RESPONSIBLE BEHAVIOUR PLAN FOR STUDENTS

based on The Code of School Behaviour
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FERNY HILLS STATE SCHOOL

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

1. Purpose

Ferny Hills 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

Ferny Hills State School developed this plan in collaboration with our school community. Broad consultation with parents, staff and students was undertaken through survey distribution and community meetings held during 2012.

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. Other inappropriate online behaviour including inappropriate use of mobile phones or other electronic devices from 2009-2012 also informed the development process.

The Plan was endorsed by the Principal, the President of the P&C and Assistant Regional Director in December 2012, and will be reviewed in 2015 as required in legislation.

3. Learning and behaviour statement

All areas of Ferny Hills 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 our 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.

School Values

Our school community has identified the following school rules to promote our school values of:

Cooperation Commitment Care and Compassion,
Respect Responsibility Honesty
Courtesy

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

Universal Behaviour Support
A whole school approach means everybody committing to the provision of a safe and supportive learning environment. At the whole school level we expect and promote the following agreed rules and behaviours, using the National Safe School’s Framework checklist in regard to Safety, Self-Responsibility, Respect and Effort.

<table>
<thead>
<tr>
<th>SCHOOLWIDE EXPECTATIONS TEACHING MATRIX</th>
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<tr>
<td><strong>ALL AREAS</strong></td>
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<tr>
<td>▪ use and care for equipment appropriately</td>
</tr>
<tr>
<td>▪ keep hands, feet and objects to yourself</td>
</tr>
<tr>
<td>▪ resolve conflict without violence</td>
</tr>
<tr>
<td>▪ follow instructions straight away</td>
</tr>
<tr>
<td>▪ be honest</td>
</tr>
<tr>
<td>▪ respect others’ personal space and property</td>
</tr>
<tr>
<td>▪ use polite language</td>
</tr>
<tr>
<td>▪ wait your turn</td>
</tr>
<tr>
<td>▪ report problems to an adult</td>
</tr>
<tr>
<td>▪ do not bring valuable personal technology devices or toys to school.</td>
</tr>
<tr>
<td>▪ make appropriate choices without supervision</td>
</tr>
<tr>
<td>▪ accept responsibility for own behaviour</td>
</tr>
<tr>
<td>▪ using mobile / internet/ email appropriately</td>
</tr>
</tbody>
</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.
Ferny Hills State School implements the following proactive and preventative processes and strategies to support student behaviour:

**School**
- actively building and maintaining relationships
- promoting proactive programs to build relationships – e.g. Electives program, lunchtime activities, eating in classrooms, interschool sport (Sport Behaviour policy), mentoring program through Kids Hope Oz etc.
- teaching self-management, understanding self and human behaviour, social and life skills as an integral part of the curriculum
- on-going learning and development by constantly upgrading staff skills
- monitoring outcomes in learner self-management and using data to inform practice
- discussing student behaviours using a consistent approach in terms of the school values – respect, responsibility, commitment, courtesy, care and compassion and honesty
- providing regular information to staff and parents highlighting positive behaviour or outlining behaviour concerns
- providing comprehensive induction programs in the school Responsible Behaviour Plan for Students to new students as well as new and relief staff

**Class**
- providing quality, inclusive curriculum to address individual needs
- negotiating class rules through discussion
- teaching a Social Skills program
- teaching an Anti-Bullying Program
- encouraging continuous self-evaluation (see appendix 5 & 6)

**Students**
- counselling and support available to every child in class, the playground and at our office
- individual student’s self-management needs identified and addressed
- continuous focus on learning the skills of self-management
- SEP teacher available to work with identified children
- Chaplain helps with Life Skills/Pro-social skills groups eg. Counselling, Kids Oz Hope
- encouraging the wearing of the school uniform to foster a sense of pride in belonging to the school community
- self-managing the use of mobiles, internet and emails

**Teachers**
- counselling and support available to teachers through our administration team and colleagues
- encouraging proactive programs and ideas of teachers
- role modelling high standards with interpersonal and intrapersonal relationships to play a critical role in the establishment of a whole school culture
- sharing successful ideas

**Parents**
- encouraging a three-way partnership between student, parents and the school staff
- encouraging positive parent involvement in the classroom
- offering support, counselling and/or education courses available to parents through our administration. e.g. chaplaincy, newsletter, outside agencies, staff expertise
- enlisting positive parent support of the school’s stance on mobile, internet and email use

**Anti-Bullying Program**
Ferny Hills State School also targets anti-bullying to support students at a whole of school community level. The school framework outlines our school approach following consultation with the school community while the parent strategies can assist children vulnerable to bullying. Appendix 2 (reviewed 2012)
Mobile, Internet and Email
Ferny Hills State School targets the appropriate use of mobiles, internet and emails. The school stance on mobiles is that students may have them at school for personal reasons that may transpire before or after school. While at school the mobiles must remain out of sight in school bags. They are not to be used at school. Internet and emails are to be used for school purposes only. Teachers will assist students with appropriate use e.g. websites, copyright, security etc. Refer to Appendix 2 for more detail.

School Camps and Excursions
Camps and excursions allow the school to motivate, reward and celebrate positive student behaviour and effort. Positive student behaviour is rewarded with an “Invitation to Attend Camp” by their class teachers with the endorsement by school administration.

Reinforcing expected school behaviour
At Ferny Hills 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. This reinforcement 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 Notice Cards (“Bees Knees” and “Gotcha”)
Staff members hand Positive Notice cards out to students they observe following school rules in both classroom and non-classroom areas. This reinforcement occurs continuously throughout the day. When they ‘catch’ a student following the rules they can choose to give them a Positive Notice card. When students are given a Positive Notice card they drop the card in the designated collection box in the administration block. At each assembly a card is drawn from the box with a tuckshop voucher given. Within each class teachers establish their own positive behaviour system.

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.

Targeted behaviour support:

1. Teacher Support
Teachers implement planned and incidental strategies in the classroom/playground to teach effective work habits, to develop social skills and to build a good rapport with students. Minor breaches of behaviour are dealt with by the teacher as needed. Targeted behaviour support occurs where students consistently breach the school’s Responsible Behaviour Plan for Students and the classroom rules. This includes but is not limited to:
   - bullying
   - disruption
   - swearing
   - rudeness
   - violence
   - fighting
   - harassment
   - theft
- non-compliance / disobedience
- rough or unsafe play
- property damage
- health risk
- mobile/Internet/email misuse

Teachers support students through the following targeted interventions:
- relationship building with student through one on one support with curriculum work, proximity in the classroom
- a whole school approach to bullying
- use of the recognition program "Bees Knees" in Prep to Yr 3 and “Gotchas” in Yr 4 – 7 to target support and encourage good citizenship
- contact with parents when problems persist, using a polite and positive approach with the aim of building a productive partnership.

Teachers keep a record of both the student’s behaviour and the targeted support in order to gauge when more intensive support is warranted.

2. Extended Support

When a student's minor infringements continue to disrupt the class, or when minor infringements move to more serious breaches of the school’s plan, more extensive targeted support is put into place.

**Intensive behaviour support**

Ferny Hills State School is committed to educating all students, including those with the highest behavioural support needs. We recognise that students with highly complex and challenging behaviours may need comprehensive systems of support that require regular reviews in consultation with parents/ caregivers and other relevant specialist staff. The Administration, along with the relevant teachers and parents:
- works with other staff members to develop appropriate behaviour expectations and strategies
- monitors the impact of support for individual students through continuous data collection
- provides consistent strategies and adjustments outlined within the Individual Learning Plan, and
- works to achieve continuity and consistency for targeted children.

The School Behaviour 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 specialist behaviour services staff.

5. Consequences for inappropriate or unacceptable behaviour

Ferny Hills 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.

Teachers and Administration use the Behaviour Data Collection sheet, known in our school as a Pink Form, (see appendix 4) to determine when a student needs more extensive support. If more extensive support is warranted, the teacher refers the student, with the supporting documentation, to the School Administration. Parents are informed of the issuing of a Pink Form by either a phone call or letter. Continual or major breaches may result in a record being made in “One School” by the school administration.
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 complete removal from an activity or event for a specified period of time, partial removal (time away), individual meeting with the student, apology, restitution or detention for work completion.
- a re-direction 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.

**Minor** problem behaviours may be recorded in OneSchool if they are considered to be indicative of a pattern of 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. A report of the student’s behaviour is recorded on OneSchool.

**Definition of consequences**

**Time out**

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.

**Detention**

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).

**Temporary Removal of Property**

A principal or staff member of Ferny Hills State School has the power to temporarily remove property from a student, as per the procedure Temporary Removal of Student Property by School Staff.

**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, or 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.

### LEVELS OF BEHAVIOUR

The behaviour rating levels indicate the rating of a child’s behaviour. The level also reflects the number of people required to manage the behaviour of the child. An asterisk next to a rating would indicate that the school is aware of the child’s special needs that may impact upon the assigned rating.

This behaviour levelling system below provides a guide as to when behaviour incidents are recorded on the ‘One School’ Behaviour Incident Report.

**LEVEL 1:**
Student is able to manage his / her own behaviour.

**LEVEL 2:**
Student, with teacher intervention, is able to manage behaviour. Parent **MAY** be contacted.

**LEVEL 3:**
Student requires teacher and administration intervention. Parent **MUST** be contacted at this level.

**LEVEL 4:**
Student requires teacher, parent, behaviour support of administration and support personnel (e.g. Guidance Officer, Behaviour Management Support Personnel) to manage behaviour.

**“DETENTION” SHOULD BE USED FOR MAJOR / CONTINUED INAPPROPRIATE BEHAVIOUR - GENERALLY LEVEL 3 OR 4**

<table>
<thead>
<tr>
<th>LEVELS OF BEHAVIOUR</th>
<th>WHAT (may include but is not limited to)</th>
<th>WHAT MAY HAPPEN</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>• Are helpful</td>
<td>• Students are allowed to participate in all school/class activities</td>
</tr>
<tr>
<td></td>
<td>• Work well with teachers</td>
<td>• Rewards and incentives may be given</td>
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<tr>
<td></td>
<td>• Attend to homework</td>
<td>• All rights and privileges of students are recognised and honoured</td>
</tr>
<tr>
<td></td>
<td>• Co-operate with others</td>
<td>• Awards</td>
</tr>
<tr>
<td></td>
<td>• Respect self &amp; rights of others</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Make reasonable effort on tasks</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Are self-disciplined</td>
<td></td>
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<tr>
<td></td>
<td>• Respond appropriately to directions and rules</td>
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<td>2</td>
<td>• Is not co-operating with staff</td>
<td>• Teacher reprimand. Restates the rules</td>
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<tr>
<td></td>
<td>• Lacks co-operation with fellow students</td>
<td>• Students will work in an independent space in classroom</td>
</tr>
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<td></td>
<td>• Is not making a reasonable effort to complete set work</td>
<td>• Lunch time duty (litter, walk with teacher)</td>
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<td></td>
<td>• Homework is unsatisfactory</td>
<td>• Lunch time detention</td>
</tr>
<tr>
<td></td>
<td>• Is disruptive in class</td>
<td>• Verbal/written apology</td>
</tr>
<tr>
<td></td>
<td>• Is preventing others from working</td>
<td>• Class discussion of rules</td>
</tr>
<tr>
<td></td>
<td>• Behaves unacceptably by;</td>
<td>• Student/Teacher discussion</td>
</tr>
<tr>
<td></td>
<td>• Minor Bullying / Harassment</td>
<td>• Student explains behaviour</td>
</tr>
<tr>
<td></td>
<td>• Making inappropriate noises</td>
<td>• Student made aware of the consequence of next level</td>
</tr>
<tr>
<td></td>
<td>• Interfering with the property of other</td>
<td>• Parent maybe notified</td>
</tr>
<tr>
<td></td>
<td>• Endangering safety</td>
<td>• Letter outlining strategies implemented</td>
</tr>
<tr>
<td></td>
<td>• Repeatedly in an out of bounds area</td>
<td></td>
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<table>
<thead>
<tr>
<th>Behaviour Level</th>
<th>Behaviours</th>
</tr>
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</table>
| 3               | - Possession of banned items  
- Misbehaviour before and after school  
- Discrimination – gender, race, religion, ethnic background  
- Deliberate swearing  
- Inappropriate toilet behaviour  
- Running on hard surface areas  
- Not wearing hat in playground  
- Admin involved  
- Detention “Time Out” room  
- Letter sent to parents outlining strategies implemented by teachers and staff  
- Parents asked to attend a meeting at school. Student required to attend this meeting  
- Behaviour Management Plan  
- Bullying policy to be invoked  
- School suspension 1 - 5 days  
- In school suspension 1 – 2 days  
- Student excluded from:  
  - In class instruction  
  - School excursions  
  - Sporting events  
  - Dances/disco  
  - Special school event  
  - Extra curricula activities  
- One School Incident Report  
- School report will denote unsatisfactory/inappropriate behaviour  
- Recommendations to outside agencies  
- Behaviour Support Personnel |
| 4               | - Continued level 3 behaviours  
- Student’s behaviour is consistently intolerable/unacceptable  
- Student severely affecting progress, safety and comfort of others  
- Continued or high level threats of physical/verbal abuse of others including students/teachers  
- Continued failure to follow staff directions  
- Refusal to follow direction of Administration  
- Continued deterioration of behaviour in class and school grounds  
- Abuse to staff  
- Placed directly on level 4 for:  
  - Physical assault of staff  
  - Serious intended physical injury to students or staff  
  - Use/possession or distribution of drugs, alcohol or stimulants  
  - Use/possession of a weapon/dangerous/inappropriate/prohibited items  
  - Continued cyber bullying  
- Use of a mobile phone in any part of the school for voicemail, email, text messaging or filming purposes without authorisation  
- Possession or selling of drugs  
- Detention “Time Out” room  
- Parent notified requesting urgent interview  
- Parent notified to attend meeting  
- Behaviour Management Plan in place  
- Parents notified in writing  
- Suspension, withdrawal from class  
- School Suspension 5-20 days  
- STIP  
- PLC  
- Tennyson  
- Exclusion  
- Teacher to complete daily behaviour report  
- Excluded from all school functions  
- Individual behaviour management plan activated  
- One School Incident Report  
- External support sought including Behaviour Support Services and G.O.  
- Behaviour Support Personnel |

*Please note that this is not an exhaustive list. Other behaviours will be appropriately dealt with as encountered.*
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 Ferny Hills 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. All staff will receive induction sessions to promote consistency.

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.
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 Chaplain.
  - 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 Ferny Hills 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 must be formally documented. The following records must be maintained:

- School Incident Report (Appendix 5)
- Student Record of Incident (as per process for Natural Justice).
7. Network of student support

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

- Parents
- Teachers
- Support Staff
- Administration Staff
- Guidance Officer
- Positive Learning Centre Staff
- School Chaplain
- School Adopt a Cop
- Advisory Visiting Teachers

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

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

8. Consideration of individual circumstances

To ensure alignment with the Code of School Behaviour when applying consequences, the individual circumstances and actions of the student and the needs and rights of school community members are considered at all times.

Ferny Hills 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

[Signatures of Principal, P&C President or Chair, School Council, and Assistant Regional Director]

Effective Date: 01/01/2013 to 31/12/2016
Appendix 1

The Use of Personal Technology Devices* at School

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

Certain Personal Technology Devices Banned From School

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

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 class time.

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 Ferny Hills 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 or events at school unless express consent is provided by the class teacher or other staff member.

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

Even where consent is obtained for such recording, the school will not tolerate images or sound captured by personal technology devices on the school premises or elsewhere being disseminated to others, if it is done for the purpose of causing embarrassment to individuals or the school, for the
purpose of bullying\(^1\), 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.

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.

\(^1\) 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.

\(^{1}\) Education Queensland does not tolerate bullying behaviour at schools. This includes bullying conducted by electronic means.
Appendix 2

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

Purpose

1. Ferny Hills 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 Ferny Hills 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 Ferny Hills 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 Ferny Hills 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.
The following behaviours, although unpleasant, are not treated as bullying because they do not involve deliberate and repeated harm and a power imbalance. They need to be addressed in the same way as other inappropriate student behaviours. If parents are concerned about these behaviours, they should contact the school.

Children need to develop a certain amount of resilience to these behaviours, which they will encounter throughout life.

- Not liking someone or a single act of social rejection
- Arguments or disagreements. (where there is no power imbalance)
- Social bantering with minor insults and jokes
- Isolated acts of aggression, harassment or meanness. (Bullying is repeated behaviour.)
- Bossy behaviour. (Children need to develop assertiveness to counteract a bossy friend.)

**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 Ferny Hills State School 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 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 school wide 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 have been taught the expected behaviours attached to each school 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.

Ferny Hills 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 school wide 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 processes to be used by all students when experiencing bullying behaviour - either as a person being bullied, the person bullying or bystander.

12. 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.

13. Ferny Hills State School will acknowledge 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.

14. 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 Ferny Hills 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’.

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

**Act Smart Be Safe:** a gateway for parents/carers, students, teachers and the community to access information to help improve youth safety.  [http://education.qld.gov.au/actsmartbesafe/](http://education.qld.gov.au/actsmartbesafe/)


**KidsMatter:** a school based framework that aims to improve the mental health and wellbeing of children.  [http://www.kidsmatter.edu.au/](http://www.kidsmatter.edu.au/)

**National Centre Against Bullying:** a peak body working to advise and inform the Australian community on the issue of childhood bullying and the creation of safe schools and communities, including the issue of cyber safety.  [http://www.ncab.org.au/](http://www.ncab.org.au/)
Introduction

Bullying is the wilful, conscious desire to harm, threaten or frighten someone. It includes physical attacks, verbal threats, name calling, ostracism, rejection, gesture, extortion, exclusion and a range of other behaviours that undermine the autonomy and self-esteem of the child.

All those who work in schools recognise that bullying goes on and, more importantly, that something needs to be done about it. However, this can sometimes be quite difficult because of the secretive nature of bullying and sometimes the reluctance of victims to speak out.

Bullies look for victims. Which children are more likely to become victims of bullying is not clear. Certainly, some children may be more vulnerable due to factors they cannot control such as ethnicity, disability or physical features. It also seems that more sensitive children are more vulnerable because they are likely to show distress, thus reinforcing the bully’s actions. On other occasions, children just happen to be in the wrong place at the wrong time.

The following behaviours, although unpleasant, are not treated as bullying because they do not involve deliberate and repeated harm and a power imbalance. They need to be addressed in the same way as other inappropriate student behaviours. If parents are concerned about these behaviours, they should contact the school.

- Not liking someone or a single act of social rejection
- Arguments or disagreements. (where there is no power imbalance)
- Social bantering with minor insults and jokes
- Isolated acts of aggression, harassment or meanness. (Bullying is repeated behaviour.)
- Bossy behaviour. (Children need to develop assertiveness to counteract a bossy friend.)

Children need to develop a certain amount of resilience to these behaviours, which they will encounter throughout life.

The Bully

Identifying bullies can be difficult. It is easy to be deceived by appearances. There is no stereotype. Sometimes a bully is a child who has experienced violence in the home. Sometimes he/ she has a chip on his/ her shoulder because he/ she has been hurt. Children who bully can be very influential with their peers and can be likeable people. They can justify their bullying quite persuasively and can often elicit considerable peer support.

Set out below are some common myths about bullies:-
- all bullies are cowards
- it’s easy to pick the bully
- bullies are unpopular
- bullies feel inadequate
- if you fight back, a bully will never bother you again
- bullies are compensating for poor academic skills

Bullies look for people who don’t look confident and who don’t stand up for themselves. One or more of the following may drive the behaviour of a bully. He/ she may:-
• be jealous of others
• not know how to feel successful in other ways
• like to feel powerful
• like to be noticed by other people
• think it’s a clever or funny game
• have been exposed to similar behaviour at home or elsewhere
• be seeking material gains - such as food, money or prized possessions

The Victim

Would you be able to recognise the signs that your child is being bullied? Depending upon your child’s personality and the nature of your relationship, he/ she might talk openly about being bullied. However, many victims of bullying do not readily talk about their experiences. The following is not an exhaustive list, but includes some typical reactions or changes in behaviour. The child may be:-

• upset/ crying after school
• not his/ her usual self
• unwilling to discuss reasons for upset
• suddenly rejected by friend/ s
• not wanting to see his/ her friends
• not wanting to go to school
• feigning illness to avoid school

Dealing with Bullying

Parents can make a significant contribution to the detection and eradication of bullying by not only recognising the signs/ changes in a child’s behaviour, but by actively encouraging the child to report instances of bullying to parents or school staff. Alternatively, parents may elect to report concerns themselves. Parents are asked to refrain from taking action such as confronting the alleged bully at school, as such action can be inflammatory and counter-productive.

Often children are afraid to report bullying for fear of reprisals. Parents and children need to feel confident that the school is committed to the prevention of further bullying as a pay-back for speaking out. At school, very serious consequences will follow any such pay-back bullying.

How can children deal with bullies? It does help if children:-

• let the bully know that what they are doing constitutes bullying.
• refuse to join in with bullying.
• support other children who are being bullied.
• stand up for themselves by telling bullies to stop, to ignore, to walk away, and/ or to ask an adult to help.

How will the school deal with bullies? No school can guarantee an environment free of bullying. However we can commit ourselves to dealing, in a fair and impartial manner, with each and every incident that comes to our attention.

Parents need to be aware that not every incident that is reported is clear cut. In many cases, there are contradictory reports and, with the passage of time and in the absence of witnesses, it is often difficult to establish exactly what did happen.

Where it is established that, on the balance of probabilities, bullying has occurred, then the school will record the incident in the register - as required by Education Queensland - and administer consequences that will vary according to the nature and seriousness of the incident, the pre-history and any other relevant factors. Assistance for children who bully can be arranged through the school’s Guidance Officer or other relevant personnel. Effective, open lines of communication and
a cooperative relationship between the parents of these children and the school are important and most likely to cause a change of behaviour.

Generally, repeat offenders will face suspension from school.

**In Summary**

The school’s ability to effectively deal with bullying depends upon our knowing that it has occurred. Parents can play an important part in encouraging and supporting victims through the process of making a complaint - thus enabling school staff to follow-up on incidents.

Remember  - no one has the right to bully.
- those experiencing bullying or witnessing bullying have a responsibility to report.
WORKING TOGETHER TO KEEP FERNY HILLS STATE SCHOOL SAFE

We can work together to keep knives out of school. At Ferny Hills 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
- 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 Ferny Hills 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 our administration team.
Appendix 4

Ferny Hills State School
Internal Behaviour Referral Form (Optional)

BEHAVIOUR INCIDENT FORM

NAME/S: ____________________________ CLASS: ________ DATE: __________

Has the incident been recorded in OneSchool? YES ☐ NO ☐

Does the incident require further action from Administration? YES ☐ NO ☐

BEHAVIOUR CATEGORY: (If necessary tick more than one box)
- Bullying/harassment ☐
- Lying/Cheating ☐
- Defiant/threat/s to adults ☐
- Misconduct involving an object ☐
- Disruptive ☐
- Non-Compliant with routine ☐
- Dress code ☐
- Other conduct prejudicial etc ☐
- IT misconduct ☐
- Possess prohibited items ☐
- Late ☐
- Refusal to participate ☐
- Substance misconduct ☐
- Third minor referral ☐
- Threat/s to others ☐
- Truant/skip class ☐
- Verbal misconduct ☐
- Other ☐

LOCATION: (Tick one box)
- Classroom ☐
- Playground ☐
- Veranda ☐
- Other ☐
- Toilets ☐
- Multiple sites ☐

PERIOD OF THE SCHOOL DAY: (Tick one box)
- Before School ☐
- First Session ☐
- Morning Tea ☐
- Middle Session ☐
- Lunch ☐
- After School ☐
- Other ☐
- Multiple ☐

INCIDENT DETAILS:

ACTION / CONSEQUENCES BY STAFF MEMBER: (Indicate ALL action taken)
- Countered towards positive behaviour ☐
- Rules re-stated ☐
- Warning given - reprimanded ☐
- Time out in class ☐
- Withdrawal to buddy classroom ☐
- Parent contacted ☐

ADDITIONAL INFORMATION: ____________________________________________

SIGNATURE: ______________________ NAME: ______________________

ACTION / CONSEQUENCES BY ADMINISTRATION TO BE RECORDED IN ONECHOOL
EMAIL REFERRAL WILL BE SENT TO RELEVANT STAKEHOLDERS

Q:\Coredata\Office\DATA\A0\ADMIN\Behaviour\Responsible Behaviour Plan 2013.docx
## Appendix 5

**Years 2-3 BEHAVIOUR REPORT**  
*Self Reflection*

<table>
<thead>
<tr>
<th>Respect</th>
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</thead>
<tbody>
<tr>
<td>• I look at the person speaking and listen carefully.</td>
<td>☺</td>
<td>☺</td>
<td>☼</td>
</tr>
<tr>
<td>• I respect the opinions of others and allow them to voice opinions that differ from mine.</td>
<td>☺</td>
<td>☺</td>
<td>☼</td>
</tr>
<tr>
<td>• I follow the school rules.</td>
<td>☺</td>
<td>☺</td>
<td>☼</td>
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<table>
<thead>
<tr>
<th>Responsibility</th>
<th></th>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>• I am accountable for my actions.</td>
<td>☺</td>
<td>☺</td>
<td>☼</td>
</tr>
<tr>
<td>• I accept the consequences of my actions.</td>
<td>☺</td>
<td>☺</td>
<td>☼</td>
</tr>
<tr>
<td>• I look after my possessions and the possessions of others.</td>
<td>☺</td>
<td>☺</td>
<td>☼</td>
</tr>
<tr>
<td>• I wear the school uniform.</td>
<td>☺</td>
<td>☺</td>
<td>☼</td>
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<table>
<thead>
<tr>
<th>Cooperation</th>
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</thead>
<tbody>
<tr>
<td>• I co-operate with other staff at Ferny Hills.</td>
<td>☺</td>
<td>☺</td>
<td>☼</td>
</tr>
<tr>
<td>• I co-operate with my teacher.</td>
<td>☺</td>
<td>☺</td>
<td>☼</td>
</tr>
<tr>
<td>• I work together as a team.</td>
<td>☺</td>
<td>☺</td>
<td>☼</td>
</tr>
<tr>
<td>• I help others.</td>
<td>☺</td>
<td>☺</td>
<td>☼</td>
</tr>
<tr>
<td>• I share with others.</td>
<td>☺</td>
<td>☺</td>
<td>☼</td>
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<table>
<thead>
<tr>
<th>Commitment</th>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• I do my homework.</td>
<td>☺</td>
<td>☺</td>
<td>☼</td>
</tr>
<tr>
<td>• I put in my best effort.</td>
<td>☺</td>
<td>☺</td>
<td>☼</td>
</tr>
<tr>
<td>• I finish what I start.</td>
<td>☺</td>
<td>☺</td>
<td>☼</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Care and Compassion</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• I am a good friend.</td>
<td>☺</td>
<td>☺</td>
<td>☼</td>
</tr>
<tr>
<td>• I take care of others.</td>
<td>☺</td>
<td>☺</td>
<td>☼</td>
</tr>
<tr>
<td>• I take care of the environment.</td>
<td>☺</td>
<td>☺</td>
<td>☼</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Honesty</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• I tell the truth.</td>
<td>☺</td>
<td>☺</td>
<td>☼</td>
</tr>
<tr>
<td>• I do the right thing.</td>
<td>☺</td>
<td>☺</td>
<td>☼</td>
</tr>
<tr>
<td>• <em>My behaviour shows that I understand the difference between right and wrong.</em></td>
<td>☺</td>
<td>☺</td>
<td>☼</td>
</tr>
</tbody>
</table>
## APPENDIX 6

### Years 4-7 Behaviour Report -Self Reflection

Students Name: ________________  Class: _________  Teacher: __________________

<table>
<thead>
<tr>
<th>Respect</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>o When speaking to my peers, teachers and guests, I am polite and use good manners.</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>o When other people are speaking I am a courteous listener.</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>o I treat myself and others with respect.</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>o I obey the rules of our school.</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>o I value and respect others’ opinions even if they are different from mine.</td>
<td>5 4 3 2 1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Responsibility</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>o I am accountable for my actions and accept the consequences of the choices I make.</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>o I accept challenges and complete them without reminders.</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>o I think about my choices carefully.</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>o I wear the correct uniform to school.</td>
<td>5 4 3 2 1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Commitment</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>o I give my best as often as possible.</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>o I follow directions and honour my commitments until they are finished.</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>o I do what I say I am going to do.</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>o I complete my learning tasks on time.</td>
<td>5 4 3 2 1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Honesty</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>o My behaviour demonstrates that I understand the difference between right and wrong.</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>o I am a trustworthy person and strive to be truthful.</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>o I respect other people’s right to privacy.</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>o I always respect and return borrowed property.</td>
<td>5 4 3 2 1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Care &amp; Compassion</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>o I care about other people and respond to their needs politely and respectfully.</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>o I show understanding towards other people and their needs.</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>o I treat other people in the manner I would like to be treated.</td>
<td>5 4 3 2 1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Co-operation</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>o I co-operate with my teacher, peers and guests in our school or class.</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>o When working with other people I do my share of the load.</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>o I share and let other people have a fair go at all times.</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>o I co-operate with staff other than my class teacher</td>
<td>5 4 3 2 1</td>
</tr>
</tbody>
</table>