Algester Primary School

Responsible Behaviour Plan for Students

based on The Code of School Behaviour

1. Purpose
Algester Primary School is committed to providing a safe, respectful and disciplined learning environment for students and staff, where students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing.

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

2. Consultation and data review
Algester Primary School developed this plan in collaboration with our school community. Broad consultation with parents, staff and students was undertaken during Terms 3&4, 2018. A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents including inappropriate online behaviour and inappropriate use of mobile phones or other electronic devices from 2016-2018 also informed the development process.

The Plan was endorsed by the Principal, the President of the P&C and Assistant Regional Director in November, 2018 and will be reviewed in 2021 as required in legislation.

3. Learning and behaviour statement
At Algester, we believe that:
- all children can learn about behaviour
- behaviour can be taught

All areas of Algester Primary School are learning and teaching environments. We consider the Responsible Behaviour Plan to be an opportunity for valuable social learning as well as a means of maximising the success of student learning programs.

Our Responsible Behaviour Plan outlines our system for facilitating positive behaviours and responding to inappropriate and unacceptable behaviours. Through our school plan, shared expectations for student behaviour are plain to everyone, assisting Algester Primary 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 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.

<table>
<thead>
<tr>
<th>School Values</th>
<th>School Rules</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respect for Self</td>
<td>Be a Learner.</td>
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<tr>
<td></td>
<td>Take part in activities.</td>
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<td></td>
<td>Wear my uniform with pride.</td>
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<tr>
<td>Respect for Others</td>
<td>Be Safe.</td>
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<td></td>
<td>Speak politely.</td>
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<tr>
<td></td>
<td>Use good manners.</td>
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<td></td>
<td>Get along with others.</td>
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<tr>
<td>Respect for Place</td>
<td>Keep our school clean and tidy.</td>
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<tr>
<td></td>
<td>Be organised for my learning.</td>
</tr>
</tbody>
</table>
Our school culture is built on our values of:

**Respect of self**

**Respect for others**

**Respect for place**

through the YCDI “Keys to Success” for all members of our school community (See Appendix 11)

<table>
<thead>
<tr>
<th>KEY</th>
<th>Students - Staff - Families</th>
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<tbody>
<tr>
<td>Confidence</td>
<td>Engaging positively with Learning</td>
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<td></td>
<td>Dealing with change</td>
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<td></td>
<td>Accepting myself</td>
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<td></td>
<td>Taking risks</td>
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<tr>
<td>Organisation</td>
<td>Setting goals for Learning</td>
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<td></td>
<td>Planning my time</td>
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<td></td>
<td>Knowing the school</td>
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<td>Persistence</td>
<td>Giving effort when Learning</td>
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<td></td>
<td>Working tough</td>
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<td></td>
<td>Saying “I can do it”</td>
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<tr>
<td>Getting Along</td>
<td>Being understanding and tolerant</td>
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<td></td>
<td>Communicating respectfully</td>
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<td></td>
<td>Playing by the rules</td>
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<td></td>
<td>Thinking first</td>
</tr>
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<td></td>
<td>Social responsibility – treating others with Respect</td>
</tr>
<tr>
<td>Resilience</td>
<td>Keeping things in perspective</td>
</tr>
<tr>
<td></td>
<td>Staying strong</td>
</tr>
<tr>
<td></td>
<td><strong>Respecting</strong> yourself</td>
</tr>
</tbody>
</table>
4. Processes for facilitating standards of positive behaviour and responding to unacceptable behaviour

At Algester Primary we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school. Communicating behavioural expectations is a form of universal behaviour support - a strategy directed towards all students designed to prevent inappropriate behaviour and provide a framework for responding to unacceptable behaviour.

<table>
<thead>
<tr>
<th>Behaviour Level</th>
<th>Indicators</th>
<th>Action</th>
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</thead>
</table>
| **A. Excellent** Students at this level display commitment to their education. They are actively involved in their school and accept their rights and responsibilities. They always follow the Code of Behaviour and Respect Values. | A student at this level:  
- always follows the code of behaviour  
- always completes class work  
- always abides by school dress code  
- always values respect for self, others and place  
- always displays courteous and respectful behaviour  
- Makes positive contributions to their learning. | • Student may be eligible to hold positions of trust - school and class leader and representative positions  
• Student is eligible to participate in school sport, excursions, camps, extra-curricular activities  
• Report card effort ratings reflects this level of behaviour  
• School based behaviour recognition |
| **B. Good** Students at this level mostly accept their responsibilities and almost always follow the Code of Behaviour and Respect Values. | A student at this level:  
- mostly follows code of behaviour  
- mostly completes class work  
- mostly abides by school dress code  
- mostly values respect for self, others and place  
- mostly displays courteous and respectful behaviour | • Student may be eligible to hold positions of trust - school and class leader and representative positions  
• Student is eligible to participate in school sport, excursions, camps, extra-curricular activities  
• Report card effort ratings reflects this level of behaviour  
• Student may require warnings for in class redirection of disruptive behaviour |
| **C. Satisfactory** Students at this level generally accept their responsibilities and usually follow the Code of Behaviour and Respect Values. | A student at this level:  
- generally follows code of behaviour  
- generally completes class work  
- displays acceptable classroom effort  
- generally abides by school dress code  
- generally values respect for self, others and place  
- generally displays courteous and respectful behaviour | • Student is eligible to participate in school sport, excursions, camps, extra-curricular activities  
• Report card effort ratings reflects this level of behaviour  
• Reflection time may be used for Targeted Support in class or Buddy class  
• May have an Individual Responsible Behaviour Plan in consultation with parents. |
| **D. Developing** Students at this level are not consistently following the Code of Behaviour and Respect Values and are engaging in behaviour that is inappropriate on a regular basis. | A student at this level displays regularly unacceptable behaviour, which would be recorded on OneSchool behaviour incident reports. Examples include:  
- persistent disruption in class  
- inappropriate language  
- disrespectful behaviour  
- serious physical aggression  
- disobedience  
- persistent refusal to follow instructions  
- continued, deliberate non-compliance with school dress code | • An Individual Responsible Behaviour Plan will be put in place by the teacher in consultation with Admin and parents.  
• Parents will be notified of level by classroom teacher  
• Reflection time used for Targeted Support in Buddy class  
• Possible restrictions on playground access  
• May be restricted from off campus activities  
• Time out of class (Buddy, Admin, Alternative activities) |
| **E. Support Required** Students at this level are rarely following the Code of Behaviour and Respect Values and demonstrating behaviour that is continually inappropriate or serious in nature. The student is at risk of disengaging with the education system. | A student at this level has failed to respond to targeted approaches and may need more intensive support. | • An Individual Responsible Behaviour plan will be put in place in consultation with Admin and parents.  
• Parents will be notified  
• Student may be excluded from off campus activities  
• Alternative education programs may be considered for the student  
• Other agencies may be involved |
Universal behaviour support

Algester Primary School implements the following proactive and preventative processes and strategies to support student behaviour:

- open communication with the school community of The Code of School Behaviour, the school’s Responsible Behaviour Plan for Students, School Values and Rules, Rule of the Week and You Can Do It: Keys to Success. (See Appendix 11)
- establishment of agreed programs and procedures that are known and understood by all members of the school community.
- professional development for staff members.
- managing of unacceptable behaviour through consistent, clear and well-understood processes.
- supporting students and building strong community relationships.
- modelling of expected behaviours by all staff at all times.

The process for developing an understanding of the expected behaviours in relation to the school’s code involves following the School’s Behaviour Program. The program includes:

- discussing the School’s Responsible Behaviour Plan and School Values of Respect and School Rules with all students
- signing of an Enrolment Agreement form for all students at enrolment
- classroom teachers communicating School Values and Rules and classroom procedures to support positive behaviour for learning with parents at parent information night and letter home in Term 1.
- weekly rules taught and reinforced explicitly across the whole school.
- using our school’s Social Skills Program “Program Achieve – You Can Do It” to develop the Keys to Success for all students. (See Appendix 11)
- using Student Learning Goals in class.
- using the school’s proactive whole school reward strategies which includes the use of Keys to Success Cards and redeemable awards for students. (See Appendix 1)
- Class Awards on School Assemblies, Academic Awards and Principal’s Afternoon Tea Awards.
- the use of Time – Out and Buddy Class systems, detentions, office withdrawal, and formal suspensions and exclusions for unacceptable behaviour
- using the school’s anti-Bullying strategy (See Appendix 4) including the High 5 Strategy Hand to discuss and deal with bullying (including cyberbullying) issues (See Appendix 6)
- processes and procedures for use of personal mobile phone and electronic devices (See Appendix 5)
- procedures regarding the use or possession of weapons including knives and any other items that could be considered a weapon in school (See Appendix 9).
- procedures regarding the wearing of school uniform (See Dress Code Appendix 3)
- promoting Leadership program for all Year 5 & 6 students.
- Use of a classroom consequences chart. (See Appendix 14)

Reinforcing expected school behaviour

At Algester Primary 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 through the use of the Essential Skills for Classroom Management program. (See Appendix 2)
**Essential Skills for Classroom Management:** (See Appendix 2)

- Establishing expectations
- Giving instructions
- Waiting and scanning
- Cueing with parallel acknowledgment
- Body language encouraging
- Descriptive encouraging
- Selective attending
- Redirecting to the learning
- Giving a choice
- Following through

**School Wide Procedures to support Behaviour:**

- Students wait outside their classrooms for their learning in two seated lines.
- Students assemble outside their classroom in two standing lines when preparing to move to another learning area quietly.
- Students move in two quiet lines when moving throughout the school.
- Students are dismissed from their eating areas for play time by the adult on duty.
- Students move around the school by walking on hard surfaces.
- Students wear a hat when they play in the open.
- Students sit and eat their lunches in their designated area.
- Students stay in their designated area for play time.
- Students always get permission before they enter a learning space.
- Students are supervised by adults in learning spaces during lunch periods.

**Targeted behaviour support**

At Algester Primary School, it is important that all relevant staff are involved in the support of students who may need more targeted behaviour support. Individual class, year level or specialist teachers will be primarily responsible for dealing with targeted behaviour support. When applying consequences, they should be supportive, fair, logical and consistent.

In implementing **Targeted Behaviour Support** staff will:

- Identify students in class at Behaviour levels requiring targeted support. (See Appendix 14)
- Follow the Processes for Dealing with Unacceptable Behaviour outlined in the *Responsible Behaviour Plan for Students*.
- Ensure students understand and are familiar with all aspects of the *Responsible Behaviour Plan and Respect Values and Rules*.
- Use the Class Behaviour Chart to indicate the appropriate consequence for unacceptable behaviour.
- Apply the Essential Skills for Classroom Management. (See Appendix 2)
- Use ‘Time Out’ reflection area and ‘Buddy class’ reflection process for continued unacceptable/disruptive behaviour.
- Discuss any further concerns with relevant Administration staff – an Individual Behaviour Plan may be put in place. (See Appendix 7)
- Consider referring any further concerns about a student to the Student Services Team.
- Liaise with SEP staff for supported students.
- Teach and re-teach the School Rules.
- Teach and re-teach the You Can Do It Program (See Appendix 11)
- Acknowledge and reward good behaviour.
Intensive behaviour support

Algester Primary 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 may need comprehensive systems of support that require regular reviews in consultation with parents/caregivers and other relevant specialist staff. The Student Services Team:

- works with other staff members to develop appropriate behaviour expectations and strategies
- monitors the impact of support for individual students through continuous data collection
- provides consistent strategies and adjustments outlined within Individual Responsible Behaviour Plan, and
- works with the School Administration to achieve continuity and consistency.

Complex Case Management:
The relevant Administrator, class teacher, relevant stakeholders and the student’s parents, develop and implement an Individual Responsible Behaviour Plan. This plan documents goals, triggers, support strategies, reactive strategies, timing, personnel, review and assessment. Support through this plan may include referral to other agencies and Guidance Officer for Functional Behaviour Assessment and behavioural support. The relevant Administration member will be used as the point of contact for student support. Structured lunchtime activities or supervision may also be organised. There may be some modification of student’s timetable to allow appropriate access to the curriculum. Parent involvement will continue through all management stages. See Appendix 7 for IRBP template.

5. Consequences for inappropriate or unacceptable behaviour

Algester Primary School makes systematic efforts to prevent inappropriate or unacceptable behaviour by teaching, reteaching and reinforcing expected behaviours on an ongoing basis. When these behaviour incidents occur, our school seeks to ensure that responses to inappropriate or unacceptable behaviour are consistent and proportionate to the nature of the behaviour.

Consequences are to be applied to:
- provide the opportunity for all students to learn
- provide opportunity for reteaching
- ensure the safety of staff and students
- support students who exhibit challenging behaviours to accept responsibility for themselves and their actions.

In applying consequences for unacceptable student behaviour, the individual circumstances and actions of the student and the expectations of school community members will be considered at all times.

Consequences are applied within the context of a proactive support system that focuses on prevention and instruction. An appropriate response for those students who breach The Code of School Behaviour and the School’s Responsible Behaviour Plan for Students is targeted and/or intensive behaviour support. Students who display chronic problem behaviour are supported using a range of individual strategies and consequences, if necessary in the context of an Individual Responsible Behaviour Plan.

For consequences to be most effective, students must be able to see a connection between the expected behaviours, their displayed behaviour and the resulting consequence. This type of consequence is termed a logical consequence. Logical consequences, for both positive and negative behaviours, should be applied consistently, calmly, firmly and without prejudice towards individual children. The level of a student’s behaviour should be assessed against a continuum from minor to major consequences.
Minor and major behaviours
When responding to problem behaviour, the staff member first determines if the problem behaviour is major or minor, with the following agreed understanding:

- **Minor** problem behaviour is handled by staff members at the time it happens.
- **Major** problem behaviour may be handled in situ by the responsible adult and/or assistance from the Administration team.

**Minor behaviours are those that:**
- are minor breaches of the school rules;
- do not seriously harm others or cause you to suspect that the student may be harmed;
- do not impact the learning or safety of others in any other serious way; 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 detention for work completion.
- a re-direction procedure. The staff member takes the student aside and:
  1. asks the student about the behaviour they are displaying (e.g. What are you doing?)
  2. asks the student to name expected school behaviour; (e.g. What rule are you breaking?)
  3. states and explains expected school behaviour if necessary (e.g. walk on the concrete); and
  4. gives positive verbal acknowledgement for expected school behaviour.

**Management of minor behaviours (Proximity / Praise / Reward)**
Where a student is exhibiting low level misbehaviour, the teacher will use of the following strategies based on the Essential Skills for Classroom Management. (See Appendix 2)
- Selective attending - Not obviously reacting to certain behaviour where possible.
- Redirecting to the learning - Restate clear directions to student.
- Descriptive encouragement – when the student returns to appropriate behaviour.
- Parallel acknowledgment - Praise another student who is behaving appropriately.
- Body language encouraging - Prompt or redirect the student to return to the appropriate behaviour using gesture or eye contact.

**Restatement, Rule Reminders**
The teacher responds with a combination of the following strategies based on the Essential Skills for Classroom Management to address the student’s inappropriate behaviour: (See Appendix 2)
- restatement of the rule,
- giving a specific direction,
- giving the student a choice e.g. to work appropriately or move to a different area.

**Time Out**
The student will be sent to a specific part of the classroom to reflect on their behaviour. The student should complete a ‘Responsible thinking reflection sheet’ (See Appendix 12) and indicate to the teacher that they are ready return to the classroom when the student is willing and able to comply. The teacher will discuss the reflection sheet with the student in a planned, solution focussed, non-punitive manner. Students will spend time out from the class for up to 15 minutes. In the playground, students may have time away by walking with the teacher or sitting in a designated spot. A verbal reflection should be completed prior to the student returning to play.
**Buddy Class**

For continued misbehaviours following time-out within class on the same day, students should have time away in a buddy class. Students are sent to another pre-determined classroom for up to 15 minutes. Teachers will call ahead to inform the Buddy Classroom. Students complete a reflection sheet. (See Appendix 12) When they return to class, this is discussed with the referring teacher before re-entering the classroom. The referring teacher records behaviours requiring referral to Buddy Class on OneSchool. Continual or serious disturbances should be discussed with the relevant Administration member and parents/carers notified.

**Major behaviours are those that:**
- significantly impact the learning or safety of others;
- put others / self at risk of harm; and
- may require the involvement of school Administration.

**Major behaviours result in a referral to Administration because of their seriousness. This referral is recorded as a behaviour incident on OneSchool.**

| Major – immediate | incidents in which there is an immediate safety risk. Staff member contacts the office for assistance from the administration team. When time is available, the staff member completes a OneSchool behaviour incident. |
| Major – deferred | incidents in which there is no immediate risk. Staff member calmly states the major problem behaviour to the student and remind them of the expected school behaviour. Staff members investigate the details of the incident and then complete a OneSchool behaviour referral. |

Major problem behaviours may result in the following consequences:
- loss of break times,
- removal to alternative room,
- alternate lunchtime activities,
- loss of participation in extra-curricular activities, excursions and camps
- restorative justice,
- restitution to fix the problem,
- time in office,
- warning regarding future consequence for repeated offence;
- Parent contact,
- referral to Student Services Team
- referral to Regional Behaviour Services Team,
- suspension from school;
- removal of leadership or representative positions; and/or
- Students who engage in very serious 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.

**Individual Responsible Behaviour Plan**

If a student’s behaviour continues to impact on the learning and safety of others, an Individual Responsible Behaviour Plan is developed by the teacher, student, parent and Administration member. The plan will describe current behaviour concerns, potential triggers and identify goals for the student. The plan identifies ecological supports, proactive strategies and reactive strategies to support the student to learn expected behaviours at school. (Template in Appendix 7)
Monitoring and follow-up of the formal Individual Behaviour Plan will involve a series of case reviews with parents/caregivers, the classroom teacher, the student, specialist personnel and external support agencies, as necessary.

**Suspension/Exclusion**
Suspension and Exclusion will be used where the behaviour is serious and/or persistent. Serious or persistent inappropriate behaviour is that which threatens the good order of the school and/or safety of people within the school. Suspension and exclusion will only be used where other processes have been put in place previously or the incident is of a serious nature. Consideration will be given to the specific circumstances in each case. Where suspensions occur, an appropriate re-entry plan will be used. (See Appendix 8)

**Definition of consequences***

<table>
<thead>
<tr>
<th>Time out</th>
<th>A principal or school staff may use time out as a strategy for students to manage their own behaviour and to assist the student to calm down. During time out, student is to be supervised and given an opportunity to re-join class in intervals of no more than 10 minutes.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Detention</td>
<td>A principal or teacher may use detention as a consequence for disobedience, misconduct, or other breaches of school expectations. A detention is no more than 20 minutes during school lunch or 30 minutes after school (parent will be contacted before after school detention is imposed).</td>
</tr>
<tr>
<td>Temporary Removal of Property</td>
<td>A principal or staff member of Algester Primary School has the power to temporarily remove property from a student, as per the procedure <em>Temporary Removal of Student Property by School Staff</em>.</td>
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</tbody>
</table>

**School Disciplinary Absences (SDA)**

| Suspension | A principal may suspend a student from school under the following circumstances:  
- disobedience by the student  
- misconduct by the student  
- other conduct that is prejudicial to the good order and management of the school. |
|------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Proposed exclusion | A student may be suspended pending a decision to exclude when the student’s behaviour is so serious that suspension of the student from the school would be inadequate to deal with the behaviour. A student may be suspended or excluded for the following reasons:  
- disobedience  
- misconduct or  
- other conduct that is prejudicial to the good order and management of the school. |
The following table outlines examples of major and minor behaviours.

<table>
<thead>
<tr>
<th>Area</th>
<th>Minor *</th>
<th>Major #</th>
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</thead>
<tbody>
<tr>
<td>Correct Attire</td>
<td>• Not wearing a hat in playground</td>
<td>• Chronic violations of dress code</td>
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<td></td>
<td>• Not wearing shoes outside</td>
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<td></td>
<td>• Jewellery, hair, uniform not compliant with school dress code.</td>
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<tr>
<td>Class tasks</td>
<td>• Not completing set tasks that are at an appropriate level</td>
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<td></td>
<td>• Refusing to work</td>
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<tr>
<td>Being in the right place</td>
<td>• Not being punctual (eg: lateness after breaks)</td>
<td>• Leaving class without permission (out of sight)</td>
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<tr>
<td></td>
<td>• Not in the right place at the right time</td>
<td>• Leaving school without permission</td>
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<td></td>
<td>• Playing out of bounds/wrong play area</td>
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<tr>
<td>Dishonesty</td>
<td>• Minor dishonesty (lying about involvement in a low-level incident)</td>
<td>• Major dishonesty that has a negative impact on others, false allegations</td>
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<td></td>
<td>• Cheating or copying others’ work</td>
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<tr>
<td>Movement around school</td>
<td>• Running on concrete or around buildings</td>
<td>• Persistent blatant refusal to follow directions by an adult</td>
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<td>• Running in stairwells</td>
<td>• Yelling at adult</td>
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<td></td>
<td>• Not walking bike in school grounds</td>
<td>• Running away from an adult</td>
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<tr>
<td>Follow instructions</td>
<td>• Low intensity failure to respond to adult request</td>
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<td></td>
<td>• Non-compliance</td>
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<td></td>
<td>• Unco-operative behaviour</td>
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<tr>
<td>Play</td>
<td>• Not playing fairly</td>
<td>• Swearing at adults</td>
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<td></td>
<td>• Not playing school approved games</td>
<td>• Offensive language, serious name-calling</td>
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<td></td>
<td>• Playing in toilets</td>
<td>• Threatening and intimidating</td>
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<tr>
<td>Language (including while online)</td>
<td>• Unkind, hurtful language (written/verbal)</td>
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<tr>
<td></td>
<td>• Swearing</td>
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<td></td>
<td>• Calling out</td>
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<td></td>
<td>• Argumentative towards adults</td>
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<td></td>
<td>• Disrespectful tone or gestures</td>
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<td></td>
<td>• Name calling of other students</td>
<td></td>
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<tr>
<td>Using objects</td>
<td>• Incorrect use of equipment</td>
<td>• Swearing at adults</td>
</tr>
<tr>
<td></td>
<td>• Disrupting with objects</td>
<td>• Offensive language, serious name-calling</td>
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<tr>
<td></td>
<td>• Bringing items not allowed at school (mobile phones, electronic games etc)</td>
<td>• Threatening and intimidating</td>
</tr>
<tr>
<td>Physical contact</td>
<td>• Minor physical contact (for example, pushing and shoving) that does not result in injury.</td>
<td>• Dangerous throwing of objects</td>
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<td>• Play fighting, tripping, etc.</td>
<td>• Tipping furniture</td>
</tr>
<tr>
<td></td>
<td>• Intentional actions of a sexual nature that are inappropriate at school: hand holding, kissing</td>
<td>• Spitting at people</td>
</tr>
<tr>
<td></td>
<td>• Serious physical aggression with the intent to cause or causing injury</td>
<td>• Rude gestures to adults</td>
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<tr>
<td></td>
<td>• Fighting, kicking, punching, pushing down, barging, or biting resulting in injury.</td>
<td>• Possession of weapons and other unsafe items for school</td>
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<td></td>
<td>• Instigating or promoting a fight.</td>
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<tr>
<td></td>
<td>• Touching of another person in a sexual way, showing genitals or invitations of a sexual nature to others.</td>
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<tr>
<td>Other</td>
<td>• Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school.</td>
<td>• Possession of selling of drugs</td>
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<tr>
<td></td>
<td>• Cheating</td>
<td>• Weapons including knives and any other items which could be considered a weapon being taken to school</td>
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<tr>
<td></td>
<td>• Petty theft (taking rubbers, lunches)</td>
<td>• Serious, or continued, inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school</td>
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<tr>
<td></td>
<td>• Lack of care for the environment</td>
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<td></td>
<td>• Misuse of equipment or belongings of others.</td>
<td></td>
</tr>
<tr>
<td>Property</td>
<td>• Petty theft (taking rubbers, lunches)</td>
<td>• Stealing / major theft</td>
</tr>
<tr>
<td></td>
<td>• Lack of care for the environment</td>
<td>• Wilful property damage</td>
</tr>
<tr>
<td></td>
<td>• Misuse of equipment or belongings of others.</td>
<td>• Vandalism</td>
</tr>
<tr>
<td>Rubbish</td>
<td>• Littering</td>
<td></td>
</tr>
<tr>
<td>ICT</td>
<td>• Accessing unauthorised website, misuse of IT equipment</td>
<td></td>
</tr>
</tbody>
</table>

*Breaches of a Minor nature are handled in situ by the responsible adult in charge.
#Breaches of a Major nature may be handled in situ by the responsible adult and/or assistance from the Administration Team.
Bullying Prevention (see Appendix 4)

At Algester Primary we believe that the working environment for students and staff should be safe and free from violence, harassment and bullying of any kind. Bullying, violence and harassment are not tolerated because they infringe on our fundamental rights to safety and fair treatment.

At Algester Primary School, the consistent application of the processes and strategies in this document supports the prevention of bullying. All reports of bullying, including cyber-bullying, are investigated and acted upon as described in Appendix 4. The scope of this policy may extend beyond school based online behaviour to behaviour that occurs outside of school hours or the school grounds but which involves or impacts on students from the school.

Cyber Safety (see Appendix 5)

Algester Primary School values the emotional, social and physical wellbeing of staff and students. The School has developed a consistent approach to the acceptable use of electronic devices within an educational environment.

The use of the internet and mobile electronic devices are an important aspect of teaching and learning. Understanding the appropriate use of these tools and being cyber-safe will assist students in their role as responsible citizens within the school and wider community.

6. Emergency situation or critical incident responses

It is important that all staff have a consistent understanding of how to respond to emergency situations or critical incidents involving severe problem behaviour. This consistency ensures that actions taken are responsive to the safety and well-being of students and staff. (See Appendix 13 Non-Violent Crisis Intervention for non-physical intervention).

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.

Red Card System – should only be used by staff to alert relevant Support Staff to emergency situation, critical incident or severe problem behaviour (major – immediate) in Playground or classroom.

Basic defusing strategies

Avoid escalating the problem behaviour

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

Maintain calmness, respect and detachment

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

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

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

Physical Intervention
Staff trained in Non-Violent Crisis Intervention (Physical Intervention) may make legitimate use of physical intervention if all non-physical interventions (See Appendix 13) have been exhausted and a student is:
• physically assaulting another student or staff member
• posing an immediate danger to him/herself or to others.

Appropriate physical intervention may be used to ensure that Algester Primary’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 protective behaviours.

It is important that all staff understand:
• physical intervention should preferably be handled by staff trained in Non-Violent Crisis Intervention
• 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

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

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

The network for support at Algester Primary School includes the involvement of a team of personnel and agencies.

The Student Services Team provides support to students who require more targeted or intensive support. The Team consists of the Principal, Deputy Principals, school Guidance Officer, Head of Special Education Services, Support Teacher: Literacy & Numeracy, Speech Language Pathologist, EAL/D teacher, and teacher representatives. Other staff who support students include Chaplain, Advisory Visiting Teachers, EAL/D Teacher and School Adopt-a-cop.

External support is also available through the following government and community agencies such as the local Police Liaison Officer, Child Youth Mental Health Service, Department of Communities (Child Safety), Queensland Health Services.

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.

Algester Primary 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 information relevant to the students' age, gender, disability, cultural background, socioeconomic situation, mental health and wellbeing, emotional state (such as individualised learning plan or individual education plan), and
- recognising the rights of all students to:
  - express opinions in an appropriate manner and at the appropriate time
  - work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation
  - receive adjustments appropriate to their learning and/or impairment needs
  - provide written or verbal statements that will be taken into consideration in the decision-making processes
  - ensure that processes maintain the dignity, respect, privacy and confidentiality of the student, consistent with the rights of the rest of the community.
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

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

11. Some related resources

- Positive Behaviour for Learning
- Supporting Student Behaviour
- Code of Conduct for School Students Travelling on Buses
- Cybersafety and schools resources
- Bullying. No way!
- Social & Emotional Learning in QLD State Schools)
- Program Achieve – You Can Do It
12. Endorsement

__________________  ____________________
Principal           P&C President or
                   Chair, School Council

Date: ____________  ______________________

Date effective:

from January 2019 to December 2021
# Whole School Reward Scheme Version 2019.1

**Algester State School**

Success Key Cards = 1 point.

## Automatic Rewards:

<table>
<thead>
<tr>
<th>Reward</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nickel Certificate</td>
<td>50</td>
</tr>
<tr>
<td>Copper Certificate</td>
<td>100</td>
</tr>
<tr>
<td>Bronze Certificate</td>
<td>200</td>
</tr>
<tr>
<td>Silver Certificate</td>
<td>300</td>
</tr>
<tr>
<td>Postcard posted home in the mail</td>
<td>400</td>
</tr>
<tr>
<td>Gold Certificate</td>
<td>500</td>
</tr>
<tr>
<td>Car Bumper Sticker send home in the mail</td>
<td>600</td>
</tr>
<tr>
<td>Platinum Certificate</td>
<td>700</td>
</tr>
<tr>
<td>Behaviour Pin (worn on uniform)</td>
<td>800</td>
</tr>
</tbody>
</table>

(All Rewards will be posted on OneSchool’s Positive Behaviour System)

## Redeemable Rewards:

<table>
<thead>
<tr>
<th>Points</th>
<th>Reward Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td>Sit next to your teacher at school assembly.</td>
</tr>
<tr>
<td></td>
<td>Go to another class and tell two jokes.</td>
</tr>
<tr>
<td></td>
<td>You and a friend get to sit on a buddy bench during breaks for a whole week.</td>
</tr>
<tr>
<td></td>
<td>You get to do your class messages for a whole week.</td>
</tr>
<tr>
<td></td>
<td>Move your seat with the classroom for a session of the day.</td>
</tr>
<tr>
<td>200</td>
<td>Read a short story to a Prep or Year 1 Class</td>
</tr>
<tr>
<td></td>
<td>Wear a special school vest for one day (Student of the Day) – 1 per classroom</td>
</tr>
<tr>
<td></td>
<td>Move your desk close to a friend in class for one whole day.</td>
</tr>
<tr>
<td></td>
<td>A VIP pass to the tuckshop (first in the line) for a whole week.</td>
</tr>
<tr>
<td></td>
<td>Head of your class line for a week.</td>
</tr>
<tr>
<td>300</td>
<td>Sit on a special deck chair to watch school assembly.</td>
</tr>
<tr>
<td>Points</td>
<td>Reward Description</td>
</tr>
<tr>
<td>--------</td>
<td>--------------------</td>
</tr>
<tr>
<td>400 Points</td>
<td>Wear a special student badge: Student of the Week every day for a week for your class. (One provided per classroom.)</td>
</tr>
<tr>
<td></td>
<td>You get to tell a joke on school assembly (approved by teacher first)</td>
</tr>
<tr>
<td></td>
<td>Photo Pass: Take a funny photo of yourself and someone and post it on the School Facebook Site (With Admin and Parent Approval)</td>
</tr>
<tr>
<td></td>
<td>Share a joke on the school’s Facebook Account (with Admin approval)</td>
</tr>
<tr>
<td>500 Points</td>
<td>Morning Tea with a teacher of your choice, tuckshop voucher provided.</td>
</tr>
<tr>
<td></td>
<td>Help out in a classroom of your choice (must be a lower year level) for one afternoon session.</td>
</tr>
<tr>
<td></td>
<td>Guest announcer for the school Intercom system for Morning Tea (including the telling of two jokes).</td>
</tr>
<tr>
<td>600 Points</td>
<td>Your name is published in the school newsletter as a Student of the Week.</td>
</tr>
<tr>
<td></td>
<td>Your name goes up on the LED School Sign for one whole week as Student of the Week.</td>
</tr>
<tr>
<td></td>
<td>No Homework for a week</td>
</tr>
<tr>
<td>700 Points</td>
<td>Morning Tea with a Deputy Principal of your choice</td>
</tr>
<tr>
<td>800 Points</td>
<td>Deputy Principal for a morning. (Work shadow a Deputy Principal of your choice for a morning session.)</td>
</tr>
<tr>
<td>900 Points</td>
<td>Morning Tea with the Principal</td>
</tr>
<tr>
<td>1000 Points</td>
<td>Principal for a morning. (Work shadow the Principal for a morning session.)</td>
</tr>
</tbody>
</table>
**School Rewards Shop (Also redeemable points)**
The Rewards Shop would be open at designated times for each Year Level.

<table>
<thead>
<tr>
<th>Points</th>
<th>Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td>Special Lead Pencils</td>
</tr>
<tr>
<td>200</td>
<td>Special Erasers</td>
</tr>
<tr>
<td>300</td>
<td>Trinkets</td>
</tr>
<tr>
<td>400</td>
<td>Keyrings</td>
</tr>
<tr>
<td>500</td>
<td>Rulers</td>
</tr>
<tr>
<td>600</td>
<td>Special coloured pencils</td>
</tr>
</tbody>
</table>

**Rewards Shop Timetable:**

<table>
<thead>
<tr>
<th></th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Break</td>
<td>Prep</td>
<td>Year 1</td>
<td>Year 2</td>
<td>Year 3</td>
</tr>
<tr>
<td>Second Break</td>
<td>Year 4</td>
<td>Year 5</td>
<td>Year 6</td>
<td>Catch Up *</td>
</tr>
</tbody>
</table>

- For children who were away during their regular day

**Rewards Shop Venue:** D Block Withdrawal Room

**Roles & Responsibilities**

**All Staff: Classroom and Playground**

- *Recognise and acknowledge good behaviour*
- Verbally acknowledge behaviour with *You Can Do It* criteria (eg. You have been persistent with your work. You are getting along so well by following the rules of the game. Etc.) OR to reinforce the school rules. (eg. You have shown respect for others. Thanks for following the rules of the game.)
- Present the student with a revised Success Key Card.
- Classroom Teachers establish a Class Rewards Chart where students can place the Success Key Cards they have received. (Design up to the classroom teacher.)

Sample Rewards Charts:
Administrative Support:

- Student Council Representatives (revised 2019 model, School Leaders, approx. 20 children, will be allocated two classrooms each) will come to the class each Friday and count Success Key Cards and then collect them for re-use. Points go to Admin Officer (Kylie Weaver) in the office.
- Admin Officer (Kylie Weaver) inputs points into the Rewards Microsoft Access Database.
- Teacher Aide (Tina Bland) will be responsible for the overall management of the Rewards shop including stock management, negotiating vouchers with teachers and promotion.
- Teacher Aide (Tina Bland) will prepare Database Reports for teachers to inform them of the points for children in their class. Summaries will be provided but detailed reports (scope of points received, certificates or purchases made) can be provided upon request.
- Teacher Aides will man the Redemption Process in a Rewards Shop.
- Each Year Level will have a designated lunchtime to access the Rewards Shop.
- Office will purchase the incentives in the Rewards Shop.
- Additional free gifts to the school for use in the Rewards Shop will also be welcome.
- Admin Officer (Kylie Weaver) will prepare the automatic certificates for students and provide them for distribution.
- Admin Officer (Kylie Weaver) will enter the positive OneSchool entries for all of the certificates issued as part of the Rewards Scheme.

Notes:

- Principal’s Afternoon Tea process will be retained in its current form.
- Weekly /fortnightly class awards for assembly will be retained in their current form.

Sample Database Reports:

Summary Report

<table>
<thead>
<tr>
<th>Roll</th>
<th>Class</th>
<th>Surname</th>
<th>Christian Name</th>
<th>Total Points</th>
<th>Remaining Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>4K</td>
<td>Apai-Selby</td>
<td>Nevaeh</td>
<td></td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>4K</td>
<td>Auguste</td>
<td>Joshua</td>
<td></td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>4K</td>
<td>Brew</td>
<td>Carter</td>
<td></td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>4K</td>
<td>Cavanough</td>
<td>Phoenix</td>
<td></td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>4K</td>
<td>Cruz-Rangihuna</td>
<td>Jhevon</td>
<td></td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>4K</td>
<td>Elder</td>
<td>Ethan</td>
<td></td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>4K</td>
<td>Fitisemanu</td>
<td>Onja</td>
<td></td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>4K</td>
<td>Fluerly</td>
<td>Cameron</td>
<td></td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>4K</td>
<td>Hunt</td>
<td>Chanelle</td>
<td></td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>4K</td>
<td>Jenkins-Mills</td>
<td>Bella</td>
<td></td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>4K</td>
<td>Johnstone</td>
<td>Keira</td>
<td></td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>4K</td>
<td>Jones</td>
<td>Jessica</td>
<td></td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
### Points Collection Report

#### Term 1 Collection

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Surname</th>
<th>Christian Name</th>
<th>points sfer ek1 ek2 ek3 ek4 ek5 ek6 ek7 ek8 ek9 ek10</th>
</tr>
</thead>
<tbody>
<tr>
<td>1D</td>
<td>Appleton</td>
<td>Sophie</td>
<td>0 0 0 0 0 0 0 0 0 0 0 0</td>
</tr>
<tr>
<td>1D</td>
<td>Cowmeadow</td>
<td>Tatiana</td>
<td>0 0 0 0 0 0 0 0 0 0 0 0</td>
</tr>
<tr>
<td>1D</td>
<td>Davidson</td>
<td>Michael</td>
<td>0 0 0 0 0 0 0 0 0 0 0 0</td>
</tr>
<tr>
<td>1D</td>
<td>De Graaf</td>
<td>Elizabeth</td>
<td>0 0 0 0 0 0 0 0 0 0 0 0</td>
</tr>
</tbody>
</table>

### Redemptions Report

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Surname</th>
<th>Christian Name</th>
<th>Total Points</th>
<th>Remaining Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1DW</td>
<td>Lim</td>
<td>Jacob</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Certificates Report

<table>
<thead>
<tr>
<th>Roll Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>ID</td>
</tr>
</tbody>
</table>
| Surname    | Reti  
| ID         |  
| Christian Name  | Mana |

<table>
<thead>
<tr>
<th>Total Points</th>
<th>Nickel Certificate 50</th>
<th>Copper Certificate 100</th>
<th>Bronze Certificate 200</th>
<th>Silver Certificate 300</th>
<th>Postcard 400</th>
<th>Gold Certificate 500</th>
<th>Bumper Sticker 600</th>
<th>Platinum Certificate 700</th>
<th>Behaviour Pin 800</th>
<th>Bronze</th>
</tr>
</thead>
</table>
Essential Skills for Classroom Management

1. Establishing Expectations:
To clearly articulate and demonstrate the boundaries of pro-social behaviour.

2. Instruction Giving:
To give a clear direction about what to do.

3. Waiting and Scanning:
To wait for 5-10 seconds after you give an instruction.

4. Cueing with Parallel Acknowledgement:
To acknowledge students’ on-task behaviour with the intention of prompting another to follow suit.

5. Body Language Encouraging:
To intentionally use your body language to encourage students to remain on-task.
- Praise, Prompt for what to do next, Push off

6. Descriptive Encouraging:
To encourage students to become more aware of their competence by commenting on their behaviour.

7. Selective Attending:
To intentionally give minimal attention to off-task behaviour.
Eg. “I’ll speak with Mark when I am ready.” Post Lesson Discussion

Post Lesson or Re-Entry Discussion Questions:
1. What did you do? or, What happened?
2. Which rule did you break?
3. What do you need to do to fix things?
4. What might you do differently next time?
5. What do you think I should do if you do that again?

8. Verbal and Non-Verbal Redirecting to Learning:
To redirect student behaviour using positive non-confrontational methods.
- Am I in control of myself?

9. Giving A Choice:
To respectfully speak to a student who is disrupting others to remind them of the available choices and their natural consequences.
- close proximity – go for the ear
- use firm measured tone
- walk away – scan back – allow about 15 seconds – follow up

10. Following Through:
Resolute, planned action in the face of on-going disruptive behaviour that is seriously disturbing the learning environment.
- Follow the processes set in the school’s Responsible Behaviour Plan
- Use re-entry questions when student is moved in the classroom or out of the classroom.

Teachers should establish an evenness (balance) in their use of verbal and non-verbal language to acknowledge appropriate behaviour and correct inappropriate behaviour.
Appendix 3

Student Dress Code

Our school from Prep to Year 6 is a uniform school.
The P & C of Algester State School resolves that is supports a student dress code because it believes that it promotes the objectives of the Education (General Provisions) Bill 2006. In particular the P & C of our school supports the intention of a student dress code in providing a safe and supportive teaching and learning environment by:

- Ready identification of students and non-students at school;
- Eliminating distraction of competition in dress and fashion at school;
- Fostering a sense of belonging; and
- Developing a mutual respect among students through minimising visible evidence of economic or social differences.

This policy has been endorsed by our P & C Association and all students are expected to wear the correct school uniform. Sanctions such as detentions etc may be imposed for not wearing the correct school uniform. Children are expected to wear their uniform on all excursions as it assists to promote our school’s image in the community while making it easier to locate them in a crowd.

Boys Uniform:
Unisex Polo Shirt: Green unisex polo shirt, green collar, vertical gold and white stripe, school name and motto. Shorts – Bottle green unisex shorts, no longer than knee length.

Girls Uniform:
Girls may wear culottes, shorts or netball skirt with the unisex polo shirt (especially for sporting activities) Tunic: green and white check, zip front, princess line, full short sleeve, gold piping on front seam and sleeves with action back pleat, zippered pocket in side seam. Culottes: bottle green, fitted waist band, front pleating, side pockets inserted. Sports Skirt: Bottle green netball skirt or unisex bottle green shorts. Shorts: Bottle green unisex shorts. Unisex Polo shirt: Green unisex polo shirt, green collar, vertical gold and white stripe, school name and motto. The principal will give consideration for religious, cultural and medical needs.

Shoes:
Closed in laced or Velcro black shoes with socks (preferable green or white). Slip on canvas shoes, thongs and open sandals are dangerous and are not permitted.

Hats:
Our Sun safe Rule is: “No Sun safe Hat, No Play”. Consequently all children and staff members must wear an appropriate sun safe hat while engaged in activities in the open. Students MUST wear the school bucket hat.

Winter Uniform:
Microfibre jacket in school colours: cardigan or jumper in dark green with or without gold trim. Three quarter legging type items are not to be worn. Girls may also wear green stockings.

Jewellery:
The only jewellery to be worn at school are earrings (studs or sleepers and no more than one per ear), a watch and a signet ring. 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. The principal will give consideration for
religious, cultural and medical needs. Nail polish or makeup is not permitted. Temporary tattoos are also forbidden.

**Hair:**

Extreme hairstyles are not permitted. 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 (preferably green or white). Mohawk styles, coloured hair or tracks in the hair are not permitted. Rat’s tails must be hidden.
Responding to Bullying at Algester Primary School

In creating and maintaining a safe and supportive school environment, strategies to address bullying include:

- preventing bullying through promoting a positive whole-school culture based on values agreed to by the whole school community
- intervening early in suspected or identified bullying issues and communicating clearly with all involved
- responding consistently to bullying incidents with approaches which have been shown to be effective.
- Not all hurtful behaviours are bullying, but schools address inappropriate behaviour whether or not it meets the definition of bullying.

**Definition of bullying**

Bullying is when a child, or a group of children, deliberately and repeatedly upset or hurt another child. The person/people doing the bullying will have some form of power over the target.

Bullying is not one-off incidents of name calling or physical abuse, it is only bullying when it is repeated, deliberate and there is an imbalance of power involved.

**Forms of bullying**

1. **Physical bullying**: This is when a person (or group of people) uses physical actions to bully, such as hitting, poking, tripping or pushing. Repeatedly and intentionally damaging someone's belongings is also physical bullying.
2. **Verbal bullying**: Repeated or systematic name calling, insults, homophobic or racist remarks and verbal abuse.
3. **Covert bullying**: Such as lying about someone, spreading rumours, playing a nasty joke that make the person feel humiliated or powerless, mimicking or deliberately excluding someone.
4. **Psychological bullying**: For example, threatening, manipulating or stalking someone.
5. **Cyber bullying**: Using technology, such as email, mobile phones, chat rooms, social networking sites to bully verbally, socially or psychologically.

**What behaviours are not bullying?**

While the following behaviours are often upsetting to those involved, they do not constitute bullying:

- mutual arguments and disagreements (where there is no power imbalance)
- not liking someone or a single act of social rejection
- one-off acts of meanness or spite
- isolated incidents of aggression, intimidation or violence.

**Responding to bullying**

**What students can do**

- Use the High 5 strategies: ignore, talk friendly, talk firmly, walk away, report.
- avoid areas which allow the bullying students to avoid detection by teachers
- stay with other students
- talk to an adult at school or home who can help stop the bullying
- keep asking for support until the bullying stops.
What bystanders can do
- Speak up to the person doing the bullying
- Tell the person doing the bullying that you will talk to a teacher
- Say something supportive to the person being bullied, or ask them to walk away with the person being bullied.
- Leave negative online conversations.

What staff members can do
Listen to reports of bullying and investigate carefully. In consultation with admin, decide upon an appropriate response. Communicate clearly with students and parents involved. Responses used by staff at Algester Primary School will use the most appropriate method for the students involved.
- **Disciplinary measures** – consequences applied are intended to hold students who bully to account for their behaviour, and ensure they accept the harm they have caused and to learn from it.
- **Restorative practices** – working with students whereby the student who is causing harm is held to account for his/her behaviour.
- **Strength building approaches** – teach students how to get along and build resilience, implement responsible behaviour plans or playground plans.

What parents can do
1. Listen calmly to what your child wants to say and make sure you get the full story.
2. Reassure your child that they are not to blame and ask open and empathetic questions to find out more details.
3. Ask your child what they want to do and what they want you to do.
4. Discuss with your child some sensible strategies (such as High 5) to handle the bullying – starting a fight is not sensible.
5. Contact the school and stay in touch with them.
6. Check in regularly with your child.

The school will not give you any of the personal details of other students involved. They will not give you any details of consequences given to other students involved because of privacy requirements.

Tips for responding to online harassment or bullying
1. Avoid responding to the bullying.
2. Block and report anyone who is bullying online.
3. Protect yourself online – use privacy settings and keep records.
Appendix 5

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, mobile phones, digital video cameras or MP3 players to school as there is a risk of damage or theft. Such devices will be confiscated by school staff and may be collected at the end of the day from the school office. Breaches of this prohibition may result in disciplinary consequences. Algester Primary School does permit students to bring their iPads to school as part of the BYOD Program.

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 other than iPads 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 not 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 Algester Primary School. Students using personal technology devices to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks etc) to disseminate to others (including distribution by phone or internet posting) build a culture of distrust and disharmony.

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

Recording of events in class is not permitted unless express consent is provided by the class teacher. A school student who uses a personal technology device to record private conversations, ordinary school activities (apart from social functions like graduation ceremonies) or violent, illegal or embarrassing matter capable of bringing the school into public disrepute is considered to be in breach of this policy. Even where consent is obtained for such recording, the school will not tolerate images or sound captured by personal technology devices on the school premises or elsewhere being disseminated to others, if it is done
for the purpose of causing embarrassment to individuals or the school, for the purpose of bullying, including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur. Students involved in:

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

Breach of this policy may be subject to discipline (including suspension and proposal/recommendation for exclusion). Students should note that the recording or dissemination of images that are considered indecent (such as nudity or sexual acts involving children), is against the law and if detected by the school will result in a referral to the Queensland Police Service.

Text communication

The sending of text messages that contain obscene language and/or threats of violence may amount to bullying and/or harassment or even stalking, and will subject the sender to discipline and possible referral to QPS. Students receiving such text messages at school, should ensure they keep the message as evidence and bring the matter to the attention of the school office.

Assumption of cheating

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

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 they are not a party to publish or communicate the substance or meaning of the conversation to others. Students need to understand that some conversations are private and therefore to overhear, record, monitor or listen to such private conversations may be in breach of this Act, unless consent to the recording is appropriately obtained.

Special Circumstances Arrangement

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

Inappropriate behaviour outside of school hours

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

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

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1 Education Queensland does not tolerate bullying behaviour at schools. This includes bullying conducted by electronic means.
What is High 5 Strategy Hand?

- It is an effective selection of strategies to develop the problem-solving ability of our students in social situations.
- It is a whole school approach that supports anti-bullying and assists with conflict resolution.
- It is a 5 step problem solving strategy that can be used in the classroom, in the playground and for perceived conflict or bullying incidents.
- The strategies will be used to assist students to develop social skills and build resilience.
Students should follow these 5 Steps for Conflict Resolution

Ignore

- Pretend you didn't hear it.
- Do not make eye contact.
- Maintain positive body posture (calm, confident).
- Think positive self-esteem statements.... Eg. it doesn't worry me what they say.
- Count to five in your head slowly.
- Take deep breaths.

Talk Friendly

- Use a calm voice.
- Maintain eye contact.
- Confident body language.
- Maintain relatively close body proximity.
- Use "I" statements - I feel ....... when you......... because........

Walk Away

- Stand tall, head up high.
- Mouth closed.
- Look confident.
- Do not use eye contact.
- Walk somewhere, preferably towards a congested area or to a safe area (teacher).
- Do not look back. Walk confidently, don't run.

Talk Firmly

- Use an assertive voice, slightly raised.
- Tell them to stop it.
- Re-state your "I" statement. eg. I said........
- State the consequences of continued behaviour. Eg. You will report it.
- Don't use physical force.

Report

- Walk away and tell a staff member. Eg. Teacher on duty or class teacher.
- Go to a safe area of the school.
- Role of Bystanders - support and report.
- Attempt to problem-solve using the other High 5 strategies first.
- If the situation is a serious offence like physical behaviour – You should report it straight away.
## Individual Responsible Behaviour Plan Template

### Individual Responsible Behaviour Plan

<table>
<thead>
<tr>
<th>DATE OF REPORT</th>
<th>REVIEW DATE OF REPORT</th>
</tr>
</thead>
<tbody>
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<tr>
<th>SURNAME</th>
<th>FIRST NAME</th>
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<table>
<thead>
<tr>
<th>CURRENT CLASS</th>
<th>CURRENT TEACHER/S</th>
<th>Date of Birth</th>
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### Current Classroom Behaviour Level

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
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</table>

### School Support Programs and Programs Instigated – Include Any Classroom Programs

<table>
<thead>
<tr>
<th>Ecological Intervention e.g. Classroom design, dietary changes, etc.</th>
<th>Proactive Strategies Teach replacement behaviours, incentives</th>
</tr>
</thead>
<tbody>
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Major / Minor Consequences:

### Outside Agency Support (If Any) – Include Dates

<p>| |</p>
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31
### INTERVENTION PLAN

<table>
<thead>
<tr>
<th>DESCRIPTION OF CONCERNING BEHAVIOUR – IN PRIORITY (INCLUDE CONTEXT eg: time of day, subject, other student interaction etc)</th>
<th>TRIGGERS</th>
</tr>
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</table>

### GOALS – Social, Emotional, Academic, Behavioural etc.

- 
- 

**SIGNED:**

PARENTS/GUARDIANS: ________________________________

CLASSROOM TEACHER: ______________________________

DEPUTY PRINCIPAL: ________________________________

REVIEW DATE (As per Page One) ________________________
Re-entry from suspension plan

Student name: ____________________________ Date: ________________

Date of re-entry meeting: ____________________________ Date: ________________

Number of days suspended: ____________________________ Date: ________________

Reason for suspension:

- ____________________________

Behaviours to improve/target

- ____________________________

Support and intervention

- ____________________________

Future consequences for not following plan:

- ____________________________

Parent support

Student: ________________________________________________ Date: ________________

Parent: ________________________________________________ Date: ________________

Admin: ________________________________________________ Date: ________________
WORKING TOGETHER TO KEEP ALGESTER PRIMARY SAFE

We can work together to keep knives out of school. At Algester Primary School:
- Every student has the right to feel safe and be safe at school.
- No knives are allowed to be taken to school by students.
- There is no reason for a student to have a knife at school, and it is against the law for a student to have a knife at school.

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

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

The Principal can take action against a student who brings a knife to school.
- If a student has a knife at school, principals can inform the police.
- Possessing a knife at school may result in serious disciplinary consequences including suspension or exclusion.
- Police can search a student and their property at school if they suspect a student has a knife.
- A student may be charged with a criminal offence and may face serious consequences if convicted, including a fine or jail.
- School property such as desks or lockers may be searched if the principal suspects that a student has a knife on or in school property.
- If the principal suspects the student has a knife in their bag, the bag may be temporarily confiscated until police arrive.
- If the student does have a knife at school, it can be confiscated by the principal and given to the police.

How can parents help to keep Algester Primary School safe?
- Make sure your child knows what the laws and rules are about knives.
- Do not include knives or knife tools in children’s lunch boxes, pencil cases or craft kits.
- Contact your school principal if you believe your child is being bullied or threatened at school.
- If you want to talk about students and knives at school, please contact the Principal.
Appendix 10

Playground Duty Areas and Expectations

At first break there is a 10 minute eating time from 11.00 – 11.10 am. Students must be supervised. A roster may be organised amongst groups of staff. In all areas, before students can play, they clean the area and put their lunchboxes away. Students must stay seated for the 10 minutes. Rubbish is to be placed in a bin at the end of eating time.

Duties at first break are from 11.10 – 11.40am and second break is from 1.15 - 1.45pm (30 mins each break)

When on duty staff:
- arrive promptly and move throughout your duty area
- wear a sun safe hat and Hi Vis vest
- take a first aid kit, emergency cards and Keys to Success Cards (mobile phone may be useful too)
- monitor out of bounds areas

Students
- No hat, no play. If students do not have a hat, they must sit on the seat near the mural in the undercovered area. Hats must be worn in all areas at all times. Students may not go to the library without a hat.
- Anything bought over the counter at the tuckshop must be eaten on a seat in the undercovered areas.
- Years 1 – 4 in the mural area. Years 5 and 6 in the tuckshop undercovered area.

All adventure playgrounds are out of bounds before and after school

Prep play area (TOP)
- 2 staff on duty
- Area includes playground equipment and sand area
- Students use Prep toilets
- Students must not leave the Prep area

Prep play area (BOAT)
- 1 staff member on duty
- Area includes playground equipment and sand area
- Students use Year 1 toilets
- Students must not enter Year 1 area

Year 1 playground, music undercover and year 1 toilets
- 2 staff on duty
- Area includes playground, sand pits, toilets, eating area behind E block and music undercover area
- Food to be eaten in undercovered area or at tables
- Students must put lunchboxes away in their designated area before playing
- Staff permission required to retrieve a ball from over fence
- Out of bounds areas: grass behind G block, hill leading to Prep area

Year 2 and 3 adventure playground
- Area includes the climbing frame, sandpit and open space
• No access for students before duty staff arrives
• Staff permission required to retrieve a ball from over fence or under building
• One student at a time on flying fox, moving in one direction only

Year 2 and 3 oval and tennis courts
• Area includes the grassed area and tennis courts. Goal posts on courts must be padded.
• Watch for inappropriate behaviour near hall and library toilet blocks
• Witches hats to be used for goals on fields and students play in marked field area only.
• Soft balls and soccer balls can be used. Hard footballs must not be kicked
• Courts can be used for games eg skipping, netball, handball
• Out of bounds areas: double storey block; sloped area near tennis courts

Year 2 undercover, between F block and library
• Area includes year 2 undercover, between F block and library and in front of demountable buildings
• Lunchboxes are put away if possible
• Out of bounds areas: front of G block
• Quiet play in concreted areas eg handball, skipping

Resource Centre / Library
• Area includes reading, borrowing and computer areas - quiet activities only
• Students must have a hat with them
• Monitor computer use: no games to be loaded from USB, no violent games

Mural undercover and surrounds
• Area includes mural undercover, between Library/AMAC and D block, toilet block
• Handball courts for year 3 - 4 students
• All children from the school without a hat sit in front of mural
• Over the counter tuckshop food eaten in this area by years 1 – 4 students

Tuckshop undercover and surrounds
• Area includes undercover area, tuckshop area, between B and C blocks, concrete in front of demountables
• Handball courts for year 5 - 6 students
• Out of bounds: path between C and D blocks, rainforest
• Staff permission required to retrieve balls from car park

Oval, terraces and cricket nets
• Area includes year 4 – 6 oval, terrace undercover
• Designated playing fields must be distributed by duty teacher before play starts
• Tackling games not permitted
• No cricket balls in nets
• Out of bounds: sand pit, slope to Ridgewood Rd, rainforest
• Staff permission required to retrieve balls which go over the fence

Years 4 – 6 adventure playground and amphitheatre
• Area includes the adventure playground, the path and the amphitheatre
• Any Year level can use on any day
• Sensible play on equipment is essential – only climbing up wall no swinging down
• No balls in the amphitheatre
• Amphitheatre to be used for quiet play

**Hall**
• Area includes hall, area around the hall and the hall toilets
• No kicking ball games permitted; students can play netball, basketball etc
• The stage is out of bounds - not used for games or sitting
• Years 1,2 and 3 – Mondays and Wednesdays - Years 4,5 and 6 – Tuesdays, Thursdays and Fridays
• If hall is closed, staff to assist on oval duty

**HUB**
• HUB duties are either supervising students in the HUB or in playground areas for identified students

**First Aid/Photocopy**
• Monitor, respond and record any first aid required for students
• Complete photocopying requests for staff as required

**Toilets at end of lunch break (5mins)**
• Teacher Aides are rostered on to supervise toilets at the end of each break to ensure students are sensible and return to class promptly
Confidence

Confident Behaviour

- Chooses to participate in new activities
- Does hard work without asking for help
- Continues to work on a difficult assignment without asking for help
- Shares a new idea with teacher, class, or family
- Presents a “difficult” talk to class
- Introduces him/herself to someone new
- Speaks loudly and clearly when asking or answering a question
- When answering a question, provides a non-conforming, creative answer
- Greets adults with good eye contact and uses their name
- Offers to take responsibility for organising a family event

Confidence

Things to Say to Encourage Confident Behaviour

- “That took confidence.”
- “That wasn’t easy to do, but you did it.”
- “You are not afraid to take risks.”
- “You had a confident voice when you spoke.”
- “You really stood up for what you believed!”
- “You were not afraid to make a mistake. Good for you.”
- “Predicting success helps you get there.”
- “You have a positive approach to your work.”
- “You didn’t get too upset with yourself for not achieving a good result.”
- “You looked confident.”

Teach the Following Types of Thinking

- Accepting Myself: Do not think badly of yourself when things go wrong.
- Taking Risks: When learning new things, do not be afraid to make mistakes.
- Being Independent: It is important to try new activities, even if other people think you are silly or stupid.
- I Can Do It: When trying difficult activities, it is helpful to think you are more likely to be successful than to fail.
Persisten Behaviour

- Continuing to try, even when schoolwork is hard
- Not being distracted by others
- Checking schoolwork when finished to make sure it is correct
- Trying and completing work found to be “boring”
- Finishing work instead of playing
- Not giving up too quickly
- Doing what you say you are going to do
- Returning phone calls
- Putting things away
- Trying as hard as you can to understand or complete something

Teach the Following Types of Thinking

- I Can Do It: When trying difficult activities, it is helpful to think you are more likely to be successful than to fail.
- Giving Effort: The harder you try, the more successful you will be.
- Working Tough: To be successful in the future, you sometimes have to do things that are boring or not fun in the present.
Organisation

Organised Behaviour

- Brings home all materials needed for homework
- Brings homework and other important materials to class
- Gets started on class work right away
- Makes sure understands instructions before beginning work
- Keeps a neat desk and school bag and study area at home
- Has all school supplies ready
- Seems to plan enough time for completing homework on time and to review for quizzes/exams
- Finishes one activity and begins the next activity
- Knows schedule
- Listens when instructions are given
- Is aware of important “special events” at school

Things to Say to Encourage Organised Behaviour

- “You are organised.”
- “Doesn’t it feel good to be organised?”
- “Being organised is helping you be successful.”
- “You really planned well.”
- “You really focussed to get your work in on time.”
- “I bet it makes school easier when you have everything ready.”
- “You are really keeping your backpack/book bag clean and neat.”
- “I can see you are planning ahead so that you do not rush your work at the very last minute.”
- “When you are prepared, you can do a good job.”
- “You planned well. You finished on time.”

Teach the Following Types of Thinking

- Setting Goals: Setting a goal can help you to be successful.
- Planning My Time: Think about how long it will take to do your schoolwork, and plan enough time to get it done.
Getting Along

Getting Along Behaviour

- Works well with others
- Takes turns
- Listens when someone is talking
- Respects important school/home rules
- Helps someone with their work
- When faced with a problem, talks rather than fights
- Shares materials
- Includes someone in a group activity
- Is courteous and kind to peers, teachers, and parents
- Helps others in need
- Is sensitive to the feelings of others
- Tells the truth
- Does things to make the community a better place to live

Getting Along

Things to Say to Encourage Getting Along Behaviour

- “You are a good listener.”
- “You work well in a group.”
- “Sharing helps you be a good friend.”
- “You are a helpful person.”
- “Solving this problem without fighting shows you are really getting along.”
- “You have a real talent for getting along.”
- “You are taking time to find out more about a person without judging them.”
- “You think before you act. What a great attribute.”
- “Empathy is being able to stand in someone’s shoes. You try to see things from another’s point of view.”
- “You care about your community.”

Teach the Following Types of Thinking

- Be Tolerant of Others: Accept people who are different. Do not judge people who act wrongly as totally bad and deserving of punishment.
- Think First: When someone treats you badly, think about the different ways you can act, the consequences of what you plan to do, and how your actions affect another person’s feelings.
- Play by the Rules: By following important school/home rules, you will live in a better and safer place where everyone can learn.
- Be Socially Responsible: Be sensitive to the needs and feelings of others, act honestly, and help make your community a safer and better place to live and learn.
Resilience

Resilience Behaviour

- Does not get too down when schoolwork results are not good
- Keeps trying in the face of setbacks
- Handles teasing or social difficulties without getting too upset
- Manages frustration when he/she does not understand something right away
- Manages frustration of having a lot of work to do
- Controls anger when treated unfairly
- Manages nerves when taking exams or performing in public
- Is able to say “no” and stand up to negative peer pressure
- Calms down quickly after getting very upset

Resilience

Things to Say to Encourage Resilience Behaviour

- “You didn’t let yourself get too angry.”
- “You’ve learned how not to get too nervous.”
- “You didn’t let that setback stop you from trying.”
- “Even though you didn’t do as well as you wanted, you are still positive.”
- “You seem not to have blown that negative event out of proportion.”
- “Keeping your cool helps.”
- “You see, you can get through the tough stuff.”
- “You chose not to upset yourself about what happened.”

Teach Your Child the Following When Faced with Difficulty

- To think: “This is bad but it could be a lot worse.”
- To think: “I don’t like this, but I can stand this.”
- To think: I won’t think badly of myself. I’m still me — valuable and capable.”
- To think: “I won’t judge this person by his/her behaviour.”
- To think: “Sometimes, for me to be successful, I have to do things that are not fun and exciting.”
- To relax, find someone to talk to, and to find something fun to do.
| Date:……………….                                                                                   |
| Name:………………………………… Class:………………                                               |
| What was I doing?                                                                                   |
| ________________________________________________________________________________________________ |
| ________________________________________________________________________________________________ |
| ________________________________________________________________________________________________ |
| What should I have been doing?                                                                       |
| ________________________________________________________________________________________________ |
| ________________________________________________________________________________________________ |
| ________________________________________________________________________________________________ |
| How did my actions affect the class?                                                                  |
| ________________________________________________________________________________________________ |
| ________________________________________________________________________________________________ |
| ________________________________________________________________________________________________ |
| What choices will I make next time?                                                                   |
| ________________________________________________________________________________________________ |
| ________________________________________________________________________________________________ |
| ________________________________________________________________________________________________ |
| What will I do now?                                                                                 |
| ________________________________________________________________________________________________ |
| ________________________________________________________________________________________________ |
| ________________________________________________________________________________________________ |
| Signed:_____________________________ (Student)                                                      |
| Signed: _____________________________ (Teacher)                                                    |

**NB. Place this sheet in Class Behaviour folder for future reference.**
## Nonviolent Crisis Intervention

Algester Primary School follows the principles of Nonviolent Crisis Intervention in labelling the four kinds of student behaviour and recommended interventions:

<table>
<thead>
<tr>
<th>Behaviour Level</th>
<th>Intervention</th>
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<tbody>
<tr>
<td><strong>Anxiety:</strong> a noticeable change of behaviour, tapping, moving around, distracted easily, making noises</td>
<td><strong>Supportive:</strong> Empathic listening, understanding, modification of learning activities. Encouragement. Non-judgemental language.</td>
</tr>
<tr>
<td><strong>Defensive:</strong> Non-compliance, verbal misconduct, blaming others, beginning to lose rationality</td>
<td><strong>Directive:</strong> Re-establishing expectations, restatement of rules, setting limits, discussing consequences, giving a choice, allow wait time, re-directing to learning</td>
</tr>
<tr>
<td><strong>Acting Out:</strong> Physical acting out, kicking, punching, knocking over furniture, throwing objects etc. Loss of rational control.</td>
<td><strong>Minor behaviours</strong> dealt with in situ if manageable with appropriate consequences. <strong>Major behaviours</strong> may require administrative support. <strong>Ring the office or send a student (red card).</strong> Only the Admin Team (or other NVCI trained officers are permitted to restrain students and then only as a last resort.) Keep the student safe if possible by moving any objects in harm’s way. Evacuate the class if necessary. Always supervise the student while waiting for Admin Team. Keep reassuring the student and directing them what they need to do to be safe.</td>
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<tr>
<td><strong>Tension Reduction:</strong> A time of energy reduction where the student regains control. Often a quiet time and the student may be remorseful.</td>
<td><strong>Therapeutic Support:</strong> Re-establishing communication, rebuilding the relationship, learning opportunity. Delay consequences until later to avoid escalation.</td>
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When dealing with challenging physical behaviours by students it is important to keep everyone safe. The aim is always to defuse or de-escalate situations. Some useful points worth noting are:

- Avoid getting too close to students who may act out in a physical way.
- Be aware of your own proximity and non verbal behaviours as a trigger for anxiety for the student.
- Always try to de-escalate behaviours by talking the student down. Deflecting also sometimes work.
- Don’t get into a power struggle with a student. Keep to message about the rules of the classroom or the steps of their individual responsible behaviour plan and what choices they have.
• Don’t put yourself in the path of a student acting out just to keep them in the classroom. Blocking a student from leaving or grabbing/holding a student can increase their anxiety levels.
• Try and keep emotionally detached from the situation. Heightened anxiety from staff can lead to increases in student anxiety levels.
Classroom Behaviour Flowcharts

Universal Behaviour Supports | Algesder State School Responsible Behaviour Plan 2019

Organisation | Getting Along | Confidence | Persistence

Resilience

How we teach and reinforce positive behaviour at Algesder Primary School

School Rules | Rule of the week | Whole school reward system | YCDI Classroom lessons | High 5

Consistent Classroom Practices (ESCM)

Establish Expectations

Give clear instructions

Off-task behaviour observed

Re-teaching expectations

Redirect to learning

Give a choice

Follow through

Playground Duty Expectation

Classroom behaviour charts

Targeted Behaviour Support

Repeated problem behaviours displayed

Liaise with DP/HOSES/Parent

Playground card | Check-in process

Individual goal sheet | Specific tier 2 supports

D level behaviour

Individual Responsible Behaviour Plan (IRBP)

Possible options Regional Behaviour Team Referral |

Classroom profiling | Functional Behaviour Assessment |

Guidance Officer | Personalised learning plan

Step 1: Rule reminder.

Step 2: Redirect to learning.

Step 3: Choice

Step 4: Time out

Step 5: Buddy Class