Brassall State School's

Responsible Behaviour Plan for Students

based on The Code of School Behaviour

1. Purpose

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

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

Education Queensland is committed to provisions that ensure all young Queenslanders have a right to and receive a quality education. At Brassall State School we are dedicated to the provision of a quality futures orientated education that enables all of our students to reach their full potential in everyday life and society. High expectations, equity, inclusiveness and the building of social skills are the key features of our school.

Essential to effective learning is a safe, supportive and disciplined environment that respects the following rights:

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

Which enables students to

Be Respectful
Be Responsible
Be Safe
Be a Learner

All students are expected to develop the ability to manage their own behaviour and be responsible for the choices they make. Self management is a learned process and is achieved through implementing appropriate strategies. This involves a partnership between parents and the school with parents having joint responsibility in the development of effective self management skills.

Our approach to developing responsible behaviour is focussed on relationships and takes place in a caring supportive environment where all members feel safe and welcome.

2. Consultation and data review

Brassall State School developed this plan in collaboration with our school community. Broad consultation with parents, staff and students was undertaken through survey distribution and community meetings held during Semester 2 2012. A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents from 2010-2012 also informed the development process.

The plan was revised in 2014 by the schools' SWPBS Leadership Team in consultation with the Brassall P&C Association. The plan was endorsed by the Principal and the President of the P&C Association and will be reviewed in Term 3, 2015.

3. Learning and behaviour statement

All areas of Brassall State School are learning and teaching environments. We consider behaviour management to be an opportunity for valuable social learning as well as a means of maximising the success of academic education programs. Our school-wide framework for managing behaviour is Schoolwide Positive Behaviour Support.
Our Responsible Behaviour Plan outlines our system for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours. Through our school plan, shared expectations for student behaviour are plain to everyone, assiting Brassall State School in the creation and maintenance of a positive and productive learning and teaching environment, where ALL school community members have clear and consistent expectations and understandings of their role in the educational process.

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

- Be safe
- Be responsible
- Be respectful.
- Be a learner

Our Brassall State School community believes that proactive, positive behaviour support creates a climate for academic achievement (Being a Learner), co-operation and consideration (Being Respectful and Being Responsible) and security (Being Safe). These 4 organisers provide the pathways to student success.

As a whole community, we believe that:

Our Schoolwide Positive Behaviour Support framework is an ongoing process designed to help create a climate of cooperation, academic excellence, respect and safety at Brassall State School.

Brassall Bees are respectful, responsible, safe learners.

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

**Universal Behaviour Support**

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

A set of behavioural expectations in specific settings has been attached to each of our four school expectations. The Schoolwide Expectations Teaching Matrix below outlines our agreed rules and specific behavioural expectations in all school settings.
<table>
<thead>
<tr>
<th>BRASSALL STATE SCHOOL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schoolwide Behaviour Expectations</td>
</tr>
</tbody>
</table>

### Respectful
- Use polite and friendly words
- Help keep the school clean and tidy
- Knock to enter a room, wait to be invited in, use manners
- Look after belongings and school property
- Listen and follow adult directions the first time

### Responsible
- Be in the right place, with the right equipment, at the right time
- Use equipment for intended purpose
- Wear school uniform
- Hand personal electronic devices to the office
- Report damages, unsafe equipment or situations to an adult

### Safe
- Keep hands, feet and object to self
- Walk on hard surfaces and stay on paths
- Ask permission to leave any setting

### Learner
- Know and follow the 4 Brassall B's
- Be ready to listen and learn

### The 4 B's
- Respectful
- Responsible
- Safe
- Learner

<table>
<thead>
<tr>
<th>Classroom</th>
<th>Playground</th>
<th>Tuckshop</th>
<th>Excursion &amp; Sport</th>
<th>Eating</th>
<th>Toilets</th>
<th>Arrival &amp; Departure</th>
<th>Transition &amp; Lining Up</th>
<th>Office</th>
</tr>
</thead>
</table>
| • Use inside voice
• Take care of personal belongings
• Clean up own area, clean up after yourself | • Use polite and friendly words
• Allow others to learn
• Listen when others are speaking
• Speak clearly and use polite words | • Stop play at the 1st bell
• Look after and return borrowed equipment | • Order before school
• Spend only own money | • Fully prepare for the activity | • Bring everything needed for breaks
• Keep all food in the eating areas | • Go to the toilets during breaks | • Bikes, scooters, skateboards to Scoot, Pedal, Park area | • Sit quietly in the office area |

<table>
<thead>
<tr>
<th>Arrival &amp; Departure</th>
<th>Transition &amp; Lining Up</th>
<th>Office</th>
</tr>
</thead>
</table>
| • Walk silently past classrooms | • Walk in line | • Report to office window
• Wait quietly
• Before 8:20 wait in Winston Court
• Walk bikes, skate-boards, scooters in the grounds
• Stay in designated waiting areas for pick up | • Bring blue slip for first aid
• Ask permission to enter the office
• Use student entrance |
These expectations are communicated to students via a number of strategies, including:
- Behaviour lessons conducted by classroom teachers;
- Reinforcement of learning from behaviour lessons at School Assemblies and during active supervision by staff during classroom and non-classroom activities.

Brassall State School implements the following proactive and preventative processes and strategies to support student behaviour:
- A dedicated section of the school newsletter, enabling parents to be actively and positively involved in school behaviour expectations.
- School Behaviour Leadership team members’ regular provision of information to staff and parents, and support to others in sharing successful practices.
- Comprehensive induction programs in the Brassall State School’s Responsible Behaviour Plan for Students delivered to new students as well as new and relief staff.
- Individual support profiles developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings.

Specific policies have been developed to address:
- The Use of Personal Technology Devices at School (Appendix 1);
- Procedures for Preventing and Responding to Incidents of Bullying (Appendix 2); and
- Appropriate Use of Social Media (Appendix 3).

**Reinforcing expected school behaviour**

At Brassall State School, communication of our key messages about behaviour are 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.

(Appendix 5) Brassall State School: Pollen Points, Buzz Cards, Reward Postcards and Honeypot Chart

Brassall State School employs a number of strategies for recognising and reinforcing students following the Brassall Expectations.

**In class**
- Pollen Points
- Teacher designed in-class recognition systems
- Teacher feedback to students-specific targeted responses
- Buzz Awards-teachers nominate 1 student per week to receive certificate at weekly parade
- Student of the Month Certificate

**In playground**
- Pollen Points-awarded for being safe, responsible or respectful

**School Wide Recognition**
- Celebration Days twice a term – OneSchool behaviour data informs student attendance at these whole school events
  - Sausage sizzle
  - Ice cream voucher
  - Free dress
  - Extreme games
  - Jumping castle
  - Movie

**Buzz Pins**
Students who have displayed exemplary behaviour all year are eligible to earn a Buzz Pin. The process for eligibility includes consideration of OneSchool records, minor in class behaviour records, specialist teacher reports and relief teacher reports.

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- Behaviour lessons conducted by classroom teachers
- Reinforcement of learning from behaviour lessons on School Assemblies
- During active supervision by staff during classroom and non-classroom activities
Brassall State School implements the following proactive and preventative processes and strategies to support student behaviour:

- A dedicated section of the school newsletter, enabling parents to be actively and positively involved in school behaviour expectations
- School Wide Positive Behaviour Support Team members’ regular provision of information to staff and parents, and support to others in sharing successful practices
- Comprehensive induction programs in the Brassall State School Responsible Behaviour Plan for students delivered to new students as well as new relief staff and non-teaching staff
- Professional Development in behaviour strategies-SWPBS Conference/AVT Behaviour Service
- Individual learning/behaviour plan developed with students, parents and relevant specialists (where appropriate) for students who demonstrate repeated inappropriate or unacceptable behaviour to provide a personal framework of positive behaviour expectations and actions and to enable staff to provide consistent strategies or adjustments across all learning environments
- SWPBS Tier 1 Team to continually monitor the effectiveness of the school wide systems for behaviour management
- Chaplaincy Program

**Responding to unacceptable behaviour**

The first step in facilitating standards of positive behaviour is communicating those standards to all students. At Brassall State School we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school. Communicating behavioural expectations is a form of universal behaviour support - a strategy directed towards all students designed to prevent problem behaviour and provides a framework for responding to unacceptable behaviour.

Students come to school to learn. Behaviour support represents an important opportunity for learning how to get along with others. Students may be given an ‘Independent Behaviour Support Plan’ to assist this learning.

**Re-directing low-level and infrequent problem behaviour**

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

**Targeted behaviour support: Student Support Service Team**

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

Students referred to the Student Support Service Team attend their normal scheduled classes and activities with appropriate adjustments if required. However they have increased daily opportunities to receive positive contact with adults, additional support from check-in/check-out coaches and increased opportunities to receive positive reinforcement. Where required, adjustments are made by the team through academic support, adult mentoring or intensive social skills training through our chaplaincy program.

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

Students whose behaviour does not improve after participation in the Student Support Service Team, or whose previous behaviour indicates a need for specialised intervention, are provided with intensive behaviour support.
Intensive behaviour support: Behaviour Support Team

Brassall State School is committed to educating all students, including those with the highest behavioural support needs. We recognise that students with highly complex and challenging behaviours need comprehensive systems of support. The Intensive Behaviour Support Team:

- facilitates a Functional Behaviour Assessment for appropriate students;
- works with other staff members to develop appropriate behaviour support strategies;
- monitors the impact of support for individual students through ongoing data collection;
- makes adjustments as required for the student; and
- works with the Schoolwide Positive Behaviour Team and the Student Support Service Team to achieve continuity and consistency.

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

5. Consequences for unacceptable behaviour

Brassall State School makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When unacceptable behaviour occurs, students experience predictable consequences. Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour. An office referral form (Appendix 4) is used to record all minor and major problem behaviour. The recording of three minor behaviours constitutes a major behaviour.

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 is referred directly to the school Administration team.

(Appendix 6) Reflection Room Letter

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 violate the rights of others in any other serious way;
- are not part of a pattern of problem behaviours; and
- do not require involvement of specialist support staff or Administration.

Minor problem behaviours may result in the following consequences:

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

Major behaviours are those that:

- significantly violate the rights of others;
- put others / self at risk of harm; and
- require the involvement of school Administration.

Major behaviours result in an immediate referral to Administration because of their seriousness. When major problem behaviour occurs, staff members calmly state the major problem behaviour to the student and remind them of the expected school behaviour. The staff member then contacts Administration and completes the office referral form and the class captain escorts the student to Administration.
Relate problem behaviours to expected school behaviours

When responding to problem behaviours, staff members ensure that students understand the relationship of the problem behaviour to expected school behaviour. One method that staff members might use to achieve this is to have students:
- articulate the relevant expected school behaviour;
- explain how their behaviour differs from expected school behaviour;
- describe the likely consequences if the problem behaviour continues; and
- identify what they will do to change their behaviour in line with expected school behaviour.

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

Ensuring consistent responses to problem behaviour

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

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

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

All staff to demonstrate Essential Skills in the Classroom strategies to the learning and social environment
All staff to teach weekly SWPBS lessons (School and Class Focus)

Observe and identify problem behaviour

MINOR

Is the behaviour minor or major?

MAJOR

REMINDER: Quiet talk – identify behaviour and reference expectation

RETEACH: Quiet talk – Reteach and check for understanding and ensure student can ‘show you how to…’

PROBLEM SOLVE: Assist student with expected behaviour through discussion “How can I help you?”

TIME OUT IN CLASS/PLAYGROUND: Student is requested to move to area. 5-10 mins approx. Verbal deviation with teacher before rejoining

BUDDY CLASS/PLAYGROUND Be REFLECTIVE ROOM
Student is requested to move to Buddy class. Allow student to de-escalate if needed. Student completes activity required De-brief with student before rejoining class. Class Teacher to enter on one school Playground Be Reflective Room Form to be filled out & placed in box in office. Student to fill in reflection sheet. Be Reflection room teacher to place on one school & send letter home.

Teacher Managed (MINOR) vs. Office Managed (MAJOR)

Refusal to work (Calling out)
Interfering with neighbour
Leaving seat without permission
Visiting inappropriate websites
Lie causing escalation of behaviour
Using an object with intent to hurt
Low level fighting (no harm caused) e.g. pushing, shoving, taking of hat
Being in possession of dangerous/prohibited items
Throwing/kicking/breaking others’ belongings/property
Verbal threat that causes a non-violent reaction
Absent from lessons without approval
Commits gestures directed at a person targeting race, religion, gender
disability

Bullying/Intimidation
Directed swearings
Sustained disruptive behaviour
IT bullying
Lying/cheating about staff
Using an object resulting in someone being hurt
Physical violence causing harm
Using dangerous items/illicit substances
Deliberate vandalism

Verbal threat that causes violence as a result

Continual truancy

Offensive, threatening, sexual connotations words or gestures directed at another

Ensure safety of all people
Give child choice to reengage with class or to calm down further if needed. Child to be sent to office with buddy if calm

Teacher completes written Office Referral Form

Investigate Incident

Administrator to determine office consequence’s

Parent Contact Meeting: Informs care of incident and consequences. ‘Record of Contact’ on OneSchool

Follow through with consequences

Administration records on OneSchool and suspension if necessary

Continue to monitor student. Children who return from suspension are placed on IBP and monitored.

If accessing any buddy class 3 times in one week, treat as a MAJOR.
Classroom Teacher alerts Line Manager. If accessing Be Reflective Room more than 3 times in 1 term, letter to be sent home and loss of school privileges.
<table>
<thead>
<tr>
<th>Behaviour</th>
<th>Definition</th>
<th>Trivial</th>
<th>Minor Inappropriate</th>
<th>Major Inappropriate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bullying/</td>
<td>Purposely hurting or overpowering another physically &amp;/emotionally continually</td>
<td>Bullying is never a minor behaviour</td>
<td>Refer to non examples in the major behaviour and the bullying definition</td>
<td>Sustained targeting (physical, verbal, written, texting) of the same person; staring repeatedly at specific part of body</td>
</tr>
<tr>
<td>harassment</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Defiant/</td>
<td>Verbal or physical gesture that is intended to harm and/or cause fear</td>
<td>Playing in wrong area; ‘No, I don’t want to’</td>
<td>Not paying attention Refusal to work</td>
<td>Speaking too loudly during tasks</td>
</tr>
<tr>
<td>threats to adults</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disruptive</td>
<td>Behaviour that results in an interruption in the class, school routines or school activity</td>
<td>Petty interruptions; joke telling, noises, moving around</td>
<td>Calling out Interfering with neighbour Leaving seat without permission</td>
<td>Getting up and sharpening a pencil</td>
</tr>
<tr>
<td>Dress Code</td>
<td>Students wearing inappropriate clothing to school or for an activity</td>
<td>Wearing a non-school coloured jumper</td>
<td>Administrative discretion</td>
<td>Administrative discretion</td>
</tr>
<tr>
<td>IT misconduct</td>
<td>Inappropriate use of any electronic devices</td>
<td>Being on a game instead of completing the task set by the teacher</td>
<td>Persistently visits inappropriate websites</td>
<td>Accidentally clicking onto a banned website Sharing of passwords Logging on using other’s passwords</td>
</tr>
<tr>
<td>Late</td>
<td>Late from lunch breaks or activities outside of the classroom</td>
<td>The bus being late Sick or upset</td>
<td>Administrative discretion</td>
<td>Administrative discretion</td>
</tr>
<tr>
<td>Lying/</td>
<td>Student delivers message that is untrue and/or deliberately violates rules and/or harms</td>
<td>Student states they have completed a task when they haven’t</td>
<td>Lie affects others and causes an escalation of behaviours Plagiarism</td>
<td>Lying about reason for not completing a task/homework</td>
</tr>
<tr>
<td>Cheating</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Misconduct involving object</td>
<td>Inappropriate use of an object for the non-intended purpose of that object</td>
<td>Throwing a stick at the tree to get a ball down</td>
<td>Chasing someone with a stick, or other object with the intention to hurt</td>
<td>Swinging a pencil case or lunchbox around</td>
</tr>
<tr>
<td>Non-compliant with routine</td>
<td>Behaving in a way that does not comply with classroom and playground routines</td>
<td>Do not enter this category on One School, please use other categories (eg defiance, disruptive) to define the non-compliance</td>
<td>Do not enter this category on One School, please use other categories (eg defiance, disruptive) to define the non-compliance</td>
<td>Do not enter this category on One School, please use other categories (eg defiance, disruptive) to define the non-compliance</td>
</tr>
<tr>
<td>Other conduct prejudice to the</td>
<td>Do not enter this category on One School</td>
<td>Contact without injury: tripping, pushing into another</td>
<td>Student touches others waiting in line, pushing in</td>
<td>Hurting another: punching, head butting, choking, scratching, spitting</td>
</tr>
<tr>
<td>good order and management of</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>school</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Physical misconduct</td>
<td>Fighting or actions that involve physical contact</td>
<td>Petty or non-consensual contact, tripping into another</td>
<td>Contact without injury: tripping, pushing into others</td>
<td>Student touches others waiting in line, pushing in</td>
</tr>
<tr>
<td>Behaviour</td>
<td>Definition</td>
<td>Trivial</td>
<td>Minor Inappropriate</td>
<td>Major Inappropriate</td>
</tr>
<tr>
<td>-----------------------------------------------</td>
<td>---------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------</td>
<td>---------------------</td>
<td>---------------------</td>
</tr>
<tr>
<td>Possess prohibited items</td>
<td>Possessing on their person or in their bag an item declared by the school as prohibited</td>
<td>Do not use, refer 'Prohibited Items'</td>
<td>Do not use, refer 'Prohibited Items'</td>
<td>Do not use, refer 'Prohibited Items'</td>
</tr>
<tr>
<td>Prohibited items</td>
<td>Using an item declared by the school as prohibited</td>
<td>Bringing to school: chewing gum, trading cards, games, toys</td>
<td>Have a knife to cut up their fruit</td>
<td>Using an item as a weapon to harm or threaten to harm</td>
</tr>
<tr>
<td>Property misconduct</td>
<td>Participating in an activity that results in damage, destruction or disfigurement of property</td>
<td>Breaking own belongings</td>
<td>Falling and breaking a fall</td>
<td>Deliberately impairs the usefulness of property; kicking hole in wall, throwing/breaking furniture, graffiti</td>
</tr>
<tr>
<td>Refusal to participate in program of instruction</td>
<td>Non-Verbally or verbally refusing to participate in activities or engage in tasks</td>
<td>Student is unwell or emotionally upset</td>
<td>Change behaviour after being given choices/take up time</td>
<td>Disruptive to the class and/or leaving the room without permission</td>
</tr>
<tr>
<td>Substance misconduct involving illicit substance</td>
<td>Student is under the influence of or is in possession of illegal substances</td>
<td>Administrative discretion</td>
<td>Administrative discretion</td>
<td>Administrative discretion</td>
</tr>
<tr>
<td>Substance misconduct involving tobacco and other legal substances</td>
<td>Student is under the influence of or is in possession of legal substances</td>
<td>Administrative discretion</td>
<td>Administrative discretion</td>
<td>Administrative discretion</td>
</tr>
<tr>
<td>Third minor referral</td>
<td>3 minor incidents referred to buddy room or reflection room</td>
<td>Buddy class is 3 times per week and reflection room 3 times per term</td>
<td>Refer to Behaviour Flow Chart</td>
<td></td>
</tr>
<tr>
<td>Threat/s to others</td>
<td>Any verbal or non-verbal threat to a person's physical or emotional wellbeing</td>
<td>Saying things in the heat of the moment without intention to follow through</td>
<td>Saying/doing something you know will cause a reaction 'fight, fight, fight, 'Don't listen to them'</td>
<td>Saying/doing something you know will cause a reaction: 'fight, fight, fight', 'Don't listen to them' and violence occurs as a result</td>
</tr>
<tr>
<td>Truant/skip class</td>
<td>Unexplained absence with or without parent's knowledge</td>
<td>At school but absent from lessons without approval</td>
<td>Arriving late and can't find the class</td>
<td>Truanting</td>
</tr>
<tr>
<td>Verbal misconduct</td>
<td>Any spoken, written or non-verbal communication that insults, mocks, belittles or slanders another</td>
<td>Infrequent, random comments; 'four eyes, fatso', shouting back at a staff member</td>
<td>Comments or gestures directed at a person targeting race, religion, gender, disability; sped, loser, not playing because you stink, teasing, name calling</td>
<td>Student hollering at another student Calling out to a teacher across the room/oval</td>
</tr>
<tr>
<td>Other</td>
<td>To be completed only by administration</td>
<td>To be completed only by administration</td>
<td>To be completed only by administration</td>
<td>To be completed only by administration</td>
</tr>
</tbody>
</table>
6. Emergency or critical incident responses

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

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

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

**Basic defusing strategies**
1. Avoid escalating the problem behaviour: Avoid shouting, cornering the student, moving into the student's space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language.
2. Maintain calmness, respect and detachment: Model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, avoid humiliating the student, be matter of fact and avoid responding emotionally.
3. Approach the student in a non-threatening manner: Move slowly and deliberately toward the problem situation, speak privately to the student/s where possible, speak calmly and respectfully, minimise body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates.
4. Follow through: If the student starts displaying the appropriate behaviour briefly acknowledge their choice and re-direct other students’ attention towards their usual work/activity. If the student continues with the problem behaviour then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour).
5. Debrief: Help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations.

**Physical Intervention**

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

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

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

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

It is important that all staff understand:

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

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

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

Any physical intervention made must:

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

Brassall State School – Responsible Behaviour Plan for Students
Record keeping
Each instance involving the use of physical intervention must be formally documented. The processes can be found at http://ppr.det.qld.gov.au/corp/hr/workplace/Pages/Health-and-Safety-Incident-Recording.-Notification-and-Management.aspx online.

7. Network of student support

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

- Parents
- Teachers
- Support Staff
- Head of Department
- Administration Staff
- Guidance Officer
- Advisory Visiting Teachers
- Positive Learning Centre Staff
- Senior Guidance Officer
- School Chaplain/Student welfare worker
- School Based Police Officer
- School Based Youth Health Nurse
- Youth Support Coordinator.

External support is also available through the following government and community agencies:

- Disability Services Queensland
- Child and Youth Mental Health
- Queensland Health
- Department of Communities (Child Safety Services)
- Police
- Local Council
- Neighbourhood Centre.

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.

Brassall State School considers the individual circumstances of students when applying support and consequences by:

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

9. Related legislation

- Commonwealth Disability Discrimination Act 1992
- Commonwealth Disability Standards for Education 2005
- Education (General Provisions) Act 2006
- Education (General Provisions) Regulation 2006
- Criminal Code Act 1899
- Anti-Discrimination Act 1991
- Commission for Children and Young People and Child Guardian Act 2000
- Judicial Review Act 1991
- 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 and procedures

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

11. Some related resources

- Bullying: No Way!
- Schoolwide Positive Behaviour Support
- Code of Conduct for School Students Travelling on Buses

Endorsement

Principal – Greg Brand

P&C President – Ashley Saunders

Effective Date: 18 August 2014 to 18 August 2015
Appendix 1

The use of personal technology devices at school

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

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

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

Confiscation
Permitted personal technology devices (mobile phones, iPods, MP3 players and gaming devices) used contrary to this policy on school premises will be confiscated by school staff. They will be made available for collection from the school office at the end of the school day unless required to be kept for purposes of disciplinary investigation, when it will only be returned in the presence of a parent.

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

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

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

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

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

Students must not record images anywhere that recording would not reasonably be considered appropriate (e.g. in change rooms, toilets or any other place where a reasonable person would expect to be afforded privacy). Recording of events in class is not permitted unless express consent is provided by the class teacher.

A student at school who uses a personal technology device to record private conversations, ordinary school activities (apart from social functions like graduation ceremonies) or violent, illegal or embarrassing matter capable of bringing the school into public disrepute is considered to be in breach of this policy.

Even where consent is obtained for such recording, the school will not tolerate images or sound captured by personal technology devices on the school premises or elsewhere being disseminated to others, if it is done for the purpose of causing embarrassment to individuals or the school, for the purpose of bullying or harassment, including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur.
Students may be subject to discipline (including suspension and recommendation for exclusion) if they breach the policy by being involved in recording and/or disseminating material (through text messaging, display, internet uploading or other means) or are knowingly the subject of such a recording.

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

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

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 this Act for a person who has overheard, recorded, monitored or listened to a conversation to which s/he is not a party to publish or communicate the substance or meaning of the conversation to others.

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

Special circumstances arrangement
Students who require the use of a personal technology device in circumstances that would contravene this policy (for example to assist with a medical condition or other disability or for a special project) should negotiate a special circumstances arrangement with the Deputy Principal or Principal.
Appendix 2

School policy for preventing and responding to incidents of bullying (including cyberbullying)

Purpose
Brassall State School strives to create positive, predictable environments for all students at all times of the day. The disciplined and teaching environment that we are creating is essential to:

- achieving overall school improvement, including the effectiveness and efficiency of our student support procedures
- raising achievement and attendance
- promoting equality and diversity and
- ensuring the safety and well-being of all members of the school community.

There is no place for bullying in Brassall State School. Those who are bullied and those who bully are at risk for behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community’s goals and efforts for supporting all students.

Bullying behaviours that will not be tolerated at Brassall State School include name-calling, taunting, mocking, making offensive comments, kicking, hitting, pushing, taking belongings, inappropriate text messaging, sending offensive or degrading images by phone or internet, producing offensive graffiti, gossiping, excluding people from groups, and spreading hurtful and untruthful rumours.

Bullying may be related to:

- race, religion or culture;
- disability;
- appearance or health conditions;
- sexual orientation;
- sexist or sexual language;
- children acting as carers; or
- children in care.

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

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

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

Prevention
Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, our schoolwide universal behaviour support practices will be maintained at all times.
This will ensure that:
- Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour.
- All students know the 3 school rules and have been taught the expected behaviours attached to each rule in all areas of the school.
- All students have been or are being taught the specific routines in the non-classroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms.
- All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the non-classroom areas of the school.
- A high level of quality active supervision is a permanent staff routine in the non-classroom areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the non-classroom areas.

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

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

The introductory lesson is followed by several shorter lessons, each of which focuses on one of the bullying behaviours that the school has identified and defined. These lessons include instruction on how to approach adults and also on what reactions and systemic responses they should expect from adults.

Research indicates that a common outcome of anti-bullying programming is an improvement in understanding of bullying but little change in the frequency or nature of actual bullying behaviour. One of the reasons cited for this outcome is the lack of behavioural rehearsal in the programming. The anti-bullying process at Brassall State School takes care to combine knowledge with practice in a process of active learning, so that students understand by ‘doing’ as much as by ‘knowing’.

Brassall State School records inappropriate behaviour and uses behavioural data for decision-making. This data is entered into our database on a daily basis and can be recalled as summary reports at any time. This facility allows the school to track the effectiveness of its anti-bullying process, to make any necessary adjustments, and to identify specific bullying behaviours that may need to be revisited or revised in the instructional process.
Appendix 3

Appropriate use of social media

Brassall State School embraces the amazing opportunities that technology and the internet provide to students for learning, being creative and socialising online. Use of online communication and social media sites and applications (apps) can provide positive social development experiences through an opportunity to develop friendships and shape identities.

When used safely, social media sites and apps such as Facebook, Twitter and Instagram can provide positive opportunities for social learning and development. However, inappropriate, or misguided, use can lead to negative outcomes for the user and others.

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

No student of Brassall State School will face disciplinary action for simply having an account on Facebook or other social media site.

As is set out in the school policy for preventing and responding to incidents of bullying (including cyberbullying) found at Appendix 2, it is unacceptable for students to bully, harass or victimise another person whether within Brassall State School grounds or while online. Inappropriate online behaviours can have a negative impact on student learning and the good order and management of Brassall State School, whether those behaviours occur during or outside school hours.

This policy reflects the importance of students at Brassall State School engaging in appropriate online behaviour.

Role of social media

The majority of young people use social media sites and apps on a daily basis for school work, entertainment and to keep in contact with friends. Unfortunately, some young people misuse social media technologies and engage in cyberbullying.

Social media by its nature will result in the disclosure and sharing of personal information. By signing up for a social media account, users are providing their personal information.

Students need to remember that the internet is a free space and many social media sites and apps, like Twitter, have limited restrictions placed upon allowable content and regulated procedures for the removal of concerning posts.

Social media sites and apps are designed to share online content widely and rapidly. Once students place information and/or pictures online, they have little to no control over how that content is used.

The internet reaches a global audience. Even if students think that comments or photos have been deleted, there can be archived records of the material that will continue to be searchable into the future.

Inappropriate online behaviour has the potential to embarrass and affect students, others and the school for years to come.

Appropriate use of social media

Students of Brassall State School are expected to engage in the appropriate use of social media. Specific examples of appropriate use of social media sites and apps include:

- Ensuring that personal information, such as full name, address, phone number, school name and location or anyone else’s personal information, is not shared.
- Thinking about what they want to say or post, and how it could be interpreted by others, before putting it online. Remember, once content is posted online you lose control over it. Students should not post content online that they would be uncomfortable saying or showing to their parents’ face or shouting in a crowded room.
• Remembering that it can be difficult to work out whether messages typed on social media sites and apps are meant to be funny or sarcastic. Tone of voice and context is often lost which can lead to unintended consequences. If students think a message may be misinterpreted, they should be cautious and make the decision not to post it.

• Never provoking, or engaging with, another user who is displaying inappropriate or abusive behaviour. There is no need to respond to a cyberbully. Students should report cyberbullying concerns to a teacher and allow the teacher to record and deal with the online concern.

If inappropriate online behaviour impacts on the good order and management of Brassall State School, the school may impose disciplinary consequences for that behaviour regardless of whether the behaviour occurs during or outside of school hours.

Disciplinary consequences could include suspension and/or exclusion. In serious cases of inappropriate online behaviour, the school may also make a report to the police for further investigation.

Brassall State School will not become involved in concerns of cyberbullying or inappropriate online behaviour where the incident in question does not impact upon the good order and management of the school. For example, where cyberbullying occurs between a student of this school and a student of another school outside school hours. Such an incident will be a matter for parents and/or police to resolve.

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**Laws and consequences of inappropriate online behaviour and cyberbullying**

Inappropriate online behaviour may in certain circumstances constitute a criminal offence. Both the *Criminal Code Act 1995* (Cth) and the *Criminal Code Act 1899* (Qld) contain relevant provisions applicable to cyberbullying.

The Commonwealth Criminal Code outlines a number of criminal offences concerning telecommunications services. The most relevant offence for cyberbullying is "using a carriage service to menace, harass or cause offence to another person".

The Queensland Criminal Code contains several applicable sections for cyberbullying. Potential relevant criminal offences are:

- Unlawful stalking.
- Computer hacking and misuse.
- Possession of child exploitation material.
- Involving a child in making child exploitation material.
- Making child exploitation material.
- Distribution of child exploitation material.
- Criminal Defamation.

*There are significant penalties for these offences.*

Brassall State School strives to create positive environments for all students at all times of the day, including while online. To help in achieving this goal, Brassall State School expects its students to engage in positive online behaviours.
Office Referral Form

Student Name: ________________________________

Referring Teacher: ___________________________

Date of Incident: _____________________________

Class: ______________________________________

Location: (please circle)

Classroom / Hall / Computer Lab / Music Room / Library / Oval Other ________________

The student is being sent to the Office for displaying major inappropriate behaviour/s that does not meet school expectations, namely:

☐ Bullying/Harrassment
☐ Accessing a buddy class 3 times in one week
☐ Using an object resulting in someone being hurt
☐ Physical violence causing harm
☐ Verbal threat that causes violence
☐ Continual Truancy
☐ Deliberate Vandalism
☐ Offensive, threatening, sexual connotation words or gestures directed at another
☐ Using dangerous items/dangerous substances

Incident: __________________________________

Administration to investigate & determine consequences
Administration to inform Parent/Carer & record contact on One School

* Class Teacher is to enter Office Referral details into One School within 12 hours of incident

White Copy - Class Teacher to keep
Blue Copy - Office Referrals Collection (Staff Room)
Buddy Room Referral Form

Student Name: 

Referring Teacher: 

Date of Incident: 

Class: 

Location: (please circle)

Classroom / Hall / Computer Lab / Music Room / Library / Oval / Other 

The child is being sent to their Buddy Classroom for displaying persistent inappropriate behaviour that does not meet School Expectations, namely:

☐ Calling Out
☐ Interfering with Neighbour
☐ Answering Back
☐ Wandering with Intent to Disrupt

Comments: 

Actions requested (Children MUST return to class after successful completion):

☐ Cool-off (20 minutes max)
☐ Complete Set Work (10 - 20 minutes)
☐ Complete Set Work (20 - 30 minutes)

Other: 

- Buddy Referral Form to be returned to Class Teacher
- Class Teacher is to enter Buddy Referral details into One School within 48 hours of incident

White Copy - Class Teacher to keep  Pink Copy - Buddy Referral Collection (Staff Room)
# Reflection Room Referral

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## Infringement Categories:

- **Multiple Refusals to Follow Directions** (ignores repeated reasonable requests)
- **Unsafe Play** (Running on concrete; Incorrect use of equipment)
- **Non Compliant with Routine** (Eating in non-eating area; Playing after the bell; Out of Bounds; In wrong area)
- **Verbal Misconduct** (Swearing; Yelling; Put-Downs)
  - Towards Student(s)
  - Towards Teacher(s)
- **Toilet Misconduct** (Playing in toilet; Creating a mess; Looking under stalls)
- **Physical Misconduct** (Shoving; Pushing; Hitting; Kicking; Scratching)
- **Misconduct Involving Object** (Littering; Attempting to hurt others with an object)
- **Property Misconduct** (Taking other students' belongings; Damaging property)
- **Harassment of Other Student(s)** (Intimidating other students' games)

### Strategies Used:

- **Problem Solve or Choices**
- **Remind**
- **Rateach**
- **Chill Out Chairs**

### Details:

- _____________________________
- _____________________________
- _____________________________

### Student Aware of Referral

- **Yes**
- **No**

### Which Buchanan was discussed:

- **Be Respectful**
- **Be Responsible**
- **Be Safe**

---

*White Copy: Staff member to enter details of incident. Yellow Copy: To be placed in Reflection Room referral box within 24hrs of incident. Pink Copy: To be placed in Reflection Room notification box within 24hrs of incident.*

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Brassall State School – Responsible Behaviour Plan for Students
CONGRATULATIONS

Your child is a SUPER BEE

_________ has displayed how to Be Respectful, Be Responsible, Be Safe and Be A Learner.

Brassall State School is very proud to have your child at our school.

Your child has completed 5 Buzz Cards and has received a prize and a piece of honeycomb towards the class party.

Mr Penny / Mrs Todd / Mrs Bracker
Appendix 6

Reflection Room Notification for:
Class:
Date:

Dear Parents/Caregivers,

At Brassall State School, we use a variety of strategies to encourage and promote positive student behaviour. One of these is the operation of a ‘Reflection Room’ where students work with trained staff member/s to reflect upon inappropriate behaviours they have displayed. Notes on the discussion that occurs during the reflection process are not required to be documented, however the specific questions we want to answer through the reflection process focus on three core principles:

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

This practice aligns to our school’s **Responsible Behaviour Plan for Students** and underpins our approaches to conflict resolution.

Your child has attended the Reflection Room for inappropriate behaviour/s that can be categorised as:

- [ ] General Misconduct
- [ ] Verbal Misconduct
- [ ] Property Misconduct
- [ ] Physical Misconduct

With an aim to ensure timely and relevant information, provided is a summary of the ‘actions’ taken by your child to restore relationships that may have been damaged.

**Actions Summary**

- [ ] Completed ‘Reflection Sheet’.
- [ ] Discussed behaviours with ‘Reflection Room’ duty teacher Mrs Todd.
- [ ] Discussed behaviours with other student/s involved.
- [ ] Apologised to other student/s involved.
- [ ] Apologised to staff member/s involved.
- [ ] Referred to [ ] Deputy Principal [ ] Head of Special Education.
- [ ] Other

Your support in discussing this matter with your child will encourage and promote positive behaviours at Brassall State School. Thank you for your anticipated support.

Yours sincerely

Mr Rayne Penny
Deputy Principal (Prep to Year 3)
2014

*N.B: Please be advised the school will contact parents of those students who continually display inappropriate behaviour/s resulting in multiple Reflection Room referrals to discuss possible consequences as per our **Responsible Behaviour Plan for Students**.*
‘Reflection Room’ Multiple Infringements Notification for:
Class:
Date:

Dear Parents/Caregivers,

At Brassall State School, we use a variety of strategies to encourage and promote positive student behaviour. One of these is the operation of a ‘Reflection Room’ where students work with trained staff member/s to reflect upon inappropriate behaviours they have displayed. Notes on the discussion that occurs during the reflection process are not required to be documented, however the specific questions we want to answer through the reflection process focus on three core principles:

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

This practice aligns to our school’s **Responsible Behaviour Plan for Students** and underpins our approaches to conflict resolution.

Your child has now attended the Reflection Room on 5 occasions during Term 1 for inappropriate behaviour/s that can be categorised as:

- General Misconduct
- Verbal Misconduct
- Property Misconduct
- Physical Misconduct

Due to the frequency of inappropriate behaviours displayed, we wish to discuss with you the following recommended consequences that align with our school’s **Responsible Behaviour Plan for Students**.

- Ineligible to participate in the following class excursion/s
- Ineligible to represent the school at
- Drop in Behaviour Level to
- Warning of possible Suspension
- Suspension recommended

Please contact the Deputy Principal by to discuss the matter. Thank you for your anticipated support.

Yours sincerely

Mr Rayne Penny
Deputy Principal (Prep to Year 3)
2014

*N.B: Please be advised the school will contact parents of those students who continually display inappropriate behaviour/s resulting in multiple Reflection Room referrals to discuss possible consequences as per our Responsible Behaviour Plan for Students.*