The Code of
**School
Behaviour**

Better Behaviour
Better Learning

Aspley East State School

**Responsible Behaviour
Plan for Students**

2015

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Responsible Behaviour Plan for Students

Based on the Code of School Behaviour

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1. Purpose

Aspley East 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

Aspley East State School developed this plan in collaboration with our school community. Consultation with parents, staff and students was undertaken. The initial Responsible Behaviour Plan, off which this plan is based, was endorsed in 2012. A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidences by the Behaviour Management Committee from 2014 was included in the development process. The Whole School Review, untaken in 2015, was also given consideration.

A review of this plan is scheduled for 2018.

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3. Learning and behaviour statement

All areas of Aspley East 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 motto is "Reward for Effort" and this is evidenced in our school philosophy. Effort, hard work and striving for excellence are highly valued and acknowledged in our school community.

Our Responsible Behaviour Plan outlines our system for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours. Through our plan shared expectations for student behaviour are plain to everyone, assisting Aspley East 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.

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

- Safety
- Effort
- Respect
- Self Responsibility
- Co-operation

These values align with the values, principles and expected standards outlined in Education Queensland's 'The 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 Aspley East State School we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school. Communicating behavioural expectations is a form of universal behaviour support - a strategy directed towards **all** students designed to prevent problem behaviour and provides a framework for responding to unacceptable behaviour.

We strive to be proactive when dealing with issues around bullying. Our approach is largely based around providing children with effective strategies to deal with bullying. The school's anti-bullying framework outlines our school approach to bullying and offers strategies to parents who can assist children vulnerable to bullying. (See Appendix 2)

A set of behavioural expectations in specific settings has been attached to each of our five school values. The School-Wide Expectations Teaching Matrix (Page 6 – 8) identifies specific behavioural expectations related to our school values.

At Aspley East State School the explicit teaching of social skills (see Appendix 10- Social Skill Program Overview) supports our students in meeting behavioural expectations.
We focus on our values by referring to them regularly on assemblies, in newsletters, in social skill lessons and by having a number of visible signs around the school highlighting these values. Also visible in the school grounds are positive quotes, giving students an opportunity to reflect on how their behaviour follows our school values. (Appendix 11)

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Safety

Effort

Self
Responsibility

Respect

Cooperation

ASPLEY EAST STATE SCHOOL
"Reward for Effort"

BEHAVIOUR VALUES	Looks Like/Feels Like/Sounds Like	BEHAVIOUR EXPECTATIONS
1. SAFETY	Emotions of feeling comfortable, belonging, welcomed, supported, happiness, enjoyment, confidence, optimism, turn taking, sharing, organised environments, helpful, hats on head, rules being followed, positive reinforcement, encouraging speaking tone, positive communication, laughter, lack of teacher's voice redirecting, secure, class rules displayed and adhered to, equipment being used correctly	**1. Safety** • *Some sporting equipment requires supervision.* • *Keep out of potentially dangerous / out of bounds areas.* • *Relate to others in an acceptable and safe manner (PLAY PROPERLY).* • *Practise acceptable behaviour by which you do not verbally or physically harass others.* • *Throw things that are designed to be thrown.* • *Be in rooms with permission only.* • *Walk in and under buildings and on bitumen areas.* • *Leave grounds only with permission.* • *Wear correct clothing to school, including HAT and appropriate footwear.* • *Follow all road safety rules and crossing directions. Walk bikes in school grounds. Keep in your correct area/s.* • *Keep hands and feet to yourself*
2. EFFORT	Busy, on task, enthusiastic, focused, interested, motivated, productive, responsive, conscientious and dependable, sweaty, red cheeks, questioning, explaining, rewarding, tiresome, exhausting, energetic, smiling, laughing, friendly, co-operative, quiet, chattering, discussion, team work, neat and tidy, engaging, concentration	**2. Effort** • *Move quietly from place to place.* • *Respect others' right to learn without disruption.* • *Follow directions from Teachers and Staff members.* • *Conduct yourself in a sensible, dignified manner at all times.* • *Work hard at all times.*

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3. RESPECT	Listening, raising a hand to speak, encouraging, warm, praising and being attentive, interested open and polite, tidy grounds and class rooms, class displays, smiling and laughing faces, happiness, active, accepting, comfortable, contentment, positive discussion, appropriate noise level, valuing, mannerly, safe	**3. Respect** • Use all property correctly and return borrowed equipment. • Respect your own and other's property. • Keep hands and feet to yourself. • Treat *all* people fairly and equitably with regard to gender, ethnicity, religion, disability or environment. • Use language which is appropriate and acceptable in a school setting • Be polite (please and thank you). *USE MANNERS to all — including visitors, adults, teachers and class mates.*
4. SELF-RESPONSIBILITY	Purposeful, orderly, busy, occupied, warm, welcoming, participative, polite, independent, self motivated, reliable, safe, valued, dependable, inquiring, responsible, thoughtful, neat, tidy, organised and conscientious, positive communication, laughter, happiness, groups, reinforcing comments, error accepted, self directed, productive, appropriate noise levels	**4. Self Responsibility** • Report all abuse, bullying and harassment. • Seek help when needed. • Be prepared and punctual for each lesson. • Follow school routines and procedures.
5. CO-OPERATION	Listening, encouraging, praising, being attentive, taking turns, helping, sharing, including others, smiling and laughing faces, happiness, accepting, comfortable, positive problem solving, appropriate noise level, playing by the rules, courteous, kind, sensitive	**5. Co-operation** • Treat *all* people fairly and equitably • Be sensitive to the feelings of others • Use language which is appropriate in the school setting • Work well with classmates • Share materials • Listen when someone is talking • When faced with a problem talk rather than fight • Be polite (please and thankyou). *USE MANNERS to all.* • Do things to make the community a better place to live and learn

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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 on School Assemblies and during active supervision by staff during classroom and non-classroom activities.

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Aspley East 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 Aspley East State School Responsible Behaviour Plan for Students delivered to new students, new staff and relief staff
- Individual support plans developed with students, parents and relevant specialists (where appropriate) for students who demonstrate repeated inappropriate or unacceptable behaviour to provide a personal framework of positive behaviour expectations.

Implementation of specific policies to address:

- o the use of personal property technology devices at school (Appendix 1) *Appropriate Use of Mobile Telephones and other Electronic Equipment by Students*
- o Procedures for preventing and responding to incidents of bullying (including cyberbullying and recording incidents for data collection) (Appendix 2, 7 and 9)
- o Procedures regarding the use or possession of weapons including knives and any other items that could be considered a weapon in school (Appendix 12).
- o Appropriate use of Social Media (Appendix 3)

Encouraging Expected Behaviour

Aspley East State School provides a positive, safe and welcoming environment. A number of strategies have been developed to create a supportive school environment.

- Students are provided with clear guidelines of appropriate behaviour (school values / class rules).
- Students develop 'social' skills through our Whole School Social Skills Program including our Whole School Anti-Bullying Strategy –The High 5 (Appendix 9).
- Logical consequences are discussed, demonstrated and implemented.
- Use of corrective strategies from least to most intrusive:
  - Tactical ignoring
  - Selective attending
  - Non-verbal messages
  - Casual questions
  - Distractions/diversions
  - Deflection
  - Question and feedback
  - Partial agreement
  - Assertive statement or "I" message

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An effective P-3 good choice strategy includes:

> **REMEMBER TO USE:**
>
> - **kind hands**
> - **kind words**
> - **kind feet**

- Some students will require an individual behaviour plans.
- Buddy systems, where children work with students from a different grade, enhance co-operation and self esteem.
- Chaplaincy Program assists teachers and parents in fostering the social and spiritual development of students within a supportive context.
- Modelling plays a critical role in the establishment of a whole school culture.
- Displays of student work are encouraged in classrooms, Resource Centre / library, office.
- Activities are provided at lunch time and include sports training, use of sport equipment and playgrounds, organised play group, and activities for Students with Disabilities.

Strategies to Encourage Appropriate Behaviour

Appropriate Behaviour	→	**Immediate praise and/or reward** Acknowledge student behaviour using: • Body language • Verbal encouragement/praise • Tangible rewards e.g. stickers, notes home, whole class reward
Exemplary Behaviour		
• Playground	→	'Aspley East Ace' Awards (see Appendix) (Points for House Reward at the end of term & draw on each assembly for iceblock reward)
• Classroom	→	Rewards, Stickers, Student of the Week Certificates, STAR Student (See Appendix) , Positive Postcard (See Appendix etc.
• P.E. • Music	→	Feel Good Story / Praise Formal acknowledgements via Assembly / Parade / Newsletter

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Positive Behaviour

Staff members hand out Aspley East Ace Awards when students are seen exhibiting positive behaviour in the playground. Teachers send home 'Positive Postcards' to parents/carers regularly during the school year. These postcards identify specific positive behaviour the student has exhibited. Each term every teacher selects two students from their class to receive a STAR Student award (Social Skills Program). The selected students are students that demonstrate, through their actions, the school values. The Star Students are recognised on assembly, with parents/carers informed that they will be receiving the award before the assembly date.

Responding to unacceptable behaviour

Re-directing low-level and infrequent problem behaviour

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

Our preferred way of re-directing low-level problem behaviour is to ask them how they might be able to act more safely, more respectfully or more responsibly. This encourages students to reflect on their own behaviour, evaluate it against expected school behaviour, and plan how their behaviour could be modified so as to align with the expectations of our school community.

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Targeted behaviour support

BEHAVIOUR LEVELS

This behaviour levelling system below provides a guide as to how a particular behaviour will be addressed by school staff.

LEVEL 1:   Student is able to manage his / her own behaviour.

LEVEL 2:   Student, with teacher intervention, is able to manage behaviour.   Parent *MAY* be contacted.

LEVEL 3:   Student requires teacher and administration intervention.   Parent *MUST* be contacted at this level.

LEVEL 4:   Student requires teacher, parent, behaviour support of administration and support personnel (e.g. Guidance Officer, Behaviour Management Support Personnel) to manage behaviour.

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BEHAVIOUR LEVELS MATRIX

LEVELS OF BEHAVIOUR	WHO	WHAT	WHAT MAY HAPPEN
1	**Student**	• Are helpful • Work well with teachers • Attend to homework • Co-operate with others & are self-disciplined • Respect self & rights of others • Make reasonable effort on tasks • Respond appropriately to directions and rules	• Students are allowed to participate in all school or class activities • Rewards and incentives may be given • All rights and privileges of students are recognised and honoured • Positive Award/Reward
2 (2 people)	**Student with Teacher support**	• Is not co-operating with staff • Lacks co-operation with fellow students • Not making a reasonable effort to complete set work • Is disruptive in class • Is preventing others from working • Behaves unacceptably by; - Minor Bullying / Harassment - Making inappropriate noises - Interfering with the property of others - Endangering safety: e.g. throwing objects, running anywhere except the oval -Repeatedly in an out of bounds area -Possession of banned items (e.g. sticks, toys in the playground- excluding balls) -Misbehaviour before and after school -Discrimination: gender, race or religion -Deliberate swearing, littering -bringing dogs or pets into grounds without Principal's permission • Inappropriate toilet behaviour	• Teacher reminder RESTATE THE RULES • Students will work in an independent space in classroom • Lunch time duty (litter, walk with teacher) • Lunch time detention • Verbal / written apology • Class discussion of rules • Student /Teacher discussion • Student explains behaviour • Student made aware of the consequence of next level • Parent maybe notified • Letter outlining strategies implemented may be sent to parents • Students may be sent to a buddy classroom (Pre-arranged with teacher)

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3 (3 people)	Student, Teacher, Administration, Parent/Carer		

Behaviours

- Making false statements
- Unauthorised printing e.g. webpages
- Continued level 2 behaviours
- Continuing to ignore the rights of others in the school – includes bullying and discrimination
- May be placed directly on this level for
  - Truancy, Stealing
  - Injury to another student
  - Fighting / bullying / wilful destruction of school, personal, classroom property
- Leaving school without permission
- Verbal / physical abuse of staff
- Blatant refusal to follow teacher's Directions / task refusal
- Possession of dangerous / inappropriate / prohibited items (e.g. knives, matches, cigarettes, illicit substances)
- Smoking
- Vandalism / graffiti
- Conspiring / inciting other students to adopt inappropriate / unacceptable behaviour as is covered by school rules, class rules and school code of conduct
- Make vexations / false accusations against members of school community, including staff, students and parents
- Bring the good name of the school into disrepute
- Internet Cyber Bullying
- Inappropriate toilet behaviour of a more serious nature
- Sexualised behaviour or inappropriate gestures/ touching or verbal / pictorial communication and indecent exposure
- Theft (may vary according to motives /

Consequences

- Behaviour Reflection Sheet
- Detention "Time Out" room
- Parents informed of behaviour. May be asked to attend a meeting at school.
- Behaviour Management Plan
- Bullying policy to be invoked
- In school suspension 1-2days
- School suspension 1-5 days
- Student excluded from:
  - In class instruction
  - School excursions
  - Sporting events
  - Dances/discos
  - Special school event
  - Extra curricula activities
- One School Incident Report
- School report will denote unsatisfactory / inappropriate behaviour
- Recommendations to outside agencies
- Behaviour Support Personnel
- Loss of Senior or Captain badges at the discretion of the Principal

	frequency / value of item)	
	• Use of a mobile phone in any part of the school for voicemail, email, text messaging or filming purposes without authorisation	
4 **(4 people)** **Student, Teacher, Administration, Parent/Carer, Additional Behaviour Support**	• Continued level 3 behaviours • Student's behaviour is consistently intolerable / unacceptable • Student severely affecting progress, safety and comfort of others • Continued or high level threats of physical / verbal abuse of others including students / teachers • Continued failure to follow staff directions which may include flagrant insolence • Refusal to follow direction of Administration • Continued deterioration of behaviour in class and school grounds • Abuse to staff **Placed directly on level 4 for:** • Physical assault of staff • Serious intended physical injury to students or staff • Use / possession or distribution of drugs, alcohol or stimulants • Use / possession of a weapon / dangerous / inappropriate/prohibited items (knives, sharps etc.) • Continued cyber bullying • Use of a mobile phone in any part of the school for voicemail, email, text messaging or filming purposes without authorisation (for subversive or malicious reasons) • Possession or selling of drugs	• Detention "Time Out" room • Parent notified requesting urgent interview • Parent notified to attend meeting • Behaviour Management Plan in place • School Suspension • STIP- Short Term Intervention Program • PLC- Positive Learning Centre • Exclusion • Teacher to complete daily behaviour report • Excluded from all school functions • Individual behaviour management plan activated • One School Incident Report • External support sought including Behaviour Support Services and G.O. • Behaviour Support Personnel • Loss of Senior or Captain badges at the discretion of the Principal

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Intensive behaviour support

Aspley East is committed to educating all students, including those with the highest behavioural support needs. We recognise that students with highly complex and challenging behaviours need comprehensive systems of support. The Administration Team:

- works with other staff members to develop appropriate behaviour support strategies
- monitors the impact of support for individual students through continuous data collection
- makes adjustments as required for the student
- work with the Special Needs Committee and outside agencies including Behaviour Support personnel to achieve continuity and consistency.

In many cases an Individual Behaviour Management Plan will be written with the assistance of Parents/Caregivers and a support team which could include the Guidance Officer, individuals from other agencies already working with the student and his/her family and district-based behavioural support staff.

5. Consequences for inappropriate or unacceptable behaviour

Aspley East State School makes systematic efforts to prevent inappropriate or unacceptable behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When these behaviour incidents occur, it is important that consequences are predictable. Our school seeks to ensure that responses to inappropriate or unacceptable behaviour are consistent and proportionate to the nature of the behaviour.

In the playground minor inappropriate behaviours for students are recorded in the 'Duty Folder'. If a major inappropriate behaviour occurs the student will be directed to the administration, escorted by the teacher if possible. The teacher will report the incident to administration as soon as practicable.

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

- **Minor** behaviour incidents are handled by staff members at the time it happens (usually Level 2 in the Behaviour Levels Matrix, refer to Additional Behaviour Matrix located in Appendix 6)
- **Major** behaviour incidents are referred directly to the school Administration team (usually Level 3 or 4 in the Behaviour Levels Matrix included in Appendix 6)

Minor problem behaviours are those that:
- are minor breaches of the school rules
- do not seriously harm others or cause you to suspect that the student may be harmed
- do not violate the rights of others in any other serious way
- are not part of a pattern of inappropriate behaviours
- do not require involvement of specialist support staff or Administration.

Minor problem behaviours may result in the following consequences:
- a minor consequence logically connected to the inappropriate behaviour, such as complete removal from an activity or event for a specified period of time, partial removal (time away), individual meeting with the student, apology or restitution.

- a re-direction process where a staff member takes the student aside and:
    1. names the behaviour that student is displaying
    2. asks student to name expected school behaviour
    3. states and explains expected school behaviour if necessary
    4. gives positive verbal acknowledgement for expected school behaviour.

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

Major behaviours result in an immediate referral to school Administration because of their seriousness. When major unacceptable behaviour occurs, staff members calmly state the behaviour and remind the student of expected school behaviour. The staff member then escorts the student to Administration (if possible).

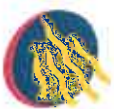Major unacceptable behaviours may result in the following consequences:
- **Step One:** Time out, detention (see Safe, Supportive and Disciplined School Environment procedure for guidelines), loss of privilege, restitution, warning regarding future consequence for repeated or persistent inappropriate behaviour.
<div align="center">AND/OR</div>
- **Step Two:** Parent contact, referral to Guidance Officer, referral to the Student Support Committee, referral for specialist behaviour services, suspension from school, behaviour improvement conditions.

- **Step Three:** Students who engage in serious unacceptable behaviours such as major violent physical assault or the use/supply or possession of weapons (including knives) or drugs may receive a Behaviour Improvement Condition or a School Disciplinary Absence (suspension or proposal/recommendation for exclusion) as a consequence of unacceptable behaviour.

Definition of consequences*

Withdrawal	A principal or school staff may use time out as a strategy for students to manage their own behaviour and to assist the student to calm down.
	During time out, student is to be supervised and given an opportunity to rejoin class in intervals of no more than 10 minutes.
Time Out (Reflection Room)	A principal or teacher may use detention as a consequence for disobedience, misconduct, or other breaches of school expectations. (not used for in class inappropriate behaviour unless approved by The Principal or Deputy Principal). A detention is given during school lunch play period or 30 minutes after school (parent will be contacted via letter or phone before or after school detention is imposed).
Temporary Removal of Property	A principal or staff member of Aspley East State School has the power to temporarily remove property from a student, as per the procedure *Temporary Removal of Student Property by School Staff*.

School Disciplinary Absences (SDA)	
Suspension	A principal may suspend a student from school under the following circumstances: • disobedience by the student • misconduct by the student • other conduct that is prejudicial to the good order and management of the school.
Behaviour Improvement Condition	A principal may impose a behaviour improvement condition if the principal is reasonably satisfied that the student has engaged in behaviour that warrants the grounds for exclusion or other conduct that is so serious that suspension of the student from school is inadequate to deal with the behaviour. A *Behaviour Improvement Condition* requires the student to undertake a behaviour management program arranged by the school's principal. The program must be: • reasonably appropriate to the challenging behaviour • conducted by an appropriately qualified person • designed to help the student not to re-engage in the challenging behaviour • no longer than three months.
Proposed exclusion or recommended exclusion	A student may be suspended pending a decision to exclude when the student's behaviour is so serious that suspension of the student from the school would be inadequate to deal with the behaviour. A student may be suspended or excluded for the following reasons: • disobedience • misconduct • other conduct that is prejudicial to the good order and management of the school, or • breach of Behaviour Improvement Conditions.
Cancellation of enrolment	The enrolment of a post compulsory school age student may be cancelled if the student's behaviour amounts to a refusal to participate in the educational program provided at the school.

*Refer to departmental procedure Safe, Supportive and Disciplined School Environment for further details.

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The following table outlines examples of minor and major behaviour incidents*
for more detail refer to our Behaviour Matrix Page in Appendix 6.

	Area	Minor (Level 2 behaviour matrix)	Major (Level 3 or 4 Behaviour Matrix)
Being Safe	Movement around school	▪ Running on concrete or around buildings ▪ Running in stairwells ▪ Not walking bike in school grounds	
	Play	▪ Incorrect use of equipment ▪ Not playing school approved games ▪ Playing in toilets	▪ Throwing objects ▪ Possession of weapons
	Physical contact	▪ Minor physical contact (eg: pushing and shoving)	▪ Serious physical aggression ▪ Fighting
	Correct Attire	▪ Not wearing a hat in playground ▪ Not wearing shoes outside	
	Other		▪ Possession or selling of drugs ▪ Weapons including knives and any other items which could be considered a weapon being taken to school ▪ Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school
Being Responsible	Class tasks	▪ Not completing set tasks that are at an appropriate level ▪ Refusing to work	
	Being in the right place	▪ Not being punctual (eg: lateness after breaks) ▪ Not in the right place at the right time.	▪ Leaving class without permission (out of sight) ▪ Leaving school without permission
	Follow instructions	▪ Low intensity failure to respond to adult request ▪ Non compliance ▪ Unco-operative behaviour	
	Accept outcomes for behaviour	▪ Minor dishonesty	▪ Major dishonesty that impacts on others
	Rubbish	▪ Littering	
	Mobile Phone or personal technology devices	▪ Mobile phone switched on in any part of the school at any time without authorisation (written permission from an authorised staff member)	▪ 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	▪ Inappropriate language (written/verbal) ▪ Calling out ▪ Poor attitude ▪ Disrespectful tone	▪ Offensive language ▪ Aggressive language ▪ Verbal abuse / directed profanity
	Property	▪ Petty theft ▪ Lack of care for the environment	▪ Stealing / major theft ▪ Wilful property damage ▪ Vandalism
	Others	▪ Not playing fairly ▪ Minor disruption to class ▪ Minor defiance ▪ Minor bullying	▪ Major bullying ▪ Major disruption to class ▪ Blatant disrespect ▪ Major defiance ▪ Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school

*Please note that this is not an exhaustive list. Other behaviours will be dealt with as appropriate.

<u>Relate inappropriate or unacceptable behaviour to expected school behaviours</u>

When responding to inappropriate or unacceptable behaviours, staff members ensure that students understand the relationship of the 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

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- identify what they will do to change their behaviour in line with expected school behaviour.

Should an inappropriate or unacceptable 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 inappropriate or unacceptable behaviour

At Aspley East State School, staff members authorised to issue consequences for behaviour incidents are provided with appropriate professional development and/or training. Through training activities, we work to ensure consistent responses to behaviour incidents across the school.
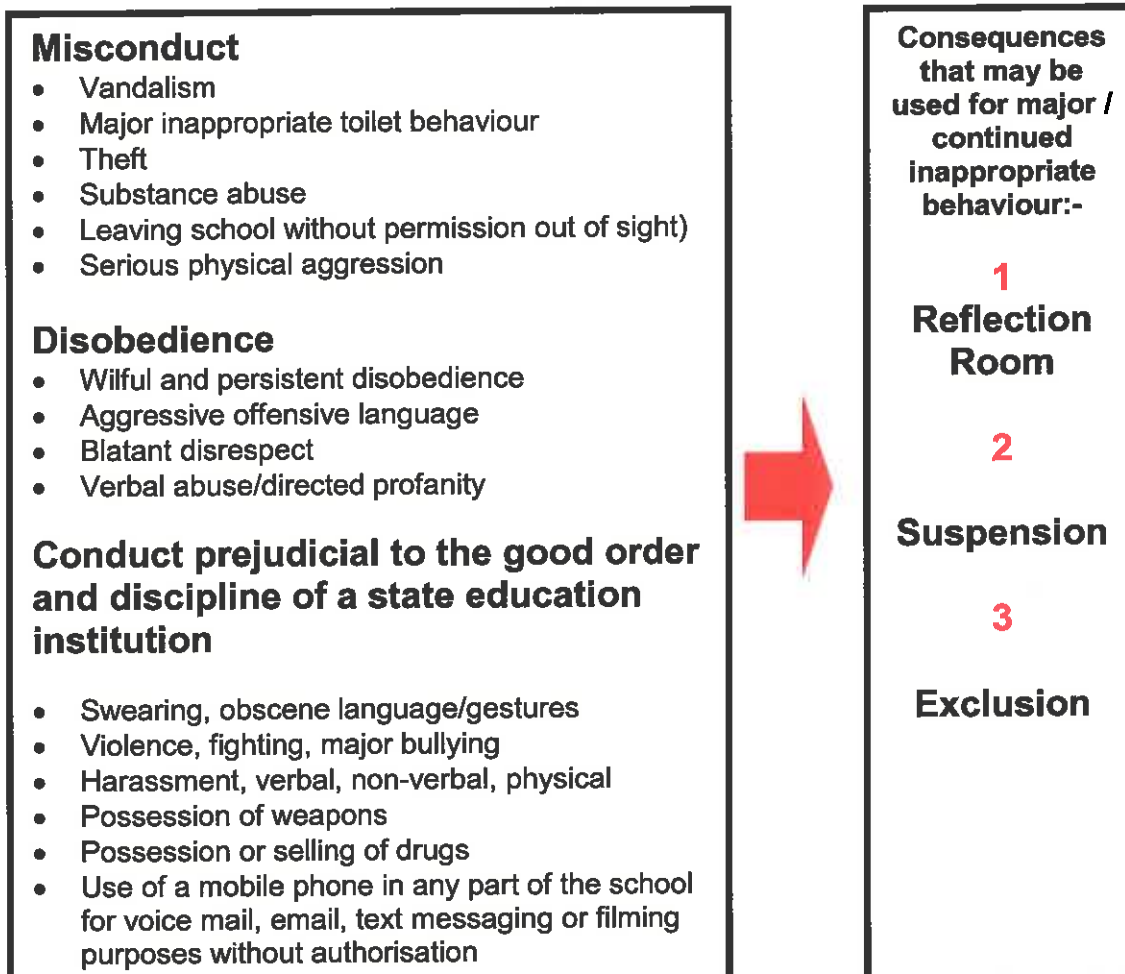
Students also receive training about how to respond when other students display inappropriate or unacceptable behaviour. The courteous way to respond when a staff member redirects a student's behaviour is taught and rehearsed to reduce the impact of peer engagement in the behaviour incident.

Student disciplinary absences (suspension and exclusion) may be considered:
- in the event of a serious, one-off behaviour incident or
- after consideration has been given to all other responses.

Inappropriate Behaviours (Level 3 and 4 Behaviours)

Managing Major and/or Continued Inappropriate Behaviour

Misconduct
- Vandalism
- Major inappropriate toilet behaviour
- Theft
- Substance abuse
- Leaving school without permission out of sight)
- Serious physical aggression

Disobedience
- Wilful and persistent disobedience
- Aggressive offensive language
- Blatant disrespect
- Verbal abuse/directed profanity

Conduct prejudicial to the good order and discipline of a state education institution

- Swearing, obscene language/gestures
- Violence, fighting, major bullying
- Harassment, verbal, non-verbal, physical
- Possession of weapons
- Possession or selling of drugs
- Use of a mobile phone in any part of the school for voice mail, email, text messaging or filming purposes without authorisation

Consequences that may be used for major / continued inappropriate behaviour:-

1
Reflection Room

2
Suspension

3
Exclusion

6. Emergency situation 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 unacceptable behaviour. This consistency ensures that actions taken are responsive to the safety and well-being of students and staff.

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 unacceptable behaviour is defined as behaviour of such intensity, frequency, or duration that the physical safety and well-being of the student or others is likely to be placed at serious risk.

Immediate Strategies
- Avoid escalating the unacceptable behaviour
  Avoid shouting, cornering the student, moving into the student's space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language.

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

- Approach the student in a non-threatening manner
  Move slowly and deliberately toward the situation or incident, 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.

Reinforcement and Correction Strategies
- 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 unacceptable behaviour then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour.

Follow Up Strategies
- Restore normal school operations as soon as possible.

- Provide post incident opportunities that include:
  o Assisting any distressed student/s to access appropriate support, e.g. Guidance Officer.
  o Assisting the individual 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.
  o Recording a reflection or individual learning plan to assist the student to develop a personal framework of expectations and appropriate actions.

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Physical Intervention

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

- physically assaulting another student or staff member
- posing an immediate danger to him/herself or to others.

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

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

It is important that all staff understand:

- physical intervention cannot be used as a form of punishment
- physical intervention must not be used when a less severe response can effectively resolve the situation
- the underlying function of the behaviour.

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

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

Any physical intervention made must:

- be reasonable in the particular circumstances,
- be in proportion to the circumstances of the incident
- always be the minimum force needed to reduce the risk of harm to self or others
- 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. A record of the incident must be recorded on One School.
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 Aspley East State School are supported through positive reinforcement and a system of universal, targeted, and intensive behaviour supports by:

- Parents
- Teachers – Support Teachers(Learning Difficulties, SEP)
- Support Staff
- Administration Staff
- Guidance Officer
- Advisory Visiting Teachers

Aspley East State School
- Positive Learning Centre Staff
- Senior Guidance Officer
- School Chaplain
- Behaviour Support Staff

Support is also available through the following government and community agencies:
- Disability Services Queensland
- Child and Youth Mental Health
- Queensland Health
- Department of Communities (Child Safety Services)
- Police

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.

Aspley East 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, their emotional state and previous behaviour record.
- Considering severity of the incident, amount of reliable evidence, degree of provocation, intent of action and honesty and perceived level of genuine remorse

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*
- *Weapons Act 1990*
- *Work Health and Safety Act 2011*
- *Work Health and Safety Regulation 2011*
- *Right to Information Act 2009*
- *Information Privacy (IP) Act 2009*

10. Related procedures

- *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

- *Schoolwide Positive Behaviour Support*
- *Code of Conduct for School Students Travelling on Buses*
- *National Safe Schools Framework*
- *National Safe Schools Framework Resource Manual*
- *Working Together resources for schools*
- *Cybersafety and schools resources*
- *Bullying. No way!*
- *Take a Stand Together*

Aspley East State School

12. Endorsement

Principal

9/9/15

School Council Chair

P&C President

Appendix 1

The Use of Personal Technology Devices* at School

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

Certain Personal Technology Devices Banned From School
Students must not bring valuable personal technology devices like cameras, digital video cameras or MP3 players to school as there is a risk of damage or theft. Such devices will be confiscated by school staff and may be collected at the end of the day from the school office. Breaches of this prohibition may result in disciplinary consequences.

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

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

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

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

Recording voice and Images
Every member of the school community should feel confident about participating fully and frankly in all aspects of school life without concern that their personal privacy is being invaded by them being recorded without their knowledge or consent.

We uphold the value of trust and the right to privacy at Aspley East State School. Students using personal technology devices to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks etc.) to disseminate to others (including distribution by phone or internet posting) build a culture of distrust and disharmony.

Aspley East State School

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 school student 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[1], including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur.

Students involved in:
- recording; and/or
- disseminating material (through text messaging, display, internet uploading etc.); and/or,
- knowingly being a subject of a recording

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

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

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.

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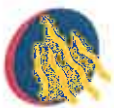
[1] Education Queensland does not tolerate bullying behaviour at schools. This includes bullying conducted by electronic means.

Aspley East State School

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

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

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

Special Circumstances Arrangement

Students who require the use of a personal assistive 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.

Inappropriate behaviour outside of school hours

Students may receive disciplinary consequences for bullying or cyberbullying or other inappropriate online behaviour that occurs out of school hours, and affects the good order and management of the school.

* Personal Technology Devices include, but are not limited to the following devices; portable gaming devices, the IPhone, IPod, IPod Touch or IPad, Tamagotchi® and similar games, laptop computers, PDAs, Blackberries®, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile telephones and devices of a similar nature.

Appendix 2

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

<u>**Purpose**</u>

Aspley East State School strives to create positive, predictable environments for all students at all times of the day. The disciplined 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 Aspley East State School Research indicates that both those being bullied and those who bully are at risk for behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community's goals and efforts for supporting all students.

Bullying behaviours that will not be tolerated at Aspley East 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
- young carers or children in care.

At Aspley East 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.

<u>**Rationale**</u>

Research indicates that many problem behaviours are peer-maintained. That is, peers react to bullying in ways that may increase the likelihood of it occurring again in the future. Reactions include joining in, laughing, or simply standing and watching, rather than intervening to help the person being bullied. Whilst our school would never

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encourage students to place themselves at risk, our anti-bullying procedures involve teaching the entire school a set of safe and effective response to all problem behaviour, including bullying, in such a way that those who bully are not socially reinforced for demonstrating it.

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

Prevention

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 5 school values and associated rules and have been taught the expected behaviours attached to each value 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.

Cyberbullying often does not occur at school. Students are reminded about Cybersafety for example how to safely conduct and internet search, what cyberbullying is and what they should do if they receive unwanted messages including for example:

- Not to respond to messages but keep them to report to parents and/or teachers immediately
- Report any instances they see as a bystander of cyberbullying to parents and/or teachers immediately.

Aspley East State School will then investigate and respond accordingly to any incident of cyberbullying.
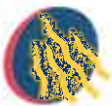
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The student curriculum modules of the anti-bullying process consist of lessons taught by all teachers in all classrooms to a schoolwide schedule of instruction. At all times simultaneous instruction is our goal, in order to maintain consistency of skill acquisition across the school.

Lessons are delivered to students, which teaches the 5 step process (Aspley East High 5 anti-bullying strategy) to be used by all students when experiencing bullying behaviour either as a person being bullied, the person bullying or bystander.

Aspley East State School uses behavioural data for decision-making. This data is recorded. This allows the school to track the effectiveness of its anti-bullying process, to make any necessary adjustments, and to identify specific bullying behaviours that may need to be revisited or revised in the instructional process.

Appendix 3

Appropriate use of social media

Aspley East 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 other social media apps can provide positive opportunities for social learning and development. However, inappropriate, or misguided, use can lead to negative outcomes for the user and others.

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

No student of Aspley East State School will face disciplinary action for simply having a social media account. Parents/carers are advised that there are age limit restrictions to access many social media sites and should ensure that they are aware of what sites students are accessing.

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 Aspley East State School grounds or while online at school. Inappropriate online behaviours can have a negative impact on student learning and the good order and management of Aspley East State School, whether those behaviours occur during or outside school hours.

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 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 Aspley East 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 Aspley East 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.

Aspley East 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.

Aspley East 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, Aspley East State School expects its students to engage in positive online behaviours.

Appendix 4

Aspley East State School

Internal Behaviour Referral Form – TIME OUT SLIP

Behaviour Reflection Room Card

Date:_____

Name:_____

Class:_____

Teacher on Duty:_____

Reason:_____

_____

_____

_____

Poor Choice

Aspley East State School

Incident Report
(Use as a guide to Oneschool Reports)

Name: .... Date: ....

Name PROBLEM BEHAVIOUR
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).

Person Completing Form: ....

Appendix 6

STAFF GUIDELINES FOR BEHAVIOUR SUPPORT
AT ASPLEY EAST STATE SCHOOL

CLASSROOM MANAGEMENT

CLASS RULES

GOOD CHOICES – POOR CHOICES

Good Class Rules are the preventative side of classroom Management.

Each class should have rules for:-
- *Safety, Effort, Respect, Self-Responsibility and Co-operation*
- *Rules should be conspicuously displayed in every classroom*
- *Rules should be re-visited and revised when necessary and use the languages related to **Good Choices and Poor Choices***

DEVELOPING THE RULES

1. ***Negotiate the rules (where appropriate) with your students*** at the beginning of the year.
2. ***Ensure that rules are positive in intent.***
   (e.g. 'Hand up to Speak!' rather than 'Don't Call Out!'.)
3. ***Rules should be few in number.***
4. ***Make rules clear and specific.***
   (e.g. 'Speak in a friendly tone!' rather than get along with other!')
5. ***Teach the rules.***
   (Rules should be modelled and practised,
   so that the students know what is expected.)
6. ***Use the language of Good Choices and Bad Choices.***

OWNING THE RULES

Students will "own" the rules if they have been involved in making them and if they see that the rules protect their rights:
e.g. Everyone has a right to their say providing that they have their say fairly; and/or they speak at appropriate times; and /or give the same courtesy to others as they expect for themselves etc.

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REWARDS AND CONSEQUENCES

POSITIVELY RE-INFORCING THE RULES - GOOD CHOICES

1. *Be behaviour specific.* Make sure the children know for what they are being praised.

2. *Choose appropriate rewards.* (class certificates, stickers, whole class rewards etc). Negotiate the rewards with your class!! Celebrate their achievements.

3. *Give the reward as soon as possible.*

4. *Make the children feel they belong to a special class.* They will feel proud to uphold their responsibilities.

5. *Be consistent with your rewards*

CONSEQUENCES – POOR CHOICES

1. *Children must know in advance what the consequences are for their behaviours and that they will be enforced.* This helps them make decisions about their behaviour and better choices.

2. *Consequences must help fix up the behaviour.* They should foster some connection in the child's thinking and future action.

3. *Be consistent in applying consequences.* Don't give in or give up, or let children off, because the probability of them re-offending will increase dramatically. If it's the rule for the 'naughty' children, make it the rule for the 'good' children as well.

Be boringly consistent with the consequences

and

always change rewards to maintain interest.

STEPS TO FOLLOW
WHEN RULES ARE BROKEN

STEP 1   Tactically ignore behaviour and /or use non-verbal gestures.

STEP 2   Give simple direction or warning 'I Statement' or remind student of the class rule or (What are you doing? What should you be doing?)
Name can be listed on the board.

STEP 3   Repeat Step 2 if child resists or argues.
Place a cross on child's name.
Call student aside.
 Re-establish class rule and state the consequence if the behaviour continues.

STEP 4   Place in "Time Out" within the classroom.
Give a clear choice to work by the rules or leave!

STEP 5   Exit the student to your Buddy Class next door.
Communicate with Buddy Class teacher if possible
Buddy teacher needs to act appropriately – child is not to be included in the activities of that class.

STEP 6   Student to return to home room when settled or work completed or as appropriate.

Contact Administration for continued unacceptable behaviour.

PLEASE NOTE:
If at any time a student behaves in a way that is abusive, threatening or dangerous to himself / herself or other –

Exit the student to the office immediately!

OVERVIEW OF CLASSROOM PROCEDURES FOR MANAGING INAPPROPRIATE BEHAVIOUR

When managing behaviour it is important that you act in a decisive, non-aggressive way while directing the student back on task quickly, fairly and positively.

A decisive approach entails:

- establishing eye contact
- speaking clearly and firmly
- being brief
- addressing the primary behaviour
- expecting compliance rather than demanding it and
- re-establishing working relationships as soon as possible

PLAYGROUND MANAGEMENT

GOOD CHOICES – POOR CHOICES

PLAYGROUND BEHAVIOUR – GOOD CHOICES

ASPLEY EAST ACE AWARD
These awards are given to students whose behaviour in the playground is above the expected level. This could include showing some initiative, assisting another student or helping to keep our grounds in good condition.

- Staff will hand to students an Aspley East Ace Award which they will find in the duty bag.
- The student will take the completed award to the award box which is in the Library or at Prep.
- On Assembly, 6 students from P-3 and 6 students from 4-7 are drawn out of the box and receive an ice block tuckshop voucher.
- A tally is kept for the House with the most points and students from the winning house will receive an iceblock at the end of term.

PLAYGROUND BEHAVIOUR – POOR CHOICES

Step 1 - Warning and / or redirection

Step 2 - Walk with staff member.

Step 3 - For continued poor choices the student's name will be listed in duty folder.

Step 4 – If a 'major' behaviour incident occurs the student will be sent / escorted to administration. Teacher/staff member will report details of incident to administration.

Possible Reflection Room Incidents -

- Deliberate injury to others – physical, verbal or sexual harassment
- Insolence
- Deliberate damage to property
- Dangerous play, where having been given a reminder/warning, a child continues the behaviour.
- Disobeying staff directions, disrespect – gross impertinence
- Deliberate obscene language or verbal abuse
- Fighting

- The "Reflection Room" operates in first break Monday to Friday.

- The playground duty staff member identifies a 'major' incident.

- Student may be asked to walk with staff member until the end of their duty and then taken to the office. Student may be asked to make their own way to the office and then the staff member will report the incident to administration after their duty

- Staff in the "Reflection Room will record the student's attendance. The student will complete a Reflection Sheet.

- Parents will be contacted if a student has more than 2 sessions in the "Reflection Room in a term.

> The "Reflection Room" is to provide an effective consequence for more serious or CONTINUED INAPPROPRIATE PLAYGROUND BEHAVIOUR.

"Reflection Room" RATIONALE:

- Is not to be used as a consequence for inappropriate classroom behaviour. On occasion a member of the Administration team may make a decision to put a student in the room.

- A child will spend two lunch (first) breaks on two consecutive days in the "Reflection Room", allowing time to go to the toilet and have a drink before the bell rings.

- Supervising teachers are to insist on a quiet non-interactive environment in the room. They need to insist on a reasonable standard of neatness, spelling and composition of the "Reflection Sheet".

- The "Reflection Sheet" needs to demonstrate responsibility for the inappropriate behaviour.

If the student is not co-operative in the "Reflection Room", a member of the Administration team will be called.

MINOR BEHAVIOUR INCIDENT Level 2	DEFINITION	EXAMPLE	POSSIBLE CONSEQUENCES
Verbal Misconduct (Minor)	This is when a student teases or speaks inappropriately to another student. This is when it is not bullying or harassment.	• Lacks co-operation with fellow students • Behaves unacceptably by Minor Bullying / Harassment • Discrimination: gender, race or religion • Deliberate swearing • Begins to argue with others in a game causing disruption	**LEVEL 2** • Teacher reminder RESTATE THE RULES • Teacher may ask student: - to walk with them on duty, - sit out of the game for a period of time, - leave the area and play in another area, - pick up litter - Verbal reprimand • Students will work in an independent space in classroom • Lunch time duty – walk with teacher • Lunch time detention (after eating time – 15 minutes) • Verbal / written apology • Class discussion of rules • Student / Teacher discussion • Student explains behaviour • Student made aware of the consequence of next level • Parent may be notified • Letter outlining strategies implemented may be sent to parents • Students may be sent to a buddy classroom (Pre-arranged with teacher)
Physical Misconduct (Minor)	This is when there is inappropriate or accidental physical contact between students. The contact is without an intent to injure or hurt the other student. No injury is evident.	• Pushing another student during a game • Tripping a student • Wrestling to retrieve a ball/item • Rough play	
Non-compliant with routine (Minor)	This is when a student doesn't comply with the school-wide values of cooperation, respect, effort, safety and self responsibility.	• Repeatedly in an out of bounds area • Deliberate littering • Inappropriate toilet behaviour	
Other conduct prejudicial to the good order and management of the school (Minor)	This is any minor behaviour not otherwise defined that breeches the school rules but does not cause serious harm to others or significantly violate the rights of others. This can include behaviour that occurs outside of school that has repercussions within the school context.	• Misbehaviour before and after school • Bringing dogs or pets into grounds without Principal's permission • Verbal arguing • Name calling	
Misconduct involving object (Minor)	This is when a student is using items in an unsafe or inappropriate way without intent to harm and their actions do not result in injury.	• Endangering safety: e.g. throwing objects, running anywhere except the oval • Possession of banned items (e.g. sticks, toys in the playground- excluding balls) • Interfering with the property of others	
Lying/cheating (Minor)	This is when a student deliberately misleads others or copies others' work or uses aids to assist themselves during learning activities.	• Making false statements • Unauthorised printing e.g. webpages	

	DEFINITION	EXAMPLE	POSSIBLE CONSEQUENCES
Disruptive (Minor)	This is when a student causes any interruption by displaying a behaviour that stops the flow of teaching and learning such as: -talking; -calling out; -not sitting still; or -inappropriate noises.	• Is disruptive in class • Is preventing others from working • Making inappropriate noises • Moving around school noisily	
Defiant to adults (Minor)	This is when a student refuses to comply with teacher instructions or directions, answers back or argues. This category is not to be used for threats to adults, only defiance towards adults.	• Is not co-operating with staff • Not making a reasonable effort to complete set work	
MAJOR BEHAVIOUR INCIDENT Level 3 and Level 4 **PLEASE NOTE** 1. Behaviour Reflection Room referrals to be completed by Admin	2. During lunchtimes, MAJOR incident referrals to be completed and recorded in ONESCHOOL by Playground Duty Teacher.	• Continued LEVEL 2 behaviours • Continuing to ignore the rights of others in the school – includes bullying and discrimination • May be placed directly on this level for - Truancy, Stealing - Injury to another student - Aggressive Fighting / bullying / wilful destruction of school, personal, classroom property	**LEVEL 3** • Behaviour Reflection Room • Behaviour Management Plan • Bullying policy to be invoked • In school suspension 1-2days • School suspension 1- 10 days • Student excluded from: - In class instruction - School excursions - Sporting events - Dances/discos - Special school event - Extra curricula activities • One School Incident Report • School report will denote unsatisfactory / inappropriate behaviour • Recommendations to outside agencies
Verbal Misconduct (Major)	This is when a student intentionally and REPEATEDLY teases or speaks inappropriately with intent to harm another student.	• REPEATED bullying	

			• Behaviour Support Personnel • Loss of Senior or Captain badges at the discretion of the Principal
Substance misconduct involving tobacco and other legal substances (**Major**) – Dealt with by Admin	This is when a student uses a substance or offers it to others such as: -prescription medication; -alcohol; or -cigarettes.	• Smoking	
Truant/Skip class (**Major**) – Dealt with by Admin	This is when a student does not have permission to stay at home or when a student leaves the school without permission.	• Leaving school without permission	
Refusal to participate in program of instruction (**Major**) – Dealt with by Admin	This is when a student REPEATEDLY removes themselves from the learning environment without permission and ONGOINGLY refuses to return following teacher intervention.	• REPEATED blatant refusal to follow teacher's directions / ONGOING task refusal	
Property misconduct (**Major**) – Dealt with by Admin	This is when a student intentionally damages their own, others or the schools property that results in significant cost to others or the school.	• Vandalism / graffiti • Theft (may vary according to motives / frequency / value of item)	

Possession/Use of prohibited items (**Major**) – Dealt with by Admin	This is when a student has in their bag or on their person any prohibited item such as:
	    knives; cigarettes; lighters; slingshots;
	    materials which could be used for
	    weapons; sticks; or
	    pornographic material.
		• Possession of dangerous / inappropriate / prohibited items (e.g. knives, matches, cigarettes, illicit substances)	

Physical misconduct (**Major**) – Dealt with by Admin	This is when there is inappropriate physical contact between students, for instance – aggressive, sexual or annoying. This can be in the form of – AGGRESSIVE – hitting, punching, kicking -slapping, hair-pulling - overly affectionate/cuddling/kissing(sexual)	• Sexualised behaviour or inappropriate gestures/ touching or verbal / pictorial communication and indecent exposure • Inappropriate toilet behaviour of a more serious nature	
Other conduct prejudicial to the good order and management of the school (**Major**) – Dealt with by Admin	This is any major behaviour not otherwise defined that puts others or self at risk of harm or significantly violates the rights of others. This can include behaviour that occurs outside of	• Conspiring / inciting other students to adopt inappropriate / unacceptable behaviour as is covered by school rules, class rules	

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	school that has repercussions within the school context.	and school code of conduct • Bring the good name of the school into disrepute
Bullying/Harassment **(Major)** – Dealt with by Admin	This is when a student is demonstrating <u>REPETITIVE</u> inappropriate behaviour towards another student or adult over a period of time. -teasing -swearing -invasion of personal space -following -taking their things -manipulating friendship groups -text messaging -facebook -internet harassment	• Make vexatious false accusations against members of school community, including staff, students and parents ○ Internet Cyber Bullying ○ Use of a mobile phone, in any part of the school for voicemail, email, text messaging or filming purposes without authorisation

PLEASE NOTE

1. Behaviour Reflection Room referrals to be completed by Admin

2. During lunchtimes, MAJOR incident referrals to be completed and recorded in ONESCHOOL by Playground Duty Teacher.

- Placed directly on LEVEL 4 for:
  - Physical assault of staff
  - Serious intended physical injury to students or staff
  - Use / possession or distribution of drugs, alcohol or stimulants
  - Use / possession of a weapon / dangerous / inappropriate/prohibited items (knives, sharps etc.)

LEVEL 4

- Continued LEVEL 3 behaviours
- Student's behaviour is consistently intolerable / unacceptable
- Student severely affecting progress, safety and comfort of others
- Continued or high level threats of physical / verbal abuse of others including students / teachers
- Continued failure to follow staff directions which may include flagrant insolence
- Refusal to follow direction of Administration
- Continued deterioration of behaviour in class and school grounds
- Abuse to staff
- Continued cyber bullying
- Use of a mobile phone in any part of the school for voicemail, email, text messaging or filming purposes without authorisation (for subversive or malicious reasons)
- Possession or selling of drugs

LEVEL 4

- Behaviour Reflection Room
- Parent notified requesting interview
- Parent notified to attend meeting
- Behaviour Management Plan in place
- Parents notified in writing
- Suspension, withdrawal from class
- School Suspension
- STIP- Short Term Intervention Program
- PLC- Positive Learning Centre Tennyson
- Exclusion
- Teacher to complete daily behaviour report
- Excluded from all school functions
- Individual behaviour management plan activated
- One School Incident Report
- External support sought including Behaviour Support Services and G.O.
- Behaviour Support Personnel
- Loss of Senior or Captain badges at the discretion of the Principal

Cooperation   Respect
Effort
Safety   Self Responsibility

Appendix 7

BULLYING

STATEMENT OF BELIEF

At Aspley East State School all children have a right to feel safe, comfortable and to learn effectively in a positive environment. Therefore all members of the Aspley East State School community have a responsibility to assist and co-operate in maintaining a safe environment for themselves and others.

Our Whole School Anti- Bullying Strategy –'The High 5' is taught and discussed with our students regularly in class, in the playground and during School Assemblies .

WHAT IS BULLYING

Bullying is the assertion of power through aggression. It is a deliberate attempt to harm, threaten, frighten or intimidate another person.
Aspley East will not tolerate bullying of any kind. Bullying falls into a number of categories.

Bullying involves *repeated* incidents

There is usually an imbalance of size, strength or power between the children involved.
Power can sometimes derive from other children siding with the bully in order to protect themselves.
A bully can also be a victim at another time or in another circumstance.

BULLYING CAN BE REPEATED INCIDENTS OF:

- *Physical* — hitting, pushing, tripping, spitting, 'dakking' or giving 'wedgies', throwing objects, making suggestive comments or other forms of sexual abuse, stalking, damaging or destroying property, forcing others to act against their will, e.g. making another person give you money , food or other property.
- *Non-physical* — threats, name calling, using offensive language, spreading rumours, writing offensive notes, rude gestures, hurtful exclusion of others from a group, taking or hiding others' property, malicious phone calls, text messages, emails and using the internet..

In practice, the different forms often occur together. Physical intimidation is often accompanied by verbal abuse and one is used to reinforce the other.

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Claims that 'I was just joking' are unacceptable excuses for another person's distress.

SOME WARNING SIGNS THAT A CHILD MAY BE BEING BULLIED

Physical
- Unexplained bruises, scratches or cuts
- Torn or damaged clothing or belongings
- School absenteeism

Psychosomatic
- Excuses to get out of school especially non-specific pains, headaches or abdominal pains

Behavioural
- Signs of fear such as bed-wetting or nightmares
- Feeling unpopular – 'No-one likes me.' or 'No-one will play with me.'

PROACTIVE STRATEGIES TO DEAL WITH BULLYING AT ASPLEY EAST

- Provide a range of enjoyable activities such as: library games and reading, sport training, marching band and art.
- Teach students what bullying is – using age appropriate information and strategies.
- Setting firm limits of unacceptable behaviour.
- Social skilling and self esteem programs as well as classroom posters
- Ensure adequate supervision in the playground with clear guidelines about appropriate and inappropriate play and consistent consequences for both.
- Use assembly and the school newsletter to inform the school community of processes to deal with bullying.
- Use co-operative learning strategies, role play and group problem-solving.
- Deal with positive relationships and appropriate conflict resolution skills through Human Relationships Education.
- Encourage professional development for teachers to promote a consistent response to bullying.
- Involve non-teaching staff in the implementation of our Behaviour Support policy.
- Observe signs of distress or suspected incidents of bullying.
- Treat all reports of bullying seriously.
- Teach students about the serious consequences for misuse of computer and mobile phone leading to cyber bullying.
- Negotiate solutions to problems wherever possible by conferencing with peers and victims.
- Follow up and monitor negotiated solutions.
- Provide support to help the bully understand and change their behaviour.
- Comprehensive record-keeping.

CONTACT PEOPLE

Any student may report any instance of bullying to either their own class teacher or any staff member on playground duty. Student can also report to administration.

WHAT HAPPENS WHEN A CASE OF BULLYING IS REPORTED

Staff investigates the report, hearing all sides of the story and **may** take the following steps:
- The bully is withdrawn for a period of time.

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- The bully is given a 'Time-out' detention.
- The bully is referred to the Principal or Deputy Principal.
- Advice is given to the victim to help to empower him/her in order to avoid a similar situation arising in future.
- Advice is given to the bully to assist him or her to adopt more acceptable behaviours.
- An agreement is reached between both parties as to future interactions.
- Formal or informal monitoring of the agreed solution occurs.
- The incident is recorded, enabling patterns of behaviour to be examined.

WHAT CAN THE VICTIM DO IF HE/SHE IS BEING BULLIED

- Be assertive — practise looking and sounding confident.
- Think positive thoughts about yourself (what you're good at) and practise them to counter the bully's teasing.
- Play with your other friends.
- Try not to be alone with the bully.
- Try not to show distress as bullies feel satisfied if they know that they have upset you.
- Consider whether you yourself have been bullying others. *If you have, you need to change.*
- Report it. Report it. Report it.

WHAT CAN PARENTS DO IF YOUR CHILD IS BEING BULLIED

- Don't over-react. Hear your child out, give support and comfort.
- Ask your child how the problem started and try to ascertain whether your child has been name-calling, teasing or provoking the bully.
- Try to establish whether it's a one-off incident or has been continuing.
- Talk through the strategies your child can use if he or she is being bullied.
- Teach by example that we all have the power to choose our feelings. Explain that when we react to what others do or say we give them power over us, and that we can choose not to get upset or react.
- Report it to the school.

HOW WILL THE SCHOOL DEAL WITH BULLIES?

- The school cannot guarantee and environment free of bullying. However we can commit to dealing, in a fair and impartial manner, with each and every incident that comes to our attention.

- Parents need to be aware that not every incident that is reported is clear cut. In many cases, there are contrary reports and, with the passage of time and in the absence of witnesses, it is often difficult to establish exactly what did happen.

- Where it is established that, on the balance of probabilities, bullying has occurred, then the school will record the incident in the register (One School) – as required by Education Queensland and administer consequences that will vary according to the nature and seriousness of the incident, the pre-history and other relevant factors.

- Assistance for children who bully can be arranged through the school's Guidance Officer or the relevant personnel.

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- Effective, open lines of communication and a co-operative relationship between the parents of these children and the school are important and most likely to cause a change of behaviour.

- Repeat offenders may face suspension from school.

REMEMBER

- Everyone at Aspley East State School has a right to feel safe.

- Reporting abuse is not 'dobbing'.

- **Nobody deserves to be bullied.**

Appendix 8

Uniform and Dress Code

The Aspley East State School Uniform and Dress Code is based on the Education Queensland's Policy and Guidelines on School Dress Standards for Students.

Our uniform and dress code is supported and endorsed by our Parents and Citizens Association.

Our dress code expectations and uniform requirements are outlined in our Parent/Caregiver Handbook.

Persistent failure or refusal to adhere to these requirements will be regarded as a breach of school rules and will be dealt with accordingly.

Appendix 9

Whole School Anti-bullying Strategy

HIGH FIVE PROGRAM

What is the High 5?
- It is an effective strategy to develop problem solving strategies for our students.
- A whole school approach that can eradicate bullying.
- It is a 5 step problem solving strategy that can be used in the classroom, in the playground and for perceived bullying incidents.

Values and High 5
- Values – used to foster better relationships, personal achievement and improved student well being.
- Hi 5 used to build student's social skills and resilience.
- Together positive impact and shape our Supportive Behaviour program.

Core Beliefs
- No "put downs"
- Use of" build ups"

'Put Downs'
- Can be a habit, a quick reply without thinking or a conscious mean, nasty response.
- Verbal/ Non verbal

'Build Ups'
- Positive supportive words you can say about people and their behaviour Contribute to:-
  - Positive Behaviour
  - Establishment of positive relationships
  - Positive self Image
  - CONFIDENCE

As a staff
- We want to teach our students the skills that will build their self esteem and empower them to take responsibility for themselves and give them the power to practice these skills.

- We want to promote pro-active strategies to prevent incidents from becoming bullying

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How to Implement High 5

- High 5 Program takes regular sessions to implement and is included in our Whole School Social Skills Program
- Use the "Y" chart (looks like, sounds like, feels like)
- *All steps are modelled and taught through role play*

The High 5:

1. **TALK FRIENDLY**
2. **TALK FIRMLY**
3. **IGNORE**
4. **WALK AWAY**
5. **REPORT**

1. Talk Friendly

- Use a calm voice
- Maintain eye contact.
- Maintain relatively close body proximity.
- Use "I" statements – I feel....when you ....because ....
- USE ROLE PLAY TO WHOW WHAT **TALKING FRIENDLY** LOOKS LIKE, SOUNDS LIKE AND MAY FEEL LIKE.

2. Talk Firmly

- As per talk friendly
- Use an assertive voice, slightly raised
- Tell them to stop it.
- Re-state your "I" statement e.g. "I said ....
- State the consequences of continued bullying.
- USE ROLE PLAY TO SHOW WHAT **TALKING FIRMLY** LOOKS LIKE, SOUNDS LIKE AND MAY FEEL LIKE

3. Ignore

4. Pretend you didn't hear it.
5. Do not make eye contact.
6. Maintain positive body language (calm, confident).
7. Think positive self-esteem statements.
8. Count to 5 in your head slowly
9. Take deep breaths
10. USE ROLE PLAY TO SHOW WHAT **IGNORING** LOOKS LIKE, SOUNDS LIKE AND MAY FEEL LIKE.

4. Walk Away

- Stand tall, head up high.
- Mouth closed.
- Look confident.
- Do not use eye contact.
- Walk somewhere, preferably towards a safety zone – maybe a teacher or go to the office.
- Do not look back. Walk confidently. Don't run.
- USE ROLE PLAY TO SHOW WHAT **WALKING ALWAY** LOOKS LIKE, SOUNDS LIKE AND MAY FEEL LIKE.

5. Report

- Walk away and tell a staff member
- Go to a safety zone like the office
- Bystanders – support and report.
- Report, report, report until somebody listens
- USE ROLE PLAY TO SHOW WHAT **REPORTING** LOOKS LIKE, SOUNDS LIKE AND MAY FEEL LIKE

Reporting Vs Dobbing:
- Children need to know the difference between reporting and dobbing
- REPORTING is helping/getting you out of trouble.
- DOBBING is trying to get someone in trouble in a whiny voice.

Reporting:
- Children should in most circumstances attempt to problem-solve themselves first.
- Unsuccessful after doing High 5 steps – see teacher.

Asking the teacher for support:

Teacher dialogue should take the format:
- Is this a serious problem?
- Is this your problem?
- What have you tried already to solve it? (Have you tried the High 5?)
- Do you want a solution?
- What sort of solution do you want?

Reporting straight away
- If the issue involves health and safety- children report straight away to a teacher.
- They are not to solve the problem themselves e.g. incidents of physical danger – Child running out of school gates.

Reporting Phase- Role of teacher:
- Investigate and discuss incident with the child.
- Place in "Timeout," advise Administration and class teacher.
- Serious incidents refer straight to Administration. You may need to record incident on 'One School.'

Walk Away

Ignore

Talk Firmly

Talk Friendly

Report

**Do the
Aspley East
'High Five'**

*SUCCESS OCCURS WHEN CHILDREN
"TALK THE TALK"
and
'WALK THE TALK.'*

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Appendix 10

Social Skill Lesson Yearly Overview

Week	Term 1	Term 2	Term 3	Term 4
1	CLASSROOM – Rules and Routines	CLASSROOM – Rules and Routines	CLASSROOM – Rules and Routines	CLASSROOM – Rules and Routines
2	CLASSROOM – Know you and me	WHOLE SCHOOL PROGRAM – High Five	WHOLE SCHOOL PROGRAM – High Five	YES WEEK
3	WHOLE SCHOOL PROGRAM – High Five	Review School Values	Review School Values	REVIEW LEARNING AND BEHAVIOUR GOALS
4	RESPECT	RESPECT	CO-OPERATION	RESPECT
5	YES WEEK CO-OPERATION	YES WEEK CO-OPERATION	YES WEEK	CO-OPERATION
6	EFFORT	EFFORT	RESPECT	YES WEEK
7	SELF-RESPONSIBILITY	SELF-RESPONSIBILITY	EFFORT	SELF-RESPONSIBILITY EFFORT
8	ASPLEY EAST STAR STUDENT AWARDS	ASPLEY EAST STAR STUDENT AWARDS	ASPLEY EAST STAR STUDENT AWARDS	ASPLEY EAST STAR STUDENT AWARDS
9	SAFETY	SAFETY	SAFETY	REVIEW OF PERSONAL LEARNING GOALS AND BEHAVIOUR GOALS
10	REVIEW SCHOOL VALUES	REVIEW SCHOOL VALUES	SELF-RESPONSIBILITY	SAFETY DURING THE HOLIDAYS

Appendix 11
Signs and Quotes

Someone is sitting in the shade today because someone planted a tree a long time ago. — Warren Buffet	Believe you can and you're halfway there. -Theodore Roosevelt
Kind hands, kind feet, kind words.	Differences were meant not to divide, but to enrich. -J.H. Oldman
No act of kindness, no matter how small is ever wasted. -Aesop	The only way to have a friend is to be one. -Ralph Waldo Emerson
Goals help you channel your energy into action. -Les Brown	It's nice to be important but it's more important to be nice.
Strength lies in differences, not in similarities. -Stephen Covey	Never, never, never give up. -Winston Churchill
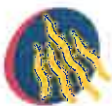
Appendix 12

WORKING TOGETHER TO KEEP ASPLEY EAST STATE SCHOOL SAFE

We can work together to keep knives out of school. At Aspley East State School:

- Every student has the right to feel safe and be safe at school.
- No knives are allowed to be taken to school by students.
- There is no reason for a student to have a knife at school, and it is against the law for a student to have a knife at school.

If a student has a knife a school, they can expect serious consequences, such as fines and possibly jail. Longer jail sentences can be given to young people if someone is injured with a knife during an assault.

What kinds of knife are banned?

- No knives of any type are allowed at school, including flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives or craft knives, or any item that can be used as a weapon, for example a chisel.
- Knives needed for school activities will be provided by the school, and the use of them will be supervised by school staff.
- In circumstances where students are required to have their own knives or sharp tools for particular subjects or vocational courses, the school will provide information about the procedures for carrying and storing these items at school.

The principal can take action against a student who brings a knife to school.

- If a student has a knife at school, principals can inform the police.
- Possessing a knife at school may result in serious disciplinary consequences refer to Behaviour Matrix Pages 12 &13.
- Police can search a student and their property at school if they suspect a student has a knife.
- A student may be charged with a criminal offence and may face serious consequences if convicted, including a fine or jail.
- School property such as desks or lockers may be searched if the principal suspects that a student has a knife on or in school property.
- If the principal suspects the student has a knife in their bag, the bag may be temporarily confiscated until police arrive.
- If the student does have a knife at school, it can be confiscated by the principal and given to the police.

How can parents help to keep Aspley East State School safe?

- Make sure your child knows what the laws and rules are about knives.
- Do not include knives or knife tools in children's lunch boxes, pencil cases or craft kits.
- Contact your school principal if you believe your child is being bullied or threatened at school.
- If you want to talk about students and knives at school, please contact the Principal or Deputy Principals.