1. Purpose
Education Queensland is committed to provisions that ensure all young Queenslanders have a right to receive a quality education. Torquay State School aims to provide a supportive environment where all students have an opportunity to maximise their potential to learn.
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.
Essential to effective learning is a safe, supportive and disciplined environment that respects the following rights:

- The rights of all students to learn
- The rights of all teachers to teach
- The rights of all to be safe.

School Tone
At all times, every effort is made to instil in the children a sense of pride in the school. Children are encouraged at all times to keep their school grounds clean, to be interested in and share in attempts at beautification of the grounds and to realise that each group of children who pass through the school should leave it better than they found it.
A good school tone is conducive to great happiness, pride in achievement, personal dignity and it enables much more profitable use of the time available at school.

2. Consultation and data review
Torquay State School developed this plan in collaboration with our school community. Broad consultation with parents, staff and students was undertaken through the newsletter, through staff surveys and with the Student Council. A representative group consisting of: 1 parent from each year level, Little Brother/Little Sista staff member, meet during months of Oct – December. A review of school data relating to school disciplinary absences and behaviour incidents from 2010-2012 also informed the development process.

The Plan was endorsed by the Principal, the President of the P&C and Regional Director in November 2012, and will be reviewed in 2015 as required in legislation.

3. Learning and behaviour statement
Torquay State School considers behaviour management to be an opportunity for valuable social learning as well as a means of maximising the success of academic education programs. The primary function of Torquay State School is as a place of academic and social learning.

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

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

- Be safe
- Be responsible
- Be respectful.
Torquay State School has identified and will focus on the following ‘Keys to Success.’

T - Teamwork
O – Organisation
R – Respect
Q – Quality choices
U – Understanding others
A – Attitude
Y – Your best work

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

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

* Universal behaviour support

The first step in facilitating standards of positive behaviour is communicating those standards to all students. At Torquay 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.
<table>
<thead>
<tr>
<th></th>
<th>ALL AREAS</th>
<th>CLASSROOM</th>
<th>EATING AREAS/ PLAYGROUND</th>
<th>STAIRWELL/ MOVEMENT AROUND THE SCHOOL</th>
<th>TOILETS</th>
<th>BUS LINE/BIKE RACKS</th>
</tr>
</thead>
<tbody>
<tr>
<td>BE RESPECTFUL</td>
<td>• Use equipment appropriately</td>
<td>• Sit still</td>
<td>• Play fairly – take turns, invite others to join in and follow rules</td>
<td>• sliding on rails is unsafe</td>
<td>• Respect privacy of others</td>
<td>• Promptly collect your bike/scooter and exit the school grounds</td>
</tr>
<tr>
<td></td>
<td>• Keep hands, feet and objects to yourself</td>
<td>• Raise your hand to speak</td>
<td>• Care for the environment</td>
<td>• Walk one step at a time</td>
<td>• Ensure the toilets are left in a clean and tidy state</td>
<td>• Walk bike/scooter to the gate</td>
</tr>
<tr>
<td></td>
<td>• Respect for all school staff</td>
<td>• Respect others’ right to learn</td>
<td>• Keep passage ways clear at all times</td>
<td>• Carry items</td>
<td>• Respect school property.</td>
<td>• Wait inside the gate until the bus has arrived, bus roll is marked and permission given to walk to the bus.</td>
</tr>
<tr>
<td></td>
<td>• Ask permission to leave the all areas – classrooms, eating areas</td>
<td>• Talk in turns</td>
<td>• Wait until the staff member on duty signals for you to leave the eating area</td>
<td>• Walk quietly and orderly so that others are not disturbed</td>
<td>• Respect school property.</td>
<td>• Wait your turn</td>
</tr>
<tr>
<td>BE RESPONSIBLE</td>
<td>• Ask permission to leave the classroom</td>
<td>• Be prepared and prompt</td>
<td>• Be a problem solver</td>
<td>• When walking with your class, walk in two quiet lines.</td>
<td>• Use toilets during breaks</td>
<td>• Have your name marked on the bus roll</td>
</tr>
<tr>
<td></td>
<td>• Be on time</td>
<td>• Complete set tasks</td>
<td>• Return equipment to appropriate place at the sports bell</td>
<td>• Use toilets promptly</td>
<td>• Leave school grounds promptly when given permission</td>
<td>• Leave school grounds promptly when given permission</td>
</tr>
<tr>
<td></td>
<td>• Be in the right place at the right time</td>
<td>• Take an active role in classroom activities</td>
<td>• Place all rubbish in the bins provided</td>
<td>• Use the toilets appropriately</td>
<td>• Wait in an orderly manner in the bus line/area</td>
<td>• Wait in an orderly manner in the bus line/area</td>
</tr>
<tr>
<td></td>
<td>• Follow instructions straight away</td>
<td>• Keep work space tidy</td>
<td>• Play in the appropriate parts of the school.</td>
<td></td>
<td></td>
<td>• Pay attention to staff on duty</td>
</tr>
<tr>
<td></td>
<td>• Leave all valuable items including mobile phones at the office during the school day</td>
<td>• Be honest</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• If absent, catch up on missed work.</td>
<td>• If absent, catch up on missed work.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
A set of behavioural expectations in specific settings has been attached to each of our three school rules. The School wide Expectations Teaching Matrix below outlines our agreed rules and specific behavioural expectations in all school settings.

These expectations are communicated to students via a number of strategies, including:

- Behaviour lessons and the ongoing review of behavioural expectations 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;
- Targeted lessons identified through ongoing data obtained through review process, conducted by Behaviour Support Teacher.
Torquay 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 Torquay State School Responsible Behaviour Plan for Students delivered to new students as well as new and Relief Staff.
• Individual support profiles developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings.

• Development of specific policies to address:
  • Clear processes regarding inappropriate online behaviour, including consequences for behaviour outside of school that affects good order and management of the school - See Appendix three
  • Information on and consequences for knives at school – See Appendix two
  • ‘Proposal to exclude’ and ‘recommendation to exclude’ as consequences.

Reinforcing expected School behaviour.

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

**Torquay State School ‘Keys to Success’**

• Bronze Certificate = 1 sticker for each ‘Key to Success’ ideal
• Silver Certificate = 2 stickers for each ‘Key to Success’ ideal
• Gold Certificate = 3 stickers for each ‘Key to Success’ ideal

All new students and students in Year 1, 2, 3, 4, 5, 6, 7 will start the year with a Bronze Classroom Tower and progress through to the Gold Tower and Certificate over a 1 year period.

Prep students will follow an established ‘in class’ system based on the Responsible Behaviour Plan.

When students achieve their bronze or silver Certificate they are publicly acknowledged on parade and in the newsletter.

Students who achieve a Gold Certificate will be presented with a “Golden Key” which will have their name and the year it is awarded engraved.

**Torquay State School Raffle Ticket System**

Staff members hand raffle tickets out each day to students they observe following school rules in both classroom and non-classroom areas. This reinforcement occurs continuously throughout the day. When they ‘catch’ a student following the rules they can choose to give them a raffle ticket. When students are given a raffle ticket they drop the ticket in one of the designated collection points at the following locations:

• School Administration block
• Class room raffle ticket boxes

Students are positively rewarded each week on parade through:

**Class Awards:** During class each week students who are displaying appropriate levels of the respect, safety and responsibility write their name on a white slip of paper (ticket) and put them in the class box. Tickets can be written for: e.g. completing set work, working with others, respecting others by the way they behave, speak and act, safety aspects, accepting responsibility, honesty, caring for others.
**Class Certificates:** Each week on parade, the class teacher is able to give certificates to the students who have demonstrated good work ethics, respect for others, improvements within their own work and the choices they have made with regards to their behaviour.

**Honesty Awards** – presented by the school adopt—a-cop. Students are encouraged to hand in any money found. This is recorded at the office and at the end of each term if the money has not been collected, it is presented back to students with a certificate of appreciation.

When students maintain acceptable standards of behaviour they are invited to participate in: **End of Term Rewards Day**.

There will be 4 End of Term Rewards Days
- End of Term Rewards days are to be negotiated by students and their class teacher.
- A letter will be sent home to parents by the end of week one detailing the negotiated rewards day activity.
- Dates will be published on the Term Planner so students and parents are aware of the reward planned.
- All arrangements and monitoring of the class rewards program is the teachers responsibility.
- Rewards day is to be a cost neutral and will use one 2 hour session during the day.
- Supervision of students not attending rewards to be managed by specialist teachers and year level teacher volunteers to enable class teachers to celebrate their students’ behaviour achievements throughout the term.

To be eligible for End of Term Rewards Day Activities students must be:
- Currently on Level 0 or Level 1 by the last Monday of each Term.
- Have not been placed on level 2 or higher throughout the Term.

**Responding to unacceptable behaviour**
Students come to school to learn. Behaviour support represents an important opportunity for learning how to get along with others.

**Re-directing low-level and infrequent problem behaviour**
When a student exhibits low-level and infrequent problem behaviour, the first response of school staff members is to remind the student of expected school behaviour, and redirect them back to learning. Offer the student a choice between their current behaviour and appropriate replacement behaviour with corresponding consequences.

Our preferred way of re-directing low-level problem behaviour is to give them a choice and to ask them to think of 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.

**STUDENT BEHAVIOUR**

<table>
<thead>
<tr>
<th>Acknowledgement Plan</th>
<th>Correction Plan</th>
<th>Safety agenda</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Visual representation of feedback</td>
<td>3. Choice #2</td>
<td>- other students</td>
</tr>
<tr>
<td></td>
<td>4. Administration involvement</td>
<td>- focus student(s)</td>
</tr>
</tbody>
</table>

**Teaching agenda**

- On task?
  - Yes
  - No

**Is Safety Manageable?**

- No
  - Crisis Plan
    1. Seek help now
    2. Harm reduction for
       - other students
       - focus student(s)
    3. Defuse
    4. Restitution

- Yes
  - Safety agenda

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Behaviour Programs – YARI Program, Leo program and Youth Mentoring Program

**Youth Mentoring Program:**
Each year a small number students at Torquay State School are identified through our data as needing a little bit extra in the way of targeted behavioural support. In most cases the problem behaviours of these students may not be immediately regarded as severe, but the frequency of their behaviours may put these students’ learning and social success at risk if not addressed in a timely manner.

Students accepted into the Youth Mentoring Program attend their normal scheduled classes and activities with appropriate adjustments if required. However they have increased daily opportunities to receive positive contact with adults, additional support from check-in/check-out coaches and increased opportunities to receive positive reinforcement. Where required, adjustments are made to the Program through academic support, adult mentoring or intensive social skills training.

The Program is coordinated by a school-based team with active administrator support and staff involvement. All staff members are provided with continuous professional development consisting of an overview of the program, the referral and response process, and the reporting responsibilities of staff and of the students being supported.

**YARI Program:**
This program was designed with the support of Fraser Coast Council, Indigenous Support Officer and the Behaviour Support Teacher. It identifies students at risk of increased inappropriate behaviours through the data collected on One School and teacher input. It is aimed at developing social skills including respect for authority, teachers, adults and fellow students, developing team skills and personal goal setting as well as challenging students to extend themselves. The program engages the help of other community agencies and community members.

**LEO program:**
The Learning Engagement Online program developed by the Sunshine Coast behaviour support team has been accessed by Torquay State School. We are able to be part of the online classroom that targets students who are disengaged in the classroom, having issues with their behaviour and need some strategies to deal with the conflicts they may face. Only 4 students per semester are able to access this program and these students are usually chosen from the year 4/5 area.

**Winanga-li Guwaa-li Bigan (Listen Speak Justice) Program:**
This is an alternative, positive behaviour management process for Indigenous Students.

*Its aims are:*
• To allow students to tell their story regarding their behaviour in a culturally safe environment and to be heard.
• To allow a council of community and school members to hear each students story and help the student understand the consequence that has been given.
• To allow discussions to take place between council members and students to identify ways of positive choices, alternative solutions and future choices when faced with different and challenging situations.
• To allow the restorative justice process to be suggested, discussed and agreed to by council members and students.
• To allow students the opportunity to see how the decision making process works, to allow them to understand consequences of actions and to help them take responsibility for their own actions.
• To connect community to students and link community members and Departments as a support network for students. In turn, students become aware of their place within the wider community.
Structure:

• Each student who receives a level during the week will face the council.
• Each council sitting will be held during a 1st break session (TBA).
• Each student will receive a card to be stamped at the completion of the restorative justice (if required) and will hand it in to the council.
• Any student who fails to complete the task assigned will appear before the council and a consequence will be decided by the council.

Alternative Council Appearances

• Students do not have to be on levels to talk to the council. If a student has a concern, requires advice or needs to be heard, they may appear before the council to seek help, guidance and support.
• Teachers or staff may refer students to the council if they are at risk of behaviours that may result in receiving levels if that behaviour continues.
• Parents/Carers may refer students to the council if they feel they need support with behaviours displayed by students.

Intensive behaviour support: Behaviour Support Team

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

The Intensive Behaviour Support 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, and
• Works with the School Behaviour Leadership Team to achieve continuity and consistency.
• Support from other agencies including Bay Safety mates, Youth Mentoring, Family Connect, PLC among others

The Intensive Behaviour Support Team has a simple and quick referral system is in place. Following referral, a team member contacts parents and any relevant staff members to form a support team and begin the assessment and support process. In many cases the support team also includes individuals from other agencies already working with the student and their family, a representative from the school's administration and district-based behavioural support staff.

5. Emergency responses or critical incidents

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

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

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

Basic defusing strategies

Avoid escalating the problem behaviour

(Avoid shouting, cornering the student, moving into the student's space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language).

Maintain calmness, respect and detachment

(Model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, avoid humiliating the student, be matter of fact and avoid responding emotionally).
Approach the student in a non-threatening manner
(Move slowly and deliberately toward the problem situation, speak privately to the student/s where possible, speak calmly and respectfully, minimise body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates).

Follow through
(If the student starts displaying the appropriate behaviour briefly acknowledge their choice and re-direct other students’ attention towards their usual work/activity. If the student continues with the problem behaviour then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour).

Debrief
(Help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations).

Physical Intervention
Staff may make legitimate use of physical intervention if all non-physical interventions have been exhausted and a student is:
• Physically assaulting another student or staff member
• Posing an immediate danger to him/herself or to others.

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

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

It is important that all staff understand:
• physical intervention cannot be used as a form of punishment
• physical intervention must not be used when a less severe response can effectively resolve the situation
• the underlying function of the behaviour.

Physical intervention is not to be used as a response to:
• property destruction
• school disruption
• refusal to comply
• verbal threats
• leaving a classroom or the school, unless student safety is clearly threatened.

Any physical intervention made must:
• be reasonable in the particular circumstances,
• be in proportion to the circumstances of the incident
• always be the minimum force needed to achieve the desired result, and
• take into account the age, stature, disability, understanding and gender of the student.
• Each year level team has 1 member of the Responsible Behaviour team trained in non-violent crisis intervention process.

Approved Student Self-protection action
All students are taught on enrolment, regularly in class and on parade the approved Self-protection action
If a student feels threatened or is physically intimidated by another student who is using their hands or feet students have the right to defend themselves by:
1. Putting their arms out in front of themselves
2. Crossing their arms with palms facing out
3. Pushing the intimidating student away from them and firmly saying “stop it”
4. Immediately reporting the incident to playground duty teacher or class teacher

Record keeping
Each instance involving the use of physical intervention must be formally documented. The following records must be maintained:

- Incident report (Appendix 4 & 5)
- Health and Safety incident record (link)
- Reports written by stakeholders and bystanders (Appendix 4-8)
- One School Entry

6. Consequences for unacceptable behaviour
Torquay State School makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When unacceptable behaviour occurs, students experience predictable consequences. Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour. A behaviour reporting form (See Appendix four, five, six, seven and eight) is used to record all minor and major incidents of problem behaviour. (The actual incident details are recorded on this form). These Reports are then investigated by the school BST or Administration. The Student’s behaviour level will be then be reviewed and adjusted where necessary.

Level 1-3 (Minor) and Level 4-6 (Major) behaviours
When responding to problem behaviour the staff member first determines if the problem behaviour is major or minor, with the following agreed understanding:

- **Minor** problem behaviour- Level 1 and 2 are handled by staff members at the time it happens. Level 3 initially handled by staff member and then passed to School based BST for investigation and consequences.
- **Major-Level 4-6** problem behaviour is referred directly to the school Administration team

Minor (Level 1-3) behaviours are those that:
(Examples)
- are minor breeches 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 problem behaviours
- do not require involvement of specialist support staff or Administration.

Level 1-3 problem behaviours may result in the following consequences:
- A minor consequence logically connected to the problem behaviour, such as complete removal from an activity or event for a specified period of time (Level 2 or above at the time of event will be excluded from attending – unless for assessment purposes), partial removal (time away), individual meeting with the student, apology, restitution, detention for work completion or internal suspension, parent contact by phone where necessary, a letter detailing the incident and consequences will be mailed home and all details recorded on One School.

- A re-direction procedure. The staff member takes the student aside and:
  1. names the behaviour that student is displaying,
  2. asks student to name expected school behaviour,
  3. states and explains expected school behaviour if necessary
  4. gives positive verbal acknowledgement for expected school behaviour.
Major (Level 4 – 6) behaviours are those that:

(Examples)
- occur outside the school (on the way to and from the school)
- represent an ongoing pattern of minor behaviours after teacher contact with parent/s or caregivers
- significantly violate the rights of others
- put others / self at risk of harm
- require the involvement of school Administration.

Major (Level 4 – 6) behaviours result in an immediate referral to Administration because of their seriousness. When major problem behaviour occurs, staff members calmly state the major problem behaviour and remind the student of expected school behaviour. Request for Administration involvement - yellow form - This form needs to be completed by class teacher and they then make contact with office or BST for assistance with student removal.

Major problem behaviours may result in the following consequences:

(Level 4)
- Parent contact, referral to Guidance Officer, referral to Intensive Behaviour Support Team, suspension from school
- not eligible to attend class rewards day
- not eligible to participate in excursions of organised school activities
- managed attendance
- warning regarding future consequence for repeated offence
- 1 – 5 day Suspension
- all details recorded on One School

(Level 5 - 6)
- Student meets with parents, Principal, Guidance Officer and GOIBS (Guidance Officer Intensive Behaviour Support)
- BEHAVIOUR IMPROVEMENT CONDITION - Issued by Principal - The BIC can be used before applying suspension, with recommendation to exclude.
- At Torquay State School, students who engage in very serious problem behaviour such as major violent physical assault, or the use or supply of weapons or drugs can expect to be proposed or recommended for exclusion from school following an immediate period of suspension.
- Recorded on One School

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

<table>
<thead>
<tr>
<th>Area</th>
<th>Minor</th>
<th>Major</th>
</tr>
</thead>
<tbody>
<tr>
<td>Movement around school</td>
<td>• Running on concrete or around buildings</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Running in stairwells</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Not walking bike in school grounds</td>
<td></td>
</tr>
<tr>
<td>Play</td>
<td>• Incorrect use of equipment</td>
<td>• Throwing objects</td>
</tr>
<tr>
<td></td>
<td>• Not playing school approved games</td>
<td>• Possession of weapons</td>
</tr>
<tr>
<td></td>
<td>• Playing in toilets</td>
<td>• Serious physical aggression</td>
</tr>
<tr>
<td></td>
<td>• Minor physical contact (eg: pushing and shoving)</td>
<td>• Fighting</td>
</tr>
<tr>
<td>Physical contact</td>
<td>• Minor physical contact</td>
<td></td>
</tr>
<tr>
<td>Correct Attire</td>
<td>• Not wearing a hat in playground</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Not wearing shoes outside</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td>• Possession or selling of drugs</td>
</tr>
<tr>
<td>Class tasks</td>
<td>• Not completing set tasks that are at an appropriate level</td>
<td></td>
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<tr>
<td></td>
<td>• Refusing to work</td>
<td></td>
</tr>
<tr>
<td>Being in the right place</td>
<td>• Not being punctual (eg: lateness after breaks)</td>
<td>• Leaving class without permission (out of sight)</td>
</tr>
<tr>
<td></td>
<td>• Not in the right place at the right time.</td>
<td>• Leaving school without permission</td>
</tr>
<tr>
<td>Follow instructions</td>
<td>• Low intensity failure to respond to adult request</td>
<td></td>
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<tr>
<td></td>
<td>• Non compliance</td>
<td></td>
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<tr>
<td></td>
<td>• Unco-operative behaviour</td>
<td></td>
</tr>
<tr>
<td>Accept outcomes for behaviour</td>
<td>• Minor dishonesty</td>
<td>• Major dishonesty</td>
</tr>
<tr>
<td>Rubbish</td>
<td>• Littering</td>
<td></td>
</tr>
<tr>
<td>Mobile Phone</td>
<td>• Mobile phone switched on in any part of the school at any time without authorisation (written permission from an authorised staff member)</td>
<td>• Use of a mobile phone in any part of the school for voicemail, email, text messaging or filming purposes without authorisation</td>
</tr>
<tr>
<td>Language</td>
<td>• Inappropriate language (written/verbal)</td>
<td>• Offensive language</td>
</tr>
<tr>
<td></td>
<td>• Calling out</td>
<td>• Aggressive language</td>
</tr>
<tr>
<td></td>
<td>• Poor attitude</td>
<td>• Verbal abuse / directed profanity</td>
</tr>
<tr>
<td>Property</td>
<td>• Petty theft</td>
<td>• Stealing / major theft</td>
</tr>
<tr>
<td></td>
<td>• Lack of care for the environment</td>
<td>• Willful property damage</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Vandalism</td>
</tr>
<tr>
<td>Others</td>
<td>• Not playing fairly</td>
<td>• Major bullying / harassment</td>
</tr>
<tr>
<td></td>
<td>• Minor disruption to class</td>
<td>• Major disruption to class</td>
</tr>
<tr>
<td></td>
<td>• Minor defiance</td>
<td>• Blatant disrespect</td>
</tr>
<tr>
<td></td>
<td>• Minor bullying / harassment</td>
<td>• Major defiance</td>
</tr>
</tbody>
</table>
Relate problem behaviours to expected school behaviours
When responding to problem behaviours, staff members ensure that students understand the relationship of the problem behaviour to expected school behaviour. One method that staff members might use to achieve this is to have students:

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

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

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

Students also receive training about how to respond when other students display problem behaviour, and the courteous way to respond when a staff member re-directs their behaviour or consequences are applied for problem behaviour.

Consequences follow from the student expectations outlined at the beginning of this document.

Student expectations are consistently applied across the school and from classroom rules, which have been negotiated with the class teacher and students. Consequences are to be related to the behaviour as far as possible, as immediately as possible. Consequences can be positive or negative. Students know that all behaviours have a consequence.

A record of student behaviour is kept for classroom behaviour on One School. Incidents occurring in the playground, before and after school can be reported by any staff. A carbon copy of the incident is placed into the class teacher's pigeon hole, which is followed up by the teacher and enacted as per the level system.

Supply teachers are to detail behaviours and depending on level contact administration for support.

Minor offences are those dealt with proactively. The classroom teacher deals with minor offences in the first instance. Consistency and the certainty of consequences are critical at this stage. If the little things are looked after effectively then the big issues are more easily handled or never occur at all.

7. Network of student support
Students at Torquay State School are supported through positive reinforcement and a system of universal, targeted, and intensive behaviour supports by a network that includes but is not limited to:

- School teaching staff
- School support staff
  - STL &N
  - SEP
  - School based Behaviour Support Teacher-BST
  - Indigenous Support Officer - ISO
  - Librarian
  - Specialist Teachers
  - Teacher Aides
• School Administration
  - Principal
  - Deputy Principal
• Parents
• Guidance Officer
• District Senior Guidance Officer
• Behaviour Support Consultants
• Student at risk committee
• Government, non-government and community agencies are also referred to for additional support as required.

Support is also available through the following government and community agencies:
• Disability Services Queensland
• Child and Youth Mental Health
• Queensland Health
• Department of Communities (Child Safety Services)
• Police
• Local Council
• Neighbourhood Centre.
• Women’s Health Centre.

8. Consideration of individual circumstances

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

Torquay State School considers the individual circumstances of students when applying support and consequences by:
• promoting an environment which is responsive to the diverse needs of its students
• establishing procedures for applying fair, equitable and non-violent consequences for infringement of the code ranging from the least intrusive sanctions to the most stringent
• recognising and taking into account students' age, gender, disability, cultural background, socioeconomic situation and their emotional state
• recognising the rights of all students to:
  o express opinions in an appropriate manner and at the appropriate time
  o work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation, and
  o receive adjustments appropriate to their learning and/or impairment needs,

The individual circumstances and actions of the student and the needs and rights of the school community members will be considered at all times when applying consequences in alignment with the Code of School Behaviour.

9. Related legislation

• Commonwealth Disability Discrimination Act 1992
• Commonwealth Disability Standards for Education 2005
• Education (General Provisions) Act 2006
• Education (General Provisions) Regulation 2006
• Criminal Code Act 1899
• Anti-Discrimination Act 1991
• Commission for Children and Young People and Child Guardian Act 2000
• Judicial Review Act 1991
• Workplace Health and Safety Act 1995
• Workplace Health and Safety Regulation 1997
• Right to Information Act 2009
• Information Privacy (IP) Act 2009
10. Related policies

- SMS-PR-021: Safe, Supportive and Disciplined School Environment
- CRP-PR-009: Inclusive Education
- SMS-PR-027: Enrolment in State Primary, Secondary and Special Schools
- SMS-PR-022: Student Dress Code
- SMS-PR-012: Student Protection
- SCM-PR-006: Hostile People on School Premises, Wilful Disturbance and Trespass
- GVR-PR-001: Police Interviews and Police or Staff Searches at State Educational Institutions
- ICT-PR-004: Using the Department’s Corporate ICT Network
- IFM-PR-010: Managing Electronic Identities and Identity Management
- SCM-PR-003: Appropriate Use of Mobile Telephones and other Electronic Equipment by Students

11. Some related resources

1. National Safe Schools Framework
   (ncab.nssfbestpractice.org.au/resources/resources.shtml)
2. National Framework for Values Education in Australian Schools
   (www.valueseducation.edu.au)
   (www.education.qld.gov.au/curriculum/values/)
6. School Wide Positive Behaviour Support
7. Code of Conduct for School Students Travelling on Buses
8. Kids Help Line (1800 55 1800) is a free and confidential, telephone counseling service for 5 to 25 year olds in Australia.
   www.kidshelp.com.au
9. Lifeline (13 11 14) is a free and confidential service staffed by trained volunteer telephone counselors who are ready to take calls 24-hour a day, any day of the week from anywhere in Australia.
   http://www.lifeline.org.au

Endorsement

Principal   P&C President or Chair, School Council   Regional Executive Director or Executive Director (Schools)

Date effective:

from …………………………………………. to …………………………………………. 
Appendix One

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

Purpose

1. Torquay State School strives to create positive, predictable environments for all students at all times of the day. The disciplined and teaching environment that we are creating is essential to:
   - achieving overall school improvement, including the effectiveness and efficiency of our student support procedures
   - raising achievement and attendance
   - promoting equality and diversity and
   - ensuring the safety and well-being of all members of the school community.

2. There is no place for bullying in Torquay. Research indicates that both those being bullied and those who bully are at risk for behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community’s goals and efforts for supporting all students.

3. Bullying behaviours that will not be tolerated at Torquay 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. Any digital/harassment originating from outside the school should be referred to the QLD Police Service for further action. Any behaviour brought into the school from outside influences will be dealt with according to the Torquay State School Responsible Behaviour Plan.

4. Bullying may be related to:
   - Race, religion or culture
   - Disability
   - Appearance or health conditions
   - Sexual orientation
   - Sexist or sexual language
   - Young carers or children in care.

5. At Torquay State School there is broad agreement among students, staff and parents that bullying is observable and measurable behaviour. When considering whether or not bullying has occurred, we will therefore avoid speculation on the intent of the behaviour, the power of individuals involved, or the frequency of its occurrence. Whether bullying behaviour is observed between students of equal or unequal power, whether it occurs once or several times, and whether or not the persons involved cite intimidation, revenge, or self-defence as a motive, the behaviour will be responded to in similar fashion, that is, as categorically unacceptable in the school community.
Rationale

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

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

Prevention

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

- Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour

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

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

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

11. The introductory lesson is followed by several shorter lessons, each of which focuses on one of the bullying behaviours that the school has identified and defined. These lessons include instruction on how to approach adults and also on what reactions and systemic responses they should expect from adults.
12. Research indicates that a common outcome of anti-bullying programming is an improvement in understanding of bullying but little change in the frequency or nature of actual bullying behaviour. One of the reasons cited for this outcome is the lack of behavioural rehearsal in the programming. The anti-bullying process at Torquay State School takes care to combine knowledge with practice in a process of active learning, so that students understand by ‘doing’ as much as by ‘knowing’.

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

Information on and consequences for Knives at school

WORKING TOGETHER TO KEEP TORQUAY STATE SCHOOL SAFE
We can work together to keep knives out of school. At Torquay 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 at 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.

How can parents help to keep Torquay 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 Principal.

WORKING TOGETHER TO KEEP TORQUAY STATE SCHOOL SAFE
What Students Need to Know:
We can work together to keep knives out of school. At Torquay State School:
• Every student has the right to feel safe and be safe at school.
• There is no reason for a student to have a knife at school.
• No knives are allowed to be taken to school by students.
• It is against the law for a student to have a knife at school.
• A student that has a knife at school can receive very serious consequences.

What kinds of knife are banned?
You are not allowed to have any type of knife at school including:
• flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives or craft knives
• any item that can be used as a weapon, for example, a chisel.
If you need a knife or tools for school subjects, school staff will provide them and supervise their use.

What will happen if I bring a knife to school?
• If you have a knife at school, the principal may call the police.
• Police can search you and your property at school if they think you have a knife.
• If you have a knife at school, you may be disciplined with consequences such as detention and suspension.
• You may be charged with a criminal offence and face serious consequences if convicted, including a fine or jail.
• School property such as desks can be searched if the principal suspects that you have a knife on or in school property.
• If the principal thinks you have a knife in your bag, the bag can be confiscated until police arrive.
• If you have a knife at school, it can be confiscated by the principal and given to the police.
• You may face serious disciplinary consequences if you bring a knife to school.
How can I help to keep Torquay State School safe?

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

Clear processes regarding inappropriate online behaviour, including consequences for behaviour outside of school that affects good order and management of the school.

The Use of Personal Technology Devices* at School

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

Certain Personal Technology Devices Banned From School

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

Confiscation

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

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

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

Personal Technology Device Etiquette

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

Recording voice and Images

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

We uphold the value of trust and the right to privacy at Torquay State School. Students using personal technology devices to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks etc) for the purpose of dissemination among the student body or outside the school, by any means (including distribution by phone or internet posting) builds a culture of distrust and disharmony.

Students must not record images anywhere that recording would not reasonably be considered appropriate (e.g. in change rooms, toilets or any other place where a reasonable person would expect to be afforded privacy).

Recording of events in class is not permitted unless express consent is provided by the class teacher.
A student at school who uses a personal technology device to record private conversations, ordinary school activities (apart from social functions like graduation ceremonies) or violent, illegal or embarrassing matter capable of bringing the school into public disrepute is considered to be in breach of this policy.

Even where consent is obtained for such recording, the school will not tolerate images or sound captured by personal technology devices on the school premises or elsewhere being disseminated to others, if it is done for the purpose of causing embarrassment to individuals or the school, for the purpose of bullying [1] or harassment, including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur.

Students involved in:

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

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

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

Text communication

The sending of text messages that contain obscene language and/or threats of violence may amount to bullying and/or harassment or even stalking, and will subject the sender to discipline and possible referral to QPS. Students receiving such text messages at school should ensure they keep the message as evidence and bring the matter to the attention of the school office. Any messages originating from outside the school should be referred to the QLD Police Service for further action. Any behaviour bought into the school from outside influences will be dealt with according to the Torquay State School Responsible Behaviour Plan.

Assumption of cheating

Personal technology devices may not be taken into or used by students at exams or during class assessment unless expressly permitted by staff. Staff will assume students in possession of such devices during exams or assessments are cheating. Disciplinary action will be taken against any student who is caught using a personal technology device to cheat during exams or assessments.

Recording Private Conversations and the Invasion of Privacy Act 1971

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

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

Students who require the use of a personal technology device in circumstances that would contravene this policy (for example to assist with a medical condition or other disability or for a special project) should negotiate a special circumstances arrangement with the Deputy Principal or Principal.

* Personal Technology Devices includes, but is not limited to, games devices (such as Portable gaming devices, Tamagotchis®, laptop computers, PDAs, Blackberrys®, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile telephones, IPods® and devices of a similar nature.

[1] Education Queensland does not tolerate bullying behaviour at schools. This includes bullying conducted by electronic means.
**P - 3 Student Behaviour Report.**

**Torquay State School Responsible Behaviour Plan**

Students need to give a truthful account of the incident on the day that it occurred.

Student: _____________________________ Class: _______ Date: __________

**Session:**

<table>
<thead>
<tr>
<th>Before School</th>
<th>2nd Session</th>
<th>After School</th>
<th>Computer Lesson</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Session</td>
<td>2nd Break</td>
<td>PE</td>
<td>Library Lesson</td>
</tr>
<tr>
<td>1st Break</td>
<td>3rd Session</td>
<td>Music</td>
<td>Science Lesson</td>
</tr>
</tbody>
</table>

**Area:**

<table>
<thead>
<tr>
<th>Classroom</th>
<th>Toilets</th>
<th>Top Oval</th>
<th>2-3 Playground</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPA</td>
<td>P-1</td>
<td>Core Learning Centre</td>
<td>Outside Classrooms</td>
</tr>
<tr>
<td>CPA</td>
<td>Playground</td>
<td>Core Learning Centre</td>
<td></td>
</tr>
</tbody>
</table>

**Incident Reported to:** ___________________________________________________

**Brief recount of incident:** (staff record what student saw, did, heard, had happen to them)

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

**Witnesses and Classes:**

______________________________________________________________________________

**Action Taken:**

- Warning: Student spoken to about behaviour. Recorded on One School
- Level 1 Issued: Recorded by Class Teacher on One School.
- Level 2 and above: Referred to BST / Deputy / Principal.

**Signature:**
Appendix five

4 - 7 Student Behaviour Report.

Torquay State School Responsible Behaviour Plan

Students need to give a truthful account of the incident on the day that it occurred.

Student: _____________________________ Class: _______ Date: __________

Session:

<table>
<thead>
<tr>
<th>Before School</th>
<th>2\textsuperscript{nd} Session</th>
<th>After School</th>
<th>Computer Lesson</th>
</tr>
</thead>
<tbody>
<tr>
<td>1\textsuperscript{st} Session</td>
<td>2\textsuperscript{nd} Break</td>
<td>PE</td>
<td>Library Lesson</td>
</tr>
<tr>
<td>1\textsuperscript{st} Break</td>
<td>3\textsuperscript{rd} Session</td>
<td>Music</td>
<td>Science Lesson</td>
</tr>
</tbody>
</table>

Area:

<table>
<thead>
<tr>
<th>Classroom</th>
<th>Toilets</th>
<th>Bottom Oval</th>
<th>4-5 Eating Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>6-7 Eating Area</td>
<td>Hall</td>
<td>Core Learning Centre</td>
<td>CPA</td>
</tr>
</tbody>
</table>

Incident Reported to: __________________________________________________________

Brief recount of incident: (staff record what student saw, did, heard, had happen to them)

___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

Witnesses and Classes:

___________________________________________________________________________

Action Taken:

Warning: Student spoken to about behaviour. Recorded on One School
Level 1/2 issued: Recorded by Class Teacher on One School.
Level 3 and above: Referred to BST / Deputy / Principal.
Signature:
Appendix six

REQUEST FOR ADMINISTRATION INVOLVEMENT.

Torquay State School Responsible Behaviour Plan

Briefly outline correction plan for ______________________________________

(Student Name)

Class: __________  Date: ______________

Send this sheet with the Student.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Redirection</td>
</tr>
<tr>
<td>2.</td>
<td>Choice 1</td>
</tr>
<tr>
<td>3.</td>
<td>Choice 2</td>
</tr>
<tr>
<td>4.</td>
<td>Administration Involvement</td>
</tr>
</tbody>
</table>

Phone Administration:
Neil (Deputy): 322
Angelique (Principal): 311

OUTCOME:

___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________

One School Entry  [ ]  Circle one: Principal / Deputy / BST / Class Teacher
Appendix seven

Winanga-li    Guwaa-li    Bigan

Listen          Speak          Justice

Parent Referral Form

Student’s Name: __________________________________________

Class: _______________   Date: _______________

Teacher: __________________________________________

Reason for referral:
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Date to attend: __________________________________________

PACE transport required?    Yes    No    (please circle)
Appendix eight

Winanga-li    Guwaa-li    Bigan

Listen        Speak        Justice

Teacher Referral Form

Student’s Name: ___________________________________________________________

Class: _____________________      Date: ___________

Teacher: __________________________________________

Reason For Referral:
___________________________________________________
___________________________________________________
___________________________________________________
___________________________________________________
___________________________________________________

Date received: _____________ Date of appearance: ___________
10. Related policies
- SMS-PR-021: Safe, Supportive and Disciplined School Environment
- CRP-PR-009: Inclusive Education
- SMS-PR-027: Enrolment in State Primary, Secondary and Special Schools
- SMS-PR-022: Student Dress Code
- SMS-PR-012: Student Protection
- SCM-PR-006: Hostile People on School Premises, wilful Disturbance and Trespass
- GVR-PR-019: Police interviews and Police or Staff Searches at State Educational Institutions
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- IFM-PR-010: Managing Electronic Identities and Identity Management
- SCM-PR-023: Appropriate Use of Mobile Telephones and other Electronic Equipment by Students

11. Some related resources
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   (nccbf.nssbestpractice.org.au/resources/resources.shtml)
2. National Framework for Values Education in Australian Schools
   (www.valueseducation.edu.au)
   (www.education.qld.gov.au/curriculum/values/)
6. School Wide Positive Behaviour Support
7. Code of Conduct for School Students Travelling on Buses
8. Kids Help Line (1800 55 1800) is a free and confidential telephone counselling service for 5 to 25 year olds in Australia.
   www.kidshelp.com.au
9. Lifeline (13 11 14) is a free and confidential service staffed by trained volunteer telephone counselors who are ready to take calls 24-hour a day, any day of the week from anywhere in Australia.
   http://www.lifeline.org.au

Endorsement

Principal

P&C President or Chair, School Council

Regional Director
North Coast Region

Date effective:

from 1 January 2013 to 31 December 2015