style-type: none"> Raise your hand up to speak Allow others to continue speaking or working while waiting Ask a peer or hand up if unsure what to do Continue working or listening while waiting for the teacher 	<ul style="list-style-type: none"> Give your full effort Start and finish work in a suitable timeframe Help peers if required Continually try to improve On task while working 	<ul style="list-style-type: none"> Follow instructions Stay on task Allow others to speak and take turns Be fair 	<ul style="list-style-type: none"> Continue with normal class routines where possible – the first time Be helpful Accept consequences
 SAFE	<ul style="list-style-type: none"> Follow class rules Keep hands and feet to self Walk Ask permission to leave the room 	<ul style="list-style-type: none"> Walk Give way to people exiting Keep to the left – including the pathways Put chairs up & down carefully 	<ul style="list-style-type: none"> Use equipment for the right purpose Pass equipment with care 	<ul style="list-style-type: none"> Walk Wait your turn Tuck chairs under tables Be aware of others Hands in laps/arms folded when seated 	<ul style="list-style-type: none"> Follow classroom rules 	<ul style="list-style-type: none"> Stay seated Keep still 	<ul style="list-style-type: none"> Stay seated Two feet on the floor Keep hands and feet to yourself Use equipment with care and respect 	<ul style="list-style-type: none"> Keep hands and feet to yourself Stay with your group Use equipment sensibly 	<ul style="list-style-type: none"> Continue to follow class and school rules Ask permission to leave the room

 RESPECTFUL	<ul style="list-style-type: none"> • Follow adult instructions • Hand up to speak • Quiet voices • Positive body language • Use manners • Treat others the way you want to be treated • Wear the school inform with pride 	<ul style="list-style-type: none"> • Quiet voices • Enter other classrooms respectfully • Remove hats 	<ul style="list-style-type: none"> • Ask permission to use other's equipment • Treat equipment with care 	<ul style="list-style-type: none"> • Give way to others • Move quietly • Allow others their personal space 	<ul style="list-style-type: none"> • Super 6 • Hand up & wait 	<ul style="list-style-type: none"> • Hand up and wait patiently • Use manners • Wait for others to finish before speaking 	<ul style="list-style-type: none"> • Work quietly and allow others to work • Take pride in bookwork and present work as neatly as possible 	<ul style="list-style-type: none"> • Look at the speaker • Take turns • Listen to others • Use manners • Treat others the way you want to be treated 	<ul style="list-style-type: none"> • Display pride in the school and class • Be resilient to change • Follow any new instructions and routines sensibly • Hand up to speak • Use manners
 RESPONSIBLE	<ul style="list-style-type: none"> • Report problems to the teacher • Take care of all equipment • Solve problems calmly • Accept positive and negative consequences • Use toilets at appropriate times • Work to the best of your ability 	<ul style="list-style-type: none"> • Drink and go to the toilet before lining up • Be on time • Hats in bags • Zip up bags and place them neatly on the port rack or hang on a hook • Organise your belongings • Be where you need to be 	<ul style="list-style-type: none"> • Return equipment to the right place • Report broken equipment to the teacher • Use morning time (8:30am bell) to be organised for lessons 	<ul style="list-style-type: none"> • Tidy desks and the floor before moving • Move in a timely & appropriate manner • Sit or stand where the teacher can see you 	<ul style="list-style-type: none"> • Follow staff and parent instructions • Super 6 • Listen to all instructions before moving or starting work • Accept feedback positively on how to improve 	<ul style="list-style-type: none"> • Allow others to continue speaking or working while waiting • Be patient • Put your hand up and wait until acknowledged 	<ul style="list-style-type: none"> • Have equipment ready • Stay focussed on tasks • Ignore distractions • Keep work area tidy and organised • Take pride in your work 	<ul style="list-style-type: none"> • Participate equally • Value contributions • Encourage and assist others • Take turns • Stay on task 	<ul style="list-style-type: none"> • Continue to work to the best of your ability • Work in a suitable timeframe for that lesson




ACSS Non-Classroom Matrix

	All Settings	Playground Ovals	Tuckshop	Parade	Bus Line	Library/ Computer	Sport Area	Toilets	Transitions
 LEARNER	<ul style="list-style-type: none"> • Give everything your best effort • Stay focused and positive 	<ul style="list-style-type: none"> • Follow and negotiate the rules of the game • Try new games with new people • 1st bell stop, get a drink, go to the toilet • 2nd bell you are lined up ready for class 	<ul style="list-style-type: none"> • Know what you want to order • Have your money ready • Know your class 	<ul style="list-style-type: none"> • Learn and attempt to sing the National anthem • Learn our school motto "Our Best Always" • Learn our 4 rules: Gators are Safe, Respectful, Responsible, Learners 	<ul style="list-style-type: none"> • Help younger students • Know your bus and driver 	<ul style="list-style-type: none"> • Borrow and return books regularly • Use appropriate websites • Know your log in details • Know how to change your password • Learn the correct use of all equipment 	<ul style="list-style-type: none"> • Return equipment on time • Negotiate rules when having equipment 	<ul style="list-style-type: none"> • Use the toilet during break times • Return to class quickly during learning time 	<ul style="list-style-type: none"> • Line up quietly when the bell rings



SAFE

<ul style="list-style-type: none"> • No playing on playground before and after school unless being supervised by parent • Follow the rule • Stay in the fenced boundary • Keep hands and feet to yourself • Be where you should be at all times <p>Before School</p> <ul style="list-style-type: none"> • Wear your hat • Report to supervised areas <p>After School</p> <ul style="list-style-type: none"> • Be where you should be • Report to supervised areas and wait for your parent 	<ul style="list-style-type: none"> • Stay inside the fenced area • Hands off rule • Consider others when moving around • Be aware of your surroundings 	<ul style="list-style-type: none"> • Keep hands and feet to yourself in your line • Walk to and from the tuckshop • Wait for friends away from the tuckshop • Line up patiently 	<ul style="list-style-type: none"> • Walk quietly in to lines • Sit on your bottom with your legs crossed and hands in laps • Keep hands and feet to yourself 	<ul style="list-style-type: none"> • Walk directly to your bus line • Stand in your bus line • Hands off rule • Follow staff directions 	<ul style="list-style-type: none"> • Follow hands off rule • Walk at all times • Report computer issues immediately • Remain at your computer 	<ul style="list-style-type: none"> • Wait your turn • Use equipment for its intended purpose • Keep sports equipment in the school grounds • Walk on and around fixed equipment • Stay below the monkey bars 	<ul style="list-style-type: none"> • One person in each cubicle • Wash hands • Keep food outside of the toilet are • Walk • Use toilet basins for their intended purpose • Report inappropriate use immediately • Keep your poo in the toilet and not on the walls 	<ul style="list-style-type: none"> • Walk in 2 quiet lines and keep to the left • Use hand rails • Be aware of traffic near carparks
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 RESPECTFUL	<ul style="list-style-type: none"> • Follow adult instructions • Good listening • Treat others the way you want to be treated • Use of appropriate language 	<ul style="list-style-type: none"> • Play fairly and take turns • Follow teacher instructions • Speak politely • Hands off rule 	<ul style="list-style-type: none"> • Follow adult instructions • Line up and wait for your turn • Use quiet voices and nice manner 	<ul style="list-style-type: none"> • Follow adult instructions • Remove hats • Enter and leave quietly • Use manner when receiving awards • Clap politely when directed • Listen and look at the speaker • Have respectful body language 	<ul style="list-style-type: none"> • Follow adult instructions • Speak quietly and politely in the bus line and on the bus • Greet and thank the bus driver 	<ul style="list-style-type: none"> • Follow adult instructions • Quiet voices • Return books carefully • Treat computer equipment with care 	<ul style="list-style-type: none"> • Follow adult instructions • Use manners when borrowing equipment • Use kind words • Share items • Include others in play 	<ul style="list-style-type: none"> • Follow adult instructions • Allow others privacy • Clean up after yourself • Speak quietly and politely 	<ul style="list-style-type: none"> • Follow adult instructions • Walk quietly • Respect others property • Knock and wait at the door when delivering messages
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RESPONSIBLE



<ul style="list-style-type: none"> • Being truthful • Take care of property • Think about and accept consequences of all choices • Report any problems to an adult • Always being neat, tidy and presentable • Being in the correct place at the correct time 	<ul style="list-style-type: none"> • Put any rubbish in the bins • Solve problems calmly together • Sit and stay in you class area during eating time • Use and return all equipment sensibly • Report any problems to any adult 	<ul style="list-style-type: none"> • Put any rubbish in the bins • Tuckshop money is for you only • Sit down to eat • Report problems to adults on duty • Order tuckshop prior to the school day 	<ul style="list-style-type: none"> • Sit in designated area directed by your teacher • Stand talk with your hands by your side during the national anthem • It without talking or disrupting others • Positive participation • Whole body active listening 	<ul style="list-style-type: none"> • Go to the correct lines quickly • Remain seated on the bus • Take care of your belongings • Report any problems to the bus driver or teacher on duty • Speak kindly and act kindly towards others 	<ul style="list-style-type: none"> • Wait quietly for the teacher before entering • Return books to the correct place • Put chairs in when finished • Report problems to the teacher • Focus on your work station only • Leave all work stations in a tidy manner • Log off your computer before leaving • Last class is to shut down the computers • Put the keyboard on the tower before leaving 	<ul style="list-style-type: none"> • Borrow and return all equipment neatly • Care for the sports equipment and always return it to the correct place • Report broken equipment and problems to the teacher on duty 	<ul style="list-style-type: none"> • Report any problems to teachers on duty • Use toilet paper, taps and urinals correctly • Flush the toilet • Wait for friend outside • No playing in or around the toilets • Keep food outside 	<ul style="list-style-type: none"> • 2 straight lines • Wait quietly before entering rooms • Place bags on hooks or racks neatly • Have all your equipment ready for learning • Sty on the left side when moving to other areas • Keep your body to yourself • Move quietly
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These expectations are communicated to students via a number of strategies, including:

- Behaviour lessons conducted by classroom teachers;
- Reinforcement of learning from behaviour lessons at School Assemblies and during active supervision by staff during classroom and non-classroom activities.

Alligator Creek 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.
- School Behaviour Leadership team members' regular provision of information to staff and parents, and support to others in sharing successful practices.

Comprehensive induction programs in the Alligator Creek State School 'sResponsible Behaviour Plan for Students delivered to new students as well as new and relief staff.

- Individual support profiles developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings.

Specific policies have been developed to address:

- The Use of Personal Technology Devices at School (Appendix 1);
- Procedures for Preventing and Responding to Incidents of Bullying (Appendix 2); and
- Appropriate Use of Social Media (Appendix 3).

Expected Behaviour

Encouraging Expected Behaviour

The purpose of school wide recognition is to acknowledge and provide feedback to students and staff who provide positive demonstrations of the school's behaviour expectations. Research shows that the most effective way is to catch students doing the right thing and give them feedback.

Three Levels of a Whole School Acknowledgements

1.	Free and frequent	Greeting students by name Oh Snap rewards Variety of classroom Reward Systems Positive reinforcement (verbal) Post cards
2.	Short Term	Message to parents and phone calls/emails Feedback on assessment Recognition on parade (Student of the week)
3.	Strong and Long Term	Commendations Semester Report Card Comments End of School year Parade <i>Other Recognition events</i> <i>Oh snaps Party</i>

What should Oh Snap rewards be issued for?

Rewards should be issued by a teacher to a student in the following categories:

We are Learners 1 – Prepared for Class

May include: having all equipment, completing homework; in line on time.

We are Learners 2 – Academic Achievement

May include: submitting assessment work on time; commitment to improvement; performing to the best of your ability.

We are Learners 3 – Positive Participation

May include: contributing in class; consistent effort; volunteering.

We are Respectful 1 – Follow all Directions

May include both classroom and outdoor settings.

We are Respectful 2 – Appropriate Conduct

May include: classroom entry and exit routines; listening and responding politely; good etiquette.

We are Respectful 3 – Display School Pride

May include: wearing school uniform; representing the school in public; showing the Alligator Creek Way.

We are Safe 1 – Look out for Each Other

May include: acts of kindness; involvement in mediations; supporting others.

We are Safe 2 – Care for the Environment

May include: proper use of equipment; putting rubbish in the bin; keeping pathways clear.

We are Safe 3 – Make Safe Choices

May include: being sun safe; moving safely; playing fairly.

Staff are issued with a pre-determined number of Oh Snap rewards each week to be used to students when observing behaviours that align with a category above. These reward credits expire at the end of each week. Teachers will develop their own equitable system for the distribution of rewards.

Classroom-Based Reward Systems

Teachers are encouraged to develop their own classroom-based rewards systems for on-going acknowledgement of desired behaviours to dovetail in with the Oh Snap rewards system. Affective classroom-based positive reward systems are very helpful in managing classroom behaviour. Types of systems can be many and varied, and any ideas should be discussed and shared with your principal.

Reinforcing expected school behaviour

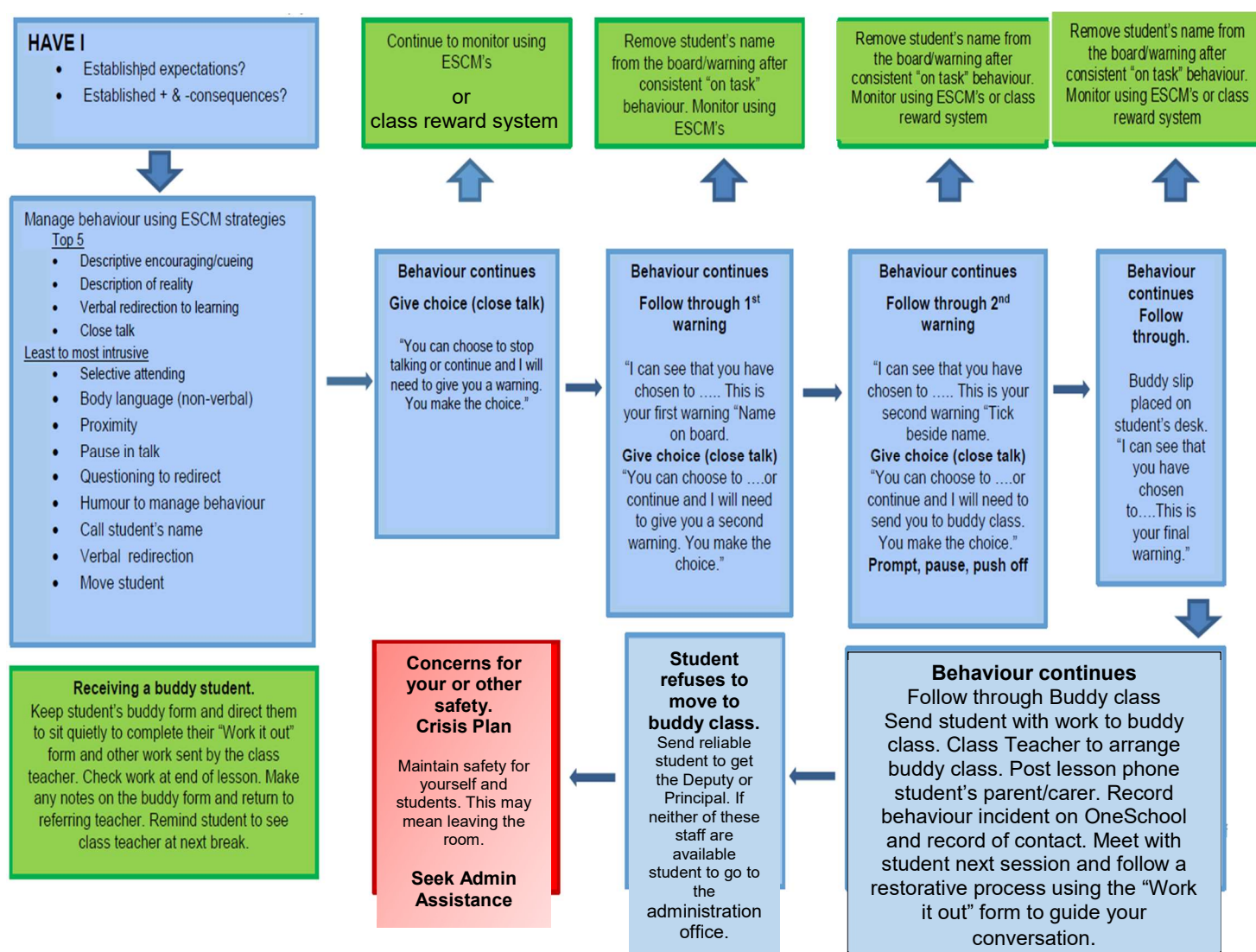
Alligator Creek State School Positive Notice

Staff members hand out Positive Notice cards each day to students when they observe them following school rules in both classroom and non-classroom areas. This reinforcement occurs continually throughout the day. When they 'Snap' a student following the rules they can choose to give them a "Oh Snap!". When students are given "Oh Snap!" they drop the card in one of the designated mail boxes on parade.

On parade 2 Oh Snap cards are picked at random from cohort boxes. These students are issued with a voucher that can be redeemed at the tuckshop. Cards are never taken off students as a consequence for problem behaviour.

Responding to Unacceptable Behaviour

Buddy Class Flow Chart - Minor Behaviours



* Major behaviours referred to Admin immediately (phone Lyn or Sharon)

* Students on an Individual Behaviour Management Card will be adapted to flow chart

5. Consequences for unacceptable behaviour

Minor and Major Negative Behaviour Categories

The following definitions are useful starting points when responding to student behaviour.

- **Minor** - problem behaviours that are managed exclusively by individual staff members, typically (but not always) at the time of the incident.
- **Major** - problem behaviours that are referred to a third party, typically a Deputy or Principal, or a HOD/senior colleague. Referrals can be immediate (unsafe or highly disruptive behaviour warranting immediate assistance/follow-up) or as a result of repeated instances of minor behaviour that has not diminished in frequency despite repeated intervention. Such behaviours are also characterised as *persistent minors*.

Minor behaviours:

- Are of an intensity that does not seriously harm others or causes staff to suspect that the student may be harmed;
- Do not violate the rights of others in any serious way (e.g. their learning is not grossly impeded / interrupted)
- Are not part of an *ongoing* pattern of problem behaviours (although their initial repetition may bring them to the teacher's attention)

Therefore, they do not require the involvement of the deputy and principal or warrant referral to specialist support staff.

Major behaviours are those that:

- Significantly violate the rights of others
- Remain persistent in intensity and frequency, despite previous interventions being implemented with accuracy and integrity
- Put others / self at risk of harm (including emotional harm)

Therefore, their intensity and/or frequency warrants the involvement of the deputy and principal.

Guidelines for Consequences of Common Unacceptable Behaviour

In the early stages of correction, the general aim is to modify inappropriate behaviour with minimal disruption to the learning environment (the "least intrusive" approach). However, there are occasions when student behaviour must be dealt with through the application of a logical consequence.

In line with our ACSS Behaviour Plan for Students, the individual circumstances of each situation are taken into account when applying consequences. Typical considerations include:

- The year level of the student
- The severity of the behaviour
- The amount of reliable evidence
- The degree of provocation
- The statements given by students during the interview process
- OneSchool behaviour records

Teachers are encouraged to use their professional judgement in choosing from a range of logical consequences developed and approved by the school community. Examples of these (not an exhaustive list) are provided on the following pages.

GUIDELINES TO MANAGING INAPPROPRIATE BEHAVIOUR - LEARNING		
Inappropriate behaviour	Initial teacher actions can include:	Suggested consequences
Disruptive talking (Minor)	Selective attending / tactical ignoring Proximity Cueing other students (acknowledging their positive behaviour) Rule reminder Giving choices Make up time Pause in talk (wait & scan) Non-verbal redirection	Change seating – move away from peers 1:1 discussion Directed to time-out desk Parent contact / follow-up Directed to Buddy Class if repeated
Failure to engage with class learning (Minor)	Offer of assistance Repeat request allowing take-up time Selective attending if student is not overtly disrupting others Rule reminder Given choice to walk away Curriculum re-focus	Follow-up individual discussion with student (i.e. at break time) Use of own time to complete unfinished work. Contact with parent if recurring
Does not have required equipment (Minor)	Resource using faculty supplies and keep with teacher	Contact home Case by case depending on circumstances Refer to Administration Team
Student is out of class (Minor)	Politely introduce yourself and ask student's name if you don't know them Ask "Help me to understand why you are out of class" Rule reminder if needed Escort to class "I'm going that way I'll walk with you"	Classroom teacher consequence
Use of phone/iPod without permission and not for learning purposes	Rule reminder Give choice and walk away	If behaviour continues send device to Deputy Principal

(Minor)		
Swearing – conversational (Minor)	Rule reminder about expected language in school	If recurring, 1:1 discussion with teacher regarding appropriate language
Swearing – soft voice (i.e. Student mumbles / utters inappropriate language in low-tone after being corrected) (Minor/Major – HOD)	Tactical ignoring / selective attending (treating the utterance as a ‘secondary’ behaviour) or Rule reminder about expected language in school and/or indication made that their behaviour will be followed-up	1:1 follow-up discussion regarding appropriate language.
Swearing – directed at other students (e.g. verbal insults) (Major)	Measured rule reminder of appropriate language. Rule reminder about expected language in school and/or indication made that their behaviour will be followed-up	Direct apology Directed to time-in area 1:1 follow-up discussion with teacher regarding appropriate language Referral to Deputy Principal
Swearing – directed at staff (Major)	Clear measured statement regarding the unacceptability of language Indication made that behaviour will be followed-up	Buddy class referral Referral to Admin Restorative meeting
Stealing (Major)	Rule Reminder	Replace or return any items stolen Apology Administration referral –Actioned by either Deputy or Principal
Littering (Minor)	Rule reminder Directed to pick up own litter	Classroom teacher consequence
Refusal to follow instructions (Minor/Major)	Avoid responding to student’s secondary behaviours Give choice and walk away Indicate follow up will occur after the lesson	Exploration of problem if persistent (follow-up individual discussion) Catch-up missed work in own time Parent contact if recurring 1.1 follow up discussion Pay back learning time in Lunch Break (play time) Contact parent
Physical Misconduct/Violence (Major)	Request assistance Remove audience Use verbal directions to separate students	Refer to Deputy or Principal
Playing inappropriate contact sports/dangerous play (Minor/Major)	Rule reminder	If continues report to Deputy or Principal
Serious breaches of school code i.e. weapons, illicit substances (Major)	Referral to Deputy or Principal Ensure referral has been acknowledged i.e. ring Deputy or Principal Request item be handed over - consider safety	Discussion of inappropriateness of possession of object / ‘weapon’ (i.e. pocket knife) Admin notified

Bullying behaviours – verbal – including teasing – racial harassment (Major)	Clear statement regarding the unacceptability of actions Indication made that behaviour will be followed-up	Directed to time-out / buddy class area Exploration of the problem with the relevant parties Parent contact Apology / restitution Refer to Deputy or Principal May involve Chaplain
Out of Bounds (Minor/Major)	Rule Reminder 1:1 Discussion	Refer to Deputy or Principal – if major incident
Uniform Infringement (Minor)	Send student to office to change into a school uniform and record on OneSchool. Parent Contact	Classroom Teacher contacts home



Guidelines for Positive Management of Responsible Behaviour in the Learning Environment



MINOR

Student behaves disruptive to the learning of others:

Minor Behaviours:

- Failure to provide required equipment
- Disruptive talking
- Failure to engage with class learning
- Failure to comply with classroom rules

TEACHER manages using strategies including the Essential Skills of Classroom Management

1. Establish expectations/language expectation
2. Clear instructions
3. Proximity; body language encouraging
4. Language expectation, refer to "Consequences guidelines)
5. Following through
6. Parallel acknowledgement
7. Giving Choices
8. Selective attending
9. Catch-time

**Optional OneSchool incident
(No referral to admin)**

Behaviour
Continues

Student minor behaviours that are disruptive continues:

- Give choices
- Buddy Process
- Deputy or Principal assistance

OneSchool incident & Parent Contact
OneSchool referral to Deputy or Principal

Behaviour
Continues

Behaviour is persistent and intense –
continually disrupting the learning of
others

MAJOR

Student behaves disruptive to the learning of others:

Major Behaviours:

Referral to Deputy	Referral to Principal
<ul style="list-style-type: none">• Failure to follow buddy process• Verbal aggression to another student• Refusal to adhere to safety expectations• Offensive against others property	<ul style="list-style-type: none">• Violence• Wilful damage to school property• Verbal aggressions towards teacher or authority figure• Refusal to comply with technology policy• Serious breaches of School (e.g. illicit drugs)

Removal of Student

Deputy follow with
Phone call –
OneSchool Entry

Principal follow up with
Phone call –
OneSchool Entry

Behaviour
Continues
to Major



Buddy Class Referral – System Procedures

Situation	Who is responsible	What happens	Who writes up on Oneschool
Student is not following the 'Gator Rules' learning rules of the classroom. The student is sent by the classroom teacher to a buddy teacher because of their disruptive and uncooperative behaviour. Buddy class referral is not to be used in the first 15 minutes of any lesson.	Referring classroom teacher	Student will leave the room with a <i>Student Referral to Buddy</i> form, containing details of the referral. Student will then proceed to the buddy teacher and complete the 'Work it out' form (issued by teacher) and class work given (time permitting) them by the classroom teacher. Classroom teacher will also ring the parents/carer (recording a contact on OneSchool) and discuss the reason (same day is preferable) Using the 'Work it out' form, the classroom teacher and student will discuss the behaviour and what changes need to be made to become a successful student in this class.	Referring classroom teacher
The student arrives at the buddy teacher's class.	Buddy teacher	When the student arrives they will have a <i>Student Referral to Buddy</i> form with them. (Please ask to see this form.) Direct the student to sit quietly and complete the 'Work it out' form. When complete, student must go about their set work for the remainder of the period. At the end of the lesson, the buddy teacher checks the student's work and records any relevant comments on the <i>Student Referral to Buddy</i> form. (Please remind the student to return to their class teacher) The buddy teacher will then return the <i>Student Referral to Buddy</i> form to the referring classroom teacher that day directly or in their pigeon hole. (Please complete this with any comments on the student's behaviour during the lesson.)	N/A
Student is not following the 'Gator Rules' or learning rules of the classroom. The student is sent by the classroom teacher to a buddy teacher because of their disruptive and uncooperative behaviour AND the student chooses not to work	Referring classroom teacher	The student's parent/carer is phoned and informed of their child's non-compliance. The student will now be given another opportunity to complete teacher detention. (If the student presents at the classroom teacher's next class before they have resolved their referral from a previous lesson, the student will be referred to the Deputy or Principal.	Referring classroom teacher
Student is not following the 'Gator Rules' or the learning rules of the classroom. The student is sent by the classroom teacher to a buddy teacher because of their disruptive and uncooperative behaviour AND they refuse to go to the buddy teacher – FIRST OCCASION (any class, any teacher).	Referring classroom teacher makes a referral to the Deputy or Principal	The classroom teacher will ask for assistance from their Deputy or Principal to remove the student from the classroom. If this is not appropriate or possible, send a student to the office who will come and assist. The student will be referred Deputy or Principal who will contact parents and discuss student behaviour and disobedience.	Deputy or Principal
Student is not following the 'Gator Rules' or the learning rules of the classroom. The student is sent by the classroom teacher to a buddy teacher because of their disruptive and uncooperative behaviour AND	Referring classroom teacher makes a referral to the subject Deputy or Principal	The classroom teacher will ask for assistance from their Deputy or Principal to remove the student from the classroom. If this is not appropriate or possible, office who will come and assist. The student will be referred to the Deputy or Principal who will contact parents and discuss student behaviour and disobedience.	Deputy or Principal

they refuse to go to the buddy teacher – SECOND OCCASION (any class, any teacher) .			
Student is not following the 'Gator Rules' or the learning rules of the classroom. The student is sent by the classroom teacher to a buddy teacher because of their disruptive and uncooperative behaviour AND student goes to the buddy teacher's class and disrupts the learning of students in this class.	Referring classroom teacher makes referral to Deputy or Principal	The student will be referred by the classroom teacher and the Deputy Principal who will ring the student's parents/carer. Deputy or Principal will liaise with classroom teacher who will monitor the disruption which could result in a three day suspension.	Deputy or Principal
A student is sent to a buddy teacher (from any class or any teacher) 4 times in a term	Deputy or Principal	Admin will monitor through OneSchool the number of times students are being sent to buddy teachers weekly. On the 4th occasion in a term, they will be suspended for 5 days. (Referred to the Principal who will complete the suspension paperwork).	Deputy or Principal

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

	Area		Major
Being Safe	Movement around school	<ul style="list-style-type: none"> Running on concrete or around buildings Running in stairwells Not walking bike in school grounds 	
	Play	<ul style="list-style-type: none"> Incorrect use of equipment Not playing school approved games Playing in toilets 	<ul style="list-style-type: none"> Throwing objects Possession of weapons
	Physical contact	<ul style="list-style-type: none"> Minor physical contact (for example, pushing and shoving) 	<ul style="list-style-type: none"> Serious physical aggression Fighting
	Correct Attire	<ul style="list-style-type: none"> Not wearing a hat in playground Not wearing shoes outside 	
	Other	<ul style="list-style-type: none"> Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school 	<ul style="list-style-type: none"> Possession or selling of drugs Weapons including knives and any other items which could be considered a weapon being taken to school Serious, or continued, inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school
Being Responsible	Being in the right place	<ul style="list-style-type: none"> Not being punctual (eg: lateness after breaks) Not in the right place at the right time 	<ul style="list-style-type: none"> Leaving class without permission (out of sight) Leaving school without permission
	Accept outcomes for behaviour	<ul style="list-style-type: none"> Minor dishonesty (lying about involvement in a low-level incident) 	<ul style="list-style-type: none"> Major dishonesty that has a negative impact on others
	Rubbish	<ul style="list-style-type: none"> Littering 	
	Mobile Phone or personal technology devices	<ul style="list-style-type: none"> Mobile phone switched on in any part of the school at any time without authorisation (written permission from an authorised staff member) 	<ul style="list-style-type: none"> Use of a mobile phone in any part of the school for voicemail, email, text messaging or filming purposes without authorisation Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school
Being Respectful	Language (including while online)	<ul style="list-style-type: none"> Inappropriate language (written/verbal) Calling out Poor attitude Disrespectful tone 	<ul style="list-style-type: none"> Offensive language Aggressive language Verbal abuse / directed profanity
	Property	<ul style="list-style-type: none"> Petty theft Lack of care for the environment 	<ul style="list-style-type: none"> Stealing / major theft Wilful property damage Vandalism
	Others	<ul style="list-style-type: none"> Not playing fairly Minor disruption to class Minor defiance Minor bullying / victimisation/ harassment Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school 	<ul style="list-style-type: none"> Major bullying / victimisation /harassment Major disruption to class Blatant disrespect Major defiance Serious, or continued, inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school
Being A Learner	Class tasks	<ul style="list-style-type: none"> Not completing set tasks that are at an appropriate level Refusing to work 	<ul style="list-style-type: none"> persistent refusal to participate in lessons
	Follow instructions	<ul style="list-style-type: none"> Low intensity failure to respond to adult request Non compliance Unco-operative behaviour 	<ul style="list-style-type: none"> persistently interrupting the lesson by refusing to listen and follow instructions
	Not engaging in class learning	<ul style="list-style-type: none"> Not paying attention in class through fidgeting, fiddling, doing other tasks, Disruptive talking 	<ul style="list-style-type: none"> persistent refusal to get organised and begin work

Relate problem behaviours to expected school behaviours

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

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

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

Ensuring consistent responses to problem behaviour

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

Students also receive training in how to respond appropriately 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.

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

1. 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.
2. 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.
3. 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.
4. 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).
5. 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; or
- posing an immediate danger to him/herself or to others.

Appropriate physical intervention may be used to ensure that Alligator Creek 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:

- All major incidents must be communicated to the office immediately, to enable the best point of contact to be made.
- 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 and the underlying function of the behaviour.

Physical intervention is not to be used as a response to:

- property destruction;
- school disruption;
- refusal to comply;
- verbal threats; and
- 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 processes can be found at <http://ppr.det.qld.gov.au/corp/hr/workplace/Pages/Health-and-Safety-Incident-Recording,-Notification-and-Management.aspx> online.

7. Network of student support

Students at Alligator Creek State School are supported through positive reinforcement and a system of universal, targeted, and intensive behaviour support by:

- Parents
- Teachers
- Support Staff
- Behaviour team
- Head of Curriculum
- Administration Staff
- Guidance Officer
- Advisory Visiting Teachers
- Senior Guidance Officer
- School Chaplain

External support is also available through the following government and community agencies:

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

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.

Alligator Creek 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 Act 2011](#)
- [Workplace Health and Safety Regulation 2011](#)
- [Right to Information Act 2009](#)
- [Information Privacy \(IP\) Act 2009](#)

10. Related policies and procedures

- [Statement of expectations for a disciplined school environment policy](#)
- [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](#)

11. Some related resources

- [Bullying. No Way!](#)
- [Schoolwide Positive Behaviour Support](#)
- [Code of Conduct for School Students Travelling on Buses](#)

Endorsement

Principal

P&C President or
Chair, School Council

Effective Date: 1 January 2019 – 31 December 2019

The use of personal technology devices at school

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

Personal Technology Devices include, but are 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.

Certain personal technology devices banned from school

Students must not bring valuable personal technology devices like cameras, digital video cameras, hand held games, ipads 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 ([mobile phones](#), [smart watches](#) and [ipads](#)) 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 Alligator Creek 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) builds a culture of distrust and disharmony.

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

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

Even where consent is obtained for such recording, the school will not tolerate images or sound captured by personal technology devices on the school premises or elsewhere being disseminated to others, if it is done for the purpose of causing embarrassment to individuals or the school, for the purpose of 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 may be subject to discipline (including suspension and recommendation for exclusion) if they breach the policy by being involved in recording and/or disseminating material (through text messaging, display, internet uploading or other means) or are knowingly the subject of such a recording.

Students should note that the recording or dissemination of images that are considered indecent (such as nudity or sexual acts involving children) are 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 this 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.

School policy for preventing and responding to incidents of bullying (including cyberbullying)

Purpose

Alligator Creek 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:

- 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.

There is no place for bullying in Alligator Creek State School. Those who are 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.

Bullying behaviours that will not be tolerated at Alligator Creek State School include name-calling, taunting, mocking, making offensive comments, kicking, hitting, pushing, taking belongings, inappropriate text messaging, sending offensive or degrading images by phone or internet, producing offensive graffiti, gossiping, excluding people from groups, and spreading hurtful and untruthful rumours.

Bullying may be related to:

- race, religion or culture;
- disability;
- appearance or health conditions;
- sexual orientation;
- sexist or sexual language;
- children acting as carers; or
- children in care.

At Alligator Creek 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

Many bullying behaviours are peer-maintained through the actions of bystanders. 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 responses to all problem behaviour, including bullying, in such a way that those who bully are not socially reinforced for demonstrating it.

The anti-bullying procedures at Alligator Creek State School are an addition to our 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

Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, our schoolwide universal behaviour support practices will be maintained at all times.

This will ensure that:

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

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.

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

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

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 Alligator Creek 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'.

Alligator Creek State School records inappropriate behaviour and 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.

Appropriate use of social media

Alligator Creek State School embraces the amazing opportunities that technology and the internet provide to students for learning, being creative and socialising online. Use of online communication and social media sites and applications (apps) can provide positive social development experiences through an opportunity to develop friendships and shape identities.

When used safely, social media sites and apps such as Facebook, Twitter and Instagram can provide positive opportunities for social learning and development. However, inappropriate, or misguided, use can lead to negative outcomes for the user and others.

Alligator Creek State School is committed to promoting the responsible and positive use of social media sites and apps.

No student of Alligator Creek State School will face disciplinary action for simply having an account on Facebook or other social media site.

As is set out in the school policy for preventing and responding to incidents of bullying (including cyberbullying) found at **Appendix 2**, it is unacceptable for students to bully, harass or victimise another person whether within Alligator Creek State School grounds or while online. Inappropriate online behaviours can have a negative impact on student learning and the good order and management of Alligator Creek State School, whether those behaviours occur during or outside school hours.

This policy reflects the importance of students at Alligator Creek State School engaging in appropriate online behaviour.

Role of social media

The majority of young people use social media sites and apps on a daily basis for school work, entertainment and to keep in contact with friends. Unfortunately, some young people misuse social media technologies and engage in cyberbullying.

Social media by its nature will result in the disclosure and sharing of personal information. By signing up for a social media account, users are providing their personal information.

Students need to remember that the internet is a free space and many social media sites and apps, like Twitter, have limited restrictions placed upon allowable content and regulated procedures for the removal of concerning posts.

Social media sites and apps are designed to share online content widely and rapidly. Once students place information and/or pictures online, they have little to no control over how that content is used.

The internet reaches a global audience. Even if students think that comments or photos have been deleted, there can be archived records of the material that will continue to be searchable into the future.

Inappropriate online behaviour has the potential to embarrass and affect students, others and the school for years to come.

Appropriate use of social media

Students of Alligator Creek State School are expected to engage in the appropriate use of social media. Specific examples of appropriate use of social media sites and apps include:

- Ensuring that personal information, such as full name, address, phone number, school name and location or anyone else's personal information, is not shared.
- Thinking about what they want to say or post, and how it could be interpreted by others, before putting it online. Remember, once content is posted online you lose control over it. Students should not post content online that they would be uncomfortable saying or showing to their parents' face or shouting in a crowded room.
- Remembering that it can be difficult to work out whether messages typed on social media sites and apps are meant to be funny or sarcastic. Tone of voice and context is often lost which can lead to unintended consequences. If students think a message may be misinterpreted, they should be cautious and make the decision not to post it.
- Never provoking, or engaging with, another user who is displaying inappropriate or abusive behaviour. There is no need to respond to a cyberbully. Students should report cyberbullying concerns to a teacher and allow the teacher to record and deal with the online concern.

If inappropriate online behaviour impacts on the good order and management of Alligator Creek State School, the school may impose disciplinary consequences for that behaviour regardless of whether the behaviour occurs during or outside of school hours.

Disciplinary consequences could include suspension and/or exclusion. In serious cases of inappropriate online behaviour, the school may also make a report to the police for further investigation.

Alligator Creek State School will not become involved in concerns of cyberbullying or inappropriate online behaviour where the incident in question does not impact upon the good order and management of the school. For example, where cyberbullying occurs between a student of this school and a student of another school outside school hours. Such an incident will be a matter for parents and/or police to resolve.

Laws and consequences of inappropriate online behaviour and cyberbullying

Inappropriate online behaviour may in certain circumstances constitute a criminal offence. Both the *Criminal Code Act 1995* (Cth) and the *Criminal Code Act 1899* (Qld) contain relevant provisions applicable to cyberbullying.

The Commonwealth Criminal Code outlines a number of criminal offences concerning telecommunications services. The most relevant offence for cyberbullying is "using a carriage service to menace, harass or cause offence to another person".

The Queensland Criminal Code contains several applicable sections for cyberbullying. Potential relevant criminal offences are:

- Unlawful stalking.
- Computer hacking and misuse.
- Possession of child exploitation material.
- Involving a child in making child exploitation material.
- Making child exploitation material.
- Distribution of child exploitation material.
- Criminal Defamation.

There are significant penalties for these offences.

Alligator Creek State School strives to create positive environments for all students at all times of the day, including while online. To help in achieving this goal, Alligator Creek State School expects its students to engage in positive online behaviours.

Appendix 4

Buddy class referral is not to be used in the first 15 minutes of any lesson.

Situation	Who is responsible	What happens	Who writes up on Oneschool
<ul style="list-style-type: none"> Not following the 'Gator Rules' <ul style="list-style-type: none"> - Be Safe - Be Responsible - Be Respectful - Be a Learner 	Referring classroom teacher	<ul style="list-style-type: none"> Fill out Student Buddy Referral Form Send student to buddy class with a 'responsible student' At buddy class – student fills out 'Think Sheet' Discuss 'Think Sheet' with student once they return to class Contact Parent/Carer (phone call or email) Send home 'Buddy Class Letter' Record Contact on One School as a behaviour incident 	Referring classroom teacher
<ul style="list-style-type: none"> Arrival at Buddy Class 	Buddy Teacher	<ul style="list-style-type: none"> Read Student Buddy Referral Form Direct student to a quiet place in the room, away from other students Give student a 'Think Sheet' After the allotted time, send student back to class with the 'Think Sheet' Complete Buddy Teacher Comment on the Buddy Referral Form Place Buddy Referral Form in referring teacher's Pigeon Hole 	N/A
<ul style="list-style-type: none"> Arrival at Buddy Class <u>AND</u> <i>the student chooses not to complete the 'Think Sheet'</i> 	Buddy Teacher	<ul style="list-style-type: none"> Read Student Buddy Referral Form Direct student to a quiet place in the room, away from other students Give student a 'Think Sheet' After the allotted time, send student back to class with the 'Think Sheet' Complete Buddy Teacher Comment on the Buddy Referral Form Place Buddy Referral Form in referring teacher's Pigeon Hole <ul style="list-style-type: none"> ➤ Student to complete 'Think Sheet' at <u>lunch time</u> with referring classroom teacher 	Referring Classroom Teacher
<ul style="list-style-type: none"> Arrival at Buddy Class <u>AND</u> <i>the student disrupts buddy class and their learning</i> 	Buddy Teacher	<ul style="list-style-type: none"> Read Student Buddy Referral Form Direct student to a quiet place in the room, away from other students Give student a 'Think Sheet' <u>Ring office ladies for Deputy or Principal assistance</u> Contact Parent/Carer (phone or email) Send home 'Buddy Class Letter' Record on One School as a behaviour incident File documents in student file Admin will decide what happens next 	Deputy or Principal
<ul style="list-style-type: none"> Refuses to go to Buddy Class 	Deputy or Principal	<ul style="list-style-type: none"> ➤ Verbal warning: (last warning) buddy class or the is Principal contacted – give student choice Ring office ladies for Deputy or Principal assistance Contact Parent/Carer (phone or email) Send home 'Buddy Class Letter' Record on One School as a behaviour incident File documents in student file Admin will decide what happens next 	Deputy or Principal



Student Buddy Referral Form

STUDENT REFERRAL TO BUDDY CLASS				
STUDENT NAME			DATE:	
REFERRING TEACHER			TIME SENT:	:
Work given	yes	no	15 mins	20 mins
REASON: <div style="display: flex; justify-content: space-between;"> <div style="width: 48%;"> <input type="checkbox"/> Persistent refusal to follow instructions <input type="checkbox"/> Persistent disruption of learning <input type="checkbox"/> Persistent disrespect of teacher <input type="checkbox"/> Persistent failure to engage in learning </div> <div style="width: 48%;"> <input type="checkbox"/> Persistent off-task behaviour <input type="checkbox"/> Persistent safety breaches <input type="checkbox"/> Persistent disrespect of others <input type="checkbox"/> Other: </div> </div>				
COMMENTS: (Buddy Teacher) <div style="margin-top: 10px;"> <input type="checkbox"/> Completed Think Sheet <input type="checkbox"/> Compliant <input type="checkbox"/> Good attitude <input type="checkbox"/> Non-disruptive <input type="checkbox"/> Completed work given <input type="checkbox"/> Needed prompting <input type="checkbox"/> Refused to complete Think Sheet </div>		STRATEGIES ALREADY USED: <div style="margin-top: 10px;"> <input type="checkbox"/> Establishment of Gator Rules <input type="checkbox"/> Repertoire of Essential Skills <input type="checkbox"/> Quiet discussion with student <input type="checkbox"/> Detention <input type="checkbox"/> Phone call to parent/carer <input type="checkbox"/> Other: </div>		

Checklist:

- ☐ Buddy Class Letter sent home
- ☐ Parent Contact recorded on One School
- ☐ *Think Sheet / Parent Buddy Class Letter Reply* filed in student file

Appendix 5

Behaviour Incident Report

Name of student/s involved in incident:

Person Completing Form:

Date:

Problem behaviour (name):		
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

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; and/or
- address organisational problems and make appropriate changes.

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

Debriefing should provide information on:

- who was involved;
- what happened;
- where it happened;
- why it happened; and
- 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 your 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?
- Would you do something differently next time?
- What could we have done to make the physical intervention less invasive?

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).

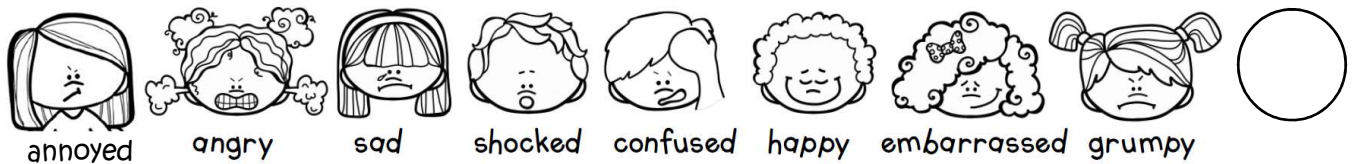
Essential Skills in Classroom Management

Skill Number	Skill Name	Definition
1	Establishing Expectations <i>'making rules'</i>	To clearly articulate and demonstrate the boundaries of pro-social behaviour.
2	Giving Instructions <i>'telling students what to do'</i>	To give a clear direction about what students are to do.
3	Waiting and Scanning <i>'stopping to assess what is happening'</i>	To wait and look at your students for 5-10 seconds after you give an instruction.
4	Cueing with Parallel Acknowledgement <i>'praising a particular student to prompt others'</i>	To acknowledge students' on-task behaviour with the intention of encouraging others to copy.
5	Body Language Encouraging <i>'smiling, nodding, gesturing and moving near'</i>	To intentionally use your proximity, body gestures and facial expressions to encourage students to remain on task.
6	Descriptive Encouraging <i>'praise describing behaviour'</i>	To encourage students to become more aware of their competence by describing exactly what you see or hear from them that you hope to see more frequently.
7	Selective Attending <i>'not obviously reacting to certain behaviours'</i>	To deliberately give minimal attention to safe, off-task or inappropriate behaviour.
8	Redirecting to the Learning <i>'prompting on-task behaviour'</i>	To respectfully prompt the student who is off-task or disrupting others, initially with a redirection to the learning. This can be verbal or non-verbal.
9	Giving A Choice <i>'describing the student's options and likely consequences of their behaviour'</i>	To respectfully confront the student who is disrupting others with the available choices and their natural consequences.
10	Following Through <i>'doing what you said you would'</i>	Resolute, planned action in the face of extended off-task behaviour, or on-going disruptive behaviour that is seriously disturbing the learning

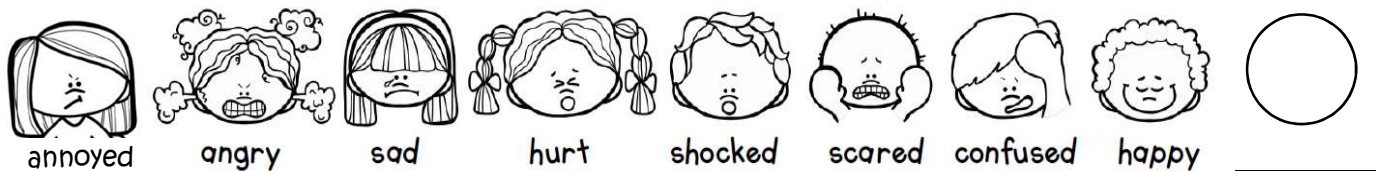
Think Sheet

Which rule did I break?

How did I feel?



How did this make others feel?



Next time what will I do differently?

Buddy Teacher Sign: _____ **Date:** _____



Student Buddy Think Sheet – Years 4 to 6

Name: _____

Class: _____

Date: _____

Time: _____

Teacher from: _____

Buddy Teacher: _____

What were you doing?

What should you be doing?

Do you need help?

Place a tick in the box that describes why you did not have a positive learning attitude today?

- | | |
|---|--|
| <input type="checkbox"/> It was too hard | <input type="checkbox"/> I was not interested in the lesson |
| <input type="checkbox"/> I wanted to talk to my friends | <input type="checkbox"/> I was bored |
| <input type="checkbox"/> I was not prepared for learning (Attitude) | <input type="checkbox"/> I was hungry |
| <input type="checkbox"/> I needed assistance with my work/task | <input type="checkbox"/> I did not understand the work/task |
| <input type="checkbox"/> I did not have the required resources | <input type="checkbox"/> There was an issue at lunch/before school that upset me |
| <input type="checkbox"/> There was an issue in my last class | <input type="checkbox"/> There was a dispute on the way to class |
| <input type="checkbox"/> I am having personal/family issues | <input type="checkbox"/> I am a having a friendship conflict |
| <input type="checkbox"/> Other, please explain _____ | |

Tick the school value I need to focus on in order to participate in learning?

- ☐ Being a learner ☐ Being respectful ☐ Being safe ☐ Being responsible

List 5 ways you can improve your chances of success in the classroom e.g. Have breakfast before I come to school; e.g. Follow my teacher's instructions the first time

1. _____
2. _____
3. _____
4. _____
5. _____

Buddy Teacher Sign: _____



Student Buddy Class Letter Home

Date sent home: _____

Dear Parent/Carer,

Today your child was sent to Buddy Class for continually not following our 'Gator Rules'. Your child was continually reminded and encouraged to correct their behaviour. However they continued to display the behaviour of:

Be a Learner	Be Respectful	Be Safe	Be Responsible
<input type="checkbox"/> continual talking or calling out in lessons <input type="checkbox"/> persistent refusal to participate in lessons <input type="checkbox"/> persistently interrupting the lesson by refusing to listen and follow instructions <input type="checkbox"/> persistent refusal to get organised and begin work <input type="checkbox"/> Other: _____	<input type="checkbox"/> persistent disrespectful behaviour towards an adult (attitude or back chatting) <input type="checkbox"/> persistent disrespectful behaviour towards other students <input type="checkbox"/> using inappropriate language (mumbling or at another person) <input type="checkbox"/> Other: _____	<input type="checkbox"/> persistent safety breaches <input type="checkbox"/> leaving the classroom without permission <input type="checkbox"/> continually using equipment inappropriately or unsafely <input type="checkbox"/> Other: _____	<input type="checkbox"/> <u>NOT</u> keeping hands and feet to myself repeatedly <input type="checkbox"/> persistently taking other items belonging to someone else <input type="checkbox"/> <u>NOT</u> being in the correct place at the correct time. continually <input type="checkbox"/> <u>NOT</u> being accountable for their own actions <input type="checkbox"/> Other: _____

While in the Buddy class, your child was required to spend time reflecting on the reasons for his/her behaviour choice/s.

This is the _____ time your child has been buddied to another classroom in this term.

I welcome the opportunity to speak with you in person, over the phone, or by email if I have not done so already about our expected behaviour in our classroom/school.

Please acknowledge receiving this letter by signing your name at the bottom and having your child return it to me tomorrow.

Thank you for your support.

Sincerely,

Classroom Teacher and Principal

I _____ (parent/carers name) have received the Buddy Class letter

regarding my child _____ (child's name) in _____ (class).

- ☐ I have read the following letter
- ☐ I have discussed this behaviour with my child
- ☐ I would like to arrange a meeting to discuss this further
- ☐ I am happy with this information and don't require a meeting

Parent/ Carer Signature: _____

Date: _____

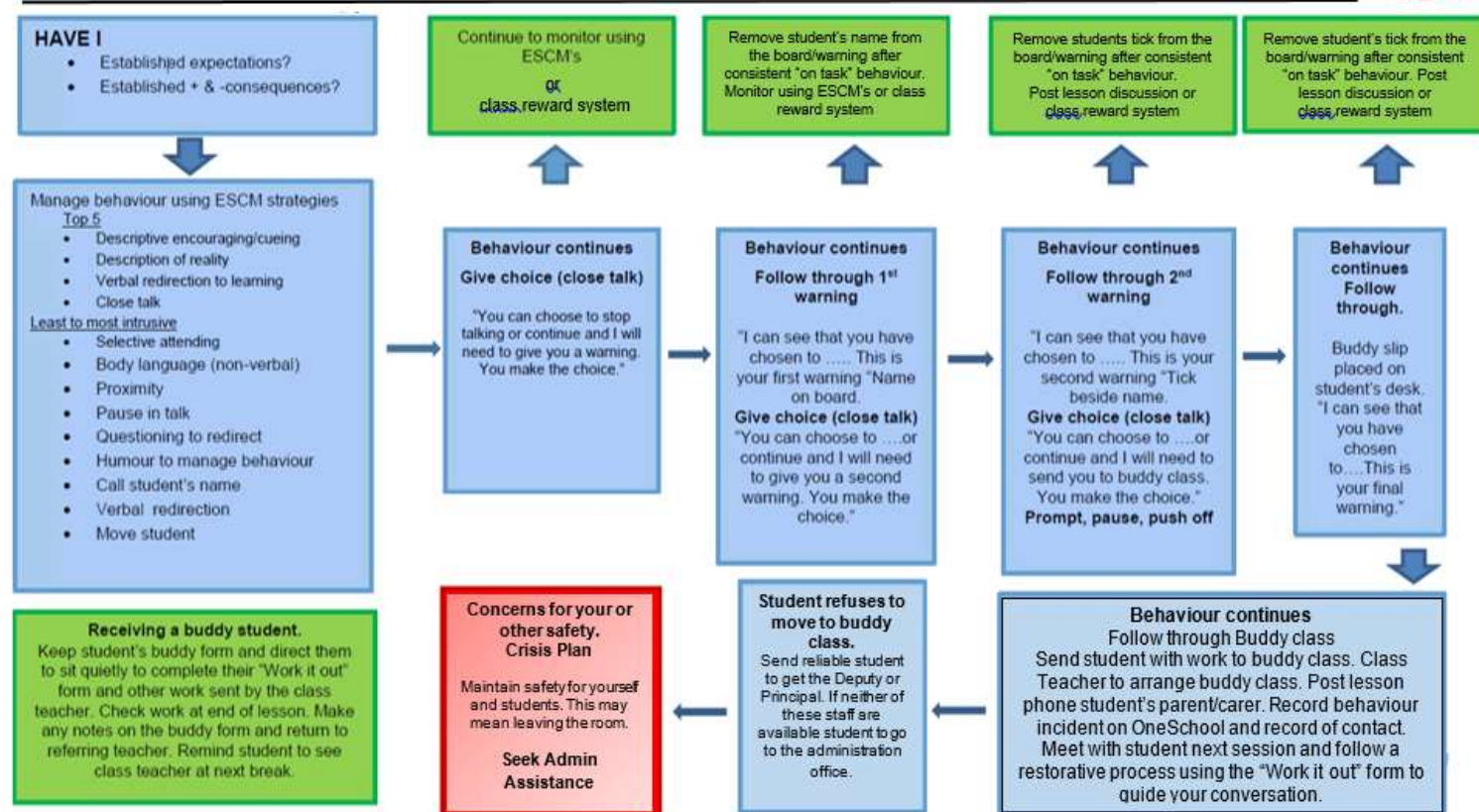
Buddy Class Flow Chart

Behaviour that disrupts the Learning Environment:

- Disruptive talking/calling out
- Disruptive actions/noises
- Disruptive out of seat
- Failure to comply with teacher instructions



Buddy Class Flow Chart - Minor Behaviours



* Major behaviours referred to Admin immediately (phone Lyn or Sharon)

* Students on an Individual Behaviour Management Card will be adapted to flow chart



Consequences after buddy class

In a 5 week period

- 3rd visit to buddy room – meeting with class teacher, parent, admin and student
- 4th visit to buddy room – in school suspension (part or full day)
- 5th visit to buddy room – after school detention. Run by admin
- 6th visit to buddy room – suspension

Specialist Teachers

- Send student to buddy room (SP)
- Contact parents (SP)
- Upload onto One School (SP)
- Debrief with student with class teacher (SP)
- Manage frequency (CT)

THE GATOR SIX

Raise your hand

Eyes are looking

Bodies are still



Head is still

Mouths are closed

Ears are listening

Possession of Weapons at School

We can work together to keep knives/dangerous weapons out of school. At Sarina State High School:

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

What kinds of dangerous weapons 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. First Offence – suspension 10 days, Second Offence exclusion.
- Any student found endangering others with a weapon will be excluded.
- 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 to keep Alligator Creek 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.