Norfolk Village State School

Responsible Behaviour Plan for Students

based on The Code of School Behaviour (2016-2018)

1. Purpose

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

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

2. Consultation and data review

Norfolk Village State School developed this plan in collaboration with our school community. Consultation with parents, staff and students was undertaken during March and April 2016. A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents from 2014 to 2016 also informed the development process.

The Plan was endorsed by the Principal and the President of the P&C in May 2016, was updated in August 2017 and will be reviewed in 2018 as required in legislation.

3. Learning and behaviour statement

All areas of Norfolk Village State School are learning and teaching environments. We consider behaviour management to be an opportunity for valuable social learning as well as a means of maximising the success of academic education programs.

Our Responsible Behaviour Plan outlines our system for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours. Through our school plan shared expectations for student behaviour are well known and agreed upon by everyone, assisting Norfolk Village 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 Mission, Vision, Motto and Collective Commitments (school rules) to teach and promote our high standards of responsible behaviour:

**Mission:** to support every child to flourish and reach their full potential academically, socially and emotionally, creating lifelong learners, critical thinkers and resilient citizens.

**Vision:** to learn and grow side by side: students, staff and community.

**Motto:** Creative, Confident, Committed.

**Collective Commitments (School Rules):** I am Safe, I am Respectful & I am a Learner.

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.

Queensland State Schools promote learning, creativity and innovation as the platform upon which to build prosperity and quality of life for all Queenslanders. Essential to effective learning is a safe, supportive and disciplined environment that respects the following rights:

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

The Code of School Behaviour defines the responsibilities that all members of the school community are expected to uphold and recognises the significance of appropriate and meaningful relationships. ALL members of school communities are to abide by the Code of School Behaviour in accordance with the following standards.
All members of school communities are expected to:

- Conduct themselves in a lawful, ethical, safe and responsible manner that recognises and respects the rights of others

Students are expected to:

- Participate actively in the school’s education program
- Take responsibility for their own behaviour and learning
- Demonstrate respect for themselves, other members of the school community and the school environment
- Behave in a manner that respects the rights of others, including the right to learn
- Cooperate with staff and others in authority

Parents are expected to:

- Parents are expected to show an active interest in their child’s schooling and progress
- Cooperate with the school to achieve the best outcomes for their child
- Support school staff in maintaining safe and respectful learning environment for all students
- Initiative and maintain constructive communication and relationships with school staff regarding their child’s learning, wellbeing and behaviour
- Contribute positively to behaviour support plans that concern their child


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

Universal Behaviour Support

Norfolk Village State School is a Positive Behaviour for Learning (PBL) school where each classroom operates on the premise that teachers have the right to teach and students have the right to learn.

The first step in facilitating standards of positive behaviour is communicating those standards to all students. At Norfolk Village State School we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school. Communicating behavioural expectations is a form of universal behaviour support - a strategy directed towards all students which is designed to prevent problem behaviour and to provide a framework for responding to unacceptable behaviour. These expectations are communicated to students via a number of strategies, including:

- PBL Skill of the Week that is determined through data trends across the school.
- Positive Behaviour for Learning lessons conducted by classroom teachers;
- Reinforcement of the PBL Skill of the Week on School Assemblies.

Norfolk Village 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.
- A P-6 Social and Emotional Scope and Sequence which makes clear what and when teachers explicitly teach expected behaviours to students in each year level across the year.
- Comprehensive induction programs in the Norfolk Village State School’s Responsible Behaviour Plan for Students delivered to new students as well as new and relief staff.
- Individual Action Plans are developed for Tier 2 and 3 students enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings.
- Tier 1, 2 and 3 Social, Academic and Academic Behaviours intervention strategies to support students to

Specific policies have been developed to address:

- The Use of Personal Technology Devices at School (Appendix 1);
- Procedures for Preventing and Responding to Incidents of Bullying (Appendix 2);
- Appropriate Use of Social Media (Appendix 3);
- Uniform Expectations (Appendix 16).
The diagram below shows the tiered support process used to support students to ‘flourish’ at our school.

### Tier 1 Universal Expectations

Every classroom has the following expectations for students:

- I am Safe
- I am Respectful
- I am a Learner

- Continuum of strategies to respond to inappropriate behaviour used as outlined in the Responsible Behaviour Plan for Students. (Whole School Student and Classroom Welfare Flowcharts – Appendix 6)
  
  School-wide expectations, rules, routines and procedures defined and explicitly taught. All staff use our P-6 Behaviour Scope and Sequence to inform the specific teaching of Behavioural skills which draws on the You Can Do It program and the Australian Curriculum, Assessment and Reporting Authority (ACARA) - Social and Emotional General Capability.

- Continuum of strategies to acknowledge appropriate behaviour used with high frequency (4:1)
- Students are actively supervised (pre-corrects and positive feedback)
- Students are given multiple opportunities to respond within all lessons to promote high rates of academic engagement.
- Activity sequence promotes optimal instruction time and student engagement time.
- Instruction is differentiated based on student need.
- All staff approach all students with unconditional positive regard.

This common language is embedded in every classroom to ensure the learning behaviours and expectations are consistent across the school. “Student behaviours” have been defined by two categories: - **Social** and **Academic**. We know that if students do not have these identified behaviours, it dramatically impacts upon their ability to learn and access the curriculum. Therefore, the direct and explicit teaching of these behaviours can dramatically improve the students’ capacity to effectively model our three school expectations.
### Social Behaviours
- Cooperation
- Social, Physical and Verbal Respect
- Attention and engagement
- Self-control
- Attendance
- Honesty
- Empathy

### Academic Behaviours
- Metacognition
- Positive Self-Concept
- Self-Monitoring
- Motivation
- Strategy and Problem Solving Skills
- Perseverance
- Resilience

**Positive behaviour matrix (Appendix 4)**
- A set of behavioural expectations in specific settings has been attached to each of our three school rules. The Schoolwide Expectations Teaching Matrix below outlines our agreed rules and specific behavioural expectations in all school settings.

<table>
<thead>
<tr>
<th>All Settings</th>
<th>Teaching Areas</th>
<th>Walkways</th>
<th>Covered Play Area &amp; Tuckshop</th>
<th>Playground &amp; Oval Areas</th>
<th>Bus Line</th>
<th>Excursions</th>
<th>Assembly</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am SAFE</td>
<td></td>
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</tr>
<tr>
<td>Follow directions</td>
<td>Keep hands and feet to yourself</td>
<td>Use the 5’s</td>
<td>Use your thinking brain to make safe choices</td>
<td>When frustrated, take a deep breath and move away from the situation</td>
<td>Enter in an orderly manner</td>
<td>Walk</td>
<td>Look out for others</td>
</tr>
<tr>
<td>I am RESPECTFUL</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Follow directions</td>
<td>Be a good listener</td>
<td>Use polite language</td>
<td>Use the 5’s</td>
<td>Use your thinking brain to make respectful choices</td>
<td>Look after your own property and that of others</td>
<td>Follow the uniform policy</td>
<td>Be in the right place at the right time</td>
</tr>
<tr>
<td>I am A LEARNER</td>
<td></td>
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<tr>
<td>Follow directions</td>
<td>Be prepared by having the right equipment</td>
<td>Use your thinking brain to ensure you’re being a learner</td>
<td>Always give your best effort</td>
<td>Model the right behaviours to allow others to learn</td>
<td>Provide help to others in the classroom</td>
<td>Be on task and attempt all set work to the best of your ability</td>
<td>Ask questions appropriately if you are not sure</td>
</tr>
</tbody>
</table>

**Reinforcing expected school behaviour**
At Norfolk Village 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.

**Norfolk Village State School Behaviour Badge**
The behaviour badge and its Gold, Silver and Bronze bars are earned by gaining Positive Behaviour for Learning Certificates throughout the year. Certificates are presented at the end of each term to students who have displayed outstanding behaviour in line with the Norfolk Village State School Behaviour Expectations: I am Safe, I am Respectful and I am a Learner.

Norfolk Village State School Behaviour Badge:
- **Bronze bar** – 1 PBL certificate
- **Silver bar** – 2 PBL certificates
Norfolk Village State School ‘Gotcha’ Awards
Staff members hand out ‘Gotcha’ cards each day to students when they observe them following the school rules in both classroom and non-classroom areas. This reinforcement occurs continually throughout the day. When they ‘catch’ a student following the rules they can choose to give them a ‘Gotcha’ card. When students are given a ‘Gotcha’ card they drop the card in the designated collection point at the Library. Teachers issue approximately 6 ‘Gotchas’ each day in their classroom and in the playground.

- Short term goals: Teachers issue a minimum of 6 ‘Gotcha’ cards per day to students seen to be exemplifying any of the school rules. In addition to Gotcha awards, class teachers may also use their own professional judgement and knowledge of their students to implement other forms of high frequency positive reward strategies in their classroom aligned to the three school rules.
- Mid-long term goals: Each term the Deputy Principal identifies the top two students who have displayed consistent exemplary behaviour from each year level and present these students with a prize and a certificate on assembly. The top 10 children from each year level are also presented with a certificate and invited to partake in a ‘reward day’. In addition, a random ‘Gotcha’ prize draw is held at the end of each term.

Norfolk Village State School ‘Kool Kids Café’
Kool Kids Café occurs each fortnight and is awarded to a student from each class who has displayed the most commitment to following the three school rules. At the Café, students are presented with a certificate and discuss the positive work they have been doing with the school leadership team over a morning-tea.

Student of the Week
Class teachers select one student per week to receive a student of the week certificate on assembly. This certificate is completed and handed to the school leaders at assembly. Details are recorded in One School and parents are notified at least 24 hours in advance.

End of Year Citizenship Awards
At the end of the school year each classroom teacher selects a student from their class to receive a Citizenship award and medal at the Norfolk Village State School Awards Ceremony. Students who receive this award have displayed exemplary behaviour inline with the ‘A’ expectations on our P-6 Behaviour Scope and Sequence.

Responding to unacceptable behaviour
1. Re-directing low-level and infrequent inappropriate behaviour
   When a student exhibits low-level and infrequent inappropriate behaviour, the first response of school staff members is to ask the student if they are using their ‘thinking brain’ and displaying the expected school behaviour. They then ask them what expectation they need to follow so they are aligned with our school’s expectations of: I am Safe; I am Respectful; I am a Learner.

   Our preferred way of re-directing low-level inappropriate behaviour is to ask the student to use their ‘thinking brain’ to think of how they can act more safely, more respectfully or engage in learning more responsibly. We also use the below set of Restorative Justice questions to encourage students to reflect on their own behaviour against expected school behaviour, evaluate the impact their behaviour has had on others, think of ways to restore the relationships that have been affected and plan how their behaviour could be modified so it aligns with the expectations of our school community.

   Restorative Justice questions (Appendix 12)
   - What happened?
   - What were you thinking about at the time?
   - What have your thoughts been since?
   - Who has been affected by what happened?
   - In what way have they been affected?
   - What do you think needs to happen next?
   - How can we make sure this doesn't happen again?

Tier 2 Targeted behaviour support
Our school recognises that some students continue to exhibit challenging behaviours after Tier 1 interventions have been implemented. We understand that some students require additional time and support during the school day to learn essential social and emotional skills. To support these students, our school provides a targeted behaviour response which uses neuroscientific approaches to support students’ master these skills. Students are referred to the Tier 2 Team if they commit 2 major or 4 minor behaviour breaches of the Responsible Behaviour Plan for Students in a term.

Each year a small number students at Norfolk Village State School are identified through our Tier 2 referral process (see appendix 14) as requiring additional targeted behavioural support. In most cases the concerning 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.

- Tier 2 – Classroom Problem Solving Team (Team: Deputy Principal, Leader of Learning – Student Welfare, Year Level PBL Representative, Classroom Teacher, Specialist Teachers, Head of Student Services, Guidance Officer and the student’s parents)

The Case Manager:
- facilitates a Functional Behaviour Assessment and behaviour tracking for appropriate students;
- works with other staff members to implement appropriate behaviour support interventions;
- monitors the impact of the implemented interventions for individual students through ongoing data collection;
- works with the team to make necessary adjustments as required for the student; and
- partners with parents to support plans developed and provide feedback.

Teachers will be notified by the Leader of Learning – Student Welfare when a student is required to be reviewed by the Tier 2 Team. The team will meet and develop a Tier 2 Action Plan with clear targets, goals and intervention strategies to support the student to learn and develop the targeted skills. Student progress is monitored and reviewed to support students mastering explicit goals which have been set.

**Tier 3 - Intensive Behaviour Support**

Norfolk Village State 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. Students who require intensive behaviour support are referred to the Tier 3 Team. The personnel listed below undertake the process of developing, reviewing and revising the student’s Tier 3 Individual Behaviour Plan in collaboration with parents and/or carers. This takes place through identifying the specific functions of the student’s behaviours, by pinpointing the social, affective, cognitive and/or environmental factors associated with the occurrence (and non-occurrence) of specific behaviours. Interagency groups can be used to coordinate services to meet the needs of students identified with persistent or extreme problem behaviours. The Tier 3 Individual Behaviour Plan is regularly reviewed and adjusted when and where necessary.

Students identified as requiring intensive behaviour support are those who have received targeted tier 2 support through the above strategies, and are still at risk of significant educational underachievement due to their inappropriate behaviour. Students are referred to the Tier 3 Team if they commit 6 major incidents within a year.

- Tier 3 Team (Triple T): Principal, Deputy Principal, Leader of Learning – PBL, Classroom Teacher, Specialist Teachers, Head of Student Services, Guidance Officer, the student’s parents and additional support services through invitation)

The Case Manager:
- facilitates a Functional Behaviour Assessment and behaviour tracking for appropriate students;
- works with other staff members to develop appropriate behaviour support strategies;
- monitors the impact of support for individual students through ongoing data collection;
- works with the team to make necessary adjustments as required for the student; and
- partners with parents to support plans developed and provide feedback.

**5. Consequences for unacceptable behaviour**

Norfolk Village 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. An office referral form (Appendix 4) is used to record all major behaviour incidents. Three minor behaviours constitutes a major behaviour. One School is used
to record all Level 2 - Minor, Level 3 - Major and Level 4 - Extreme behaviour incidents. Level 1 Minor behaviour, unless persistent, is managed by the classroom teachers.

**Minor and Major Behaviours - Refer to the tables for consequences (Pages 6-8)**

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

- **Minor** problem behaviour is handled by staff members at the time it happens
- **Major** problem behaviour is referred directly to the school administration team

**Minor behaviours (level 1 and 2) are those that:**
- 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; and
- do not require involvement of specialist support staff or Administration.

Minor problem behaviours may result in the following consequences:

- A minor consequence that is logically connected to the problem behaviour, such as complete removal from an activity or event for a specified period of time, partial removal (time away), individual meeting with the student, apology, restitution or detaining during break time for work completion.
- A re-direction procedure. The staff member takes the student aside and:
  1. names the behaviour that the student is displaying;
  2. asks the student to name expected school behaviour;
  3. states and explains expected school behaviour if necessary; and
  4. gives positive verbal acknowledgement for expected school behaviour.

**Major behaviours (levels 3 and 4) are those that:**
- significantly violate the rights of others;
- put others / self at risk of harm; and
- require the involvement of school Administration.

**Major** 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 to the student and remind them of the expected school behaviour. The staff member then completes the office referral form and escorts the student to Administration.

Major problem behaviours may result in the following consequences:

- **Level Three**: work-it-out, loss of privilege, loss of break times, In-School Withdrawal, suspension from school, Parent contact, referral to Guidance Officer, referral to Tier 2 Classroom Problem Solving Team
- **Level Four**: Students who engage in extreme problem behaviours such as major violent physical assault, or the use or supply of weapons or drugs can expect to be recommended for exclusion from school following an immediate period of suspension.

The following tables outline examples of minor and major problem behaviours with aligned consequences and intervention strategies:
<table>
<thead>
<tr>
<th>Description of Behaviour</th>
<th>Possible Consequences</th>
<th>Possible Interventions</th>
<th>Who is Responsible?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Level 1 Minor</strong></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Not being understanding of others</td>
<td>Low level verbal harassment.</td>
<td>Restorative Justice/Verbal Discussion</td>
<td>Teacher Aide</td>
</tr>
<tr>
<td>Not caring for self, others and the environment</td>
<td>Low level isolated teasing and name calling.</td>
<td>Reinforce school rules and expectations</td>
<td>Classroom Teacher</td>
</tr>
<tr>
<td>Not using polite language</td>
<td>Deliberate disrespectful behaviour towards another student (speaking rudely to others, minor put down, excluding others)</td>
<td>Short term time-out in playground</td>
<td>Optional parent contact</td>
</tr>
<tr>
<td>Not showing school pride</td>
<td>Dishonesty</td>
<td>Short term time-out in classroom (reflection sheet)</td>
<td></td>
</tr>
</tbody>
</table>

| **Level 2 Minor – Repeated Level 1 Behaviour or New Higher Level Behaviour Exhibited** |                       |                       |                   |
| Not being understanding of others | Challenging staff directions | Classroom withdrawal to buddy class for session (student completes reflection sheet and this is sent home to parents to sign and return) | Teacher Aide |
| Not caring for self, others and the environment | Arguing with staff once. | Detaining (remain in classroom during playtime/follow teacher on lunch duty – no longer than 10 minutes unless restorative justice session) | Classroom Teacher |
| Not using polite language | Persistent teasing. | In School Community Service (e.g. litter duty) | PBL Leader of Learning (Student Welfare) |
| Not showing school pride | Persistent dishonesty | Optional Blue-slip referral to LOL/PBL | Parent contact |
|                       | Verbal harassment. | | One School Major Behaviour Entry |
|                       | Isolated verbal intimidation (threats) | | |
|                       | Deliberately ruining the property of others. (minor) | | |

| **Level 3 Major – Repeated Level 2 Behaviour or New Higher Level Behaviour Exhibited** |                       |                       |                   |
| Not being understanding of others | Racial discrimination. | Blue-slip referral to Deputy Principal | Deputy Principal |
| Not caring for self, others and the environment | Sexual discrimination. | Loss of Privileges | Parent contact |
| Not using polite language | Spitting at a student/staff member. | In school Withdrawal (1-3 days) | One School Major Behaviour Entry |
| Not showing school pride | Verbally threatening a staff member. | Suspension (1-5 days, 6-20 days with a case manager and education program) | |
|                       | Insults displayed towards a staff member (waking off, not listening, laughing, stating that they don’t care). | | |
|                       | Verbal sexual harassment including online social media and emails. | | |
|                       | Using family as a basis for teasing. | | |
|                       | Accessing, developing, copying and/or distributing any material that is controversial, inappropriate, obscene and/or offensive through electronic medium | | |

| **Level 4 Extreme – Repeated Level 3 Behaviour or New Extreme Behaviour Exhibited** |                       |                       |                   |
| Not being understanding of others | Major racial, sexual attack either physically or online. | Blue-slip referral to Deputy Principal | Deputy Principal |
| Not caring for self, others and the environment | Consistent verbal harassment/bullying towards another student including online social media and email. | 6 – 20 day suspension | Principal |
| Not using polite language | Major Vandalism or theft | Behaviour Improvement Condition | Parent contact |
| Not showing school pride | Substance Misconduct involving other legal substances | Exclusion | One School Major Behaviour Entry |
## I am Safe

<table>
<thead>
<tr>
<th>Description of Behaviour</th>
<th>Possible Consequences</th>
<th>Possible Interventions</th>
<th>Who is Responsible?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Level 1 Minor</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Not reporting problems   | Initiated actions may include: | • Warning (e.g. name down on classroom chart) | • Teacher Aide  
  • Classroom Teacher  
  • Optional parent contact |
| Not showing self-control | • Throwing objects (no intent to harm).  
  • Unsafe behaviour.  
  • Joisting with others.  
  • Running in inappropriate areas.  
  • Touching items in the classroom and out of the classroom not meant to be handled.  
  • Low level isolated (physical / verbal) incident with another student.  
  • Non-intentional physical violence student to student (minor). | • Short term time-out in playground |                     |
| Not gaining permission to leave and/or to be in a setting | • Leaving class without permission.  
  • Out of bounds (wrong play area).  
  • Late to bus line.  
  • Being in out of bounds areas (refer to areas highlighted on the school map). | • Restorative Justice/Verbal Discussion  
  • Reinforce school rules and expectations |                     |
| Not following directions | • Disobedience.  
  • Unfocused behaviour.  
  • Involvement in distracting behaviours including using electronic devices. | • classroom withdrawal to buddy class for session (student completes reflection sheet and this is sent home to parents to sign and return)  
  • Detaining (remain in classroom during playtime/follow teacher on lunch duty – no longer than 10 minutes unless restorative justice session)  
  • In School Community Service (e.g. litter duty)  
  • Optional Blue-slip referral to LOL-PBL | • Teacher Aide  
  • Classroom Teacher  
  • PBL Leader of Learning (Student Welfare)  
  • Parent contact  
  • One School Minor Behaviour Entry |
| **Level 2 Minor – Repeated Level 1 Behaviour or New Higher Level Behaviour Exhibited** | • Classroom withdrawal to buddy class for session (student completes reflection sheet and this is sent home to parents to sign and return)  
  • Detaining (remain in classroom during playtime/follow teacher on lunch duty – no longer than 10 minutes unless restorative justice session)  
  • In School Community Service (e.g. litter duty)  
  • Optional Blue-slip referral to LOL-PBL | • Monitoring (Monitoring Card/Book)  
  • Verbal Discussion/Restorative Justice  
  • Work-it-out (1 day) |                     |
| Not reporting problems   | • Teasing of another student (physical/verbal).  
  • Threatening behaviour (student).  
  • Intentional breach of the expectation to walk Scooters and Bikes in school grounds.  
  • Intentional physical violence student to student (minor – no injury sustained).  
  • Physical misconduct involving students/adults involving an object no injury sustained  
  • Physical misconduct involving students/adults not involving an object no injury sustained  
  • Inclining others to violence.  
  • Behaviour which poses an immediate risk to self and others.  
  • Spitting on school property. | • Blue-slip referral to Deputy Principal  
  • Loss of Privileges  
  • Classroom Withdrawal (1-3 days)  
  • Suspension (1-5 days, 6-20 days with a case manager and education program) | • Deputy Principal  
  • Parent contact  
  • One School Major Behaviour Entry |
| Not gaining permission to leave and/or to be in a setting | • Refusal to follow instructions leading to a distraction or minor safety risk | • Tier 2 - Targeted Intervention - Referral to Tier 2 classroom problem solving team - action plan developed and uploaded to One School as a support provision. (refer to Tier 2 support interventions)  
  • Work-it-out (1-3 days) |                     |
| Not following directions | • Leaving the school grounds without permission. |                     |                     |
| **Level 3 Major – Repeated Level 2 Behaviour or New Higher Level Behaviour Exhibited** | • Blue-slip referral to Deputy Principal  
  • Loss of Privileges  
  • Classroom Withdrawal (1-3 days)  
  • Suspension (1-5 days, 6-20 days with a case manager and education program) | • Intensive Intervention  
  • Referral to Triple T (Tier 3 team) group initiates case manager and intervention program based on behaviour and individual student and needs. |                     |
| Not showing self-control | • Physical (including deliberately spitting on another individual) and cyber (sexual, racial and general) harassment and/or bullying of others.  
  • Abusive language directed at as staff member.  
  • Inclining harassment or violence of others.  
  • Aggressive and intimidating behaviour towards others including staff.  
  • Intentional physical violence towards others resulting in a minor injury.  
  • Physical misconduct involving students/adults involving an object resulting in a minor injury  
  • Physical misconduct involving students/adults not involving an object resulting in a minor injury  
  • Bringing dangerous / illegal goods or weapons to school.  
  • Exposure and urinating in public.  
  • Urinating on and/or defacing school property with intent.  
  • In grounds and disruptive whilst suspended from school. | • Blue-slip referral to Deputy Principal  
  • 20 day suspension  
  • Behaviour Improvement Condition  
  • Exclusion |                     |
| Not gaining permission to leave and/or to be in a setting | • Refusal to follow directions resulting in a major disturbance or safety risk to others  
  • This may include leaving a classroom and then deliberately preventing a class from working. | • Intensive Intervention  
  • Referral to Triple T (Tier 3 team) group initiates case manager and intervention program based on behaviour and individual student and needs. |                     |
| Not following directions | • Repeated Level 3 Behaviours. | • Repeated Level 3 Behaviours. |                     |

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### Level 1 Minor
- Not reporting problems
- Not showing self-control: Throwing objects (no intent to harm), Unsafe behaviour, Joisting with others, Running in inappropriate areas, Touching items in the classroom and out of the classroom not meant to be handled, Low level isolated (physical / verbal) incident with another student, Non-intentional physical violence student to student (minor).
- Not gaining permission to leave and/or to be in a setting: Leaving class without permission, Out of bounds (wrong play area), Late to bus line, Being in out of bounds areas (refer to areas highlighted on the school map).
- Not following directions: Disobedience, Unfocused behaviour, Involvement in distracting behaviours including using electronic devices.

### Level 2 Minor – Repeated Level 1 Behaviour or New Higher Level Behaviour Exhibited
- Not reporting problems: Teasing of another student (physical/verbal), Threatening behaviour (student), Intentional breach of the expectation to walk Scooters and Bikes in school grounds, Intentional physical violence student to student (minor – no injury sustained), Physical misconduct involving students/adults involving an object no injury sustained, Physical misconduct involving students/adults not involving an object no injury sustained, Inclining others to violence, Behaviour which poses an immediate risk to self and others, Spitting on school property.
- Not gaining permission to leave and/or to be in a setting: Refusal to follow instructions leading to a distraction or minor safety risk.
- Not following directions: Leaving the school grounds without permission.

### Level 3 Major – Repeated Level 2 Behaviour or New Higher Level Behaviour Exhibited
- Not showing self-control: Physical (including deliberately spitting on another individual) and cyber (sexual, racial and general) harassment and/or bullying of others, Abusive language directed at as staff member, Inclining harassment or violence of others, Aggressive and intimidating behaviour towards others including staff, Intentional physical violence towards others resulting in a minor injury, Physical misconduct involving students/adults involving an object resulting in a minor injury, Physical misconduct involving students/adults not involving an object resulting in a minor injury, Bringing dangerous / illegal goods or weapons to school, Exposure and urinating in public, Urinating on and/or defacing school property with intent, In grounds and disruptive whilst suspended from school.
- Not gaining permission to leave and/or to be in a setting: Refusal to follow directions resulting in a major disturbance or safety risk to others, This may include leaving a classroom and then deliberately preventing a class from working.
- Not following directions: Repeated Level 3 Behaviours.
## I am a Learner

<table>
<thead>
<tr>
<th>Description of Behaviour</th>
<th>Possible Consequences</th>
<th>Possible Interventions</th>
<th>Who is Responsible?</th>
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<tbody>
<tr>
<td><strong>Level 1 Minor</strong></td>
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<tr>
<td>Not being on task</td>
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<td>• Calling out.</td>
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<td>• Undue noise.</td>
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<td>• Walking around the room.</td>
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<tr>
<td>Not doing your best</td>
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<tr>
<td>• Not attempting work to the best of ability.</td>
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<tr>
<td>Not managing your time and being prepared</td>
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<tr>
<td>• Late to class.</td>
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<td>• Failure to bring equipment and books to class.</td>
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<tr>
<td>Initiated actions may include:</td>
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<tr>
<td>• Warning (e.g. name down on classroom chart)</td>
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<tr>
<td>• Short term time-out in classroom (reflection sheet)</td>
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<td>• Short term time-out in playground</td>
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<tr>
<td><strong>Level 2 Minor – Repeated Level 1 Behaviour or New Higher Level Behaviour Exhibited</strong></td>
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<tr>
<td>Not being on task</td>
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<tr>
<td>• Disturbing the learning needs of others.</td>
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<tr>
<td>• Inciting others to be disobedient.</td>
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<tr>
<td>• Disrupting an exam.</td>
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<tr>
<td>• Inappropriate use of computers and internet access.</td>
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<tr>
<td>Not doing your best</td>
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<tr>
<td>• Refusal to attempt set work including assessment tasks.</td>
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<td>• Academic dishonesty.</td>
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<tr>
<td>Not managing your time and being prepared</td>
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<tr>
<td>• Persistent, unexplained lateness to school.</td>
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<td>• Returning from breaks late.</td>
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<td>• Failure to complete discipline tasks such as attending time-out.</td>
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<tr>
<td>• Classroom withdrawal to buddy class for session (student completes reflection sheet and this is sent home to parents to sign and return)</td>
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<tr>
<td>• Detaining (remain in classroom during playtime/follow teacher on lunch duty – no longer than 10 minutes unless restorative justice session)</td>
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<tr>
<td>• In School Community Service (e.g. litter duty)</td>
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<tr>
<td>• Optional Blue-slip referral to LOL-PBL</td>
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<tr>
<td><strong>Level 3 Major – Repeated Level 2 Behaviour or New Higher Level Behaviour Exhibited</strong></td>
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<tr>
<td>Not being on task</td>
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<tr>
<td>• Preventing others from learning.</td>
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<td>• Disturbance including that of other classes.</td>
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<tr>
<td>• Major inappropriate use of computers and the internet including deleting and tampering with the files of others.</td>
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<tr>
<td>• Accessing inappropriate content and inappropriate email / social site messages.</td>
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<tr>
<td>• Persistently disruptive behaviour adversely affecting other students.</td>
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<tr>
<td>Not doing your best</td>
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<tr>
<td>• Refusal to participate in programs of instruction including but not limited to Key Learning Area subjects.</td>
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<td>• Sabotaging resources to prevent others from using them.</td>
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<tr>
<td>• Academic dishonesty in assessment for key learning areas.</td>
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<tr>
<td>Not managing your time and being prepared</td>
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<tr>
<td>• Truantaing – whole days.</td>
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<td>• Blue-slip referral to Deputy Principal</td>
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<tr>
<td>• Loss of Privileges</td>
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<tr>
<td>• Classroom Withdrawal (1-3 days)</td>
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<tr>
<td>• Suspension (1-5 days, 6-20 days with a case manager and education program)</td>
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<td><strong>Level 4 Extreme – Repeated Level 3 Behaviour or New Extreme Behaviour Exhibited</strong></td>
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<tr>
<td>Not being on task</td>
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<tr>
<td>• Repeated Level 3 Behaviours.</td>
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<tr>
<td>Not doing your best</td>
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<tr>
<td>• Repeated of Level 3 Behaviours.</td>
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<tr>
<td>Not managing your time and being prepared</td>
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<tr>
<td>• School Refusal.</td>
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<tr>
<td>• Blue-slip referral to Deputy Principal</td>
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<td>• 6 – 20 day suspension</td>
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<td>• Behaviour Improvement Condition</td>
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<tr>
<td>• Exclusion</td>
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<tr>
<td>• Tier 2 - Targeted intervention - Referral to Tier 2 classroom problem solving team - action plan developed and uploaded to One School as a support provision, (refer to Tier 2 support interventions)</td>
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<tr>
<td>• Work-it-out (1-3 days)</td>
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<tr>
<td><strong>Who is Responsible?</strong></td>
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<td>• Teacher Aide</td>
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<td>• Classroom Teacher</td>
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<tr>
<td>• Optional parent contact</td>
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<td>• Teacher Aide</td>
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<td>• Classroom Teacher</td>
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<tr>
<td>• PBL Leader of Learning (Student Welfare)</td>
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<td>• Parent contact</td>
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<tr>
<td>• One School Minor Behaviour Entry</td>
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<td>• Deputy Principal</td>
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<td>• Parent contact</td>
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<tr>
<td>• One School Major Behaviour Entry</td>
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</tbody>
</table>

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**Description of Behaviour**

- Not being on task
- Not doing your best
- Not managing your time and being prepared

**Possible Consequences**

- Warning (e.g. name down on classroom chart)
- Short term time-out in classroom (reflection sheet)
- Short term time-out in playground
- Classroom withdrawal to buddy class for session (student completes reflection sheet and this is sent home to parents to sign and return)
- Detaining (remain in classroom during playtime/follow teacher on lunch duty – no longer than 10 minutes unless restorative justice session)
- In School Community Service (e.g. litter duty)
- Optional Blue-slip referral to LOL-PBL
- Blue-slip referral to Deputy Principal
- Loss of Privileges
- Classroom Withdrawal (1-3 days)
- Suspension (1-5 days, 6-20 days with a case manager and education program)
- Tier 2 - Targeted intervention - Referral to Tier 2 classroom problem solving team - action plan developed and uploaded to One School as a support provision, (refer to Tier 2 support interventions)
- Work-it-out (1-3 days)

**Possible Interventions**

- Restorative Justice/Verbal Discussion
- Reinforce school rules and expectations
- Monitoring (Monitoring Card/Book)
- Verbal Discussion/ Restorative Justice
- Work-it-out (1 day)
- Tier 2 - Targeted intervention - Referral to Tier 2 classroom problem solving team - action plan developed and uploaded to One School as a support provision, (refer to Tier 2 support interventions)
- Work-it-out (1-3 days)

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**Who is Responsible?**

- Teacher Aide
- Classroom Teacher
- Optional parent contact
- Teacher Aide
- Classroom Teacher
- PBL Leader of Learning (Student Welfare)
- Parent contact
- One School Minor Behaviour Entry
- Deputy Principal
- Parent contact
- One School Major Behaviour Entry
Relating 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. At Norfolk Village State School staff members use the below questions with students which draw on Restorative Justice and Neuroscience practices:

- What happened?
- What were you thinking about at the time?
- What rule did you break?
- Who has been affected by your actions?
- In what way have they been affected?
- What part of my brain was in control? (Thinking brain, emotional brain, survival brain)
- If I had been using my thinking brain, what could I have done differently?
- What do you think needs to happen next?
- What have you learnt? My goal is ............

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

Ensuring consistent responses to problem behaviour
At Norfolk Village 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 and that all staff members approach each student with unconditional positive regard.

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.

6. Emergency or critical incident responses

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

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

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

Basic defusing strategies
1. Avoid escalating the problem behaviour: Avoid shouting, cornering the student, moving into the student’s space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language.

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

3. Approach the student in a non-threatening manner: Move slowly and deliberately toward the problem situation, speak privately to the student/s where possible, speak calmly and respectfully, minimise body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates.

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

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

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

Appropriate physical intervention may be used to ensure that Norfolk Village 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 and the underlying function of the behaviour.

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

Any physical intervention made must:
- be reasonable in the particular circumstances;
- be in proportion to the circumstances of the incident;
- always be the minimum force needed to achieve the desired result; and
- take into account the age, stature, disability, understanding and gender of the student.

Record keeping
- incident report – One School
- Debriefing report (for student and staff) (Appendix 3).

7. Network of student support

Students at Norfolk Village State School are supported through positive reinforcement and a system of universal, targeted, and intensive behaviour supports by:

- Parents
- Teachers
- Support Staff
- School Leaders
- Administration Staff
- Guidance Officer
- Advisory Visiting Teachers
- Positive Learning Centre Staff
- Senior Guidance Officer
- School Chaplain
- School Based Police Officer (adopt-a-cop)

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
- Autism Queensland
- Benevolent Society

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.
Norfolk Village State School considers the individual circumstances of students when applying support and consequences by:

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

9. Related legislation

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

10. Related policies

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

11. Some related resources

- National Safe Schools Framework
- Working Together resources for schools
- Cybersafety and schools resources
- Bullying. No way!
- NVSS P.B.L Handbook
- Take a Stand Together

Endorsement

______________________________  ______________________________
Principal                        P&C President

Effective Date: 1 May 2016 – 31 December 2018
Appendix 1 - The Use of Personal Technology Devices* at 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 Norfolk Village 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 bullying¹ 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.

¹ Education Queensland does not tolerate bullying behaviour at schools. This includes bullying conducted by electronic means.
Text communication
The sending of text messages that contain obscene language and/or threats of violence may amount to bullying and or harassment or even stalking, and will subject the sender to discipline and possible referral to QPS. Students receiving such text messages at school, should ensure they keep the message as evidence and bring the matter to the attention of the school office.

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

Recording Private Conversations and the Invasion of Privacy Act 1971
It is important that all members of the school community understand that under the Invasion of Privacy Act 1971, ‘a person is guilty of an offence against this Act if the person uses a listening device to overhear, record, monitor or listen to a private conversation’. It is also an offence under 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, Tamagotchi®, laptop computers, PDAs, Blackberries®, 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.
Appendix 2 - Procedures for Preventing and Responding to Incidents of Bullying

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

Purpose

1. Norfolk Village 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 at Norfolk Village State School. Research indicates that both those being bullied and those who bully are at risk for behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community’s goals and efforts for supporting all students.

3. Bullying behaviours that will not be tolerated at Norfolk Village 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.

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

Prevention

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 schoolwide universal behaviour support practices will be maintained at all times. This will ensure that:
   - Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour
   - All students know the 3 school rules and have been taught the expected behaviours attached to each rule in all areas of the school
   - All students have been or are being taught the specific routines in the non-classroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms
• All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the non-classroom areas of the school.

• A high level of quality active supervision is a permanent staff routine in the non-classroom areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the non-classroom areas.

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

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 Norfolk Village 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. Norfolk Village State School uses behavioural data for decision-making. This data is entered into One School 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 program, to make any necessary adjustments, and to identify specific bullying behaviours that may need to be revisited or revised in the instructional process.
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 modified to accommodate their specific receptive and expressive needs.
Appendix 4 – Office Referral Form

N.V.S.S Referral to Office

Date _____ Name ___________________________ Class _____
Time _____ Others Involved ____________________________________________

<table>
<thead>
<tr>
<th>Location (Please Tick)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Playground</td>
</tr>
<tr>
<td>Classroom</td>
</tr>
<tr>
<td>Specialist Lesson</td>
</tr>
<tr>
<td>Other</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Inappropriate Behaviour (Please Tick)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minor</td>
</tr>
<tr>
<td>Level 2</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Strategies Used (Please Circle)</th>
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</thead>
<tbody>
<tr>
<td>Warning</td>
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<tr>
<td>Natural Consequence</td>
</tr>
<tr>
<td>Restorative Justice</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Positive Behaviour / Excellent Work</th>
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</table>

<table>
<thead>
<tr>
<th>Medical (Office Use)</th>
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</thead>
<tbody>
<tr>
<td>Rest</td>
</tr>
<tr>
<td>Clean &amp; Bandaid</td>
</tr>
<tr>
<td>Parent Contact</td>
</tr>
</tbody>
</table>

Details:
____________________________________________________________________________________
____________________________________________________________________________________

Referring Staff Member ___________________________ Signature ___________________________

Admin Feedback:
____________________________________________________________________________________
____________________________________________________________________________________

Back to Class Time ___________________________ Admin Officer ___________________________
### Appendix 5 – Positive Behaviour Matrix

#### Our expectations for positive behaviour at Norfolk Village State School

<table>
<thead>
<tr>
<th>ALL SETTINGS</th>
<th>TEACHING AREAS</th>
<th>WALKWAYS</th>
<th>COVERED PLAY AREA &amp; TUCKSHOP</th>
<th>PLAYGROUND &amp; OVAL AREAS</th>
<th>BUS LINE</th>
<th>EXCURSIONS</th>
<th>ASSEMBLY</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I am SAFE</strong></td>
<td>Follow directions</td>
<td>Enter in an orderly manner</td>
<td>Walk</td>
<td>Walk in the correct area</td>
<td>Join in school approved games</td>
<td>Walk</td>
<td>Walk to and from assembly</td>
</tr>
<tr>
<td></td>
<td>Keep hands and feet to yourself</td>
<td>Walk</td>
<td>Look out for others</td>
<td>Line up patiently</td>
<td>Line up in the appropriate area</td>
<td>Stay with your group</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Use the High 5</td>
<td>Use equipment properly</td>
<td>Stay sitting while you eat</td>
<td>Use in the correct area</td>
<td>Keep inside the fence line</td>
<td>Gain permission to leave group</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Use your thinking brain to make safe choices</td>
<td>Gain permission to leave</td>
<td>Play appropriate games in the covered areas</td>
<td>Use equipment for its intended purpose</td>
<td>Wait for the teacher’s instructions</td>
<td>Stay with your partner as instructed.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>When frustrated, take a deep breath and move away from the situation</td>
<td>Eat your own food</td>
<td>Have a play plan and choose a quiet or social play area</td>
<td>Wear the NVSS school hat.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| **I am RESPECTFUL** | Follow directions | Be in the right place at the right time | Walk quietly – so others can continue learning in classrooms | Wait patiently in a single line at the tuckshop | Play fairly | Keep your place in the line | At all times, use the same respectful behaviours that are required in the school setting |
|                     | Be a good listener | Talk at the appropriate volume | Use good manners | Use manners | Play by the rules | Board the bus calmly |
|                     | Use polite language | Gain the teacher’s attention in a polite way. | Place rubbish in bins | Place rubbish in bins | Take turns | Use a polite and calm voice when inside the bus |
|                     | Use the High 5 | Push chairs in after use. | Eat in the correct area | Eat in the correct area | Include others | |
|                     | Use your thinking brain to make respectful choices | Leave your learning area clean and organised. | | | | |
|                     | Look after your own property and that of others. | | | | | |
|                     | Follow the uniform policy | | | | | |

| **I am A LEARNER** | Follow directions | Provide help to others in the classroom | Model the safe way of moving around the school | Learn the routines | Help others to learn the rules of games | Learn the routines | Learn the routines |
|                    | Be prepared by having the right equipment | Be on-task and attempt all set work to the best of your ability. | Learn to look out for how others are feeling by looking at their body language, facial expressions and what they are saying | Help younger students learn the routine | Return to class promptly |
|                    | Use your thinking brain to ensure you’re being a learner. | Ask questions appropriately if you are not sure. | | | | |
|                    | Always give your best effort | Set and work towards your learning goals | | | | |
|                    | Model the right behaviours to allow others to learn. | | | | | |

- **I am SAFE**
- **I am RESPECTFUL**
- **I am A LEARNER**
Appendix 6 – Student Welfare Flowcharts

**Norfolk Village State School**

**CLASSROOM STUDENT WELFARE FLOWCHART**

**LEVEL 1 & 2**

**STRATEGIES**
- Non-Verbal
- Simple Directions
- Re-state Rules
- Tactical Ignoring

10 Essential Skills
For Classroom Management

Unsuccessful or Disobeying

**LEVEL 2 & 3**

**Responsible Thinker Time**
(Time-Out within Classroom)

Repeated Behaviour

**BUDDY SUPPORT SESSION**
(Sent to another room for remainder of session)

**STUDENT RETURNS TO LESSON**

**LEVEL 3 & 4**

**Leadership Team**
Principal / Deputy Principal / Leader of Learning

**EXTRA SUPPORT INITIATED**
- Refer to Leader of Learning (Tier 2 strategies)
- Refer to Deputy Principal (Tier 3 Team)

**ADMINISTRATION**
Principal / Deputy Principal

Updated: 28/08/2017
Refer to the Minor and Major behaviour matrix for specific behaviours, consequences, interventions & responsibilities aligned to levels 1 & 2.

Possible Consequences
- Warning (e.g. name down on classroom chart)
- Short term time-out in classroom (reflection sheet)
- Short term time-out in playground

Possible Interventions
- Restorative Justice/Verbal Discussion
- Reinforce school rules and expectations

Who is Responsible?
- Classroom teacher
- Teacher Aide

Refer to the Minor and Major behaviour matrix for specific behaviours, consequences, interventions & responsibilities aligned to levels 2 & 3.

Possible Consequences
- Loss of Privileges
- Classroom withdrawal to buddy class
- Detaining (remain in classroom during playtime/follow teacher on lunch duty)
- In School Community Service

Possible Interventions
- Restorative Justice/Verbal Discussion
- Targeted intervention - Tier 2
- Work-out (1 day)

Who is Responsible?
- Teacher Aide
- Classroom Teacher
- Leader of Learning (Student Welfare)

Refer to the Minor and Major behaviour matrix for specific behaviours, consequences, interventions & responsibilities aligned to levels 3 & 4.

Possible Consequences
- Loss of Privileges
- In school Withdrawal (1-3 days)
- Suspension (1-5 days, 0-20 days with a case manager and education program)
- 6-20 day suspension
- Behaviour Improvement Condition
- Exclusion

Possible Interventions
- Targeted intervention - Tier 2
- Targeted intervention - Tier 3 (e.g. Referral to Triple T - Tier 3 team Committee - group initiatives targeted intervention based on behaviour and individual student and needs.)
- Work-out (1-3 days)

Who is Responsible?
- Sector Deputy Principal
- Principal

Actions Resulting from Meritorious Behaviour

Recognition is given to those students worthy of commendation for displaying high standards of behaviour when they receive a "Gotcha" certificate.

The student is responsible to place the certificate in either the junior (P-2) or senior (3-6) box in Administration. A lucky draw and overall year level winners will be held on assemblies and the winning student receives a prize of their choice from the Prize Cabinet.

Updated: 28/08/2017
Appendix 7 – Functional Behaviour Analysis

The Online Functional Behaviour Assessment Tool can be found at [https://ahrc.eq.edu.au/services/fba-tool](https://ahrc.eq.edu.au/services/fba-tool)

Guided Functional Behaviour Assessment Tool

**Activity or Event**

- During or after what event or activity is the behaviour more likely to be “triggered”?
- Read through the options and select the situation or event where the behaviour occurs most frequently. Identify one place or activity where it is most likely to happen or where it happens more regularly. Remember that if the exact option is not available, you are allowed to select the option that is the most similar. When you have made your selection, click the next button at the bottom of the screen.
- When the individual experiences, or is engaged in, one of the following:
  - Is in the community
  - Has recently been disciplined
  - Is engaged in an activity or task they dislike
  - Is eating
  - Is working in a group
  - Is working independently
  - Is in a regular class
  - Is playing
  - Is returning to school after a break
  - Has had a change in routine
  - Is attending a special event
  - Is in a specialist lesson
  - Is transitioning between activities or settings
  - Is unwell or tired

**Think Functionally**

- What important events or activities tend to set up the behaviour?

  Behaviour generally happens for a reason, so tends to occur more frequently during or after certain activities or events.

  For some people, routines and predictability are important, so they may find attending a special event (such as a school trip or sports day) or changes to routine (such as the presence of a different teacher) particularly difficult. Transitions, either between activities or between locations, can also increase the risk of the problem behaviour for some people. Perhaps it occurs more often in a regular class (e.g. Maths, English) or lesson (e.g. Sport, Music).

  By thinking about what happens before the behaviour, we can learn more about the reasons for it.
## ABC Observation Sheet

<table>
<thead>
<tr>
<th>Routine</th>
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<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Antecedent</th>
<th>Behaviour</th>
<th>Consequence</th>
<th>Possible Function</th>
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</table>
## Behaviour Tracking Document

**Student:**

**Class:**

**Dates:**

**Target Behaviour:**

<table>
<thead>
<tr>
<th>Day</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
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<td>8:50am – 9:50am</td>
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<td>1:50pm – 2:50pm</td>
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</table>
Norfolk Village State School has developed partnerships with external agencies and companies to provide specialist Tier 1 specialist sessions for students to participate in throughout the year.

<table>
<thead>
<tr>
<th>Unleashing Personal Potential – Years 5 and 6 Leadership and Grit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Life Education</td>
</tr>
<tr>
<td>Cyber Safety</td>
</tr>
<tr>
<td>Bike Education</td>
</tr>
<tr>
<td>Dream Guards (Anti-Bullying)</td>
</tr>
<tr>
<td>NED</td>
</tr>
</tbody>
</table>
Appendix 9 – Work-It-Out Reflection

Work-It-Out Reflection – Prep-2

Name: ___________________________  Date: ______________

1. What happened? (include what you did)

2. What rule did you break?

   I am Safe                    I am Respectful             I am a Learner

3. Who has been affected by your actions?


4. What part of my brain was in control?

Colour the part of my brain that I was using:
- Thinking brain – green
- Emotional brain – light blue
- Survival brain – dark blue

5. Next time, when I’m using my thinking brain I will...

Teacher sign: ___________________ Student sign: __________________________ Parent sign: _____________________

Teacher name: ___________________ Student name: _________________________ Parent name: ______________________

Teacher note: please take a photo of this reflection and attach to One School incident.
Work-It-Out Reflection - Years 3-6

Name: ___________________ Date: ______________

1. What happened? (include what you did)

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

2. What were you thinking about at the time?

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

3. What rule did you break?

__________________________________________________________________________

__________________________________________________________________________

4. Who has been affected by your actions?

__________________________________________________________________________

__________________________________________________________________________

5. In what way have they been affected?

__________________________________________________________________________
6. What part of my brain was in control?

    Colour the part of the brain I was using:
    • Thinking brain – green
    • Emotional brain – light blue
    • Survival brain – dark blue

7. If I had been using my thinking brain, what could I have done differently?

8. What do you think needs to happen next?

9. What have you learnt? (My goal is)

Teacher sign: ___________________   Student sign: __________________________ Parent sign: ______________________

Teacher name: ___________________Student name: _________________________ Parent name: _____________________

Teacher note: please take a photo of this reflection and attach to the One School incident.
Do the High 5!

1. **Ignore**
   - Stay calm and confident.
   - Pretend you did not hear or see.
   - Don’t make eye contact.
   - Think positive.
   - Count to 5 in your head slowly.
   - Take deep breaths.

2. **Talk Friendly**
   - Stand tall; keep your head up high.
   - Look confident, maintain eye contact and stand relatively close.
   - Use a clam voice.
   - Ask them to stop; “Stop it, I don’t like it”.
   - Use I statements; “I don’t like it when you yell at me. Please speak nicely.”

3. **Walk Away**
   - Stand tall; keep your head up high.
   - Look confident.
   - Walk away toward safety (other friends or people you know).
   - Walk confidently; don’t run.
   - Do not look back.

4. **Talk Firmly**
   - Use an assertive voice; be strong and forceful, not rude.
   - Look confident.
   - Tell them to stop; “No. Stop it, I don’t like it!”.
   - Use I statements; “I just told you that I don’t like it when you yell at me. Talk nicely or I’ll tell a teacher.”

5. **Report**
   - Walk away and tell the teacher on duty.
   - Go to a safe area.
   - If you’re a bystander, you should report it too: exact facts.
   - Walk confidently; don’t run.
   - Do not look back or retaliate.

If the incident is a safety or physical issue, report immediately.
3. Always Check
😊 Always check that websites are safe to visit,
😊 Always check that websites are appropriate for your age,
😊 Only open emails from people you know and trust.

4. Real Friends
😊 Real friends in life = real friends online.
😊 Only become friends online with people you know in real life,
😊 Never agree to meet a person you have met online if you don’t know them in real life,
😊 Remember: People online are not always who they say they are!

2. Manage Personal Information
😊 Never give your full name, address, photo or school name to anyone online.

1. Secure Passwords
😊 Always use a strong password,
😊 Always keep your password safe,
😊 Never tell anyone your password (except your parents or trusted adult).

5. Tell
😊 Tell a parent or trusted adult if something scary or unhelpful happens online,
😊 Tell a parent or trusted adult if you are unsure about something to do with the internet.
Appendix 11 – Parts of the Brain

- **Thinking**
  - Being the Best I Can Be
    - Clear thinking, empathy, motivated, focused, creative
  - Positive
    - Feeling good, kind & caring, self-esteem, happy
  - Negative
    - Everything is bad, blaming others, defensive
  - Emotional
  - Survival
    - Amygdala
  - Animal
    - Angry, aggressive, attacking others, survival mode
Appendix 12 – Restorative Justice

What happened?
What were you thinking about at the time?
Who has been affected by what happened?
What do you think needs to happen next?
What have your thoughts been since?
In what way have they been affected?
How can we make sure this doesn’t happen again?

Restorative Justice
HOWBADZZZAT?
It's not as bad as you think it is!

Catastrophe Scale
* Measures how bad things really are
The Executive Leadership Team (ELT) and the Leader of Learning (LOL) – Student Welfare review all minor and major behaviour incidents each week at the ELT meeting on Fridays. At this meeting, the ELT identifies students who have committed 2 major or 4 minor behaviour breaches of the Responsible Behaviour Plan for Students in a term. The LOL-Student Welfare then meets with the Classroom Teacher to discuss the problem behaviour and works with the teacher to implement the NVSS Behaviour Tracker data tool to track and trend the problem behaviour over the period of a week. (2 weeks if required)
Appendix 15 – Tier 3 Academic and Social Behaviour Referral Process

Who are our students?
Scan & Assess

- The Tier 2 Team collaboratively decides that a referral to the Tier 3 Team is required, after following all steps of the Tier 2 process. A referral to the Tier 3 Team only takes place if a student is not making progress after all Tier 2 interventions have been implemented, and recorded in the students Personalised Learning Plan on OneSchool.
- The Sector STLaN of the student will contact the Sector DP to co-ordinate a referral to the Tier 3 Team.
- Classroom teacher contacts parent/carer to inform them of ongoing concerns and upcoming referral to Tier 3. Parent is encouraged to join the Tier 3 Meeting.
- The Sector DP contacts SEP AO2 for student to be added to the referral meeting. SEP AO2 emails all stakeholders regarding meeting time.
- SEP AO2 emails Tier 3 Team a copy of students Personalised Learning Plan, prior to Tier 3 Meeting.

Tier 3 Team Meeting – 7:45am to 8:45am Odd Week Wednesday Morning

- Personalised Learning Tab (strategies, responses and progress notes) is analysed by team.
- Team discuss student needs, current interventions in place and decide course of Tier 3 action (including referrals to community agencies, medical specialists, school based comprehensive assessments and regional support staff e.g. SGO).
- Meeting is minuted and accessible through G:\drive. Meeting minutes include: actions and recommendations with explicit timelines and responsible officers for each action.
- Students Personalised Learning Tab is also updated with Tier 3 response.

What do we do if they haven’t learnt it?
What do we do if they have learnt it?
Review

- The team meet to review the impact of the implemented responses.
- Parents are encouraged to attend the meeting.
- Meeting is minuted accessible through G:\drive.
- Students Personalised Learning Tab is updated.
- If all Tier 3 interventions have been exhausted and the problem behaviour is still occurring a recommendation is made by the team to refer the student’s case to the Principal as per our Norfolk Village State School Responsible Behaviour Plan for Students.

What is it we want the student to learn?
Develop & Plan
Appendix 16 – Uniform and Appearance Policy

Norfolk Village State School
Student Dress Code
Uniform & Appearance Policy

Introduction
As part of Norfolk Village State School’s commitment to providing a safe and supportive learning environment for all members of its community, the school has adopted a student dress code which reflects the school community standards and balances the right of individual students with the best interests of the whole school community. The school uniform is viewed as integral in encouraging a sense of self-esteem, belonging and self-discipline in our students.

Relevant Legislation and Policy
This policy has been developed in accordance with the Education (General Provisions) Act 2006 (Sections 360-363) ["The Act"], the Department of Education and Training policy SMS-PR-022: Student Dress Code and Sun Safe Strategy in relation to implementing student dress codes in Queensland State Schools. It explains and documents the standards of acceptable dress at Norfolk Village State School.

A copy of the Uniform and Appearance Policy is provided to parents at the time of enrolment as part of the enrolment process. The Norfolk Village State School Uniform Policy is endorsed by the school Parents and Citizens Association (P & C).

Expectations of Norfolk Village State School Students
In accordance with this uniform policy, students are to wear the formal uniform or sports uniform when attending school, whilst travelling to and from school or when engaging in out of school activities. Students are to wear the formal uniform for all formal occasions such as excursions, public appearances, awards nights, school photos or other school functions as specified.
Consistent with this policy, students are required to present at school in a neat and tidy manner at all times. By adhering to the Uniform and Appearance Policy our students continue to promote a positive image of the school to our local community and demonstrate that the school has high expectations of its students.

Whilst this policy seeks to assist students and parents by identifying requirements and expectations for as many uniform and appearance items as possible, it should be noted that where a student’s appearance and/or uniform is not aligned to the values and expectations of this policy, a conflict resolution/mediation process involving the student, parent/caregiver, Principal and possibly a P & C Representative may occur.

This Uniform and Appearance Policy was approved and endorsed by: Samantha Donovan (Principal) for Norfolk Village State School and the Parents and Citizens’ Association have endorsed the following expectations of students with regard to uniform and personal appearance:

Out of Uniform Procedure
Not wearing the uniform correctly is a breach of the Uniform Policy.
- Prior to the commencement of the school day any student out of uniform is required to report to his/her teacher. If the student has a note from the parent/caregiver the teacher may excuse a temporary inability to comply with the Uniform and Appearance Policy.
- In most circumstances students may be offered appropriate items from the bank of spare uniforms held at the school for this purpose.

Consequences of Not Wearing the Correct Uniform
If a student does not attend Norfolk Village State School or school related activities in the correct uniform, Education Queensland Policy (October 2006) fully supports the Principal or nominees in the following actions which are part of our NVSS Responsible Behaviour Plan:
- Level 1 – verbal reminder to student, email sent home to parent requesting issue be rectified by classroom teacher, communication to be recorded in One School
- Level 2 – email to parent by Deputy Principal after 3 breaches of uniform policy, requesting reason and timeframe for issue to be rectified
- Level 3 – meeting with Deputy Principal/Principal to discuss how uniform expectations can be adhered to as per Norfolk Village State School’s Responsible Behaviour Plan for Students.

Exemptions
The exemptions to this policy include students whose disability prevents their ability to conform to the Dress Code or students’ whose families have religious or cultural grounds for conscientious objection. Grounds for non-compliance with the student dress code will be considered on a case-by-case basis by the Principal.
Newly enrolled students or families experiencing genuine hardship may contact the Principal or Business Services Manager to make arrangements for the loan of clothing for a limited period only.
**Formal Uniform**
- Norfolk Village polo shirt and navy blue shorts or skirt – minimum length mid-thigh to maximum length upper calf
- Or formal dress
- Black or white shoes
*Note: All items without the school logo are to be free of logos, stripes or markings

**Sports Uniform - Sports Shirt (Optional)**
- The coloured sports shirts are an optional addition to the NVSS school uniform
- Sports shirts are to be worn on a Friday only
- Sports shirts may be worn at sporting events (cross country, athletics carnivals, under 8’s day, swimming carnival, gala days)
- Navy blue shorts or skirt
- Sports shoes – Black or white
*Note: All items without the school logo are to be free of logos, stripes or markings

**Shoes to be worn with Formal Uniform on a daily basis**
- Mostly black or mostly white shoes (90% black or white)
- Lace up or velcro – NO coloured laces
- Slip on canvas shoes and ballet-type shoes do not provide sufficient protection when students are participating in learning experiences or in the playground hence students will be excluded from lessons in the DAT and Science Centre without the correct footwear
- *Socks – black or white only*

**Hats**
- Our Sun safe Rule is: “No Sun Safe Hat, No Play”.
  Students must wear the school broad brimmed, bucket or legionnaire’s hat

**Winter Uniform**
- School issue pullover or jacket
- Navy blue track pants can be worn.
- Girls may also wear blue tights with skort, skirt or dress.
- No undershirts or undergarments should show outside or through uniform.

**Jewellery**
- The only jewellery to be worn at school are earrings (studs or sleepers and no more than one per ear) and a watch. No signet rings are to be worn.
- It is against Workplace Health and Safety Regulations to allow any other piercing apart from the ears. Similarly, no bracelets, anklets or necklaces are to be worn.
- Upon written request outlining significance, the principal will give consideration for religious, cultural and medical needs.

**Hair & Make Up**
- Extreme hairstyles are not permitted (this means haircuts that are not normally seen within schools of primary age cohorts i.e. shaved sections/designs, tracks, Mohawks, streaks, rats tails etc.)
- Hair colour is to be of natural tones - no coloured streaks
- All hair that is shoulder length or longer is required to be worn pulled back and secured away from the face and shoulders with a scrunchie, band or ribbon (matching to school colours).
- No coloured nail polish or make up is to be worn at school.

**Undershirts**
- Undershirts (e.g. T shirts, tank tops or singlets) must be not be visible outside/through the uniform

**Religious Attire**
- NVSS respects the rights and religious beliefs of students and families.
- Any religious attire that is worn to school must be brought to the attention of administration with a letter from an authorised member of the church or religious leader stating that the student is practising this faith and the attire is of religious importance.
Appendix 17 – Tier Referral Flowchart

Norfolk Village State School
Tier 2 & 3 STUDENT WELFARE FLOWCHART

Tier 2
- Tier 2 Students
  - 2 major or 4 minor behaviour breaches of the Responsible Behaviour Plan for Students in a term.
- Process:
  - ELT team / PBL LOL team discusses possible interventions.
  - PBL LOL works closely with the teacher.
  - Tracking sheet / FBA are done.
  - Tier 2 action plan with parents / carers is developed.
- Who’s responsible:
  - PBL LOL
  - Sector Deputy Principal
  - Classroom Teacher

Tier 3
Step 1
- Tier 3 students
  - 6 majors within a year
- Possible Interventions
  - ELT team / PBL LOL / TTT team discusses possible interventions.
  - Tracking sheet / FBA are done.
  - Tier 3 action plan completed with parents.
- Who is Responsible?
  - PBL LOL
  - Classroom Teacher
  - Sector Deputy
  - Principal
  - Regional GO
  - GO-Intensive Behaviour Support

Tier 3
after the above has been actioned
- First Response (diagnostic GO / STLAN / PBL LOLL) – if applicable
  - ADHD Checklist
  - ODD checklist
  - FACTS Interview
  - Child Behaviour Checklist (CBCL)
  - Strengths, Difficulties Questionnaire
  - Academic Engagement Tracking Tool (P8S Integrated Multi-Tiered Systems of Support)
  - Connors – 3rd Edition
  - Adaptive Behaviour Assessment System - III (ABAS)
- Possible Secondary Interventions
  - Engage family support worker
  - Flexible attendance plan
  - Supervised play timetable
  - Increased staff supervision at all times
  - Regional GO
  - GO-Intensive Behaviour Support

Second Response
after suspension has reached 5 days and all first response options have been actioned and no improvement is evident
- Referral to external Tier 3 behavioural sites
  - Alternate learning sites:
    - Toogoolawa School (ages 9-15)
    - Bardon Road Behaviour Support Unit (Years prep – 7)
    - William Duncan Positive Learning Centre (primary years)
    - STEPS positive Learning Centre Eglinton (Year 5+)
    - Regional GO
    - GO-Intensive Behaviour Support

Updated: 21/11/2017
Prep Buddy Class Reflection
Student ____________

Which school rule did I break?
- I am safe
- I am respectful
- I am a learner

I made this choice...

Next time I will...

Student name ______________

Teacher signature ______________

Parent signature ______________
Buddy Class Behaviour Reflection Sheet – Years 1-2

NAME: ___________________ DATE: __________

<table>
<thead>
<tr>
<th>What rule did I break?</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ I am Safe</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>When did I do wrong? (Write or draw a picture)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>I am feeling:</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="Emotions" /></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What will I do differently next time? (Write or draw a picture)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>I am ready to go back to class</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="Thumbs Up and Down" /></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teacher signature and feedback</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Parent signature and feedback</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>
Buddy Class Behaviour Reflection Sheet – Years 3-6

<table>
<thead>
<tr>
<th>What rule did I break?</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ I am Safe</td>
<td>☐ I am Respectful</td>
<td>☐ I am a Learner</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>When did I break the rule? (Write or draw a picture)</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>What was happening? (Write or draw a picture)</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>What did I do to break this rule? (Write or draw a picture)</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Why did I do this? (Write or draw a picture)</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Who did my actions affect?</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Myself</td>
</tr>
<tr>
<td>☐ Other student/s</td>
</tr>
<tr>
<td>☐ Staff</td>
</tr>
<tr>
<td>☐ Other ___________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>I am feeling:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What will I do differently next time? (Write or draw a picture)</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>How can I fix things? (Write or draw a picture)</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Was this fair? Yes or No? Why?</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>I am ready to return to class calm and focussed</th>
</tr>
</thead>
</table>

| Student signature | Teacher signature and feedback | Parent signature and feedback |
In Class Timeout Reflection - Prep
Student___________

I made this choice...

Next time I will...

Which school rule did I break?

- I am safe
- I am respectful
- I am a learner
In Class Timeout Behaviour Reflection Sheet – Years 1-2

NAME: _______________________________ DATE: _______________________________

What rule did I break?

☐ I am Safe  ☐ I am Respectful  ☐ I am a Learner

When did I do wrong? (Write or draw a picture)

I am feeling:

Angry  Worried  Upset  Silly  Happy  Confused  Other: ___________

What will I do differently next time? (Write or draw a picture)

I am ready to follow the classroom rules
<table>
<thead>
<tr>
<th>Question</th>
<th>Response Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>What rule did I break?</td>
<td>I am Safe, I am Respectful, I am a Learner</td>
</tr>
<tr>
<td>When did I break the rule?</td>
<td>(Write or draw a picture)</td>
</tr>
<tr>
<td>What was happening?</td>
<td>(Write or draw a picture)</td>
</tr>
<tr>
<td>What did I do to break this rule?</td>
<td>(Write or draw a picture)</td>
</tr>
<tr>
<td>Why did I do this?</td>
<td>(Write or draw a picture)</td>
</tr>
<tr>
<td>Who did my actions affect?</td>
<td>Myself, Other student/s, Staff, Other</td>
</tr>
<tr>
<td>I am feeling:</td>
<td>Angry, Worried, Upset, Silly, Happy, Confused, Other: __________</td>
</tr>
<tr>
<td>What will I do differently next time?</td>
<td>(Write or draw a picture)</td>
</tr>
<tr>
<td>How can I fix things?</td>
<td>(Write or draw a picture)</td>
</tr>
<tr>
<td>Was this fair? Yes or No? Why?</td>
<td></td>
</tr>
<tr>
<td>I am ready to engage back into learning and follow the classroom rules?</td>
<td></td>
</tr>
</tbody>
</table>
Appendix 20 – Sporting Team Member’s Code of Conduct

In accordance with our Responsible Behaviour Plan for Students, as a student and parent at Norfolk Village State School:

I am Safe

✓ I can self-regulate my emotions and behaviour to model that I’m safe and respectful at all times.
✓ I can be safe and respectful when travelling to and from venues.
✓ I can look after my wellbeing by eating well, resting, being hydrated and committing to training.
✓ I can stay in the designated team area and support other team members during times when I am not competing.
✓ I can wear the official team uniform at all times, as directed by teachers/coaches to represent my school with pride.

I am Respectful

✓ I can support all referee or umpire decisions and model respectful behaviour in response.
✓ I can be a good sport by encouraging and supporting my team members with respectful body/verbal language.
✓ I can show respect for myself, my teammates, my teachers/coaches and my opponents and their skills.
✓ I can develop positive, safe and respectful relationships with my teammates.
✓ I can behave in a manner that respects the rights of others regardless of mediums of communication used, always adhering to our school High 5 and High 5 for Cyber safety.
✓ I can follow all directions of teachers/coaches.
✓ I can take initiative and support my coach as required.

I am a Learner

✓ I can take responsibility for my own behaviour and performance.
✓ I can compete by the school competition guidelines/conditions and rules and understand these may be different from club sport.
✓ I can take on feedback to improve my performance, modelling good sportsmanship.
✓ I can attend training sessions and inform teachers/coaches if I cannot attend. I understand that regular non-attendance will jeopardise my place in the team.
✓ I can work collaboratively with my coach to resolve conflict.

Our school rules of I am Safe, Respectful and a Learner apply for all members of our school community including students, staff and parents. In alignment with our Responsible Behaviour Plan for Students, and Department of Education policy, any breach of these agreements may result in further action by the Coach or School Staff. It is our vision, that participation in sporting opportunities brings out the best in all members of our community and inspires our students to achieve their personal best and therefore flourish.

______________________  __________________   ______________
Student Signature       Parent Signature        Date

______________________  __________________   ______________
Coach Signature         Principal Signature      Date