Responsible Behaviour Plan for Students

Student Responsibilities and Behaviour Expectations
Responsible Behaviour Plan for Students
Based on *The Code of School Behaviour*

1. **Purpose**
   Ravenshoe State School P-12 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 informed by the School Wide Positive Behaviour Learning Program (SWPBL) and 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**
   Ravenshoe State School P-12 developed this plan in collaboration with our school community. As part of SWPBL, we have developed an ongoing collaborative process which includes parents, Guidance Officer, school administration, teaching staff and members of the student body. This plan will be reviewed as required in legislation.

3. **Learning and behaviour statement**
   All areas of Ravenshoe State School P-12 are learning and teaching environments. We consider behaviour management to be an opportunity for valuable social learning as well as a means of maximising the success of academic education programs.

   Our Responsible Behaviour Plan for Students 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, assisting Ravenshoe State School P-12 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 guiding philosophy is based on the system of positive behaviour support with the underlying premise that all staff and students have the right to work productively in a safe, respectful learning environment. Our behaviour plan recognises that behaviour is:

   - Chosen
   - Contextual
   - Learned
   - Purposeful *

   Our school community has identified the following school rules to teach and promote our high standards of conduct:

   - Be safe
   - Be respectful
   - Be a learner.

   Our school rules have been agreed upon and endorsed by all staff and our school Parents and Citizens Committee. They are aligned with the values, principles and expected standards outlined in *Education Queensland's Code of School Behaviour*.

   * We understand that behaviour is motivated by a need, whether it be the need for survival, belonging, power, freedom or fun.
4. Processes for facilitating standards of positive behaviour and responding to unacceptable behaviour

At Ravenshoe State School P-12, we use a three-tiered approach to facilitate standards of positive behaviour and respond to unacceptable behaviour. Universal support is proactive in nature and seeks to prevent the occurrence of challenging behaviour. It is provided to all students. Targeted behaviour support is provided for the 10-15% of students who require assistance meeting behaviour expectations. Intensive behaviour support is tailored for the individual needs of 2-5% of the student population.

5. Universal Behaviour Support

Universal Behaviour Support at Ravenshoe State School P-12 is enacted in the following ways:

a) School Community Awareness

At Ravenshoe State School P-12, we engage the wider school community (including students, teaching staff, non-teaching staff, parents and volunteers) in the contents of this document by:

- Professional development/teaching activities for all stakeholders
- Provision of the Ravenshoe State School P-12 Responsible Behaviour Plan for Students upon enrolment
- Familiarisation session for Year 6 students transitioning into Year 7

b) Schoolwide Expectations Teaching Matrix

The Schoolwide Expectations Teaching Matrix outlines our agreed rules regarding safe, respectful learning, and links specific behavioural expectations in all school settings to these universal expectations.
## Schoolwide Expectations Teaching Matrices

<table>
<thead>
<tr>
<th>I am....</th>
<th>All Settings</th>
<th>Learning Environments/ Classroom</th>
<th>Eating Area/ Tuckshop</th>
<th>Playground/ Oval/ Hall Areas</th>
<th>Toilet Area</th>
<th>Outside Classroom</th>
<th>Before and After School</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Safe</strong></td>
<td>Follow staff instructions promptly</td>
<td>Observe teacher’s Classroom Management Plan</td>
<td>Sit, eat and hold onto your rubbish until the bell</td>
<td>Use play area in the right way</td>
<td>Wash hands</td>
<td>Walk on concrete</td>
<td>Walk straight to bus line</td>
</tr>
<tr>
<td></td>
<td>Use equipment appropriately</td>
<td>Understand and follow school/classroom rules</td>
<td>Walk safely to play with your hat</td>
<td>Keep shoes and hats on</td>
<td>Use correct toilet – junior/senior</td>
<td>Walk in 2 straight lines</td>
<td>Sit safely</td>
</tr>
<tr>
<td></td>
<td>Keep hands, feet and objects to self</td>
<td>Sit appropriately on chairs</td>
<td>Pre-order food</td>
<td>Participate in school approved games (Ball – passing and shooting safely in hall)</td>
<td>Keep the toilets a play free zone</td>
<td>Keep port racks tidy</td>
<td>Ask to go to toilet, get a drink, go to Breakfast Club</td>
</tr>
<tr>
<td></td>
<td>Ask permission to enter/exit learning area</td>
<td>Report unsafe situations</td>
<td>Stay in correct play area</td>
<td>Stay in correct play area</td>
<td>Report any damage</td>
<td>Use road safety rules</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Follow Emergency Procedures (fire, lockdown)</td>
<td>Follow Emergency Procedures (fire, lockdown)</td>
<td>Wash hands</td>
<td>Wash hands</td>
<td>Use road safety rules</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Respectful</strong></td>
<td>Follow staff instructions promptly</td>
<td>Use the High 5</td>
<td>Sit and eat quietly</td>
<td>Include others</td>
<td>Speak calmly and quietly</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Use polite language (manners)</td>
<td>Allows others to learn (appropriate volume, hand up etc)</td>
<td>Hand up to ask staff to leave eating area</td>
<td>Take turns</td>
<td>Sit in line waiting for teacher</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Clean up after yourself</td>
<td>Queue for tuckshop</td>
<td>Queue for tuckshop</td>
<td>Use kind words</td>
<td>Walk quietly between classes</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Wait your turn</td>
<td>Leave the eating area</td>
<td>Look out for others</td>
<td>Look out for others</td>
<td>Park bike/scooter in allocated area</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Look after property:</td>
<td>Leave the eating area</td>
<td>Share equipment</td>
<td>Share equipment</td>
<td>Use a quiet voice</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mine</td>
<td>Leave the eating area</td>
<td>Respect privacy of others</td>
<td>Respect privacy of others</td>
<td>Park bike/scooter in allocated area</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Others’</td>
<td>Leave the eating area</td>
<td>Respect privacy of others</td>
<td>Respect privacy of others</td>
<td>Park bike/scooter in allocated area</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>School’s</td>
<td>Leave the eating area</td>
<td>Respect privacy of others</td>
<td>Respect privacy of others</td>
<td>Park bike/scooter in allocated area</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Put rubbish in the bin</td>
<td>Leave the eating area</td>
<td>Respect privacy of others</td>
<td>Respect privacy of others</td>
<td>Park bike/scooter in allocated area</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Be tolerant of others differences</td>
<td>Leave the eating area</td>
<td>Respect privacy of others</td>
<td>Respect privacy of others</td>
<td>Park bike/scooter in allocated area</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Wear correct school uniform</td>
<td>Leave the eating area</td>
<td>Respect privacy of others</td>
<td>Respect privacy of others</td>
<td>Park bike/scooter in allocated area</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>A Learner</strong></td>
<td>Follow staff instructions promptly</td>
<td>Actively participate</td>
<td>Make healthy food choices</td>
<td>Help others learn and play</td>
<td>Use toilet at break time</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Be in the right place at the right time and ready to learn</td>
<td>5 L’s</td>
<td>Eat in correct area</td>
<td>Follow game rules</td>
<td>Use toilet at break time</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Stay on task</td>
<td>Meet homework and assessment deadlines</td>
<td>Use school passes (Toilet and Office) to exit classrooms</td>
<td>Follow hall activity schedule</td>
<td>Return to class on time</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Attempt all tasks and ask for help if needed</td>
<td>Use school passes (Toilet and Office) to exit classrooms</td>
<td>Make healthy food choices</td>
<td>Help others learn and play</td>
<td>Use road safety rules</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Set personal goals</td>
<td>Use school passes (Toilet and Office) to exit classrooms</td>
<td>Eat in correct area</td>
<td>Follow game rules</td>
<td>Use road safety rules</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Be resilient</td>
<td>Use school passes (Toilet and Office) to exit classrooms</td>
<td>Make healthy food choices</td>
<td>Help others learn and play</td>
<td>Use road safety rules</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### SCHOOLWIDE EXPECTATIONS TEACHING MATRIX – Ravenshoe State School P-12 Secondary Campus

<table>
<thead>
<tr>
<th>I am…</th>
<th>All Settings</th>
<th>School Grounds and Oval</th>
<th>Classroom Environments</th>
<th>Walkways/Verandas</th>
<th>Computer Labs</th>
<th>Toilets</th>
<th>Library</th>
</tr>
</thead>
</table>
| **Safe** | • Think before you act and make good choices  
• Use electronic devices responsibly  
• Follow instructions  
• Keep hands, feet, mouth and objects to yourself  
• Report unsafe situations  | • Participate in school-approved activities  
• Be sunsmart  
• Remain in-bounds  
• Be inclusive  | • Observe teacher’s Classroom Management Plan  
• Understand and follow subject-specific rules for different learning environments  | • Bags in portracks/against wall  
• Use verandas during class time only  
• Keep stairs/ramps clear for access  | • Adhere to cybersafety directions  
• Leave food and drinks outside  
• Observe safety precautions  | • Use Toilet passes  
• Wash hands  | • Bags and hats remain outside  |
| **Respectful** | • Use equipment for its intended purpose  
• Take ownership and responsibility for your actions  
• Look after property; yours, others’ and school  
• Demonstrate acceptable social conventions (manners/attitude/language)  | • Use appropriate language  
• Care for the school environment  
• Observe bells at the end of lunch breaks  | • Follow teacher instructions  
• Support each other’s differences  
• Respect the right of others to learn  | • Allow room for others to pass freely  
• Transition quietly  | • Protect equipment  
• Report damage to the teacher  
• Use sign off option on PC at end of lesson  | • Report any damage  
• Observe the right of others to access clean facilities  | • Keep noise to a minimum  
• Return equipment to appropriate place in good order  
• Observe library etiquette  |
| **A Learner** | • Be at the right place at the right time  
• Be ready to learn  
• Bring necessary equipment  
• Reference all sources used for learning  | • Return equipment to appropriate place  | • Maximise every learning opportunity  
• Meet homework and assessment deadlines  
• Ask for teacher assistance when required  
• Use school passes (Toilet and Office) to exit classrooms  | • Line up in two quiet lines for classroom entry  
• Exit in orderly manner  | • Use internet for school purposes only  
• Use toilets during breaks  | • Use designated areas for the intended purpose  
• Ask library staff for research help  |
c) Schoolwide Routines
(i) Toilet Cards
(ii) Office Cards
(iii) Entry and Exit Routines (see Appendix)

d) Weekly Focus Topics
The Schoolwide Positive Behaviour Learning Team provides an annual overview of topics to be explicitly taught by allocated primary and secondary staff during one session per week. These topics are drawn from the Schoolwide Expectations Teaching Matrices and the Second Step Program (a social/emotional learning program taught across the school). These topics are introduced and explained at the beginning of each week on Parade at each campus. All staff are expected to reinforce these weekly focus topics in a variety of settings throughout the remainder of the week. The weekly focus is to be displayed prominently in all classrooms and other settings where appropriate. Weekly topics already covered will be regularly revisited to assist in encouraging appropriate student behaviour. Teaching staff at the primary campus and Year Level Coordinators/ Form Teachers at the secondary campus are provided with a Teaching Program for the Social and Emotional Program (Second Step) that is taught weekly in conjunction with the SWPBL topic drawn from the Matrix on each campus. Secondary students have a timetabled Second Step lesson after Parade on Mondays, during which designated staff teach the scheduled weekly topic. Primary students will be taught the weekly topic in conjunction with the Second Step Program as scheduled annually. Booster topics are scheduled each term as an opportunity for staff to address issues as identified through OneSchool behaviour data.

e) Classroom Management Plans
(i) Whole School Classroom Management Plan
A Whole School Classroom Management Plan is used by all teaching staff to manage behaviour in the classroom in a consistent manner—see below.

(ii) In addition to the Whole School Classroom Management Plan, each teacher will develop an Individual Classroom Management Plan) as a preventative and organisational tool to guide classroom practice. The plan will be displayed in each classroom and will consist of the following features in line with the school-wide expectations of safety, respect and learning:

- A guiding set of rules. The plan should be founded on a set of baseline behaviour expectations that define what ‘appropriate behaviour’ is, and these expectations should be made clear to the students.
- An acknowledgment plan. This is a record of the ways in which the student can be recognised in the classroom for successfully meeting behaviour expectations. Acknowledgments may range from praise and encouragement through to various types of tangible rewards.
- A correction plan. This outlines the procedures that will be used to address inappropriate, manageable student behaviour, including a range of correction strategies and details of any specific consequences that may be applied.
- A crisis plan. This outlines the various courses of action available to the teacher and school in the event that the student behaviour proves to be unsafe and unmanageable for the classroom teacher.
- A restitution plan. This outlines processes undertaken after the crisis plan has been enacted, in order to rebuild working relationships and re-integrate the student successfully into the class. The restitution plan is all about repairing any damage done (emotional or physical).
- A support plan. This identifies the network of support personnel available at school and in the classroom to provide additional support (moral, physical or procedural) in maintaining the good order of the classroom.

f) Recognition Systems
Tangible acknowledgement of a student learning in a safe, respectful manner is achieved through the distribution of a small paper certificate known as an Awesome. This Awesome is issued by any staff member and is placed in a
designated collection box by the staff member or the recipient as appropriate at each campus. The Awesome identifies the student, the location of the behaviour, the student’s year level as well as the category of behaviour demonstrated (safe, respectful, learner). This information is collated to inform future practices. All Awesome attract House points and are placed in a weekly prize draw which is drawn and announced on Parade each week. At the secondary campus, students who receive 25 Awesome earn a Silver Awesome and subsequent Silver Awesome for earning another 25 Awesome. At the end of each term, there is a draw from the Silver Awesome Box for a major prize. On both campuses, there is also a major prize for the student who has earned the most Awesome at the end of each term. Silver Awesome earned throughout the year at the secondary campus are placed in an end-of-year draw called the Golden Draw for a significant prize. Students on both campuses who have no behaviour incidents recorded in a term automatically receive a Gold Awesome. An end of year draw is also held at the primary campus for a significant prize. Students at the primary campus also have access to a prize shop from which they can purchase prizes of varying worth once they have accumulated a certain number of Awesome. There are two prize shops at the primary; one from which students can purchase prizes once they have earned the weekly target of 10 Awesome, and the other from which they can purchase prizes once they reach a total of 50 Awesome. In addition, Super Awesome and On Track Certificates are awarded at the secondary campus on a weekly basis to one Junior Secondary student and one Senior Secondary student as nominated by staff. The criteria for the Super Awesome award is consistent student adherence to the Universal Expectations, meeting the 90% attendance target and uniform compliance. The On Track award is awarded to students who have made an observable effort to improve their safety, respect or learning at school. At the primary campus, The Possi’s Pupil and Shining Star awards are awarded weekly for safe, respectful behaviour and academic progress/success respectively.

**g) Social and Emotional Learning**

Social skills are taught in accordance with the Years 1-9 Health and Physical Education Curriculum, and it is the responsibility of all teachers to teach and model social skills explicitly across the Key Learning Areas. Primary staff explicitly teach the next week’s SWPBS focus in conjunction with the Second Step Program which is taught to all students on a weekly basis. The Rock and Water Program is facilitated for junior secondary students and other targeted students across P-12. The School Chaplain and external providers also run additional social/emotional programs on a needs basis.

**6. Targeted Behaviour Support:**

Ravenshoe State School P-12 uses a range of strategies to facilitate acceptable standards of behaviour and provide educational support in responding to students who demonstrate higher than average rates of problem behaviour. Typically, these students are those for whom the teacher’s Classroom Management Plan is not effective. Targeted Behaviour Support strategies are only used with 10-15% of the student population, and may involve a range of stakeholders beyond the classroom teacher. Development and implementation of targeted support is team-based and develops strategies that prevent or minimise the occurrence of inappropriate behaviour.

The following strategies are commonly used with students who have not responded positively to the school-wide approach.

- Explicit teaching of expectations
- Advise School Administration (Deputy Principal) regarding of Level 3 behaviour through the referral process on the OneSchool Application for the purposes of collecting behavioural data
- Inform parents/carers to arrange a meeting if necessary
- Referral to Year Level Coordinator for discussion at weekly Year Level Coordinator meetings
- Referral to Student Welfare Action Team (SWAT) who determine referrals to Guidance Officer, Chaplain, School Nurse, Community Education Counsellor or external agencies
- Development of an Individual Behaviour Support Plan identifying 2-3 target behaviours and proactive strategies to address these behaviours as well as consequences for further inappropriate behaviour
- Alternative Timetable
- Structured lunchtime activities
- Intervention Programs such as Rock and Water
- Behaviour Monitoring Card
- Engagement Monitoring Card
- Lunchtime Check-in at the secondary campus
- Reflection Room at the primary campus
7. **Intensive Behaviour Support**

*Ravenshoe State School P-12* is committed to educating all students, including those with the highest behavioural support needs. We recognise that students with highly complex and challenging behaviours need comprehensive systems of support. Students identified as needing intensive behaviour support are those who have had targeted support through the above strategies and are still displaying inappropriate behaviours. Typically, these students represent 2-5% of the student population, and because of their behaviour, are at risk of significant educational underachievement. Students receiving Intensive Behaviour Support are case-managed by members of the School Administration.

- Referral to School Administration
- Tier 3 Learning Centre (TLC) support (on site)
- One-on-one supervision
- Invitation to parents/caregivers to assist with student behaviour
- Referral to Guidance Officer, School Nurse, Community Education Counsellor, SWAT (Student Welfare Action Team), Pastoral Care Team
- Recommendation to parents to seek outside agency support eg. Child Youth Mental Health Service/ Paediatrician
- Seek access to District Advisory Teacher for Behaviour
- Alternative Educational Programs
- Teacher Aide Support
- Restricted hours
- Monitoring
- Suspension or exclusion

8. **Emergency responses or critical incidents**

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

In the event of a critical incident such as an evacuation, lockdown or medical emergency, students are expected to explicitly follow staff instructions and school protocols.

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.

**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**

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

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

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

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

**Debrief**

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

9. **Physical Intervention**

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

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

Appropriate physical intervention may be used to ensure that Ravenshoe State School P-12’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.

It is important that all staff understand:

- physical intervention cannot be used as a form of punishment
- physical intervention should 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 achieve the desired result, and
- take into account the age, stature, disability, understanding and gender of the student.

**Record keeping**

Each instance involving the use of physical intervention must be formally documented. Incident reports in OneSchool must be maintained.

10. **Consequences for unacceptable behaviour**

It is important that consequences for unacceptable behaviour are:

- consistent
- relevant
- flexible

**Consistent**: The teacher responds to the behaviour in relatively the same manner every time behaviour occurs. Eg. Every time a child chews gum they are respectfully directed to put it in the bin.
Relevant: The consequence is clearly linked to the behaviour and is logical. For example, a student is late to class and has to make up time at lunch.

Flexible: Where possible, use the strategy of setting limits to allow students to make reasoned choices and take responsibility for their own behaviour.

In every instance, the context of the situation and the circumstances of the student involved will be taken into consideration. Teachers are responsible for discussing with students appropriate ways to have their needs met.

Minor and major behaviours
When responding to problem behaviour the staff member first determines which level the problem behaviour constitutes:

- Low level problem behaviour is handled by the staff member/s at the time it occurs
- Medium level problem behaviour is handled by the staff member/s with the assistance of other school human resources eg. Year Level Coordinator, Buddy Teacher, Parent/Guardian, SWAT
- High level problem behaviour is handled by the staff member/s and the School Administration.

Low Level 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 problem behaviours
- do not require involvement of specialist support staff, Year Level Coordinator, or Administration.

Low Level Problem Behaviours may result in the following consequences:
- a minor consequence logically connected to the problem behaviour, such as complete removal from an activity or event for a short period of time, partial removal (time away), loss of privilege for a short period of time, loss of equipment for short period of time, individual meeting with the student, apology, restitution, lunchtime learning
- the use of Time Out and Detention as consequences for behaviour will be in accordance with SMS-PR-021: Safe, Supportive and Disciplined School Environment.
- buddy class referral

Medium Level Problem Behaviours are those that:
- constitute continued breaches of the school expectations
- impact on the safety and wellbeing of others
- are part of a pattern of problem behaviour
- require the involvement of a third party: Parent/Carer, Year Level Coordinator or Buddy Teacher
- may not require the intervention of School Administration, but an advisory referral to the appropriate Year Level Coordinator via OneSchool is essential.

Medium Level Problem behaviours may result in the following consequences:
- restitution
- apology
- buddy class referral
- alternate lunchtime activities
- loss of break times
- loss of privilege
- loss of equipment

High Level Problem Behaviours are those that:
- significantly violate the rights of others
- put others/self at risk of harm
- require the involvement of school Administration
High Level problem Behaviours may result in the following consequences:

- time in office
- alternate lunchtime activities
- loss of privilege
- restitution
- loss of break times
- internal withdrawal
- suspension (involving a mandatory re-entry process and re-integration into class where necessary)
- possible exclusion.

In particular, for the use or supply of weapons, or drugs, a student can expect to be recommended for exclusion from school following an immediate period of suspension.

The effectiveness of these consequences and the consistency of their administration by staff will be monitored through the collation of OneSchool data.

Student disciplinary absences are to be used after consideration has been given to all other responses.

11. Behaviour and Eligibility for Extra- Curricular Activities

Student eligibility for extra-curricular events at Ravenshoe State School P-12 is subject to meeting set behaviour and attendance targets. If there have been three office referrals in a school term where a parent/ carer has had to be contacted by a member of the school Administration in regards to behaviour (this includes for the purpose of issuing a suspension), the student will be precluded from attending extra-curricular events/ activities. In addition, students will have to have met the 90% attendance target up to the date of the activity/ event in order to attend. These events/ activities are those that are unrelated to curriculum or representative sport.
12. Behaviour Levels
The following table outlines examples of some common behaviours as identified by and agreed upon by Ravenshoe State School P-12 staff. Each of these behaviours has been categorised into an appropriate level.

<table>
<thead>
<tr>
<th>Low Level</th>
<th>Medium Level</th>
<th>High Level</th>
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</table>
| **Communication** | **Teacher** (Anecdotal records recommended) | **Teacher + Year Level Coordinator**  
   **Buddy Teacher**  
   **Parent/ Carer**  
   **OneSchool Referral** |
|   - Running on concrete or around buildings/ stairwells/ walkways  
   - Not walking bike in school grounds  
   - Out of bounds  
   - Playing with sticks  
   - Rough play  
   - Incorrect use of equipment  
   - Not playing school approved games  
   - Playing in toilets  
   - Minor physical contact (eg: pushing and shoving)  
   - Not wearing a hat in playground (primary)  
   - Not wearing shoes outside (when required)  
   - Being out of seat without permission  
   - Throwing objects  
   - Using banned substances (see Appendix.5) |   - Verbal threats to other students  
   - Bullying / harassment |   - Serious physical aggression  
   - Fighting  
   - Possession or selling of drugs  
   - Possession of weapons  
   - Leaving class without permission (out of sight)  
   - Leaving school without permission  
   - Smoking  
   - Urinating in public (age)  
   - Physical assault of a staff member  
   - Physical assault of another student  
   - Verbal threats to adults  
   - Non-compliance with *School Student Driver Agreement* |
| **Being Safe** | **Being Respectful** | **Being a Learner** |
|   - Out of Uniform  
   - Inappropriate language (written/verbal)  
   - Verbal insults of other students  
   - Teasing another student  
   - Conversational swearing  
   - Swearing under breath  
   - Calling out  
   - Backchatting/ insolence  
   - Poor attitude  
   - Disrespectful tone  
   - Sexual innuendo  
   - Inappropriate non-verbal gestures  
   - Petty theft  
   - Lack of care for the environment  
   - Not playing fairly  
   - Damaging classroom furniture  
   - Damaging other students’ property  
   - Littering  
   - Vandalism  
   - Eating in class without permission  
   - Talking out of turn  
   - Chewing gum |   - Verbal abuse of other students  
   - Wilful property damage  
   - Graffiti of school property  
   - Filming/ photographing/ audio-taping others without permission  
   - Rumour-mongering |   - Profanity directed towards staff  
   - Verbal insults of staff  
   - Swearing at staff  
   - Exposure  
   - Wilful consistent non-compliance of adherence to school dress code  
   - Stealing / major theft  
 |   - Not being punctual (eg: lateness after breaks)  
   - Not completing set tasks that are at an appropriate level  
   - Assessment incomplete  
   - Mobile technology devices in class  
   - Off-task  
   - Refusing to work  
   - Non compliance  
   - Too noisy/ loud  
   - Calling out  
   - Plagiarism  
   - Not having correct equipment  
   - Inappropriate use of computer/ internet |   - Not attending lunchtime learning  
   - Not attending Lunchtime Check-in (secondary)  
   - Not attending Buddy Class |   - Persistent, repeated non-submission of assessment items/ homework. |

Low Level Behaviours can escalate to Medium or High Level if repeated or persistent despite intervention.
13. Network of student support
Students are supported through positive reinforcement and a system of universal, targeted, and intensive behaviour supports by:

- Parents
- Teachers
- Support Staff
- Heads of Department/ Curriculum
- Head of Student Services
- Administration Staff
- Guidance Officer
- Advisory Visiting Teachers
- Senior Guidance Officer
- School Chaplain
- School Based Youth Health Nurse
- Volunteers

Support is also available through the following government and community agencies:

- Child and Youth Mental Health
- Queensland Health
- Department of Communities (Child Safety Services)
- Police
- Ravenshoe Community Centre/ Yabu Mija

14. Consideration of individual circumstances
In the interests of a fair and equitable approach to implementing consequences for breaches of universal school expectations, any decisions made by Ravenshoe State School P-12 will take into account:

- The age of the student
- The severity of the incident
- The amount of reliable evidence
- The degree of provocation
- The statements given by students during the interview process
- Any previous factual/ documented behaviour record

15. Related legislation

- Commonwealth Disability Discrimination Act 1992
- Commonwealth Disability Standards for Education 2005
- Education (General Provisions) Act 2006
- Education (General Provisions) Regulation 2006
- Criminal Code Act 1899
- Anti-Discrimination Act 1991
- Commission for Children and Young People and Child Guardian Act 2000
- Judicial Review Act 1991
- Workplace Health and Safety Regulation 1997
- Right to Information Act 2009
- Information Privacy (IP) Act 2009

16. Related policies

- SMS-PR-021: Safe, Supportive and Disciplined School Environment
- CRP-PR-009: Inclusive Education
17. Related resources

- Bullying. No Way!
- Schoolwide Positive Behaviour Support
- Code of Conduct for School Students Travelling on Buses
Appendix 2: Procedures for Preventing and Responding to Incidents of Bullying (Including Cyberbullying)

**Purpose**

1. Ravenshoe State School P-12 strives to create positive, predictable environments for all students at all times of the day. The disciplined and teaching environment that we are creating is essential to:
   - achieving overall school improvement, including the effectiveness and efficiency of our student support procedures
   - raising achievement and attendance
   - promoting equality and diversity and
   - ensuring the safety and well-being of all members of the school community.

2. Research indicates that both those being bullied and those who bully are at risk of 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 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
   - students in care.

5. 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 take into consideration the intent of the behaviour, the power of individuals involved, and 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 accordance with the Ravenshoe State School P-12’s Responsible Behaviour Plan for Students.

**Rationale**

6. Research indicates that many problem behaviours are peer-maintained. That is, peers react to bullying in ways that may increase the likelihood of it occurring again in the future. Reactions include joining in, laughing, or simply standing and watching, rather than intervening to help the person being bullied. Whilst our school would never encourage students to place themselves at risk, our anti-bullying procedures involve teaching the entire school a set of safe and effective responses to all problem behaviour, including bullying, in such a way that those who bully are not socially reinforced for demonstrating it.
7. The anti-bullying procedures are an addition to our already research-validated school-wide positive behaviour support processes. This means that all students are being explicitly taught the expected school behaviours and are 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 be successful if disruptive behaviour is 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.

In addition, the following preventative measures have been implemented within the school to provide students with proactive strategies to deal with bullying behaviours, and to raise student awareness of the more serious repercussions of both bullying and cyber-bullying:
   - Staff promote the ‘Stop, Walk, Talk’ strategy with all students, and
   - External providers of quality intervention sessions are accessed annually to further educate students about combatting bullying and ensuring personal safety eg. One Punch Can Kill Campaign, Cyberbullying Information Sessions and Brainstorm Productions’ ‘Verbal Combat’ presentations.

All incidences considered of a serious nature (Level Two or above) are recorded on OneSchool to track the effectiveness of our anti-bullying process.
Appendix 3: Whole School Classroom Management Plan

SAFE RESPECTFUL LEARNERS

Awesome Actions
SWPBS
Recognition of appropriate behaviour, classroom rewards/incentives

INAPPROPRIATE BEHAVIOUR

Consequences
Level 1
Re-direction, re-seating, apology

Level 2
Timeout, lunch-time learning, parent contact

Level 3
Buddy class, OneSchool and/or office referral, parent contact/meeting

Promoting Positive Behaviour
Appendix 4: Primary Campus Buddy Class Policy

Primary ‘Buddy Class’ System

Buddy Class is a behaviour management strategy that assists with minimising disruption to learning by the removal of those students who repeatedly display persistent, wilful disruption to learning. To ensure accurate student data is collated, a OneSchool incident report must be completed for each student sent to Buddy Class, on each occasion, followed by parent/carer contact.

If a student attends three Buddy Class sessions in a term, a parent/carer meeting is to be organised by the Teacher. A record of any parent/carer meeting is to be made on OneSchool and subsequent visits to Buddy Class are to be referred to the Deputy Principal and HOSS via OneSchool. A Behaviour Support Plan may be the next step.

Prior to the use of the Buddy Class System:

- A conversation is had with students linking Buddy Class as a consequence to the level 3 behaviours on the Behaviour Triangle.
- A designated Buddy Class is allocated with respect to proximity, timetabling and ‘best fit’ for students.
- If your Buddy Class is not available, use a class in close proximity, bearing in mind the student involved and possible triggers in the buddy class (friendships, conflicts etc.).
- Identified students will attend Buddy Class at the office – admin will advise.
- Entry and re-entry of Buddy Class is taught, modelled and practised by students and teachers from designated Buddy Classes.

Buddy Class Process:

Entry:

- The Classroom Teacher follows their Classroom Management Plan and the Behaviour Triangle.
- The Classroom Teacher directs student to Buddy Class with the Orange Buddy Class slip (“You need to go to Buddy Class”).
- A Reflection Sheet is provided for the student to complete whilst in Buddy Class.
- The Classroom Teacher outlines the inappropriate behaviour on the Reflection Sheet.
- Student walks to Buddy Class, knocks on the door and waits for the Buddy Class Teacher’s directions.
- A mentor student may escort student to Buddy Class, if required.
- Student completes Reflection Sheet, raises their hand to signal that they are complete.
- The Buddy Class Teacher signs the bottom of the reflection sheet and student sits quietly for the remaining time.
- P-6 students are to remain in Buddy Class for 15min, during which they complete their Reflection Form.
• The Buddy Class Teacher signs the bottom of the Reflection Sheet before sending the student back to their original class with their reflection sheet.

Re-entry:
• The student walks to class, knocks on the door and waits for the teacher’s direction to be seated.
• The Classroom Teacher is to meet with student to evaluate Reflection Sheet responses at the end of the session or as suits during the session.
• The Classroom Teacher must submit all completed Reflection Sheets with the Orange Buddy Class slip to the office for Administration record-keeping
• The Classroom Teacher must complete a OneSchool incident report and contact a parent/ carer and record this as part of the Incident Report (NOT as a separate contact.) If a child is sent from the classroom, he/she is missing instructional time. The parent/carer needs to know this. Inform parent at earliest opportunity, in non-instructional time. If the parent/carer cannot be reached by phone, send a letter/email.

Further Information:
• Students who return to class from Buddy Class (during the same session) who then continue with inappropriate behaviours will be directed to the school administration (Deputy Principal).
• Students who refuse to attend Buddy Class will be given a warning and then the administration will be advised.
• Students misbehaving in Buddy Class will be sent to the school administration.
• Refer SWD to the on-site case manager and to the HOIES.

Appendix 5: Secondary Campus Buddy Class Policy
Ravenshoe State School P-12
Secondary ‘Buddy Class’ System

‘Buddy Class’ is a behaviour management strategy that assists with minimising disruption to learning through relocating students that display the Level 3 behaviour of persistent wilful, disruption to the learning environment.

Secondary
To ensure accurate student data is collated, a OneSchool incident report must be completed for each student sent to ‘Buddy Class’ on each occasion. Teachers are required to make contact with parents/carers which is then to be recorded on OneSchool as part of the incident referral (not as a separate Contact) and refer the incident also to the Year Level Coordinator.

Year Level Coordinators will meet on a weekly basis with the DP to discuss OneSchool Buddy Class referrals (and other ongoing behaviours) for individual students in each cohort and place students on Behaviour Monitoring Cards when deemed appropriate.

Prior to the use of the ‘Buddy Class’ System:
- A conversation is had with students linking ‘Buddy Class’ to the Behaviour Triangle Level 3
- A designated ‘Buddy Class’ list sent by Deputy Principal to all staff

‘Buddy Class’ Process:
Sending Teacher
1. Must complete the orange Buddy Class slip and outlines the behaviour that has led to the referral
2. Ensure that no more than two students are received by a buddy class teacher per session
3. Reflection Sheet and independent work is to be provided for the student to complete whilst in ‘Buddy Class’
4. Make contact with parents/carers, record contact on OneSchool on the day of incident
5. Complete OneSchool referral – refer to YLC on the day of the incident.

Buddied Student
1. Heads directly to Buddy Class
2. Completes Reflection Sheet and work provided
3. Reports with Reflection Sheet to Lunchtime Check-in classroom (SM06) at second lunch of the same day
4. Students who go to Buddy Class in Period 4, will attend the Lunchtime Check-in the following day during second lunch.
5. Negotiates re-entry to class with the regular class teacher prior to the next lesson.

Mentor student
1. Escorts student to designated ‘Buddy Class’
2. Takes the signed ‘Buddy Class’ slip to the office and puts into the office Buddy Slip box or to office staff
Receiving Teacher
1. Signs ‘Buddy Class’ slip and receives student
2. Refusal to follow ‘Buddy Class’ process by the student results in immediate Administration referral (as per the RBP)
3. Observed sustained, wilful disruptive behaviour in Buddy Class constitutes an immediate referral of student to Administration.
4. Completes OneSchool referral to Deputy as per OneSchool Referral Process in the case of continued disruption.

Lunchtime Check-in Supervisor- Deputy Principal
1. Consults the buddy class referrals in the box daily to generate a list of students who are to attend Lunchtime Check-in
2. Supervises Lunchtime Check-in as per the PGD Roster from 1.15-1.45
3. Peruses all Buddy Class Reflection Sheets
4. Supervises re-writing of Reflection Sheets where necessary
5. Distributes and supervises writing of Reflection Sheets where students do not bring one for Lunchtime Check-in
6. Dismisses students once Buddy Class Reflection Sheets are checked/ approved
7. Signs Reflection Sheet and places it in relevant teachers’ pigeon holes ready for a re-entry discussion
8. Follows-up on non-attendance at Lunchtime Check-in daily
9. Checks OneSchool incident reports have been completed and that parent/ carer contact has been made and recorded as part of the actual incident report.

Appendix 6: Primary Campus Entry and Exit Routine
Primary Classroom Entry and Exit Routine

There will be two main routines used in your classes: Entry and Exit.

Classroom Entry Routine

1. Students line up in two lines outside the classroom. When the bell rings it is expected that you are sitting in line, facing the front, quiet, in correct uniform with hats off and equipment ready.

2. You will then be invited to enter the room one line at a time and stand quietly behind your places or sit on the carpet.

3. The teacher will welcome/greet the class eg. “Year …, good morning”. The class will reply “Miss/Mr… good morning”.

4. The teacher will conduct a uniform and equipment check. Students with full school uniform may receive an Awesome or alternative reward.

5. You will be invited to be seated and the lesson begins.

Classroom Exit Routine

1. 5 minutes before the end of the lesson you will be given the instruction to ‘Pack up’. This means that you are to:
   - Pack up your own equipment
   - tidy your area
   - put your chair in/up
   - do any allocated jobs
   - stand quietly behind your places or sit quietly on the carpet

2. Once completed, the teacher will dismiss the class eg. “Year … good afternoon…” Students will respond “Miss/Mr… good afternoon…” Students will exit the classroom, walking one at a time, gather their lunch/bag and go to their designated area.

3. Appendix 7: Secondary Campus Entry and Exit Routine
Secondary Classroom Entry and Exit Routine
There will be two main routines used in your classes: Entry and Exit.

Classroom Entry Routine

1. Students line up in two lines outside the classroom. When the bell rings it is expected that you are standing in line, facing the front, quiet, with hats off and equipment ready.

2. Only class materials are to be brought to class.

3. You will then be invited to enter the room one line at a time and stand quietly behind your places.

4. The teacher will greet the class eg: “Good morning Year…”. The class will reply “Good morning, Miss/Mr ….”

5. You will be invited to be seated and the lesson begins.

Classroom Exit Routine

1. Two minutes before the end of the lesson you will be given the instruction to ‘Pack up’. This means that you are to:
   - pack up your equipment
   - tidy your area
   - push your chair in
   - stand quietly behind your places

2. Once completed, the teacher will dismiss the class “Good morning/afternoon…” Students will respond “Good morning/afternoon…” Students will exit the classroom.

Appendix 8: 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.

Students are advised not to bring valuable personal technology devices like cameras, digital video cameras, mobile phones, hand-held gaming devices, iPods or MP3 players to school as there is a risk of damage or theft. If brought to school, it is expected that students hand the device(s) in to the school office for safe-keeping. If found in a student’s possession during the school day, such devices will be confiscated by school staff and may be collected at the end of the day from the school office. The exception is mobile phones at the secondary campus, for which there is a separate policy outlined in Appendix 9.

Devices potentially containing evidence of criminal offences (including nudity or sexual acts) 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 the Queensland Police Service (QPS) directly.

Students who bring USB devices from home to use in the classroom must not access material that does not directly relate to the school curriculum. Games, films and other non-educational content must not be accessed from USB devices on school premises.

**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. 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.

On occasion, staff will negotiate with school administrators to have students be allowed to use phones for photographic purposes connected with mandated assessment items. Staff must have verbal approval from the Principal on such occasions.

Breach of this policy may be subject to discipline (including suspension and recommendation for exclusion).

**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.

**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

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1 *Education Queensland does not tolerate bullying behaviour at schools. This includes bullying conducted by electronic means.*
assessments are cheating. Disciplinary action will be taken against any student who is caught using a personal technology device during exams or assessments.

**Special Circumstances Arrangement**

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

* Personal Technology Devices include, but are not limited to, games devices (such as Portable gaming devices, Tamagotchi®, laptop computers, PDAs, Blackberry®, 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.

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**Appendix 9: Secondary Campus Mobile Phone Policy**
Secondary Mobile Phone Policy

This policy relates to the carriage and use of mobile phones at the secondary campus.

Mobile Phones in the Classroom

Students are required to have their phones switched off and placed in their bags during lessons. They are not permitted to have a mobile phone in any class unless directed by the teacher as part of an educational activity. The use of mobile phones will not be used as a reward for good student behaviour. The use of mobile phones is at the discretion of individual class teachers, and if permitted in one classroom for learning purposes, students are not to assume that this rule applies to all classrooms.

Mobile Phone Use between Classes

Students are not to use their mobile phone in any way whilst moving from class to class.

Inappropriate use of Mobile Phones

The following activities are classed as inappropriate use of mobile phones at school:

- Sending SMS or text messages
- Recording audio, visual, video footage or capturing photographic images of teachers and students
- Answering or making calls
- Using the mobile phone without teacher permission
- Checking the time
- Accessing the internet or social media sites for non-school purposes
- Phone ringing or vibrating

Any use of a mobile phone during class time, without teacher permission, is inappropriate. If a teacher deems that a mobile phone has been used inappropriately, they may ask the student to put the phone in their bag or they may confiscate the phone.

If a mobile phone is used inappropriately during an examination, the phone will be confiscated immediately and a loss of marks may be incurred for the task.

Confiscation of Mobile Phones

If a teacher decides to confiscate a student’s mobile phone, the following procedure will occur:

1. The teacher will request that the student hand them their mobile phone. If a student refuses to hand over their phone, the teacher will follow school disciplinary procedures.
2. The teacher will hand the phone into the office at the first available opportunity.
3. Students can then collect their phone after 3.00pm.

Theft or Damage

Students bring mobile phones to school at their own risk. Ravenshoe State School P-12 will not accept responsibility for any loss or damage of mobile phones whilst in a student’s possession.
Parent/ Carer Contact

Parents and carers are asked to contact the school administration office if they wish to send a message to their child rather than calling them or texting them whilst they are at school. If a student is sick, they should follow normal procedures and seek permission to go to the sick bay whilst office staff contact their parents, if required.

Mobile Phones on School Camps

The excursion/camp coordinator will liaise with school administrators on the mobile phone policy and procedures for each individual activity. Students and parents/carers will be advised accordingly.

Appendix 10: Primary Campus Alternate Learning Centre Protocols

Alternate Learning Centre (ALC) - Protocols

Philosophy
The Alternate Learning Centre is about providing an alternative supportive setting/delivery mode for students who have difficulty focussing on and/or engaging with their learning in a mainstream classroom setting. The ALC is not a classroom for ‘bad’ behaviour choices by students who are otherwise capable of making more appropriate choices.

**Location**
The Alternate Learning Centre is located next to the Learning Support classroom in E Block on the primary campus.

**Specifics**
- One TA is allocated full-time to the ALC
- ALC **MUST** be referred by admin. No entry unless approved
- Conversation with admin and parent meeting before entry
- Small groups of students attend ALC at a time – timetabled

**Aim:**
- For attending students to return to class (long-term outcome)
- For students to complete work set by classroom teacher. Classroom teacher is responsible to plan work for attending student – classroom teacher **MUST** send work to ALC – individual student work stations/boxes
- Explicit behaviour expectations set for attending students/behaviour card
- ALC not a ‘fun’ place – instead academic/social skills focus
- Reward for leaving the ALC → classroom full-time

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**Appendix 11: Primary Campus Reflection Room Protocols**

**Reflection Room Protocols** – Primary Campus
- Admin referral ONLY
• Open both lunchtimes
• NOT for classroom inappropriate behaviour referrals
• NOT connected to Buddy Class (follow the Buddy Class Process for this)

REFLECTION ROOM ENTRY Process:
1. Playground duty staff observes inappropriate playground behaviour of student – discussion with student around appropriate behaviour (playground duty staff informs classroom teacher if appropriate)
2. Playground duty staff fill out ‘Inappropriate Playground Behaviour’ slip – place in HOSS or DP pigeon hole after duty (slips in playground bum bags, ask office for more if needed)
3. Admin discuss and decide on which students enter the Reflection Room and for how long (minimum 2 days = 4 lunches)
4. Once admin have received 3 referrals for an individual student within 2 weeks:

   Student enters Reflection Room (3 separate entries within 2 weeks)
   • 1\textsuperscript{st} Entry – Admin enter Oneschool entry, admin contact parent/carer
   • 2\textsuperscript{nd} Entry – Admin enter Oneschool entry, admin contact parent/carer informing them a meeting will be scheduled if student is referred again
   • 3\textsuperscript{rd} Entry – Parent/Student/Admin meeting re: inappropriate behaviour
   • After 3\textsuperscript{rd} Entry – Possible Suspension (duration determined by admin)

   # Reflection Sheet filled out and discussed with staff in room during Reflection Room time.
   # Appropriate behaviour rules written out by student – student writes out the rules neatly and silently (rule posters on wall).

Student Returning to Playground:
• On student returning to playground – student must supply their classroom teacher with their ‘Plan to Return to Playground’ - signed by RR staff stating their release from the Reflection Room. Classroom Teacher to discuss plan with student.

• Student must collect a ‘Return to Playground’ slip from the Reflection Room at the start of 2x lunches and return it to the Reflection Room at the end of those lunches – for 2 consecutive lunches.

• Student returning to playground must select one area to play in and supply the playground duty staff with a ‘Return to Playground’ slip – staff monitor student’s behaviour and fill out slip, which student returns to Reflection Room staff. TWO positive behaviour reports need to be submitted to admin before student no longer needs to report to Reflection Room at the start of lunch.

Reflection Room Referrals:
• Continuous, wilful inappropriate behaviours – refer to low, medium, high level behaviour chart
• NOT for e.g. running on the concrete (this is dealt with by playground duty member, unless it becomes continuous). *Minor behaviour should be dealt with by playground duty member*, slip not required.

• Physical violence – student is sent immediately to office

**Reflection Room Process**

(Student Friendly)

1. Student is referred to Reflection Room by playground duty staff due to inappropriate playground behaviours

2. Deputy Principal and HOSS decides who enters the Reflection Room

3. Minimum time spent in Reflection Room = 2 days/4 lunches

4. **Entry to Reflection Room (within 2 weeks):**
   - 1st entry (4 lunches) – admin contact parent/carer
   - 2nd entry (4 lunches) – admin contact parent/carer informing if student is referred again a meeting will be scheduled
   - 3rd entry (4 lunches) – admin/parent/student meeting
   - After 3rd entry – possible suspension (admin determines how long)

5. Student **MUST** complete ‘Reflection Sheet’ during their time in the Reflection Room, neatly and discuss with Reflection Room staff

6. Student is to write out ‘plan’ (give to CT) and appropriate Ravenshoe Rules (posters) neatly and silently, on back of ‘Reflection Sheet’ – to repeat if not neat

7. **Returning to Playground:**
   - Student **MUST** supply their classroom teacher with their ‘plan’ – admin signs plan to inform teacher of release – classroom teacher to discuss plan with student
   - Student **MUST** collect a ‘Return to Playground’ slip from Reflection Room at start of 2 lunches and return it Reflection Room at end of those 2 consecutive lunches - classroom teacher informed
   - Student selects **ONE area** to play in (stays for whole lunch) and supply playground duty staff with a ‘Return to Playground’ slip – staff monitor student – student returns slip to Reflection Room at end of lunch. After **TWO positive** behaviour reports student is no longer required to report to the Reflection Room
Appendix 12: General Guidelines for Safe Respectful Learners

Banned Substances
Banned substances/objects include:
- Aerosol/deodorant
- Alcohol
- Bubble/chewing gum
- Cigarettes
- Energy drinks
- Illegal substances
- Knives/sharp objects/laser pointers
- Lighters/matches
- Permanent pens

Bicycles/ Ripsticks/ Other Modes of Transport
Students who bring bicycles/ripsticks/scooters/skateboards or similar to school, do so at their own risk. The school will take no responsibility for the supervision of such items or their parts.

**Bicycles**

Students are advised to:
- avoid having bike extras that are easy to remove
- make a note of the bike number
- chain and lock the bicycle to the bike racks provided
- not to return to the bike racks until they are ready to go home.

**Ripsticks/Scooters/Skateboards**

Students are advised to:
- carry the item to the school office or other designated area
- collect the item at the end of the day.

**Bookwork**

Students must keep notebooks/folders neat and organised. This is important so that all work is easily accessible for revision. Students are to set out work as per the *Ravenshoe State School Bookwork Policies* on each campus.

Notebooks/folders will be inspected on a regular basis.

**Buses**

Details are provided for the various bus routes with the proprietor and his/her contact phone numbers. It is important for students and parents to note that a strict Bus Code of Conduct applies. This is available from the bus proprietor.

<table>
<thead>
<tr>
<th>Bus Route</th>
<th>Owner/ Driver</th>
<th>Telephone Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evelyn Central</td>
<td>TransNorth office</td>
<td>40977333</td>
</tr>
<tr>
<td>Grey's Lane</td>
<td>Amanda Sinclair</td>
<td>041770884</td>
</tr>
<tr>
<td>Tumoulin</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wooroora Road</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maalan</td>
<td>L &amp; R.C Bewick</td>
<td>40972330</td>
</tr>
<tr>
<td>Millstream and</td>
<td>Kevin Chatfield</td>
<td>40976318</td>
</tr>
<tr>
<td>Mount Garnet</td>
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<tr>
<td>Tully Falls Road</td>
<td>Melda Whycherly</td>
<td>40976006</td>
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<td>041979583</td>
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</tbody>
</table>

**Change of Address/Details**

If parents/carers have had a change of circumstances eg. address, workplace or phone number, they are to contact the school as a matter of urgency to have student records updated. In an emergency, it is imperative that the school is able to contact a parent/carer or emergency contact quickly.

**Classrooms**

Students are not permitted in classrooms without a teacher being present. Students are expected to leave classrooms neat and tidy at the end of the day and put up chairs in the classroom.

**Computers**

While using school computers, students will:
- Leave food and drinks outside the classroom;
- Save all work to student folders and/or a portable USB device;
- Use USB devices for schoolwork only;
- Leave the computer housing where it is. Only move the monitor when necessary. When moving the keyboard, only extend it a reasonable distance so as not to place any stress on the connection;
• Exit all programs on the computer, log out and leave the screen at ‘Windows’ program manager;
• Leave the computer on at the end of the lesson unless instructed otherwise;
• Report any problems to the teacher in charge;
• Follow teacher’s instructions regarding care and treatment of computers;
• Always leave the work station neat and tidy.

Examination Policy/Procedures
The following procedures will apply for all examinations:

• Bags will be left outside the classroom;
• Study material may not be taken into the room unless specified;
• Students must bring their own equipment as borrowing is not permitted under exam conditions;
• Regardless of when a student finishes the exam, he/she must remain quietly seated and wait until the exam session concludes and the exam papers are all collected, unless stated;
• Formal exams are a serious occasion when strict codes of behaviour must be observed.

Excursions
An excursion is defined as a set of learning experiences that causes a variation to students’ normal school routine and extends outside the subject’s time/space. Please note the following in regards to excursions:

• Excursions are an alternative and valid teaching/learning method and are included in school Work Programs/Study Plans/Unit Plans;
• Students not able to attend/not permitted to attend will be set an alternative assessment item, and must attend school;
• It is obligatory for students to wear school uniforms on all excursions unless otherwise advised;
• The costs of any excursion are to be met by the resources of the participating students, except in those instances where funding has been granted. Neither the school nor the Parents and Citizens’ Association can be held responsible for any cost. The cost is to be kept to a minimum to ensure maximum student participation.

Guidance Officer
The role of the Guidance Officer in the school encompasses:

• Career Guidance;
• Student and/or parent/carer counselling.

Parents requiring an interview with the Guidance Officer must contact the relevant school office to be put through to the Guidance Officer. An appointment will be organised at the earliest possible convenience to coincide with the Guidance Officer’s visiting day.

Homework
Homework can be an important part of assessment. Students and parents/carers are asked to acquaint themselves with the assessment calendar/schedule to track any assessment that may need to be completed at home. Additional homework may be issued. Individual teachers will be responsible for marking these homework tasks and follow-up on incomplete homework.

Internet
Internet access is available to students during class time for research purposes, and during lunch times for general use. Each student will be given an Internet Account that will allow them to access the Internet during lunchtime. Internet access is through Education Queensland’s own Internet site and all information and sites are fully monitored by the school and Education Queensland.

For students to have access to the Internet at lunch times, they will need to:

• Have training in the use of the Internet;
• Sign and have their parents/caregivers sign an Internet Agreement document;
• Abide by Education Queensland’s Internet usage policy.
Students who did not use the Internet in accordance with school policy and procedures may have their Internet user privileges suspended or banned completely.

Permission to Leave School Grounds
After arrival at school, no student is to leave the grounds without permission.

Primary
Students must be signed out by parent/carer at the Primary School Office prior to departure from school grounds.

Secondary
In the case of students who need to leave the school grounds for a specified reason (to attend a medical or dental appointment), parents/carers must notify the office via phone call or written note with details of student departure. The letter granting permission should be dated and should specify the place and time of visit. Permission to leave must be made on each occasion. The letter must be handed to the Administrative staff by 8:45am. Students must have on their person prior to departure a “Ravenshoe SS P-12 Permission to Leave School Grounds slip.”

Student Use of Own Vehicles
Students may drive their own vehicles to school if they register at the office and park in a designated area.

Procedures:
• Students must complete an application form which is available from the office.
• When the completed application form with parent/carer signature is returned to the office, approval may be granted.
• Permission to drive to and from school may be withdrawn if a student breaches the conditions of the contract set out by school Administration.

Conditions of Student Driver Contract
Students who have obtained their driver’s licence and who drive a motor vehicle to and from school are expected to follow the conditions listed below. If there are breaches of these conditions, there may be consequences as outlined in the school’s Responsible Behaviour Plan for Students:

• The intending driver completes the appropriate Student Driver Contract available at the school office.
• Student drivers will not transport other students in their car unless written parental consent is provided for each student, including the parent/carer of the driver. The only exception is for the carriage of siblings.
• The vehicle must be parked in the designated area.
• The driver leaves their keys at the school office for safekeeping each day that a vehicle is driven to school.
• Under no circumstances are students to use their vehicles during the day.

Library
Student Borrowing
• Includes fiction and non-fiction books, textbooks and magazines.
• Students have fortnightly borrowing rights, which allow for research and leisure reading.

Holiday Borrowing
• This may occur during Term breaks only.
• All books/resources must be returned before the end of the school year.

Overdues
• Reminder notices are processed and issued monthly.

Textbook Borrowing
• All textbooks are covered, numbered and stamped with school stamp.
• Each textbook is issued individually to a student at the commencement of Semester 1 or when the textbook is required by the class.
• Students are responsible for textbooks issued in their name.
• Students are to ensure that the textbook is not defaced, damaged or lost. A reasonable replacement cost will be charged for lost or damaged books.

Materials Required
Each student is expected to have the following materials in preparation for active participation in the learning program:

Secondary Campus
• Two blue pens, one black pen, one red pen;
• One sharpened pencil (HB or similar);
• One plastic ruler- calibrated in millimetres and at least 300 mm in length;
• One scientific calculator- available from the secondary campus office;
• One ‘Kent Set’ or similar (including compass and protractor)
• Colouring pencils;
• Specific subject requirements are available at the office.

Primary Campus
• A list of subject requirements for each year level is available from the primary office.

Secondary Subject Changes
Students are allowed to change subjects provided the following conditions are met:
• There must be a vacancy in the subject they wish to enter;
• Students in Years 9-11 may change subjects early in Term 1;
• Year 11/12 students may change during Term 1 or at the end of a Semester to avoid missing credit for a whole Semester’s work. These students need to check that they do not jeopardise Queensland Certificate of Education (QCE) eligibility before changes can be made;
• All fees for the original subject must be up-to-date. Refunds/adjustments will be notified when change is approved.

Students must go through the following steps:
• Discuss any proposed subject change with their parents/carers and teachers, and may also consult the Guidance Officer, Heads of Department, Deputy Principal/or Principal;
• Obtain a Subject Change form from the front office;
• Get Subject Change form signed by teachers of existing and proposed classes;
• Check with the office regarding any outstanding fees. This is noted on the Subject Change form;
• Return form to the Deputy Principal via office staff who will then give final approval. This is, however, dependent on information gathered.

Smoking/Drugs/Alcohol
*Education Queensland’s Total Ban on Smoking Policy (2000)* states that smoking is not permitted in any school building or open area enclosed by school buildings. Students are not permitted to smoke on the school premises or while engaged on school organised and/or teacher supervised activities outside the school. This includes travel on buses, sport, excursions, and discos.

Staffrooms
Staff members can generally be found in the staffroom at each campus during breaks, and before and after school. Students wishing to see teachers in the staffroom must knock on the staffroom door and wait for a response. Under no circumstances should a student enter a staffroom unless they are invited by a teacher into the room.

Tuckshop
Tuckshop hours on both campuses are determined by the Parents and Citizens Committee based on staff availability.

Uniform
• A distinctive school uniform contributes to school tone and pride. All students are expected to wear this uniform daily;
• From time to time, ‘free-dress days’ are declared to mark a special event. On these days, students are permitted to wear clothes of a different style but of similar standard. These days will be advertised, and standards of appropriate dress will be mandated.
• No student will be permitted to leave the school on any school outing without an approved uniform.

Uniform Details

<table>
<thead>
<tr>
<th>Item</th>
<th>Colour/Style</th>
</tr>
</thead>
<tbody>
<tr>
<td>Socks</td>
<td>Black, white or maroon</td>
</tr>
<tr>
<td>Shorts</td>
<td>Black with RSS logo</td>
</tr>
<tr>
<td>Shirts</td>
<td>Uniform shirt with RSS logo</td>
</tr>
<tr>
<td>Pants</td>
<td>Black pants with RSS logo</td>
</tr>
<tr>
<td>Jacket</td>
<td>Uniform jacket with RSS logo</td>
</tr>
<tr>
<td>Skorts</td>
<td>Uniform skorts with RSS logo (primary only)</td>
</tr>
<tr>
<td>Shoes</td>
<td>Close shoes</td>
</tr>
<tr>
<td>Hat</td>
<td>Broad-brimmed hat</td>
</tr>
</tbody>
</table>

Footwear

• *Education Queensland* regulations forbid entry to certain classes if students are not wearing adequate footwear.
• Many students work in areas where they may encounter serious injury to their feet either through a sharp instrument falling or by the spilling of hot or corrosive liquids. Such areas include Manual Arts workshops, Home Economics rooms, Science laboratories, Art practical areas and Agricultural work areas.
• In terms of Safety Standards required by Legislation, *Education Queensland* has indicated that when working in these areas, students must have footwear providing adequate protection and covering the entire foot. Footwear such as thongs, sandals or shoes with openings at the toes or heels is not to be worn. Shoes with predominantly canvas or porous uppers provide inadequate protection.
• Because students need ‘runner’ type soles for physical education and sports, the footwear requirements in this school are a compromise to ensure safety, comfort and suitability for all activities. Hence the footwear requirements are runners with either leather or solid vinyl top to ensure usage in all areas as well as safety provisions.

Formal Uniform

On formal occasions when students represent the school, students are to wear black pants/skirt, a white shirt/blouse and black shoes. Students may wish to borrow a tie and blazer from the school Administration.

Hair

Long hair must be able to be secured during practical lessons.

Hats

Students are required to wear hats when outdoors. This requirement applies to ALL situations where students are in the sun for a significant period of time eg. HPE lessons, lunch breaks, sport and outdoor excursions. The rigid enforcement of this rule is in keeping with *Education Queensland* policy.

Jewellery

Excessive jewellery poses a safety hazard and a potential distraction at school. Therefore, the wearing of jewellery is restricted to wristwatch, a ring and sleepers or plain stud earrings where ears are pierced. One fine necklace and one bracelet or armband is also acceptable.

Protective Clothing

Science, Art, Home Economics, Manual Arts and Agriculture will sometimes require extra protective clothing such as an apron. Students will be advised of these special needs as they occur.

Visitors for Students
• Students are not permitted to receive visitors during school hours unless for a pre-arranged, approved meeting.
• All visitors must report to the office.

Year Level Coordinators
The role of the Year Level Coordinators (Secondary campus only) includes the care and concern of students in all year levels from Years 7-12. Their role includes:

• Welcoming students at the beginning of the year;
• Informing students of their rights, responsibilities and rules, helping with timetable/rooms
• Teaching weekly Second Step Lessons and organising SWPBL segment for Parade each week on rotation
• Liaising with students, parents and other staff members as necessary about behaviour, attendance, uniform and learning
• Meeting weekly to review year level behaviour data

Assessment Policy
Assessment in the form of tests, assignments, reports, projects and various kinds of exercises will be carried out during the course of all subjects. Assessment provides information for monitoring the achievement levels of students.

Forms of Assessment
Assessment can take a variety of forms such as written, oral, graphic, dramatic etc.

Assessment Schedule
Each Semester, an Assessment Schedule is published at the secondary campus to show the due dates for assessment that must be completed for the Semester.

Due dates
Assessment must be handed in by the due date. This is:
• to encourage disciplined time management;
• to give everyone the same chance to complete the assessment;
• to allow teachers sufficient time to assess the assessment and offer constructive feedback.

Special Requirements
• Assessment must be the student’s own work;
• Assessment must be completed by the due date unless there are exceptional circumstances;
• The Administration may grant extensions for genuine reasons;
• For extended absence due to illness, a medical certificate or other acceptable evidence (eg. Pharmacy receipt, funeral notice, wedding invitation, appointment letter or advice) is required;
• When absence due to illness occurs on the day of the deadline, the student should send the assessment item to school or make new arrangements for assessment to be submitted if possible. A note from parent/carer is required.

Completed Assessment
Completed assessment will be:
• Marked and commented on;
• Credited towards course completion;
• May be credited towards levels of achievement.

Late Submission of Assessment
See the School’s ‘Late Submission Policy’ available from Heads of Department.