Sandgate State School 2016 - 2018

Responsible Behaviour Plan for Students
based on The Code of School Behaviour

1. Purpose
Sandgate 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.

2. Consultation and data review
Sandgate State School developed this plan in collaboration with our school community. Consultation with parents, staff and students was undertaken through survey distribution and meetings held during 2015.

A review of the following important data sets for this school relating to attendance, unexplained absences, suspensions and exclusions, behaviour incidents including bullying and cyberbullying was undertaken. Other inappropriate online behaviour including inappropriate use of mobile phones or other electronic devices from also informed the development process.

The Plan is to be endorsed by the Principal, the President of the P&C and Assistant Regional Director in January, 2016 and will be reviewed again in 2018 as required in legislation.

3. Learning and behaviour statement
All areas of Sandgate State 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 Sandgate State School to create and maintain a positive and productive learning and teaching environment, where ALL school community members have clear and consistent expectations and understandings of their role in the educational process.
Our school community has identified the following school rules to teach and promote our high standards of responsible behaviour:

- Be Respectful
- Be Responsible
- Be Safe

To enhance these rules, we expect all students will:

• Follow directions immediately
• Be in the right place at the right time
• Show courtesy and good manners at all times
• Respect the rights and property of others
• Keep hands, feet and other objects to themselves.

Our school rules have been agreed upon and endorsed by all staff and our school P&C. They are displayed in prominent locations across the whole school. They are aligned with the values, principles and expected standards outlined in Education Queensland’s *Code of School Behaviour*. 
4. Processes for facilitating standards of positive behaviour and responding to unacceptable behaviour

Universal Behaviour Support

The first step in facilitating standards of positive behaviour is communicating those standards to all students. At Sandgate 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 and designed to prevent inappropriate behaviour and provide a framework for responding to unacceptable behaviour.

A set of behavioural expectations in specific settings has been attached to each of our three school rules. The Schoolwide Expectations Teaching Matrix below outlines our agreed rules and specific behavioural expectations in all school settings.

| SANDGATE SS - SCHOOLWIDE EXPECTATIONS TEACHING MATRIX |
|----------------------------------|-----------------|----------------|----------------|----------------|----------------|
|                                   | ALL AREAS       | CLASSROOM      | PLAYGROUND     | STAIRWELL      | TOILETS        |
| BE RESPECTFUL                    | Respect others’ personal space and property  | Raise your hand to speak  | Play fairly – take turns, invite others to join in and follow rules  | Walk quietly and orderly so that others are not disturbed  | Respect privacy of others  |
|                                  | Care for equipment  | Respect others’ right to learn  | Care for the environment  |  |  |
|                                  | Clean up after yourself  | Talk in turns  |  |  |  |
|                                  | Use polite language  | Be a good listener  |  |  |  |
|                                  | Wait your turn  |  |  |  |  |
| BE RESPONSIBLE                   | Ask permission to leave the classroom  | Be prepared  | Be a problem solver  | Move peacefully in single file  |  |
|                                  | Be on time  | Complete set tasks  | Return equipment to appropriate place at the bell  | Use toilets during breaks  |  |
|                                  | Be in the right place at the right time  | Take an active role in classroom activities  |  |  |  |
|                                  | Follow instructions straight away  | Keep work space tidy  |  |  |  |
|                                  |  | Be honest  |  |  |  |
|                                  |  |  |  |  |  |
|                                  |  |  |  |  |  |

<table>
<thead>
<tr>
<th>PICK UP POINT/BIKE RACKS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wait your turn</td>
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<tr>
<td>Keep your belongings nearby</td>
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</table>
These expectations are communicated to students via a number of strategies, including:

- Behaviour lessons conducted by classroom teachers;
- Reinforcement of learning from behaviour lessons on School Assemblies and during active supervision by staff during classroom and non-classroom activities.
Sandgate 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 Leadership team members’ regular provision of information to staff and parents, and support to others in sharing successful practices
- Comprehensive induction programs in the Sandgate State School Responsible Behaviour Plan for Students delivered to new students as well as new and relief staff
- Individual learning 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.
- Implementation of specific policies to address:
  - the use of personal property technology devices at school (Appendix 1) Appropriate Use of Mobile Telephones and other Electronic Equipment by Students
  - procedures for preventing and responding to incidents of bullying (including cyberbullying and recording incidents for data collection) (Appendix 2)
  - procedures regarding the use or possession of weapons including knives and any other items that could be considered a weapon in school (Appendix 3).

**Reinforcing expected school behaviour**

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

**Positive Rewards are delivered in the following ways (but are not limited to):**
- Stickers, Certificates, class /school responsibilities/student monitors
- Administration visit
- Weekly awards at parade
- Student of the Month / Principal’s Award each term

**Coloured House Tokens (School Spirit)**

Staff members hand ‘Coloured House Tokens’ out each day to students they observe following school rules in both classroom and non-classroom areas. This reinforcement occurs continuously throughout the day. When they observe a student following the rules they can choose to give them a variable number of tokens. When students are given Coloured House Tokens they place them into their class House container. These containers are collected fortnightly by the student leaders. During the fortnightly assembly tokens from each class are collated into a transparent, divided container with those from other classes and students acknowledge the weekly House Team winners.

At the end of each term the Sports House with the largest number of tokens is presented on assembly with the School Spirit Shield and all students in the winning House receive an additional 15 minutes play time on the last day of the term.

**Happy Tickets**

Specifically relating to the 3 School Rules – Be Respectful, Be Responsible, Be Safe or the fortnightly focus You Can Do It key Teachers ‘catch’ students following these rules or demonstrating the key and give them a Happy Ticket. When students are given a Happy Ticket they write their name and class on it and drop the ticket in their class collection point and these are then put into the Pod box prior to school assembly. At each fortnightly assembly 2 winners are drawn from each Pod, Junior, Middle & Senior to receive a prize from the rewards box in the Principal’s office, e.g. Wii vouchers, ice-block voucher, games, stationery, small gifts, etc.
**Responding to unacceptable behaviour**

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

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

When a student exhibits low-level and infrequent problem behaviour, the first response of school staff members is to remind the student of expected school behaviour, then ask them to change their behaviour so that it aligns with our school’s expectations.

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

In managing behaviour, effective relationships are promoted in our school through positive measures. All students in following the rules need the use of positive encouragement as an integral part of building self-esteem and self-confidence. The teacher’s voice is a dominant working tool and it is important for them to think about when, how and what is being said to students. Teachers have a responsibility to their students to act as positive role models by being assertive and non-aggressive, fair and consistent, responsive rather than reactive. Teachers can also use non-verbal cues to redirect students in making appropriate choices.

Implementation of strategies based on Glasser’s Model of Questioning, independent problem solving strategies and role play opportunities in class, assist in building positive behaviour in students. All personnel are responsible for displaying respect for the rights of others in our school setting. We are all responsible for the policies, guidelines, rules and procedures which dictate appropriate standards, and will ensure our school remains a safe and happy place of learning.

Staff at Sandgate State School within their planning and teaching; identify clear links between the teaching of values through the ‘You Can Do It’ program under the banner of the ‘Kids Matter Framework’ to assist in the proactive strategies for low-level behaviours.

**Classroom Management**

The 3 basic school rules of Be Respectful, Be Responsible, Be Safe form the basis for playground & classroom management alike. Teachers expand on these for students in their classroom at the beginning of each term as well as throughout the term where rules are frequently revised. Teachers respond to low level inappropriate behaviours by reinforcing positive behaviours and cueing the student through verbal and non-verbal reminders.

**Classroom Consequences**

The consequences of inappropriate behaviour in the classroom are managed through the:

**Traffic Light System (Green, Amber and Red Lights)**

A five step plan:
- Step 1- Green Light
- Step 2-Orange Light and verbal warning
- Step 3- Red Light
- Step 4- time out in own classroom
- Step 5- time out in another classroom (buddy classroom) detention. The classroom must ring the buddy class to organize for the student to attend and then send the child with 2 buddies. The student should stay at the buddy class for the rest of that session and return fresh to their own class after the next break. The Class Teacher informs parents of the reason behind a student’s buddy class detention through an email or phone.

After the classroom teacher has tried all techniques & strategies at his /her disposal, and a student continues to repeatedly display inappropriate behaviours, the situation is referred to the Deputy Principal or Principal.
**Targeted behaviour support:**
Both proactive & reactive target programs are implemented through whole school, small group and individual processes dependent on perceived need. Consistent annual whole school programs include: Kids Matter, You Can Do It, Better Buddies, Perceptual Motor Program for Prep, Year 1 & 2 and Brainstorm Productions Performances focussing on anti-bullying. Small group activities include: School Chaplaincy program, group counselling, conflict-resolution skilling. Individual cases may attract student & /or parent counselling, playground skills training with teacher-aide support/shadowing.

**Intensive behaviour support: SEIT – Support Enrichment Intervention Team**
Students displaying continued unacceptable behaviours may attract intensive support measures which include: Support, Enrichment and Intervention Team referral, Brisbane North Behaviour Services Intervention Team support, lunchtime supervised activities as part of their Individual Behaviour Support Plan and case conferencing. Actions taken are dependent on the severity of a student’s inappropriate behaviours.

The Support Enrichment Intervention 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 district-based behavioural support staff.

Effective behaviour support requires creation of a positive whole school culture, quality learning and teaching practices, relevant and engaging curriculum and a range of provisions that are characterised by non-violent, non-coercive and non-discriminatory practices. They range from positive preventive action for all students, through to intensive intervention for specific individuals or groups.
5. Consequences for inappropriate or unacceptable behaviour
Sandgate State School makes systematic efforts to prevent inappropriate or unacceptable behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When these behaviour incidents occur, it is important that consequences are predictable. Our school seeks to ensure that responses to inappropriate or unacceptable behaviour are consistent and proportionate to the nature of the behaviour.

All minor and major problem behaviour incidents must be recorded on OneSchool.

**Minor and major behaviours**
When responding to behaviour incidents, the staff member determines if the problem behaviour is minor or major, with the following agreed understanding:
- **Minor** behaviour incidents are handled by staff members at the time it happens
- **Major** behaviour incidents are referred directly to the school Administration team

**Minor** problem 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 inappropriate behaviours
- do not require involvement of specialist support staff or Administration.

**Minor** problem behaviours may result in the following consequences:
- a minor consequence logically connected to the inappropriate behaviour, such as removal from an activity or event for a specified period of time, individual meeting with the student, apology, restitution or detention for work completion.
- a re-direction process where a staff member takes the student aside and:
  1. names the behaviour that student is displaying
  2. asks student to name expected school behaviour
  3. states and explains expected school behaviour if necessary
  4. gives positive verbal acknowledgement for expected school behaviour.

**Major** behaviours are those that:
- significantly violate the rights of others
- put others / self at risk of harm
- require the involvement of school Administration.

**Major** behaviours result in an immediate referral to school Administration because of their seriousness. When major unacceptable behaviour occurs, staff members calmly state the behaviour and remind the student of expected school behaviour. The staff member then escorts the student to Administration. A report of the student’s behaviour is recorded immediately on OneSchool by the staff member dealing with the behaviour.

Major unacceptable behaviours may result in the following consequences:
- **Level One**: Time out / detention in Responsible Thinking Room RTR at playtimes (see Safe, Supportive and Disciplined School Environment procedure for guidelines), loss of privilege, restitution, warning regarding future consequence for repeated or persistent inappropriate behaviour, referral to SEIT.
  AND/OR
- **Level Two**: Parent contact, referral to Guidance Officer, referral to SEIT, the school’s Support, Enrichment and Intervention Team for referral for specialist behaviour services, suspension from school, behaviour improvement conditions.
- **Level Three**: Students who engage in serious unacceptable behaviours such as major violent physical assault or the use/supply or possession of weapons (including knives) or drugs may receive a Behaviour Improvement Condition or a School Disciplinary Absence (suspension or proposal/recommendation for exclusion) as a consequence of unacceptable behaviour.

**Definition of consequences**

<table>
<thead>
<tr>
<th>Consequence</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time out</td>
<td>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 rejoin class in intervals of no more than 10 minutes.</td>
</tr>
<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 Sandgate State School has the power to temporarily remove property from a student, as per the procedure Temporary Removal of Student Property by School Staff.</td>
</tr>
</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.

Behaviour Improvement Condition
A principal may impose a behaviour improvement condition if the principal is reasonably satisfied that the student has engaged in behaviour that warrants the grounds for exclusion or other conduct that is so serious that suspension of the student from school is inadequate to deal with the behaviour.

A Behaviour Improvement Condition requires the student to undertake a behaviour management program arranged by the school's principal. The program must be:
- reasonably appropriate to the challenging behaviour
- conducted by an appropriately qualified person
- designed to help the student not to re-engage in the challenging behaviour
- no longer than three months.

Proposed exclusion or recommended 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
- other conduct that is prejudicial to the good order and management of the school,
- breach of Behaviour Improvement Conditions.

Cancellation of enrolment
The enrolment of a post compulsory school age student may be cancelled if the student's behaviour amounts to a refusal to participate in the educational program provided at the school.

*Refer to departmental procedure Safe, Supportive and Disciplined School Environment, for further details.

The following table outlines examples of minor and major behaviour incidents*

<table>
<thead>
<tr>
<th>Area</th>
<th>Minor</th>
<th>Major</th>
</tr>
</thead>
<tbody>
<tr>
<td>Movement around school</td>
<td>Running on concrete or around buildings</td>
<td>Throwing objects</td>
</tr>
<tr>
<td></td>
<td>Running in stairwells</td>
<td>Possession of weapons</td>
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<td></td>
<td>Not walking bike in school grounds</td>
<td></td>
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<tr>
<td>Play</td>
<td>Incorrect use of equipment</td>
<td>Serious physical aggression</td>
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<tr>
<td></td>
<td>Not playing school approved games</td>
<td></td>
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<tr>
<td></td>
<td>Playing in toilets</td>
<td>Fighting</td>
</tr>
<tr>
<td>Physical contact</td>
<td>Minor physical contact (eg: pushing and shoving)</td>
<td></td>
</tr>
<tr>
<td>Correct Attire</td>
<td>Not wearing a hat in playground</td>
<td>Possession or selling of drugs</td>
</tr>
<tr>
<td></td>
<td>Not wearing shoes outside</td>
<td>Weapons including knives and any other items which could be considered a weapon being taken to school</td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td>Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school</td>
</tr>
<tr>
<td>Class tasks</td>
<td>Not completing set tasks that are at an appropriate level</td>
<td>Leaving class without permission (out of sight)</td>
</tr>
<tr>
<td></td>
<td>Refusing to work</td>
<td>Leaving school without permission</td>
</tr>
<tr>
<td>Being in the right place</td>
<td>Not being punctual (eg: lateness after breaks)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Not in the right place at the right time.</td>
<td></td>
</tr>
<tr>
<td>Follow instructions</td>
<td>Low intensity failure to respond to adult request</td>
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<tr>
<td></td>
<td>Non compliance</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Unco-operative behaviour</td>
<td></td>
</tr>
<tr>
<td>Accept outcomes for behaviour</td>
<td>Minor dishonesty</td>
<td>Major dishonesty that impacts on others</td>
</tr>
<tr>
<td>Rubbish</td>
<td>Littering</td>
<td></td>
</tr>
<tr>
<td>Mobile Phone or personal technology devices</td>
<td>Having a mobile phone in any part of the school at any time without authorisation (written permission from an authorised staff member)</td>
<td>Use of a mobile phone in any part of the school for voicemail, email, text messaging or filming purposes without authorisation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school</td>
</tr>
</tbody>
</table>
**Language**
- Inappropriate language (written/verbal)
- Calling out
- Poor attitude
- Disrespectful tone

**Property**
- Petty theft
- Lack of care for the environment

**Others**
- Not playing fairly
- Minor disruption to class
- Minor defiance
- Minor bullying

- Offensive language
- Aggressive language
- Verbal abuse / directed profanity
- Stealing / major theft
- Wilful property damage
- Vandalism
- Major bullying
- Major disruption to class
- Blatant disrespect
- Major defiance
- Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school

*Please note that this is not an exhaustive list. Other behaviours will be dealt with as appropriate.*

### Relate inappropriate or unacceptable behaviour to expected school behaviours

When responding to inappropriate or unacceptable behaviours, staff members ensure that students understand the relationship of the 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 an inappropriate or unacceptable 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 inappropriate or unacceptable behaviour

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

Students also receive training about how to respond when other students display inappropriate or unacceptable behaviour. The courteous way to respond when a staff member redirects a student’s behaviour is taught and rehearsed to reduce the impact of peer engagement in the behaviour incident.

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.

### 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 unacceptable behaviour. This consistency ensures that actions taken are responsive to the safety and well-being of students and staff.

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 unacceptable behaviour** is defined as behaviour of such intensity, frequency, or duration that the physical safety and well-being of the student or others is likely to be placed at serious risk.
Immediate Strategies

- Avoid escalating the unacceptable 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 situation or incident, 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.

- If required remove other students from harm and seek assistance.

Reinforcement and Correction Strategies

- 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 unacceptable behaviour then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour.

Follow Up Strategies

- Restore normal school operations as soon as possible.

- Provide post incident opportunities that include:
  - Assisting any distressed student/s to access appropriate support, e.g. Guidance Officer.
  - Assisting the individual 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.
  - Recording a reflection or individual learning plan to assist the student to develop a personal framework of expectations and appropriate actions.

Physical Intervention

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

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

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

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

It is important that all staff understand:

- physical intervention cannot be used as a form of punishment
- physical intervention must not be used when a less severe response can effectively resolve the situation
- the underlying function of the behaviour.
**Physical intervention is not to be used as a response to:**
- property destruction
- school disruption
- refusal to comply
- verbal threats
- leaving a classroom or the school, unless student safety is clearly threatened.

Any physical intervention made must:
- be reasonable in the particular circumstances,
- be in proportion to the circumstances of the incident
- always be the minimum force needed to reduce the risk of harm to self or others
- take into account the age, stature, disability, understanding and gender of the student.

**Record keeping**
Each instance involving the use of physical intervention or a critical incident (major behaviour) must be formally documented. The following records must be maintained:
- Student Record of Incident (as per process for Natural Justice) eg. interview records uploaded to One School
- Statements from any students, staff, parents who witnessed the behaviour.
- One School Record of Incident.

**7. Network of student support**
Students at Sandgate State School are supported through positive reinforcement and a system of universal, targeted, and intensive behaviour supports by:
- Parents
- Teachers
- Teacher Aides
- Support/Specialist Staff
- Master Teacher
- Administration Staff (Principal/Deputy)
- Guidance Officer
- Advisory Visiting Teachers (including behaviour)
  - Positive Learning Centre Staff
  - Senior Guidance Officer
  - School Chaplain
  - School's Adopt-A-Cop
Support is also available through the following government and community agencies:

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

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.

Sandgate 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 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
- Weapons Act 1990
- Work Health and Safety Act 2011
- Work Health and Safety Regulation 2011
- Right to Information Act 2009
- Information Privacy (IP) Act 2009

10. Related procedures
- 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
- Schoolwide Positive Behaviour Support
- Code of Conduct for School Students Travelling on Buses
- National Safe Schools Framework
- Working Together resources for schools
- Cybersafety and schools resources
- Bullying. No way!
- Take a Stand Together
12. Endorsement

<table>
<thead>
<tr>
<th>Principal</th>
<th>P&amp;C President</th>
<th>Assistant Regional Director</th>
</tr>
</thead>
</table>

**Effective Date:** 01 January 2016 to 31 December 2018
Appendix 1

The Use of Personal Technology Devices* at Sandgate State 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 mobile telephones, 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 disciplinary consequences.

Parents are required to make a special request through the principal for their child to bring a mobile telephone to school for personal safety reasons before school and after school. Usually this request would only pertain to students in Years 6 & 7. If approval is given for a student to bring a mobile telephone to school, then the following conditions will apply:

- The mobile phone is to be switched off and is to be handed to the Administration staff on arrival at school in the morning for safe and secure storage.
- The student is to collect the mobile phone from the Administration staff at the end of the school day and not switch it on until they are outside of the school grounds.
- Failure by approved students to adhere to these conditions will result in the principal confiscating the mobile phone and requesting a parent to collect it from school, and the previous approval to have the mobile telephone at school will be rescinded.

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

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

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

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

Recording voice and Images
Every member of the school community should feel confident about participating fully and frankly in all aspects of school life without concern that their personal privacy is being invaded by them being recorded without their knowledge or consent.
We uphold the value of trust and the right to privacy at Sandgate State 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 bullying¹, 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 s/he is not a party to publish or communicate the substance or meaning of the conversation to others.

¹ Education Queensland does not tolerate bullying behaviour at schools. This includes bullying conducted by electronic means.
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.*
Appendix 2

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

Purpose

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

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

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

4. Bullying may be related to:
   - race, religion or culture
   - disability
   - appearance or health conditions
   - sexual orientation
   - sexist or sexual language
   - young carers or children in care.

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

Rationale

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

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

**Prevention**

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

9. Cyberbullying often does not occur at school. Students are explicitly taught Cybersafety for example how to safely conduct and internet search, what cyberbullying is and what they should do if they receive unwanted messages including for example:
   - Not to respond to messages but keep them to report to parents and/or teachers immediately
   - Report any instances they see as a bystander of cyberbullying to parents and/or teachers immediately.

Sandgate State School will then investigate and respond to any incident of cyberbullying.

10. 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.

11. 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.

12. Sandgate State School will take part in the National Day of Action Against Bullying and Violence on the third Friday of March each year. This is to highlight the importance of bullying issues within our school community and what our school is doing to prevent this.

13. 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 Sandgate 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’.
14. Sandgate State School uses behavioural data for decision-making. This data is entered into our OneSchool 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.
WORKING TOGETHER TO KEEP SANDGATE STATE SCHOOL SAFE

We can work together to keep knives out of school. At Sandgate State School:

- Every student has the right to feel safe and be safe at school.
- No knives are allowed to be taken to school by students.
- There is no reason for a student to have a knife at school, and it is against the law for a student to have a knife at school.

If a student has a knife 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 such as a long-term suspension from the school.
- 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 Sandgate State School safe?

- Make sure your child knows what the laws and rules are about knives.
- Do not include knives or knife tools in children’s lunch boxes, pencil cases or craft kits.
- Contact your school principal if you believe your child is being bullied or threatened at school.
- If you want to talk about students and knives at school, please contact the principal.
Sandgate State School
Responsible Thinking Room Procedures

Before 10:45 am:

- Staff member on duty that day in the RTR collects RTR box with materials (reflection sheets/pencils, referrals, recording sheets etc) from Admin.

At 10:45 am:

- Students in RTR that day are to wait quietly outside RTR until the staff member on duty instructs them to enter the room and sit down quietly.
- Students are given a reflection sheet and pencil to begin working quietly.
- Staff member signs off their attendance on their RTR form by dating it in the attendance section (titled “Did”) and drawing a diagonal line across the slip to indicate completion and records their attendance on the weekly record sheet on the clipboard by crossing the tick in the day column. The completed (signed ‘Did’) referral slips should be clipped into the bulldog clip signifying to the TA that they are completed. Any slips who have not been served/completed should be dated in the ‘Did Not’ box and kept in the box for the next day.
- Staff members on duty in the RTR should insist that students do not talk or move around the room and that this is a quiet reflection time to think about their behaviour and what they should do so that it doesn’t happen again. Staff member may move around the room to support students in identifying appropriate behaviours and strategies to identify in their reflection sheets. When students are finished their reflection sheet the teacher will collect them for checking but the students must continue to sit quietly for the remainder of the break. ie. No early pass outs- 1 referral = 30mins detention. Students should ensure they go to the toilet before attending RTR as they will not be released for toilet breaks, tuckshop breaks etc. They may bring their lunch boxes with them to the RTR to continue eating whilst reflecting. Please ensure all rubbish is placed in the bin and all food taken with them when they leave.
- When the bell goes the teacher should call each student over individually (or group if it was a group offence) to ensure each student has completed the reflection process satisfactorily (i.e.: identification details, sensible/realistic strategies being identified). They should also check that the reflection sheet is legible and to ensure both the student and the teacher on duty has signed it before collecting it for scanning and emailing home.
- Once each student’s reflection sheet has been checked they should move back to their class line up area quickly and quietly.
- Staff member collects RTR materials (reflection sheets/pencils, etc) and places them back in the RTR box and ensures the RTR box is returned to Administration.

Please note: - procedures for students who have more than the one RTR form to complete.

- On all forms in the students name, the date of attendance is recorded in the “did” section to denote attendance for one referral only and a diagonal line is placed across the form and the other referrals should be dated “did not” to indicate that that referral has not been served/completed and carried over for another day. ‘Did’ slips go on the bulldog clip for distribution and the ‘did not’ slips stay in the box on the referral sheet for the next RTR day etc.

- If a student has not attended, the date is entered in the “Did Not” section of the RTR form. If this student has multiple forms, the date is entered in the “Did” section and the diagonal line
placed across the earliest referral only and the “Did Not” section dated of each other referral form not served.

After RTR - Admin:

- From there the referrals/reflection sheets will be checked by Admin and the Reflection sheets and the cover letter will be scanned and emailed home. If the family have no email address on One School they will be posted. The completed referral slips are disseminated into class teachers pigeon holes for entering on One School and filing.

- Follows up students who have not attended without reasonable explanation will receive further consequences and absent students will not be penalised but carried over to the next day.
Responsible Thinking Room Procedures

Duty Staff Member:

- **Collects RTR box** with materials (reflection sheets/pencils, etc) from the office and takes it to the RTR room.
- Students wait at the outside door quietly until asked to come in and sit down quietly where directed. (Students are to be placed away from each other where they will not be able to distract each other)
- If students have not finished eating they may bring their food in with them and continue eating whilst working on their reflection sheets
- Staff member **dates** their attendance or non attendance on their RTR referral form by dating it in the box (titled “Did Attend” or “Did Not Attend”) and marking them off the master sheet for the week.
- Each new referral to be added to the master record sheet with a tick for the day the students should attend. If they attend the tick is crossed and if they do not attend a circle is placed around the tick and they are ticked to attend the following day.
- Teacher to fill out the top of the reflection sheet and give to **student to work on**.
- Staff member ensures students are working on their reflection sheets independently and that there is no talking or moving around the room.
- **Students are to stay seated working quietly for the entire session.** They are not to be dismissed when reflection sheet is completed.
- **Please note:**
  - Each referral will be served separately.
  - If a student has not attended or has multiple referrals, the date is entered in the “Did Not Attend” section of the RTR form and left in the box for the following day and recorded on the master sheet.
- **When the first end of lunch bell rings** the Staff member will call over each student (or group of students if a group offence) to check and sign their reflection sheets and talk briefly to them about their behaviour and strategies suggested before releasing them to go to the toilet, get a drink and line up in the parade area. Students are to take the reflection sheet with them to show their teacher and put in their bag to go home for signing by parents and returning to school
- Staff member must **ensure the student has completed** the reflection process satisfactorily (i.e.: identification details, sensible/realistic strategies being identified) otherwise they will need to be referred to come back for a further session.
- Staff member **collects RTR materials** (reflection sheets/pencils, etc) and places them back in the RTR box and return to the office.

After RTR - Principal/Office Staff:

- Check attendance in RTR and follow up with any non attendees
- Students who have not attended (without reasonable explanation) will attend the next day. Repeated non attendees will receive further consequences. Absent students will not be penalised but will attend on next school day
- Disseminates referral forms to teachers (for entering on One School and returning to filing box in office)
- Leaves referral forms still to be served in the box for the next day
- Ensure there are sufficient Reflection Sheets in the box for the next session

Duty Teacher:

Once per week to file last weeks returned referral forms from filing box into the folders. Ensure they have been ticked in the One School box before filing. If not check with teacher.
**Sandgate State School Behaviour Consequence Flow Chart**

### Minor Classroom Behaviour

For Minor Behaviour Incidents according to our RBP the class/specialist teacher uses the traffic light 5 step plan in the classroom ensuring they record all usage on the class behaviour record sheet.

Continued incidents of (have worked through the 5 step plan) minor behaviour and it becomes a major behaviour incident. Once the offending student attends Buddy Class and the behaviours continue at Buddy class or upon return to their class during that session an **RTR referral slip** is completed and placed in the RTR Box outside Principal's office. The child is instructed to attend the RTR the next day **NB**: Each new session should be a clean slate ie. Start at the Green traffic light.

### Minor Playground Behaviour

Minor behaviour incidents at either break according to our RBP should be recorded in the **playground folder**. 3 incidents of the same minor behaviour and it becomes a major behaviour incident and an **RTR referral slip** is completed and placed in the RTR Box outside Principal’s office. The child is made to sit on a red spot for the remainder of that break (and the next if 1st break) and instructed to attend the RTR the next day at 1st break.

RTR customers will be announced on the **intercom before the RTR Break** so class teachers are aware and can remind students to attend or accompany them there if necessary.

Once RTR is complete the referral form will go into the class teacher’s pigeon hole for entering on **One School** and filing. It is most important this step happens as a central data collection on these children.
Admin will investigate the incident and decide on the consequence:
- in school suspension, suspension, lunch time RTR, behaviour referral, parent meeting etc
- record and action the behaviour incident on One School

Major Classroom Behaviour

Major behaviour incidents according to our RBP should be recorded on a data collection sheet immediately and the student should be accompanied straight to the Main Admin Office where they can be supervised until Admin is available.

Major Playground Behaviour

Major Behaviour incidents at break time according to our RBP should be recorded on a data collection sheet immediately and be accompanied straight to the Main Admin Office where they can be supervised until Admin is available.
## Data Collection Artifacts

1. **Minor Behaviour Class Data Collection Sheet**

<table>
<thead>
<tr>
<th>Student</th>
<th>Date</th>
<th>Orange Light Step 2</th>
<th>Red Light Step 3</th>
<th>Take 5 Step 4</th>
<th>Buddy Class Step 5</th>
<th>RTR</th>
</tr>
</thead>
<tbody>
<tr>
<td>John Smith</td>
<td>11/7/11</td>
<td>Pushed a desk over</td>
<td>Work refusal</td>
<td>Shoved a class mate</td>
<td>Behaviours continued</td>
<td>✓</td>
</tr>
<tr>
<td>John Smith</td>
<td>12/7/11</td>
<td>Left the classroom</td>
<td>Threw a pencil</td>
<td>Disrespect towards a classmate</td>
<td>Behaviours ceased</td>
<td></td>
</tr>
<tr>
<td>John Smith</td>
<td>12/7/11</td>
<td>Work Refusal</td>
<td>Disrespect towards a teacher</td>
<td>Continued disrespect</td>
<td>Swore at another student</td>
<td>✓</td>
</tr>
</tbody>
</table>

2. **Minor Behaviour RTR Referral Slip**

![SANDGATE STATE SCHOOL Behaviour Referral Form]

**Name:** John Smith

**Class:** 4/5RH  
**Date:** 12/7/11

**Rules Broken**

<table>
<thead>
<tr>
<th>Rule</th>
</tr>
</thead>
<tbody>
<tr>
<td>Be Safe</td>
</tr>
<tr>
<td>Be Responsible</td>
</tr>
<tr>
<td>Be Respectful</td>
</tr>
</tbody>
</table>

**Brief Description of Behaviour:**
John worked through the 5 step plan and went to buddy class where the poor behaviour continued warrantly an RTR referral. During 1st and 2nd session John continued to refuse to work, threw a pencil across the room, swore at another student and displayed disrespect to another student and left the room without permission.

**Notify Only**

- RTR  
- Urgent Admin

**Staff:**

<table>
<thead>
<tr>
<th>Attended</th>
<th>Did Not Attend</th>
<th>Entered on One School</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Sandgate State School Responsible Thinking Room

Behaviour Reflection Sheet

Early/Junior Students

Student Name: __________________________ Class: __________________
Teacher’s Name: _________________________ Date: ____/____/200__

Behaviours

<table>
<thead>
<tr>
<th>School Rules Broken</th>
<th>✓</th>
</tr>
</thead>
<tbody>
<tr>
<td>Be Safe</td>
<td></td>
</tr>
<tr>
<td>Be Responsible</td>
<td></td>
</tr>
<tr>
<td>Be Respectful</td>
<td></td>
</tr>
</tbody>
</table>

Write or Draw what happened:

How did people feel when I did this:

(Draw a matching face)

_________________________________
_________________________________
_________________________________
_________________________________
_________________________________
_________________________________

(Right or draw the consequence)

RTR Teacher: _________________________ Date: ____/____/___
Parent: ____________________________ Date: ____/____/___

Parents: Please discuss this behaviour with you child; sign this Reflection Sheet and return it to school as soon as possible.

“Together we can help your child make more responsible behaviour choices in the future!”
Sandgate State School Responsible Thinking Room

Behaviour Reflection Sheet

Middle/Senior Students

Student Name: __________________________

Class: __________________________

Class Teacher's Name: _________________________ Date: ____/____/____

Behaviours:

<table>
<thead>
<tr>
<th>School Rules Broken</th>
<th>✓</th>
</tr>
</thead>
<tbody>
<tr>
<td>Be Safe</td>
<td></td>
</tr>
<tr>
<td>Be Responsible</td>
<td></td>
</tr>
<tr>
<td>Be Respectful</td>
<td></td>
</tr>
</tbody>
</table>

1. What I did:

__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________

2. How my behaviour affected others:

__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________

3. Next time I will:

__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________

4. Consequences for continuing this behaviour:

_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

RTR Teacher: __________________________ Date: ____/____/___

Parent: __________________________ Date: ____/____/____

Parents: Please discuss this behaviour with your child; sign this Reflection Sheet and return it to the class teacher as soon as possible.

“Together we can help your child make more responsible behaviour choices in the future!”
Sandgate State School
54 Rainbow Street
Sandgate QLD 4017

Date: ____________________

Dear Parent/Guardian,

In accordance with the Sandgate State School Responsible Behaviour Plan for Students, your child ____________________________ has been referred to the Responsible Thinking Room for First Break play sessions by ____________________________ for:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

This behaviour breaches our school rule of:

☐ Being Safe
☐ Being Responsible
☐ Being Respectful

Please take this opportunity to revisit the reflection sheet attached and follow up with child around this behaviour to ensure they make better behaviour choices in the future. If you would like further information around this referral or to discuss your child’s behaviour please ring the office to make an appointment with the referring teacher or your child’s class teacher.

Please be reminded that 3 or more referrals within one school term may necessitate a meeting with the child’s class teacher and the school administration team to discuss further action. Students in this category may also be excluded from school privileges and activities such as excursions and camps.

__________________________
Mr Warren Beetsan
Principal