

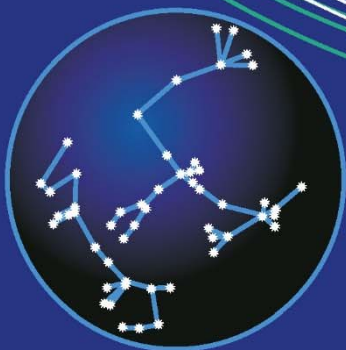


The Code of School Behaviour

Better Behaviour
Better Learning

Responsible Behaviour Plan for Students

2016-2019



TAGAI STATE COLLEGE

Navigating YUMI to a Successful Future

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1. Context

Tagai State College is an amalgamation of 17 individual campuses across 15 island communities. The collaboration between these communities acknowledges an expressed commitment to work together to deliver quality educational outcomes within a safe, respectful, supportive and disciplined environment, where students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing.

2. Statement

The Department of Education and Training is committed to provisions that ensure all young Queenslanders have a right to and receive a quality education. Inclusive education means that every day in every classroom, every student is learning and achieving in a safe, supportive, inclusive and disciplined learning environment. The YUMI WAY is our signature way of working to ensure our systems are quality assured and underpinned by Inclusive Practices and ownership belonging to the Torres Strait Nation.

3. Purpose

The Responsible Behaviour Plan (RBP) for Students is designed to facilitate high standards of behaviour so that the learning and teaching in our College is effective and students can participate positively within community. Learning is maximised when students work and play in a safe and supportive environment that actively focuses on the development and reinforcement of positive pro-social behaviours. This plan sets out the behavioural expectations we have for all students and the processes that will create a culture which promotes learning. This plan applies to all students while they are attending or engaged in campus-related activities, excursions and/or camps.

4. Consultation and data review

The revised Campus Responsible Behaviour Plan for Students 2016-2019 has been informed by:

- Quality School Inclusive Leaders end of phase report, March, 2015
- Disciple Audit, 2014
- Effective Behaviour Support (EBS) Survey Data, 2015
- Tagai State College Leader's Forum in November 2015
- Behaviour Data; OneSchool
- Schoolwide Evaluation Tool (SET) Audit Data, 2016
- The School Improvement Unit (SIU) Whole School Review, 2016
- College and campus results of the *School Opinion Survey* for 2015 and 2016

5. Learning and Behaviour Statement

At Tagai State College we strive for 'an ethos that is built around high expectations and a commitment to excellence. There is an expectation that every student will learn and achieve positive outcomes. We endeavour to create calm but busy classrooms where interruptions to teaching time are kept to a minimum. We work to ensure that there are no obvious behavioural problems, very high rates of school attendance and engagement, and staff morale is sustained at a high level in order to provide a happy, optimistic feel to our college,' (National School Improvement Tool, 2016, p.7).

Tagai State College adheres to 'The Code of School Behaviour' and 'Statement of Expectations' (Department of Education and Training) to promote a positive and inclusive school community that affirms the rights of all members to feel safe and be safe at school.

It is the expectation of all staff to work persistently and consistently to ensure the culture of their campus is aligned to deliver the College purpose. It is important for each member of the school community to understand the process by which the following values are assigned to behaviour:

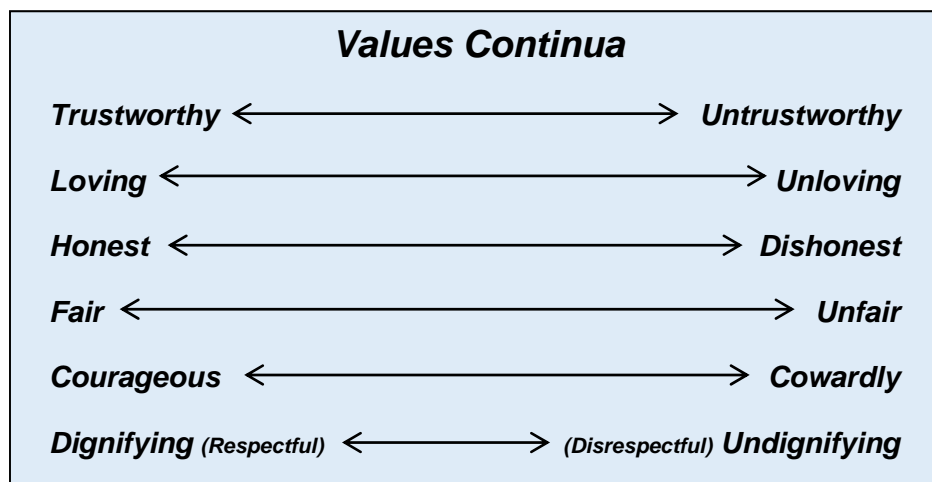


Figure 4.1 Values Continua from Systems Leadership Handbook, 2016 edition.

6. Teaching and Learning Declaration

Learner Guarantee

Tagai State College guarantees that every student upon graduating Year 12 will have engaged with the unique language and culture of the Torres Strait and achieve an OP and university entry, or be progressing on a clearly articulated VET Pathway, or be in quality paid employment, or have a clearly defined transition plan for identified students.

Our collective performance is driven by:

1. A belief that every student will achieve to their learning potential
2. Effective curriculum delivery that is underpinned by Explicit Instruction Pedagogy
3. A school learning culture founded upon Proud, Responsible, Respectful and Safe students
4. The collaboration of staff, students, families and communities that supports and promotes student learning
5. Mutual respect and understanding of Aboriginal and Torres Strait Islander culture and traditions that support students to be proud of their own identity.

Tagai State College endorses a whole school approach to promote, encourage and support acceptable behaviours in all students.

Tagai State College Behaviour Expectations

At Tagai State College we are

PROUD LEARNERS who are **RESPECTFUL**, **RESPONSIBLE** and **SAFE**.

To facilitate this approach, the College has implemented the Positive Behaviour for Learning (PBL) framework, outlined in the College *Teaching and Learning Handbook* (2016 edition, pp. 167-185). An essential component of the PBL framework is the belief that positive behaviour, social skills and building of emotional resilience needs to be explicitly taught. The rollout of School-wide Positive Behaviour Support processes is co-ordinated/guided by the college PBL Leadership Team.

7. Beliefs about Behaviour

At Tagai State College we;

- respond constructively to the needs of educationally disadvantaged or marginalised students
- view difference as a resource to support learning
- ensure that all school community members feel safe and free from discrimination, bias and harassment
- promote locally negotiated responses to student, family and community needs through effective community engagement processes and cross-agency collaboration.

The Tagai State College community adheres to *The Code of School Behaviour* and believes a safe, supportive, disciplined school environment is one where:

- all individuals want and deserve respect
- consistent, non-violent, non-coercive and non-discriminatory language and practices are defined, modelled and reinforced by all members of the school community
- consequences are supportive, fair, logical, consistent and aim to restore and strengthen students' relationships with the school community
- restorative practices are employed where relevant
- all members of the College community are responsible for their own behaviour. Behaviour is learned and is the most needs satisfying choice at the time. Poor behaviour choices provide an opportunity for teaching and learning
- positive and proactive school practices develop students to be self-managed and responsible citizens
- parents/carers have a responsibility to support the College in its efforts to maintain a positive learning environment.

Refer to **Appendix 2: Tagai State College Building Relationships Model**.

8. Staff Expectations

At Tagai State College it is expected that;

- our Wrap-Around model is used to support student learning in curriculum delivery and in the provision of interventions
- Inclusive Practices are embedded to ensure every student is learning and achieving to their full potential
- we uphold the principles of Restorative Practices as the process to repair the harm that has been done within relationships
- the Positive Behaviour for Learning (PBL) Framework is implemented and widely communicated to students, staff, parents and communities.

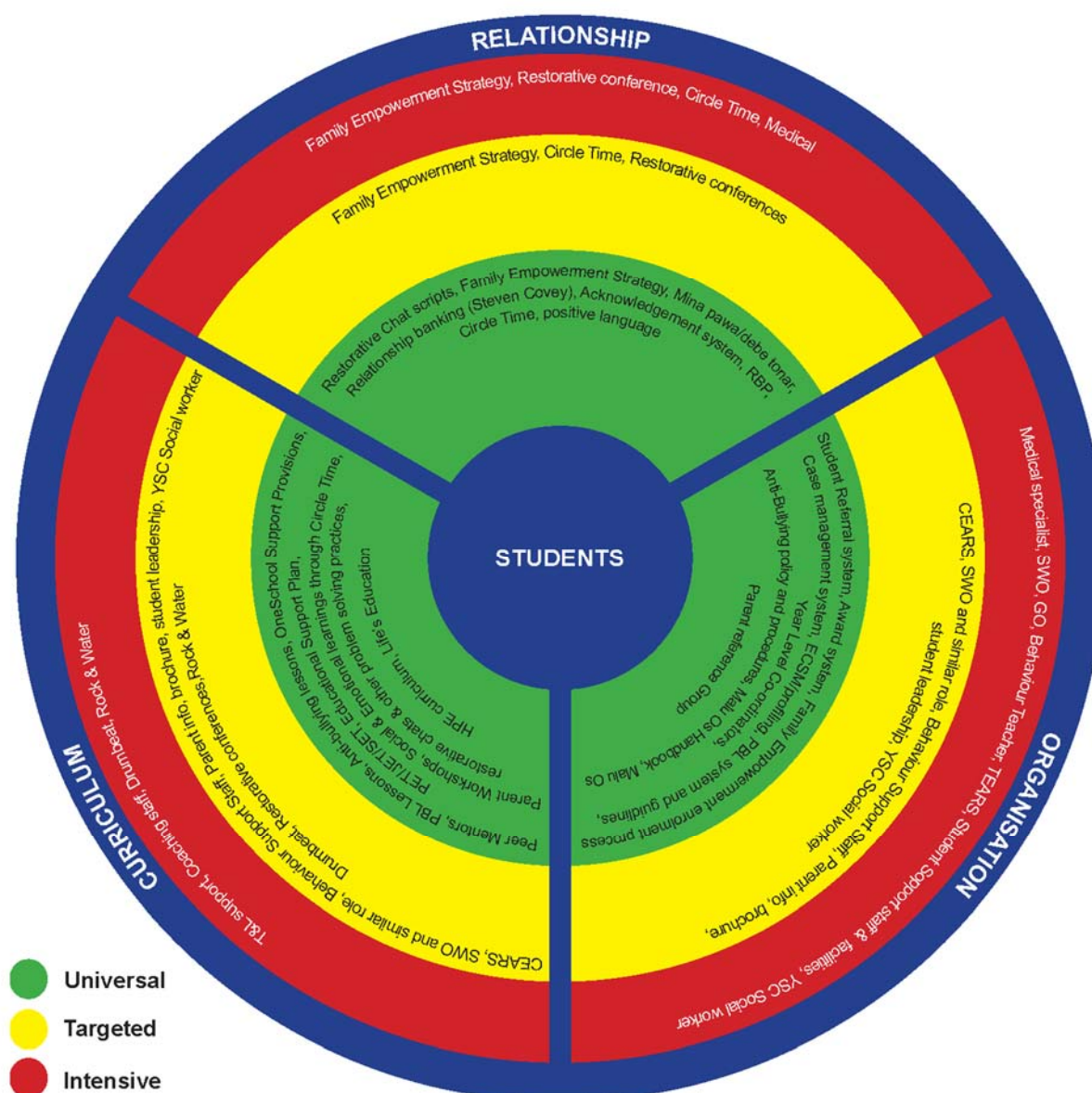
9. Whole School Approach to Managing Student Behaviour

Source: page 29 Teaching and Learning Handbook, 2017 edition.

Tagai State College is committed to ensuring that all students, participate and succeed in education on the same basis as their peers.

The Positive Behaviour for Learning (PBL) Framework represents the universal, targeted and Intensive layers of service and support wrapped around the child in this student centred approach. These layers of support have been organised in the three domain areas of Curriculum, Organisation and Relationships. The core social behavioural curriculum is outlined in the three key areas of the circle below.

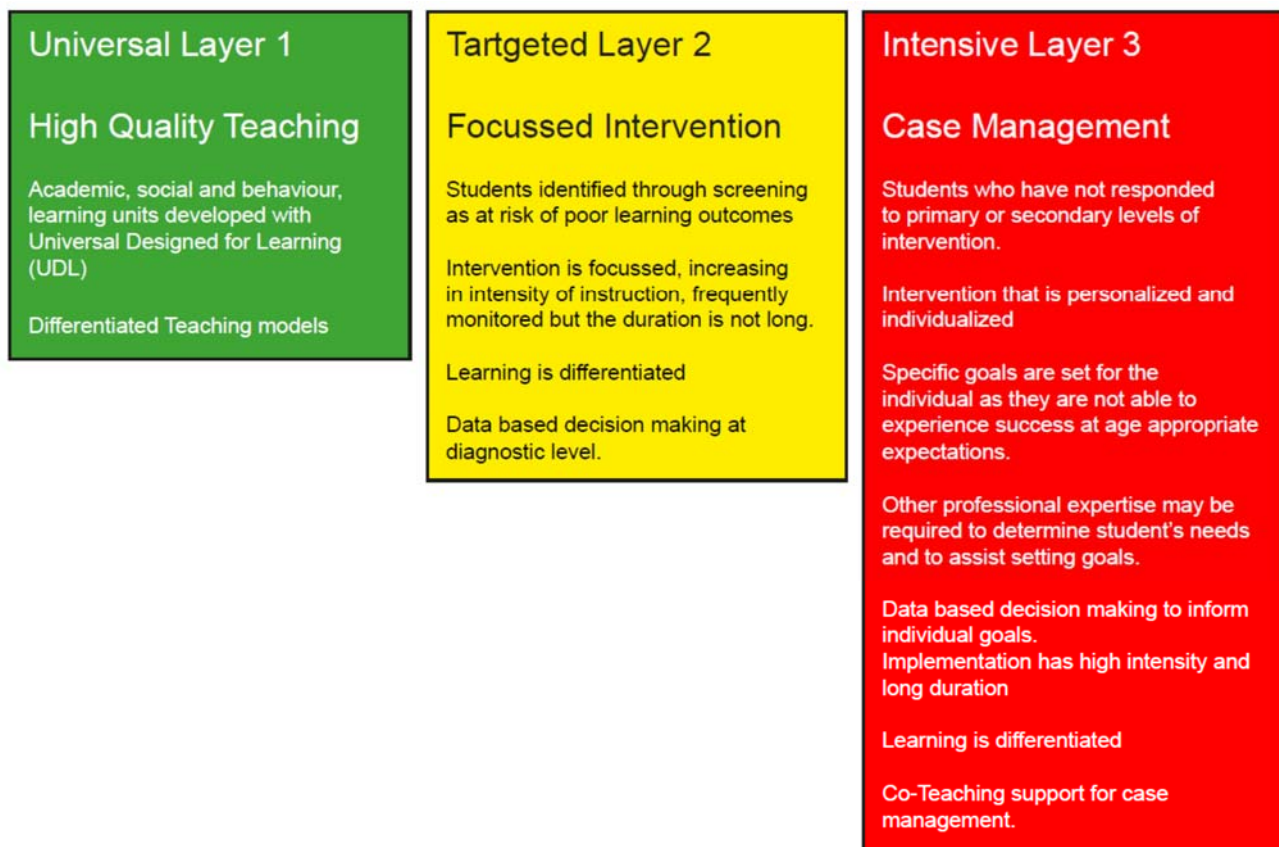
The YUMI way of symbolically representing and catering for the educational needs of the whole child is through the wrap-around service model encompassed in our Positive Behaviour for Learning (PBL). This is how we are able to ensure there is 'success for all.'



The Wrap-Around model utilises supports which are internal (teachers, HOCs, auxiliary staff, specialist staff, peers) and external (family, community, inter-agency) to ensure ALL learners have access to and participation in the curriculum.

The Wrap-Around model acknowledges that students with additional and/or significant needs may require case management, interventions and/or differentiation. The Three Tier Model outlines student needs and the corresponding supports.

A key element of the Wrap-Around model is the Students Educationally At Risk System (StEARS). Students requiring focussed intervention are referred to the Campus Educationally At Risks Students (CEARS) committee for case management or to Specialist Educationally At Risk Students (SpEARS) committee for Complex Case Management. Students with additional or significant needs can access further supports and/or interventions which are specifically designed, implemented and reviewed.



Our Responsible Behaviour Plan for Students outlines the systems for acknowledging, promoting and reinforcing positive behaviours. This approach reflects fairness and consistency when responding to unacceptable behaviour.

Leaders and teachers at Tagai State College apply differentiated consequences to inappropriate minor and major student behaviour which are assessed case by case. The approaches used to reinstate and redirect student behaviour are outlined in:

- *Positive Behaviour for Learning*
- *Essential Skills for Classroom Management*
- and **Appendix 4: Restorative Principles**

Effective consequences are those that are based on *Restorative Principles and Practises*. Behaviour which disregards the classroom and/or College Behaviour Expectations is an opportunity to:

- work **with** the student to take responsibility for their actions and harm caused
- reach solutions that finalise the problem
- strengthen student- teacher, student-student, and student-campus relationships, and
- assist the student's development of social learnings.

Consequences are an opportunity for teaching and learning and differ from punitive practises. Punishment does not teach new skills.

If consequences are imposed by staff in response to inappropriate behaviour then the consequences will be known, clear, fair, reasonable and logical for the behaviour. Consideration will be given for individual student circumstances and the student's ability to meet the consequence imposed.

The ***Managing Student Behaviour Flowchart*** (Appendix 6) outlines responses to students who exhibit persistent minor problem behaviours or who require targeted or intensive support to meet expected behaviours of the College.

Severe and challenging 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. (Refer to ***diffusing strategies*** outlined in **Appendix 7: Emergency or Critical Incident Responses**.)

Whole school acknowledgement systems that recognise and reinforce positive behaviours

A crucial component of our Responsible Behaviour Plan is the acknowledgment and recognition of students' positive behaviours, either on an individual or on a group level and a continuum of positive consequences to encourage and maintain appropriate behaviours. The form this takes will vary from classroom to classroom and campus to campus, although all staff will ensure that such recognition is age appropriate and is achievable for all students.

Acknowledgement systems are:

- Free and Frequent (Gotchas, Verbal Praise)
- Short Term (Weekly Awards, Special Privilege)
- Long and Strong (Fun Day, Vouchers)

When responding to unacceptable behaviour the staff member first consults with the 'Responses to Inappropriate Behaviour' document to choose an appropriate consequence from the suite provided when determining if the behaviour is major or minor, with the following agreed understanding:

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

Appendix 10: Responses to Inappropriate Behaviour outlines examples of major and minor unacceptable behaviours. Parents must be made aware of the suite of consequences that can be applied to minor and major breaches of expectations.

Universal behaviour support

Universal Layer 1 is High Quality Teaching through a systematic approach to teaching of behavioural expectations, personal and social skills. This systematic approach informed by current data must include;

- Explicit teaching of behaviour expectations, social, and emotional skills
- Teacher, student and parent collaboration in PET and JET goal setting processes
- Ongoing monitoring and discussions with students and parents.

Teachers should use the Behaviour/Effort Descriptors and Criteria Guide to make informed judgements when assigning A-E ratings and the Target Behaviour Identification Tool to moderate behaviour expectations across the college and set goals with the student and parent within their Primary, Junior, and Secondary Education Transition (PET/JET/SET) plans.

Targeted behaviour support

Targeted Layer 2 is Focussed Intervention which occurs around a specific setting, issue, student or group of students. Targeted support and intervention is team based, designed to prevent or minimise the occurrence of inappropriate behaviour and to support the student's learning of skills and strategies to enable more appropriate behaviour choices. The collaborative process of development of an individualised plan of support may be essential.

Focused Support

When a student's minor inappropriate behaviours continue to be a barrier to them reaching their full potential or begins to challenge the safe and respectful tone of the classroom or playground environment, more focused support will be put into place.

Campus staff will refer the student to Head of Campus or delegate and/or make a formal referral to the CEARS group for case management. Supporting documentation including anecdotal notes, behaviour records, and academic data will assist in developing support plans for the student. Parent/Carer involvement and consultation is required at all stages of the support process.

Intensive behaviour support

Intensive Layer 3 requires **case managed** behaviour support for students where Universal and Targeted layers of intervention have not been sufficient. The student is considered to be 'at risk' when he/she is not consistently able to self-manage, self-regulate and engage in learning in order to reach their full potential.

Extended Support

The Specialist Educationally At Risk Students (SpEARS) layer of intervention is enacted as per Tagai State College's Students Educationally at Risk System (StEARS).

10. Emergency response or critical incidents

Tagai State College Critical Incident Plan ensures that all staff respond consistently with appropriate actions to emergency situations or critical incidents to keep students and staff 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. Refer to the College **Critical Incident Plan** and **Appendix 7: Emergency or Critical Incident Responses** which both include reporting guidelines.

Physical Restraint

Principals and School Staff:

- Give clear verbal instructions before physical intervention is used, unless the urgent nature of the situation makes this impractical
- Call for assistance from another member of the school staff and make arrangements to ensure that other students in the vicinity are safe and properly supervised
- Notify the principal (if not directly involved) and the student's parent/carer of the incident, detailing:
 - the behaviour that preceded the use of physical restraint
 - the type and duration of restraint used
 - staff members and other witnesses present during the period of the incident
 - student's physical condition before and after physical restraint
 - counselling provided to the student following the period of physical restraint
 - planned future action to prevent further incidences of the behavior
 - prepare an **incident report**, available from <http://education.qld.gov.au/health/safety/managing/accidents.html>
- Provide debriefing for the student and any other students after a suitable interval of time has elapsed
- Hold a debriefing meeting with the relevant staff members
- Develop an individual plan if physical restraint is necessary as an ongoing strategy.

Students displaying ongoing severe and challenging behaviours

Documentation and data must be used to substantiate the use of physical restraint by staff who are appropriately trained. Once substantiated, the development of an Individual Behaviour Plan is required and includes physical restraint reduction goals with clear monitoring and tracking mechanisms embedded in order to achieve desired outcomes.

11. Guidelines for enforcing school disciplinary absences

Suspension and exclusion may be a consequence enforced for serious and/or persistent inappropriate behaviour. The decision to apply a suspension or exclusion should take into consideration the frequency and intensity of the following:

- Persistent breaches of the four expectations
- Endangering the safety, health and well-being of others and/or yourself
- Conduct which is detrimental to the good order of the school

School Disciplinary Absences can be:

- 1 – 5 day suspension
- 6 – 20 day suspension

All students on a suspension must be provided with a learning plan to ensure successful re-entry, transition and reengagement back to school occurs.

Recommendation for exclusion as determined by Executive Principal, Tagai State College.

12. Reporting Guidelines

Recording of positive and negative behaviours is vital to quality assuring the effectiveness of systems and processes in place. It is also important in analysing individual and classroom behaviour patterns using a data driven approach to maintain a culture that promotes learning.

Data informed decision making requires a holistic approach of triangulating data to systematically identify the function of student behaviour. This includes:

- Regularly and frequently enter data about positive and inappropriate student behaviour into OneSchool, using agreed procedures and protocols.
- Employ standard evaluation questions that consider (a) what, where, when and why students engage in particular behaviours; (b) staff members involved; and (c) accuracy and consistency of implementation of the positive whole-school approach.
- Regularly analyse student behaviour and achievement data at student and systems levels to:
 - evaluate the implementation and effectiveness of the positive whole-school approach; and,
 - inform revision of the school's behaviour plan.
- Regularly communicate and discuss findings with school staff and parents to inform decision-making about individual, group and school-wide responses.

13. Network of student support

When behaviour is inappropriate, programs will be negotiated involving relevant personnel for support and guidance. Students will be supported in the YUMI way in their learning through the following school networks. Each campus of Tagai State College will have differing internal and external support networks.

The following lists of internal and external networks are indicative of possible community resources, not prescriptive of each community.

Internal Networks include:

- Classroom Teachers
- Teacher Aides
- School Administration
- Librarian
- Head of Department (HOD)
- Malu Os staff
- Student Leaders
- Guidance Officer
- Senior Guidance Officer
- Community Education Counsellor
- School Based Youth Health Nurse
- P&C Association
- Teacher Aide
- You Can Do It Champions
- Elders
- Peer Skills Facilitators
- Chaplain/Student Welfare Officer
- RATEP Teacher and students
- Behaviour Support Teacher
- Visiting Support Therapists
- Teaching & Learning Team
- Language and Culture Team
- Youth Support Coordinator

Tagai State College is also able to access support to students through the following external networks. These government and community agencies work closely with the parents/caregivers, teacher/s and support personnel from within the campus.

External Networks include:

- Department of Child Safety
- Police
- Department of Communities
- Queensland Health
- Child & Youth Mental Health
- Disability Services Qld
- Torres Strait Island Sports & Recreation
- Defence Forces
- Youth Support Coordinator
- Community Elders
- Mura Kosker Sorority
- Community Justice Group
- Island Councils and Managers
- Torres Strait Regional Authority Land and Sea Management
- TAFE
- Vocational and Training groups
- Community groups
- Regional Coordinator – Positive Behaviour for Learning

14. Consideration of individual circumstances

Tagai State College endorses the need for an equitable approach in decision-making regarding consequences. Consequences for breaching Tagai State College's Responsible Behaviour Plan may vary according to a number of factors including:

- Age
- Severity of the incident
- Degree of provocation
- Perceived intent of the action
- Previous behaviour record
- Medical consideration
- Disability
- Emotional state
- Context in which situation occurred
- Amount of reliable evidence.

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 and the process of natural justice must be observed. For anyone who believes they have been unfairly treated there are procedures to be followed to resolve the matter. In the first instance, students should ask for a restorative meeting to explain their view to the teacher or staff member in a polite and respectful manner.

Concerns about decision making regarding behaviour should be resolved at the campus level in the first instance. If the resolution has not been reached at the campus level, the case can be referred to the Executive Principal as per Education Queensland's Complaints and Appeals process.

Campuses of Tagai State College consider 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.
- 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 socioeconomic situation, and
 - receive adjustments appropriate to their learning and/or impairment needs.

15. Related legislation

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

16. Related policies and procedures

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

17. Some related resources

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

18. Endorsement

..... Date:
Andrew Lui
School Council Chair

..... Date:
Ned David
TSIREC Chair

..... Date:
Judith Ketchell
Executive Principal

Date the Campus Responsible Behaviour Plan for Students effective:
from to

This endorsed plan will be reviewed annually.

19. Appendices

PBL Documents & Edstudio Link:

<https://staff.learningplace.eq.edu.au/lp/pages/default.aspx?cid=137095>



2016 Teaching and
Learning Handbook

Page 18-26 of the *Teaching and Learning Handbook*, 2016 edition.



2016 Teaching and
Learning Handbook

Page 167-185 of the *Teaching and Learning Handbook*, 2016 edition.

Example Data Sets: Campus Behaviour Improvement Plan

Attendance Rate

Semester 1 2016	92.0%	Term 1: 91.8%
		Term 2: 92.1%

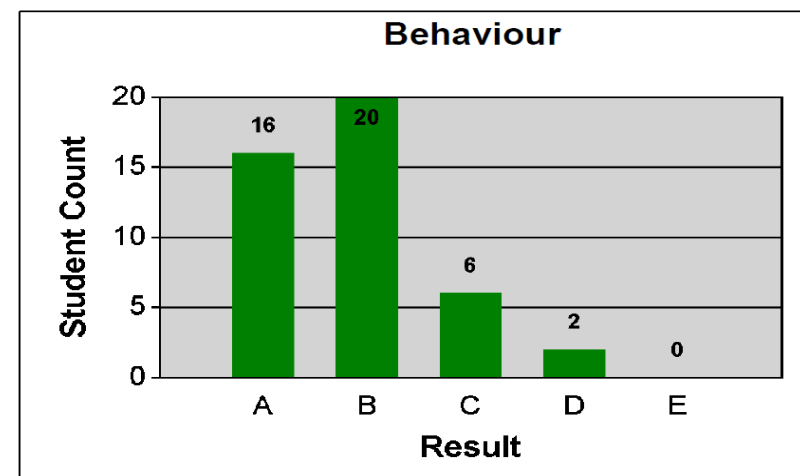
Lees than <85%/Unexplained absences

<85%	25.0%		Actual No# of students <85% currently enrolled	No# of unexplained absences
			10	6

Behaviour

Minor: 0	Total
Major: 5	5

Rating	A	B	C	D	E
Percentage	36.4%	45.5%	13.6%	4.5%	0%



Positive Behaviour

No# of Positive Behaviours	131
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Ratio of Positive to Negative

Positive	Negative
27:1	

Tagai State College Behaviour Expectations Matrix

Appendix 1

Setting	WE ARE PROUD LEARNERS	WE ARE RESPECTFUL	WE ARE SAFE	WE ARE RESPONSIBLE
All Settings <i>classrooms, undercover areas, oval, assembly, library, toilets, walkways, excursion/transport</i>	<ul style="list-style-type: none"> I am proud of who I am I come prepared for school I represent my school with pride I make good choices I always report any problems I am resilient, setbacks are part of learning 	<ul style="list-style-type: none"> I use positive language I am respectful and tolerant of others I respect other peoples property 	<ul style="list-style-type: none"> I belong to a safe school I follow instructions I ask permission to leave any setting I keep my hands and feet to myself I will use equipment and materials safely I wear the correct uniform I always cooperate with others I always walk safely 	<ul style="list-style-type: none"> I will take responsibility for my actions I seek assistance when required I care for the environment I follow travel safety rules
Classroom	<ul style="list-style-type: none"> I try my best in every learning situation I participate in all classroom activities 	<ul style="list-style-type: none"> I listen to the person who is talking I raise my hand to speak I always use inside voice 	<ul style="list-style-type: none"> I sit properly on my chair I help keep my classroom organised 	<ul style="list-style-type: none"> I ask questions when needed I use materials responsibly I am a reliable member of my class
Whole school parades	<ul style="list-style-type: none"> I listen to all speakers I walk up and receive awards/certificates with confidence and pride 	<ul style="list-style-type: none"> I remove my hat I applaud appropriately 	<ul style="list-style-type: none"> I walk to and from undercover area in an orderly manner 	<ul style="list-style-type: none"> I sit quietly in my class group
Playground / Oval	<ul style="list-style-type: none"> I am a good team member 	<ul style="list-style-type: none"> I always include others in activities I always wear my hat 	<ul style="list-style-type: none"> I stay in approved areas 	<ul style="list-style-type: none"> I always report inappropriate behaviours to an adult I think before I act
Toilets	<ul style="list-style-type: none"> I have a pass from my teacher if I go to the toilet during class time 	<ul style="list-style-type: none"> I use the toilets appropriately I keep the toilets clean and tidy by using the bins provided 	<ul style="list-style-type: none"> I wash my hands after using the toilet 	<ul style="list-style-type: none"> I report any damage / graffiti / broken equipment / vandalism immediately I report any inappropriate behaviour
Emergency Procedures	<ul style="list-style-type: none"> I know and follow the emergency procedures 	<ul style="list-style-type: none"> I will follow all instructions given to me 	<ul style="list-style-type: none"> I will move promptly and orderly 	<ul style="list-style-type: none"> I will listen and follow directions
UCAs, Tuckshop and Break Time	<ul style="list-style-type: none"> I always model appropriate behaviours I make healthy choices 	<ul style="list-style-type: none"> I always place my rubbish in the bin I always wait in line quietly 	<ul style="list-style-type: none"> I always play safely I always sit down to eat my lunch 	<ul style="list-style-type: none"> I encourage others to behave correctly
Walkways	<ul style="list-style-type: none"> I move to class promptly and quietly 	<ul style="list-style-type: none"> I walk quietly so others can continue learning I stand quietly until prompted to enter the room 	<ul style="list-style-type: none"> I stay to the left when walking 	<ul style="list-style-type: none"> I am always courteous to others when using walkways

The Behaviour Expectations Matrix dot points (above) may be contextualised at your campus through a whole school and community consultative process. The four behaviour expectations and setting areas should not be modified.

Appendix 2

Tagai State College

Building Relationships Model

Purpose

The purpose of this model is to recognize that positive relationships are the most important element to improving student outcomes.

Background

As we forge ahead to take on the challenges towards 2015, Tagai State College staff and students will invest in building relationships. Yumi principles form the contextual frame that guide the ways to communicate and work together. Positive relationships between students, teachers and parents is critical to raising the bar in our classrooms

Tagai State College staff and students aim to build better relationships with each other by using the concept of The Bank Account system. This account is like a financial one in that you can make “deposits” – things that build trust in the relationship or “withdrawals” – things that decrease the level of trust. The balance in the account determines how well you can communicate and solve problems with others. Making regular deposits into each other’s bank account will yield dividends beyond those of the highest performing stock on the market – Tagai investments for the building of our professional learning community.

When your financial bank account is overdrawn, it is hard for you to give away money. Similarly, staff and students have bank accounts which must be sufficiently full for them to give time, personal responsibility, and reciprocate appropriate behaviours and actions. This system will help us practice these behaviours so they become habits in our college.

The banking system for building good relationships in our college is based on the 5 fundamental areas as designed by Stephen Covey.

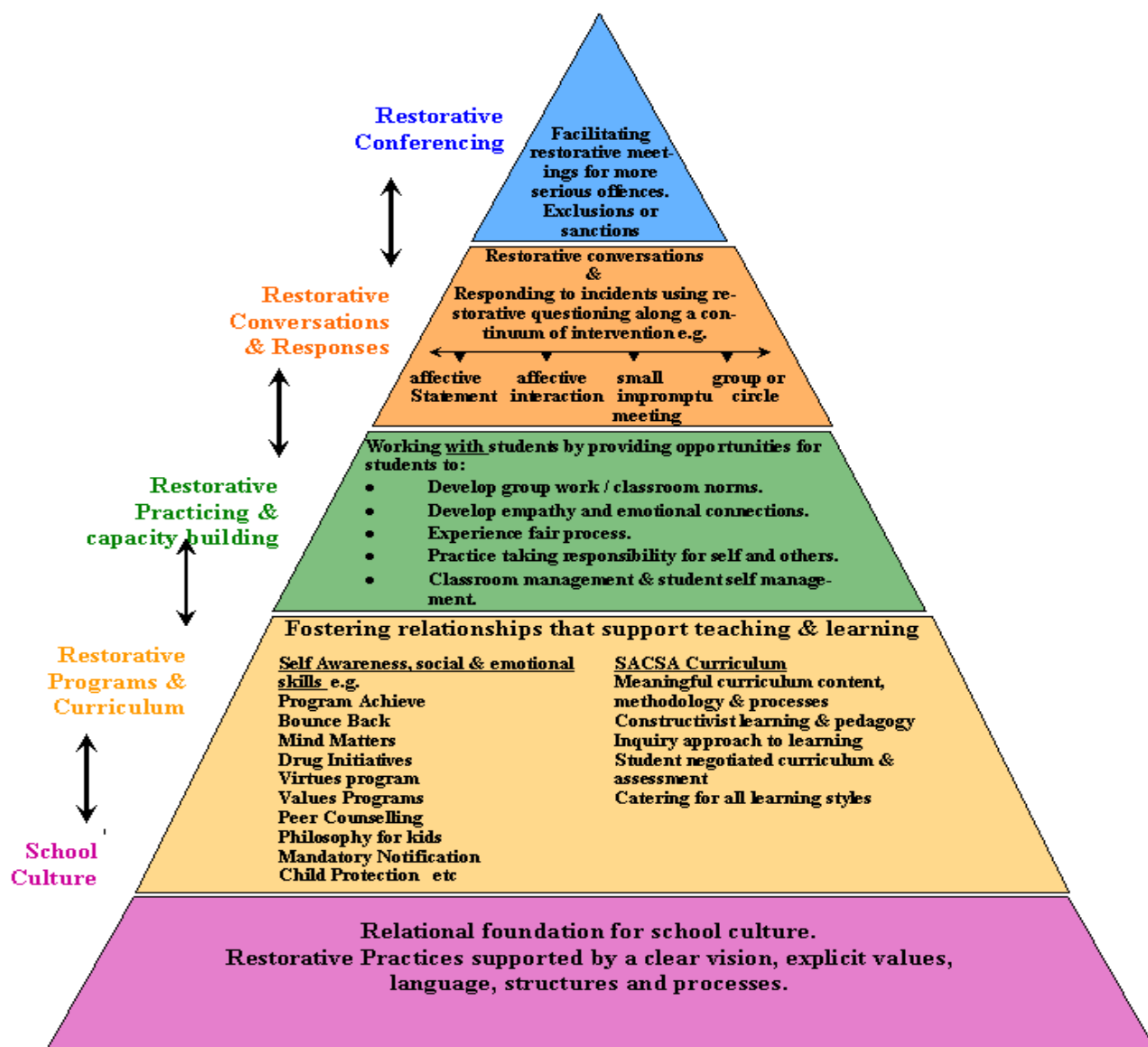
- Understand the individual that you work with
- Keep commitments
- Clarify expectations
- Remember the little attention
- Show personal integrity
- Apologise with sincerity

Expectations for Practise

1. Tagai staff commit to building relationships between students, staff and parents.
2. Tagai leaders commit to monitoring the effectiveness of relationships and capacity building within professional learning communities in our college.
3. Tagai leaders commit to using restorative practices where possible, when problems or conflicts arise between any members of the campus community to
 - resolve differences or relationship break-downs for win-win situation,
 - to teach appropriate skills
 - to enable those responsible for the situation to heal the relationship.

A relational foundation for school culture.

A relational foundation for school culture.



Lesley Oliver
Student Inclusion & well Being Coordinator
Wednesday 15th November 2006-7

Deposits	Withdrawals
Speaking with respect and using <i>gud pasin</i> to others	Speaking disrespectfully and showing bad manners
Providing positive feedback to others	Putting people down
Walking your talk about respect	Acting and speaking in a rude way. Hypocritical behaviour by words and actions contradicting each other.
Apologise sincerely when you have breached trust	Not saying "sorry" or saying it insincerely
Listen actively when others speak to you	Giving advice when it is not asked for, telling people what they should do, dismissing their concerns as not valid, doing things for them without gaining their consent
Be loyal to those who are absent	Criticizing, complaining and talking about others in negative ways when they're not present.
Recognise when a situation is escalating into a no-win situation and stop	Situation escalates and becomes about secondary behaviours and does not solve the original problem
Using reflective practices to recognise the need to change	Settling for doing the same and getting the same result and blaming others for it
Ensure all promises are kept with colleagues, students and families	Never making commitments or making them but rarely following through
Give truthful feedback when/where appropriate	Being quick to take offence and trusting that colleagues are attempting to be supportive
Separate the issues from the person	Holding grudges, blaming others and taking no responsibility for your own actions, personal attacks on other.
Spend time getting to know others, their strengths and weaknesses.	Throwing people's past mistakes up to them. Using people's mistakes as a weapon
Giving others specific and honest compliments	Nurturing grievances
Carrying out random acts of kindness	Having a negative attitude towards ideas for no reason
Giving personalised messages of thanks, appreciation and congratulations.	Noticing the negatives of people and being critical and judgemental of them
Support others' worthy ideas. Respect others' ideas and contribution.	Making a claim by using statements that are the same as the other person's original claim
Motivates others to learn	Evading the issue by changing the topic
Listen to understand what's important to staff, their aspirations, what make them work to the best of their ability.	Unwilling to consider others' views which are contrary to own opinion.
Being visible and observant. Walk around the school, touch base with people, try to get the temperature, encourage, make small personal connection and laugh!	Being an absent leader and not connecting with your staff, students and parents
Taking emotion out and discussing just the issue	Arguing against the person, not the issue.
Ensure that expectations and roles are clear.	Low Expectations. Roles confusing / duplicated.
Recognise that some people need general direction and some need greater detail. Be able to cater for differences in learning	Not catering for different learners
Talk honestly and provide quality feedback	Rude and aggressive behaviour.
Smiling, thanking people, small encouragement, kind words etc. These are all small things we do. It shows that we care, that we're aware of others. You can really load an account with these.	Not taking the time to be polite and kind to others
Walk the talk so that this means you are actioning what you say.	Lots of talk but limited action
Recognize mistakes and apologise if appropriate	Seeing admission of your errors as reflecting badly on you and your position
Inspires learning in the classroom	Learning motivated by fear or force
Where relevant, assisting others to work through problems and conflicts by seeing it as an opportunity for skill development	"Solving" problems by working through the story of the problem to assign blame and determine what punishment will be imposed
Where relevant, assisting others to work through problems and conflicts to see it as a learning opportunity for them	Giving the message that adults in positions of power have to sort out problems for people and they do not have to take responsibility for their actions

Appendix 3

Tagai State College

Mina Pawa / Debe Tonar

Features

- Kozan (sharing),
- Mam (show kindness and love to people,
- Kurispoegay (always listen to parents, people older than you, learn from them),
- Gudapathuray (always ask before doing things or going somewhere, seek permission),
- Koeralasi (willingness to do things, cooperation with others for the good of the whole family group),
- Ibupuydhay (being helpful on your own initiative).

PBL – Mina Pawa / Debe Tonar Language Instructions

Complementing the implementation of Positive Behaviour for Learning is the inclusion of Mina Pawa language (positive language) in the teaching of behaviour expectations across Tagai State College.

The Language and Culture team are progressing Mina Pawa / Debe Tonar language that is cognisant of Torres Strait languages and culture.

Consistent with Tagai's practice of colour coding the various languages in classroom resources, Mina Pawa/Debe Tonar language resources will also be colour coded so each language can be distinguished from the other in its communication.

Mina Pawa; Debe Tonar; Positive Language Instructions

- With the exception of greetings, staff members whose first language is Standard Australian English (SAE) should speak and model **positive language** in SAE.
- Indigenous staff members who identify with Kala Lagaw Ya (**KLY**) and its dialects should speak and model **Mina Pawa** language.
- Indigenous staff members who identify with Meriam Mir (**MM**) and its dialects should speak and model **Debe Tonar** language.
- It is expected that the, **Mina Pawa**, **Debe Tonar** and **Positive** language are displayed on flashcards or posters in all learning areas and all settings ie eating area, office foyer, tuckshop.
- Students are encouraged to practice speaking the positive language in **KLY** and **MM** to build their confidence and proficiency.

Appendix 4

Restorative Practices

In schools Restorative Practice is an evolving area and multifaceted in nature. It is more than an intervention to deal with inappropriate behaviour and promotes building respectful relationships as a foundation for teaching and learning. There are a range of activities in Restorative Practices from having a restorative chat with an individual or small group of students, to a whole class “no blame” conference or whole year community conference.

When problems and conflict are worked through restoratively the focus is not on punishment or a blaming of others. Restorative Practices focuses on healing. It is about people taking responsibility for their actions, hearing and understanding how these actions make others feel and begin to put things right. This is a way to find fair solutions to problems rather than create more problems and hurt.

Restorative Practices is a more effective and long lasting method of dealing with poor behaviour choices and assisting in skill development and personal growth to become responsible, self-managed people. Restorative justice is a collaborative process involving those most directly affected by a conflict or problem, called the “primary stakeholders,” in determining how best to repair the harm caused. The fundamental idea of restorative practices is simple. That human beings are happier, more co-operative and productive, and more likely to make positive changes in their behaviour when those in positions of authority do things **with** them, rather than **to** them or **for** them.

The restorative approach is based on the beliefs that

- the people directly involved in a conflict or problem are the best placed to resolve it.
- imposed solutions are less effective, less educative and possibly less likely to be honoured
- a restorative approach to conflict and challenging behaviour needs certain attitudes and skills and training can develop both restorative skills and attitudes.
- the ultimate aim is to build a strong, mutually respectful, safe and inclusive school community in which everyone feels valued and heard.

The Goals of Restorative Practices.

- Improve roles of all key members of the school community (teachers, students and parents).
- Enhance academic performance – improved learning outcomes emerge out of positive relationships.
- Respond to the needs of students in our schools who have extremely challenging behaviours in a manner that promotes inclusiveness.
- Develop skill in collaborative problem solving.

Core Concepts of Restorative Practices

- Facilitate a process so peace can be restored for the person harmed, the person who did the harm and the community.
- The philosophy and practice of using restorative measures are to help promote resilience in both the one harmed and the one who causes harm. Resiliency described as caring and support, high expectations and opportunities to participate in meaningful activities.

What are the Values of Restorative Practices?

- Restoring Relationships
- Inclusiveness
- Mutual respect
- Empowerment
- Community Building

The following offer some examples of how restorative practice in schools may be conceptualised.

"At a whole school level Restorative Practice/approaches can be a catalyst for change as it helps educators to reflect upon and clarify existing practice particularly around beliefs and values".

- Terry O'Connell, Lesley Oliver, Lyn Doppler 2007

"A restorative classroom setting is one that values dialogue through an inclusive approach where everyone expects to be heard, and through this participatory process students develop the capacity to learn in a practical way that emotions are an important and legitimate expression of healthy dialogue. This helps students to deal with conflict, tensions and difference in respectful ways that engenders trust, empathy, responsibility, and fosters healthy relationships."

- Terry O'Connell, Lesley Oliver, Lyn Doppler 2007

Restorative Practice in schools provides a focus on developing positive relationships between all members of the school community, opportunities for people to take responsibility for their behaviour and learning. This requires that teachers actively create the space where students can experience situations that develop their emotional and social capacity in order to support and assist them in taking responsibility for their behaviour and learning.

Restorative Practice is not a program but rather a way of being. It requires teachers to be explicit about their pedagogy and practices and deal with the myriad of programs and expectations in a consistent way.

The triangle was developed as a means of illustrating the multifaceted nature of restorative practice in schools, ranging from responsive interventions, developing student capacity through classroom management, integration within the school curriculum and as a basis for school culture.

Appendix 5

Tagai State College

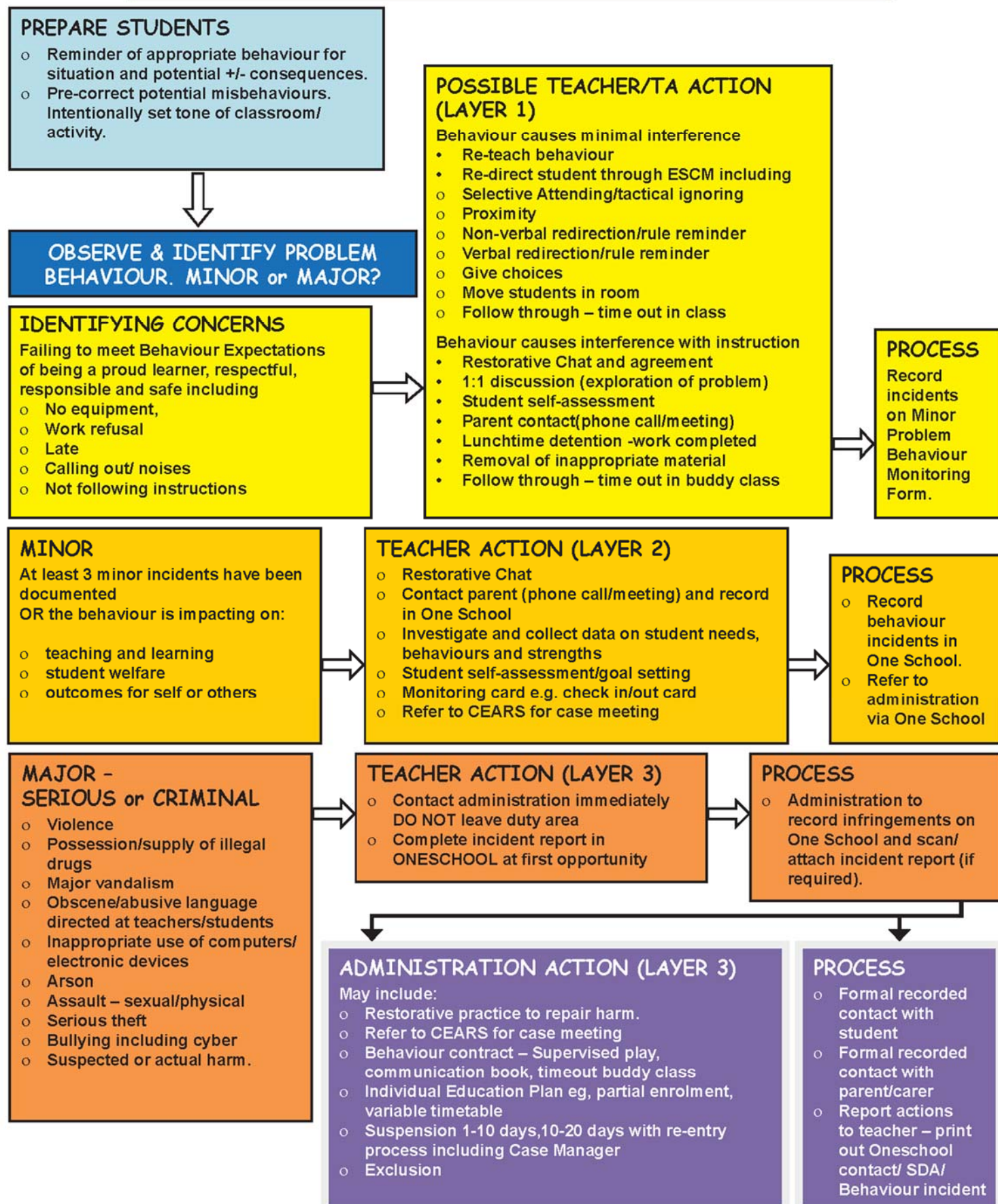
Acknowledgement Systems

Free & frequent	Short term	Long & strong
Verbal Praise Smile Stickers Rubber Stamps Thumbs up Home notes	Phone calls Special Privileges Extra Computer Time Special Seat	Field trips Special Projects Recognition to the Principal Student of the
ESCM	Attendance Certificates	Celebration and culminating activities
Kid dollars	Rocket in the room	Individual Class Reward
Behaviour chart/data wall	Go for Gold	parties
Hi-5	3 chances	fun days
Most organised class	Positive letters home	game
YCDI	Data walls	events, eg discos
Pointing out and acknowledging positive behaviours on an incidental basis - "Catching them good" eg WOW kids	Certificates on parade	On Time party
Appropriate encouragement and praise – individual and groups	Weekly SWPBS tickets	100% Attendance Fun Day
Incidental Parent/Teacher feedback	Newsletter notification of success	WHOLE SCHOOL LEVEL SYSTEM
Stickers and Incentive Charts	Displays in classrooms, office foyer and library areas	Vouchers
Clips on posters	Positive feedback given at school assemblies eg	Short term winner draw
SWPBS Tickets	Weekly certificates on parade-targeted behaviours	Data walls
Use of pegs	Awarding particular responsibilities to students	Attendance data walls
	appointed class leader for the week	
	Earning of free time / choice of activity e.g. Use of computer lab	
	Funtastic Friday	

To be used in conjunction with Appendix 11

Appendix 6

MANAGING STUDENT BEHAVIOUR FLOWCHART



The flowchart was designed as a guide to making decisions about individual student behaviour and not for use in a punitive manner. All decisions should be considered on a case by case basis and differentiated to support the student in a holistic manner.

Appendix 7

Emergency or Critical Incident Responses

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

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

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

Basic diffusing 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 Tagai State College'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.

Record keeping

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

- incident report (Appendix 8)
- [Health and Safety incident record](#) (link to use in the case of death or serious injury)
- debriefing report (for student and staff) (Appendix 9).

Appendix 8

Incident Report for Physical Handling of Student By A Staff Member

*Person who handled the student is to complete a report on the incident using the following guiding questions. Forward a signed and dated copy of the report to your Head of Campus **within 12 hours** of the incident.*

Name of person completing the report:	
Name of Staff members involved in incident:	
Name of Student physically handled:	
Class:	
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 were 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).	
Signature and date of person completing the report:	

Appendix 9

Physical Handling of Student - Debriefing Report

Formal debriefing should be led by a staff member trained in the process who has not been involved in the event.

The goals of debriefing are to:

- Reverse or minimise the negative effects of physical intervention
- Prevent the future use of physical intervention
- Address organisational problems and make appropriate changes

Notes on the discussion that occurs during the debriefing report are not required to be documented, however a note should be made that the debriefing has occurred for both staff and students involved (e.g. names, date, time and outcomes).

Debriefing should provide information on:

- Who was involved
- What happened
- Where it happened
- Why it happened
- What we learned

The specific questions we want to answer through the debriefing process are:

- **FACTS:** what do we know happened?
- **FEELINGS:** how do you feel about the event that happened?
- **PLANNING:** what can/should we do next?

Questions for staff

- What were the first signs?
- What de-escalation techniques were used?
- What worked and what did not?
- What would you do differently next time?
- How can physical intervention be avoided in this situation in the future?
- What emotional impact does using physical intervention have on you?
- What was your emotional state at the time of the escalation?

Questions for student

- What was it that you needed?
- What upset you most?
- What did we do that was helpful?
- What did we do that got it that way?
- What can we do better next time?
- Is there anything that you would do differently?
- Would you do something differently next time?
- What could we have done to make the physical intervention less invasive?

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

Appendix 10

Responses To Inappropriate Behaviour**Proud learner issues.**

Inappropriate behaviour	Initial Teacher Actions	Minor behaviours Suggested consequences	Major Behaviours Possible Administration Actions (comprising one or more of the following)
Calling Out	Selective Attending / Tactical Ignoring Proximity Cueing other students (acknowledging their positive behaviour) Rule Reminder Giving Choice	Change seating – move away from peers 1:1 discussion, Restorative Chat Directed to time-out desk. Directed to Buddy class if repeated Parent Contact / follow-up	Administration follow-up if the behaviour does not change after CT strategies are implemented consistently. Follow-up may involve: Administration time-out / discussion Restorative practice Follow-up parent contact Reflection with CT on current strategies Referral to CEARS
Talking out of turn (talking while the teacher is talking)	Proximity Pause in talk Call student's name – non-verbal redirection Cueing others (acknowledging their positive behaviour) Rule Reminder Giving Choice	Change seating - movement away from peers Directed to time-out desk. Directed to Buddy class if repeated Parent Contact / follow-up Restorative Chat	Administration follow-up if the behaviour does not change after CT strategies are implemented consistently. Follow-up may involve: Administration time-out / discussion Restorative practice Follow-up parent contact Reflection with CT on current strategies
Non-Compliance Work Refusal Not following instructions	Offer of assistance Repeat request allowing take-up time Selective attending if student is not overtly disrupting others Rule reminder Given choice	Follow-up individual discussion with student (i.e. at break time) Restorative practice Directed to time-out desk Use of own time to complete unfinished work. Contact with parent if recurring Directed to buddy class	Administration follow-up if the behaviour does not change after CT strategies are implemented consistently. Follow-up may involve: Restorative practice Administration time-out Reflection with CT on current strategies Follow-up parent contact Referral to CEARS group
Late for class	Rule reminder (bell times) and / or 1:1 discussion Direct student to task	Exploration of problem if persistent (follow-up individual discussion) Restorative practice Catch-up missed work in own time Parent contact if recurring	Administration follow-up if the behaviour does not change after CT strategies are implemented consistently. Follow-up may involve: Restorative practice Administration time-out Reflection with CT on current strategies Follow-up parent contact Referral to CEARS group

This table was designed as a guide to making decisions about individual student behaviour and not for use in a punitive manner. All decisions should be considered on a case by case basis and differentiated to support the student in a holistic manner.

Dress Code	Rule Reminder Follow campus procedures	Exploration of problem if persistent (follow-up individual discussion). Contact with parent if recurring Possible provide student with uniform if welfare issues	
Lying Cheating	Discussion with student. Restorative chat	Exploration of problem if persistent (follow-up individual discussion) Restorative practice	Administration follow-up if the behaviour does not change after CT strategies are implemented consistently. Follow-up may involve: Restorative practice Administration time-out Reflection with CT on current strategies Follow-up parent contact Referral to CEARS group Referral to GO if not developmentally appropriate behaviour.
Minor Theft	Discussion with student Restorative chat	Exploration of problem if persistent (follow-up individual discussion) Restorative practice	
Respect issues			
Swearing – conversational	Rule Reminder about expected language in school	If recurring, 1:1 discussion with teacher regarding appropriate language	
Swearing – ‘sotto voce’ (ie. Student mumbles / utters inappropriate language in low-tone after being corrected)	Tactical Ignoring / Selective Attending (treating the utterance as a ‘secondary’ behaviour) or: Rule Reminder about expected language in school and/or Indication made that their behaviour will be followed-up	1:1 follow-up discussion regarding appropriate language	Administration follow-up if the behaviour does not change after CT strategies are implemented consistently. Follow-up may involve: Administration time-out / discussion Reflection with CT on current strategies Restorative Practice Follow-up parent contact
Swearing – directed at other students (eg verbal insults)	Rule Reminder re use of appropriate language. Rule Reminder about expected language in school and/or Indication made that their behaviour will be followed-up	Depending on circumstances, actions may involve: Direct apology Restorative Practice Directed to time-out area 1:1 follow-up discussion with teacher regarding appropriate language	Administration follow-up if the behaviour does not change after CT strategies are implemented consistently. Follow-up may involve: Restorative Practice Administration time-out Reflection with CT on current strategies Follow-up parent contact Exploration of problem Possible suspension based on circumstances
Swearing – directed at staff	Clear statement regarding the unacceptability of language	Depending on circumstances, actions may involve: Directed to time-out / buddy class area.	Referral to Head of Campus Parent Contact

	Indication made that their behaviour will be followed-up	Restorative Practice Apology made in follow-up discussion Parent Contact	Restorative Practice Possible suspension based on circumstances
Stealing	Rule Reminder	Restorative Practice Replace or return any items stolen Apology Parent Contact	For recurring stealing, referral to Head of Campus /Deputy Parent Contact Referral to Guidance Officer / School Police Officer Possible suspension based on circumstances
Littering	Rule Reminder Directed to pick up own litter	Litter duty in immediate vicinity if recurring / Environmental duty.	
Threatens teacher	Separation of parties involved Administration Intervention	Withdrawal from learning area: * directed to Time-Out / Buddy Class Withdrawal from play area: * directed to time-out / walk with duty teacher Restorative Practice Apology / Restitution	Follow-up investigation of incident Parent Contact Possible suspension based on circumstances Referral to Guidance Officer / School Police Officer Suspension Suspension pending further action

Responsibility issues

Lacks required equipment	Rule reminder. Provide student with equipment	Follow up individual discussion with student (ie at break time to determine circumstances). Parent contact if persists.	Skilling program in organisation and develop understanding of implications of actions
Damaging resources/equipment	Proximity Rule reminder Clean up damage	Restorative practise to repair damage or restitution.	Administration follow-up if damage is serious/substantial. Referral to GO if underlying problem
Breach of uniform policy	Rule reminder Selective ignoring if not impacting on safety or disrupting learning	Discussion with student to determine situation Contact Parents	
Mobile phone Inappropriate texts	Rule reminder Follow campus procedures.	Removal of phone Contact Parents	Administration follow-up Tagai Anti-Bullying Policy and Procedures implemented Referral to Police possible
Late for class	Tactically ignore if not interrupting instruction. Rule reminder	1:1 discussion of issues/concerns of student Contact Parents	
Truancy	Follow campus procedures to inform Admin.	1:1 discussion of issues/concerns of student Contact Parents Document on One School	Referral to GO and CEARS Develop Individual Support Plan
Non completion of work	Offer of assistance	1:1 discussion of issues/concerns of student	Administration follow-up

	Selective attending if not overtly disrupting others Rule reminder	Finish work in own time Contact parents	
Inappropriate display of affection	Rule reminder		Referral to CEC, GO, Elder
Safety issues			
Striking another student	Separation of parties involved Administration Intervention	Withdrawal from learning area: * directed to Time-Out / Buddy Class Withdrawal from play area: * directed to time-out / walk with duty teacher Restorative Practice Apology / Restitution	Follow-up investigation of incident Parent Contact Possible suspension based on circumstances Referral to Guidance Officer / School Police Officer Suspension Suspension pending further action
Playing inappropriate contact sports	Rule Reminder	Directed to Time-Out area Withdrawal from playground * Walk with duty teacher * Supervised play * Environmental duty	Possible follow-up depending on circumstances (ie. persistent infringements despite repeated intervention).
Possession of Weapons / Drugs / Arson	Separation from other students Directed to hand over object / weapon / substance. Referral to Head of Campus	Discussion of inappropriateness of possession of object / 'weapon including knives Administration notified	Parent Contact Consultation with Executive Principal regarding Police involvement etc. Referral to School-based Police Officer Suspension Suspension pending further action
Bullying Behaviours – physical actions	Tagai Anti-Bullying Policy and Procedures implemented including Clear statement regarding the unacceptability of actions Indication made that their behaviour will be followed-up	Tagai Anti-Bullying Policy and Procedures implemented including Directed to time-out / buddy class area Exploration of the problem with the relevant parties Parent contact Apology / restitution	Tagai Anti-Bullying Policy and Procedures implemented including Follow-up investigation of incident Administration time-out Parent Contact Referral to Guidance Officer / support staff Possible Police notification dependent on circumstances Possible suspension based on circumstances
Bullying Behaviours – verbal – including teasing – racial harassment	Tagai Anti-Bullying Policy and Procedures implemented including Clear statement regarding the unacceptability of actions Indication made that their behaviour will be followed-up	Tagai Anti-Bullying Policy and Procedures implemented including Directed to time-out / buddy class area Exploration of the problem with the relevant parties Parent contact Apology / restitution	Tagai Anti-Bullying Policy and Procedures implemented including Follow-up investigation of incident Admin time-out Parent Contact Referral to Guidance Officer / other Possible suspension based on circumstances

Unsafe Playground Behaviour eg Throwing rocks, mangoes, coconuts etc Rough play	Rule Reminder 1:1 discussion Restorative practise	Withdrawal from playground * Walk with duty teacher * Supervised play * Environmental duty * Sitting in shade (time-out) Restorative practice	Follow-up investigation of incident Parent Contact Referral to Guidance Officer / support staff Restorative practice Possible suspension based on circumstances
Out of Bounds eg: Running around buildings Playing in the gardens	Rule Reminder 1:1 Discussion Administration contact if student leaves school grounds	Withdrawal from playground * Walk with duty teacher * Supervised play * Environmental duty * Sitting in shade (time-out)	Parent Contact
Leaving classroom or grounds without permission	Administration contact if student leaves school grounds	Record on One School 1:1 Discussion to determine issue/concern for student	Administration follow-up Referral to CEARS or GO if underlying problem Parent Contact

This table was designed as a guide to making decisions about individual student behaviour and not for use in a punitive manner. All decisions should be considered on a case by case basis and differentiated to support the student in a holistic manner.

Appendix 11: Inappropriate Behaviour Classification

The four Behaviour Expectations and inappropriate behaviour classifications should not be modified. The dot points (below) may be contextualised at your campus through a whole school and community consultative process.

	Behaviour Classification	Minor	Major
Being a Proud Learner	Property	<ul style="list-style-type: none"> Not having required equipment 	
	Language	<ul style="list-style-type: none"> Calling out Talking out of turn 	
	Learning Tasks	<ul style="list-style-type: none"> Non-compliance with routine Work refusal 	<ul style="list-style-type: none"> Regularly failing to complete homework Regularly failing to complete classroom or assessment tasks
	Attendance	<ul style="list-style-type: none"> Late 	
Being Respectful	Language	<ul style="list-style-type: none"> Inappropriate language (written/verbal) Calling out Poor attitude Disrespectful tone or muttering swearing 	<ul style="list-style-type: none"> Offensive language Aggressive language Verbal abuse / directed profanity
	Property	<ul style="list-style-type: none"> Petty theft Lack of care for the environment littering 	<ul style="list-style-type: none"> Stealing / major theft Wilful property damage Vandalism
	Others	<ul style="list-style-type: none"> Not playing fairly Minor disruption to class Minor defiance Minor bullying / harassment Not respecting privacy of others 	<ul style="list-style-type: none"> Major bullying / harassment Major disruption to class Blatant disrespect Major defiance
Being Responsible	Organised to learn	<ul style="list-style-type: none"> No pencil or sharp pencil No ruler No exercise book 	<ul style="list-style-type: none"> Continued into the next day
	Looking after resources	<ul style="list-style-type: none"> Tapping ruler on desk Library/ Reading books not returned / damaged 	<ul style="list-style-type: none"> denting ruler/desk Continued into the next day
	Book work	<ul style="list-style-type: none"> Instructions not followed / margins 	
	Uniform	<ul style="list-style-type: none"> Hats lost Shoes lost 	<ul style="list-style-type: none"> Stealing other students property
	Tidy classroom	<ul style="list-style-type: none"> Pencil sharpening Chairs stacked/pushed in Rubbish in bins 	<ul style="list-style-type: none"> Graffiti on desks/ walls / posters etc

	Class tasks	<ul style="list-style-type: none"> Not completing set tasks that are at an appropriate level Refusing to work 	
	Being in the right place	<ul style="list-style-type: none"> Not being punctual (eg: lateness after breaks) Not in the right place at the right time. 	<ul style="list-style-type: none"> Leaving class without permission (out of sight) Leaving school without permission
	Follow instructions	<ul style="list-style-type: none"> Low intensity failure to respond to adult request Non compliance Unco-operative behaviour 	
	Accept outcomes for behaviour	<ul style="list-style-type: none"> Minor dishonesty 	<ul style="list-style-type: none"> Major dishonesty
	Rubbish	<ul style="list-style-type: none"> Littering 	
	Mobile Phone	<ul style="list-style-type: none"> Mobile phone switched on in any part of the school at any time without authorisation (written permission from an authorised staff member) 	<ul style="list-style-type: none"> Use of a mobile phone in any part of the school for voicemail, email, text messaging or filming purposes without authorisation
Being Safe	Movement around school	<ul style="list-style-type: none"> Running on concrete or around buildings Running in stairwells Not walking bike in school grounds 	
	Play	<ul style="list-style-type: none"> Incorrect use of equipment Not playing school approved games Playing in toilets 	<ul style="list-style-type: none"> Throwing objects Possession of weapons
	Physical contact	<ul style="list-style-type: none"> Minor physical contact (eg: pushing and shoving) 	<ul style="list-style-type: none"> Serious physical aggression Fighting
	Correct Attire	<ul style="list-style-type: none"> Not wearing a hat in playground Not wearing shoes outside 	
	Out of bounds		
	Unsafe playground behaviour		<ul style="list-style-type: none"> Contact sport
	Bullying	<ul style="list-style-type: none"> First instance of minor bullying behaviour eg mocking, teasing 	<ul style="list-style-type: none"> On-going bullying behaviours Cyberbullying Sexual or racial harassment
	Illegal activities		<ul style="list-style-type: none"> Possession or selling of drugs Arson Possession of weapons including knives Smoking

Appendix 12

Minor Inappropriate Behaviour Monitoring Form

Student Name				
Staff Member				
Class				
Location Details (e.g. playground, specialist lesson, classroom)				
School Expectation Category	Be a Proud Learner; Be Respectful; Be Responsible; Be Safe			
Others involved in incident	None; Peers; Staff; Other			
Minor inappropriate behaviour	Date	Date	Date	Teacher action and student response
Defiance/Disrespect Low intensity brief failure to follow directions. Low impact talking back or socially rude interactions Disrespectful tone Poor attitude Unco-operative				
Physical Contact Student engages in non-serious but inappropriate physical contact.				
Inappropriate language Low intensity language (eg shut up, idiot etc) Swearing- not directed at a person Mocking, teasing				
Disruption Low intensity but inappropriate disruption including noise with materials, out of seat, calling out				
Property Misuse Low intensity misuse of property or equipment				
Dress Code Student wears clothing that is near, but not within, the dress code guidelines defined by the school.				
Safety Student engages in brief or low-level safety violation not involving hurting any other individuals or groups e.g. running on veranda. Unsafe or rough play Throwing objects without malicious intent				
Dishonesty Student engages in minor lying/cheating not involving any other person.				
Not properly prepared for class /activity Late, Truanting. Does not have required materials Lack of care of own or school supplied materials Homework or activities not completed				
Lack of care of environment Littering Graffiti				
Bullying/Harassment Minor incidents as outlined in Anti-Bullying policy.				
Other				