McDOWALL STATE SCHOOL

RESPONSIBLE BEHAVIOUR PLAN for STUDENTS

2017
PURPOSE

McDowall 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 deliver results and students can assume increasing levels of self-responsibility for their learning and engagement within our school community.

Many people maintain that most of a child’s learning experiences take place in a classroom. It is true that the classroom is the main meeting place of children and their teacher. The ‘teacher’ is the something special. Together, in partnership with others, teachers create an environment that is rich with the excitement of learning. Through determined effort, creating a lively, exciting learning space that appeals to its occupants that ‘breathes the joy of learning’ you can be sure that learning is taking place. Within this space, the teacher is the ‘leader of learning’. The teacher ‘manages’ the elements in play. Other parts of the school are used as learning centres but the designated classroom becomes each teacher’s castle. To the child, each classroom is almost a magic castle. It sparkles with excitement. It is a pleasant place, an ever-changing place, with plenty to do; and it contains - ‘my teacher’. Many classrooms sparkle. They are places that children are anxious to enter. They attract children just as a magnet attracts iron filings. A dull classroom is one that children are ever anxious to escape from, and only enter because someone says they must.

A DEFINITION of CLASSROOM MANAGEMENT

Classroom management is the set of behaviours the teacher uses to establish and maintain conditions and relationships which facilitate effective and efficient teaching and learning results.

The related concept of discipline is viewed as much narrower and refers to a specific relationship between the teacher and students and to the attainment of order in the classroom.

Classroom discipline is the set of behaviours the teacher uses in controlling the activities of students and to establish and maintain a state of order in the classroom. Classroom discipline is a sub-category within Classroom management.

Elements of Classroom Management

<table>
<thead>
<tr>
<th>Partnerships between School</th>
<th>Effective Teaching / Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents and Community</td>
<td>Aspirational Targets and Strategies</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Assessment and Evaluation</th>
<th>Classroom Organisation, Space, Time, Resources and Children</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Mythical Magic of The Classroom Climate</td>
<td>.. Joy of Learning</td>
</tr>
<tr>
<td>.. Supportive environment</td>
<td>.. Personal achievement</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Discipline</th>
<th>‘The Teaching of Self-Responsibility’</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) Motivation (b) Behaviour</td>
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</tr>
</tbody>
</table>
SCHOOL / COMMUNITY LINKS

Teachers, students and parents are the three groups with greatest stake in what happens in schools. The links between these three groups are of crucial importance in the development of a productive ‘learning environment’. Parental participation in a child’s education, in many forms, improves student achievement. Parents establish and sustain the base from which teachers build, extend and refine student learning and achievement. Parents can be a tremendous resource.

EFFECTIVE TEACHING and LEARNING

Effective teaching and learning is promoted within the interaction between teacher and the learner and in particular within the processes used to facilitate learning.

♦ The teaching learning process is affected by many factors among which are:
  • the teaching style.
  • the approaches adopted towards the learning experience.
  • the skills of the teacher.
  • the learning needs and ability of students.
  • the strategies for learning which are developed.

♦ Teachers vary their classroom management styles depending on the planned intent of teaching at a specific point in time.
♦ Teachers encourage students to assume increasing levels of self-responsibility for their learning.
♦ Teachers select from a variety of approaches, the one appropriate to the learning experience.
♦ Certain skills are generic to the teaching process (pedagogy).
♦ Strategies for learning consider the cognitive and affective domain as well as developing expressive and social skills.

Classroom Management Style Continuum

<table>
<thead>
<tr>
<th>Style:</th>
<th>Teacher Designed &amp; Directed Learning</th>
<th>Student Self-Paced Learning</th>
<th>Student Self-Selected Learning</th>
<th>Student Self-Designed &amp; Initiated Learning</th>
<th>Student Free Choice Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher Makes All Decisions</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Planning:</td>
<td>Teacher</td>
<td>Teacher</td>
<td>Teacher</td>
<td>Shared</td>
<td>Student</td>
</tr>
<tr>
<td>Execution:</td>
<td>Teacher</td>
<td>Shared</td>
<td>Student</td>
<td>Student</td>
<td>Student</td>
</tr>
<tr>
<td>Evaluation:</td>
<td>Teacher</td>
<td>Shared / Student</td>
<td>Shared / Student</td>
<td>Shared / Student</td>
<td>Student</td>
</tr>
</tbody>
</table>

Who Makes What Decisions?
Classroom management is a set of skills that the teacher uses in establishing conditions which facilitate effective and efficient instruction and learning. The most used and powerful of these skills is the use of language. Management focused language develops the foundation from which the teacher constructs curriculum focused language. Without the precursor, the influence of curriculum focused language is restricted.

Teacher Language in the Classroom

| Curriculum Focused Language
| Management Focused Language

* The language of expectation
* The language of acknowledgement
* The language of correction
**CLASSROOM ORGANISATION**

Classroom organisation is an essential component of classroom management. For optimum learning to take place the classroom should be an inviting, stimulating place with well established organisational routines and procedures. Children have a variety of learning styles and learning needs. The organisation of students into focused learning situations assists catering for these individual needs.

**DISCIPLINE and MOTIVATION**

“I don't have any discipline problems, my kids just aren’t motivated towards learning.” Discipline and motivation are just two areas of classroom management, so closely intertwined that it is impossible to separate examples. eg. Consider the use of consequences - Is this a disciplinary strategy or a motivational tool?

*Effective teachers* recognise the inter-relatedness of discipline and motivation and select motivating strategies appropriate for fostering sound working relationships and rapport with students. This is critically important when considering the softening of autocratic dominance within the community, and its reflection of course, in schools.

**Is discipline then, a reactive process?** Discipline is not simply responding to a student’s inappropriate behaviour patterns, perhaps even subconsciously, reinforcing these patterns as attention seeking mechanisms. It is a *more proactive approach* focusing on selected motivational techniques, thus creating an environment where students elect not to be disruptive. The effective teacher will implement problem-solving / management strategies, investigate the underlying causes of unproductive behaviour; and trial possible solutions.

The effective teacher implements the use of *natural* and *logical* consequences, the use of effective praise, positive reinforcement and encouragement. Coupled to this is the use of effective communication skills - utilising passive and active listening strategies. *In the final analysis, it is the classroom teacher who accepts the responsibility for exercising leadership in achieving a positive ‘classroom environment conducive to learning’.*
The primary school years are a window of opportunity during which students can be taught to be responsible for their things, for work, for their actions, for their talents and potential, for their character and for their choices. The biggest problem with discipline is that teachers and parents too often just react to what children do, instead of assuming responsibility for the situation, taking control and acting like teachers and parents.

If teachers have no real clear or specific objectives for their teaching, all they can try and do is react properly. But with clear goals in mind in terms of what they want to teach their children, they can act, they can take the initiative, they can assume developmental control of their class’ destiny.

A successful approach - Teaching by objectives. Teachers use objectives or yardsticks to measure performance. Instead of measuring performance on momentary feelings which are often exasperation or lack of patience or other negative emotions, a Student Responsibilities Framework is used.

Responsibility means to become mature in the sense of being responsible to family, to self, to society. To be responsible for all aspects of our lives and our situations; for our talents, for our potential, for our feelings, for our thoughts, for our actions, for our freedom.

Responsibility is not the result of maturity but the cause of it.

- On its most basic level, responsibility is **obedience**.
- At its next higher level it becomes **morality or care for how our actions and attitudes affect others**.
- Then it becomes **discipline**.
- At the highest level it becomes **service**.

Everyone best learns responsibility through this sequence. The earlier levels of responsibility prepare a person to accept the later levels. Attempting to learn responsibility out of sequence is rarely successful. The ages on the chart are general and approximate. Different people can grasp and gain different forms of responsibility at different ages. What is important, is not the age but the sequence. The first concepts should be learnt as early as a child can handle them.

<table>
<thead>
<tr>
<th>AGE</th>
<th>Responsibility as:</th>
<th>Responsibility for:</th>
<th>Responsibility to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>6 or younger</td>
<td>Obedience</td>
<td>♦ Obedience (Meaning just that!)</td>
<td>parents / teachers</td>
</tr>
<tr>
<td></td>
<td></td>
<td>♦ Things (Looking after, caring for property)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>♦ Work (Getting the job done. Reliability. Not reliant on supervision)</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Morality</td>
<td>♦ Actions (You do it so are responsible for your choice. Do not blame others)</td>
<td>Society</td>
</tr>
<tr>
<td></td>
<td></td>
<td>♦ Talents and gifts (Making the most and being the best at what we are good at – This provides benefit to self &amp; others)</td>
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<tr>
<td></td>
<td></td>
<td>♦ Peaceful attitude (Being rational. Not letting emotion take control. You make the decision so don’t make excuses. Take control of yourself.)</td>
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</tr>
<tr>
<td>10</td>
<td>Discipline</td>
<td>♦ Choices (You make decisions for yourself. Don’t be influenced by friends. Eg. Drugs, foolishness, pressure)</td>
<td>Self</td>
</tr>
<tr>
<td></td>
<td></td>
<td>♦ Character (Sow a thought-Reap an action. Sow an action-Reap a habit. Sow a habit-Reap a character)</td>
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<tr>
<td></td>
<td></td>
<td>♦ Potential (Being responsible means – Doing all that one can do, Becoming all that one can be &amp; Developing all that one has. You should … Imagine-Goal-Commitment-Win it.)</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Service</td>
<td>♦ Family (As a children seek to become good adults, teachers &amp; citizens)</td>
<td>Others</td>
</tr>
<tr>
<td></td>
<td></td>
<td>♦ Dependability (True maturity means being able to be trusted, relied upon and guarantee your promises)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>♦ Contribution (Give, lead and assist others)</td>
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</tbody>
</table>
**WISDOM**

Ultimately, teachers, parents and indeed society seeks for all people to be wise in personal decision-making. *Wisdom, like responsibility is not the result of maturity.* Wisdom requires both the mastery of self-responsibility and experience over time for that self-responsibility to be exercised in multiple contexts and situations. Wisdom therefore is the result of life learning. Wisdom, like self-responsibility *doesn’t* automatically come with adulthood.

**TEACHING RESPONSIBILITY**

There are six important principles in succeeding to teach responsibility to children:

1. **Every child is different.** They are unique and respond to discipline and responsibility differently. Although some things must be done uniformly, different children require different kinds of motivation (eg. more expectation or more sensitivity)

2. **Expectations determine performance.** Children do exactly what is *really* expected of them (and they can tell if you are faking it.)

3. **Example is the best teacher.** Once in a while everyone must step back and look at themselves. If trying to teach children something we have yet to learn, we must step back and examine ourselves. The connection between respect and responsibility. Eg. If you show respect for things, for work, for other people, then you see these things as being important and thus show responsibility for them. Children will watch and do likewise.

4. **Consistency is crucial.** Consistency and follow-through are the hardest part of teaching responsibility. We all look at a child and develop aspirations as to what they will become with age. If these children realise what is expected they would be amazed but this expectation is counter balanced by the shock that teachers / parents undergo when they realise what is required of them in order to make that dream come true. Adults need pretty thick skins to be consistent. The amount of responsibility children learn depends on our consistency and our follow-through - no matter how difficult it may be. There is nothing more challenging in terms of patience, understanding and courage.

5. **Children learn from what is really happening.** Some teachers and parents are good at manipulating their children. They manipulate them to be polite or to get ‘A’s at school and children learn but not what teachers and parents think they are teaching. They learn to manipulate. We must teach principles and give initiative and responsibility to our children. We must be genuine ourselves - with prime concern being their welfare, their learning and wellbeing and not our convenience, our reputation and image to others.

6. **Pride is the sustaining force behind responsibility.** Children sustain responsibility as they learn to feel the right kind of pride in themselves, in their maturity and individuality. They learn to internalise responsibility for work as they learn to take pride in the job they do, for things as they take pride in their belongings, for potential as they find pride in who they are becoming and so on. Only constructive praise focused on demonstrated skills lead to productive pride.

**TWO APPROACHES**

1. **Teach children the kind of responsibility most appropriate to his / her age / developmental phase (eg. concentrate on responsibility for ‘obedience’ things’ and ‘work’ for a particular age group and so on. )** Works well if you have few children. On the other hand, it will become rather complicated to try and concentrate, at the same time, on many different types of responsibility for many different children within a class size group.

2. **The better approach, which usually works best, is to focus as a class on one separate responsibility each month.** Each focus should have a range of strategy and method for teaching that particular form of responsibility pertinent to the particular stages of children.

Teacher and parent endeavours must be cumulative. Major behavioural patterns developed in April while working on ‘responsibility for actions’ must be well consolidated that they continue to function automatically during May when conscious conscious teaching progresses onto ‘responsibility for talents’. After a full year, the cycle recommences with children a full year older with a full year’s experience. Children now understand each particular form of responsibility more clearly and can develop it more thoroughly.
There are hundreds of ways of teaching responsibility - no teacher nor parent can know or use them all. Simplify by concentrating and focusing on one form of responsibility each month and be aware of it constantly. Teacher and parent will find themselves reinforcing it and implementing it subconsciously.

**EVALUATION and REPORTING**

Evaluating is the process of obtaining information and using it to form judgements which are in turn used in decision-making. **The purpose of evaluation is not to prove but to improve.** Parents are informed as partners in their child’s progress while at school. (a) Student Progress Reports (b) Junior / Senior Badges (c) Student Responsibilities Levels 2+ letters and phone calls (d) Parent / Teacher Interviews etc.

Parents need to ensure that children demonstrate self-responsibilities that keep them safe and enable teachers to fulfill their professional educational responsibilities. Eg. All children are expected to be ‘obedient’ by enrolment into Preparatory Year.

Teachers need to extend on parental teaching often performed within the family home context and teach children how to experience success and to assume increasing levels of self-responsibility in the achievement of formal learning outcomes within a supportive class / school context, strengthened by partnerships. Achievement targets align against the “Student Responsibilities Framework”. Informal recordkeeping applies to Student Responsibilities Level 1. Formal recordkeeping applies to Student Responsibilities Levels 2+.

**EDUCATION QUEENSLAND - CODE of SCHOOL BEHAVIOUR**

The **Code of School Behaviour** defines the responsibilities that all members of the school community are expected to uphold and recognizes the significance of appropriate and meaningful relationships. It outlines a consistent standard of behaviour for all State School communities in Queensland, inclusive of students, staff and parents. The **Code** has been developed to deliver the best possible outcomes for students, recognizing the close relationship between learning, achievement and behaviour.

School communities use the **Code** as a basis for providing:

- Positive support to promote high standards of achievement and behaviour.
- Clearly articulated responses and consequences for inappropriate behaviour.

These are listed within the **Responsible Behaviour Plan for Students**.

Upon student enrolment, all parties are expected to sign an **Enrolment Agreement**, including students (where appropriate), parents and principal (or delegate). This agreement requires all parties to abide by the **Code of School Behaviour** and other conditions stipulated by the school.

**CONSULTATION and DATA REVIEW**

McDowall State School developed and continues to refine this plan in collaboration with our school community. Principal, teachers, staff and parents have continued to review, refine and redraft the previous **Responsible Behaviour Plan for Students** over recent years through forums such as Management Forum, School Council, Parents’ and Citizens’ Association, Tartan Network and Staff Meetings. Information articles are regularly published within the school newsletter and placed on the school website. A review of school data relating to school opinion (Staff, Parents & Students), attendance, absenteeism, school disciplinary absences and behavioural incidents also informs the redrafting process. This document encompasses initiatives implemented since the formal publishing and approval of the previous **Responsible Behaviour Plan for Students**, and again forms the basis on which further review, refinement and redrafting will occur in future years.
LEARNING AND BEHAVIOUR STATEMENT

All areas of McDowall State School are learning and teaching environments. McDowall State School considers behaviour management to be an opportunity for valuable social learning as well as a means of maximizing the success of academic education programmes. The McDowall State School Responsible Behaviour Plan for Students outlines our approach for facilitating productive, positive student behaviour, proactively preventing ‘problem’ behaviour and responding to unacceptable behaviours. Through our Responsible Behaviour Plan for Students, shared expectations are clearly outlined.

FUNDAMENTAL PRINCIPLES UNDERLYING SCHOOL PROCEDURE & PRACTICE

1. Definitions of expectant, high standard responsible behaviours exist which reflect the wider community and that of Education Queensland. These are linked to transparent, accountable and fair processes, interventions and consequences.
   - Self-discipline
   - Shared Responsibility
   - Co-operation
   - Mutual Respect
   - Equity and Social Justice

2. Students have different levels of ability to learn and co-operate with people as well as different understandings of what is responsible behaviour.
   - Foundation of positive classroom behaviour is effective teaching, inclusive and engaging curriculum and respectful relationships between staff and students.

3. Individuals must accept responsibility for their own behaviour.
   - Rules and expectations are applied for the benefit of all; with self-responsibility as the ultimate goal.
   - Responses to inappropriate student behaviour must consider both the individual circumstances and actions of the student and the needs and rights of others.

4. Behaviour occurs as a result of choices, conscious or unconscious, based on the student’s perception of the best way to satisfy a need.
   - School staff and parents must understand the goals of misbehaviour.

5. All behaviour has consequences which affect future opportunities.
   - Rules and expectations must be supported and consistently enforced through the provision of appropriate positive reinforcement and consequence.
   - There must be consistency in rules and their management (a) expectations (b) whole school approach.
   - Student management strategies must inherently promote an equitable allocation of time and resource.

6. Irresponsible behaviour requires a response which protects the rights of students who desire to learn, which supports the rights of teachers to teach, which offers the student involved the chance to learn how to make a more responsible choice in the future.
   - Teachers are professionals who are to be respected and allowed to fulfil their teaching role.

7. A partnership between staff, students, their families and support agencies is necessary for successfully developing responsible behaviour.
   - School rules and class expectations must be supported by school and home to create an environment which promotes positive behaviour and learning.

8. Staff must understand a range of models available for the effective management of student behaviour and have support to use these skills.
   - Proactive staff/student management practices promote personal responsibility.
   - Staff expertise is valued and developed.

PRINCIPLES OF CLASSROOM DISCIPLINE

1. The aim of classroom discipline and education is: to help children to become self-directing, responsible people.

2. Discipline is dynamic, helping students channel their energies toward achievement of learning targets.

3. Discipline is inseparable from teaching.

4. Discipline changes with the student’s stage of development...assisting students to move onto next stage.

5. Appropriate behaviour is determined by the rational demands of a specific situation.
6. Teaching effectiveness, as perceived by students, invests the teacher with classroom authority.

7. Discipline is the ability to attend to a task or demonstrate a self-responsibility.

8. No matter the classroom design or how students are organised for instruction, the Australian Professional Standards for Teachers, the Responsible Behaviour Plan for Students and The Code of School Behaviour applies.

9. By identifying and dealing effectively with factors under their control and influence, teachers can, tip the ecological behaviour in favour of discipline.

10. Socialisation and acceptance requires the redirection of destructive behaviour into socially constructive behaviour.

11. Misbehaviour intervention is to be consistent with developmental goals.

12. Discipline can only be achieved when basic needs, such as food, clothing and safety are gratified.

TRUTHS ABOUT STUDENT DISCIPLINE

- The teacher’s professional responsibility is to achieve the best educational outcomes for every student.
- Most children are ‘good’ in school and classroom situations.
- Some children will exhibit problem behaviours regardless of rules, procedures and clear expectations.
- Most teachers handle classroom discipline effectively through use of a variety of skills and techniques.
- Some teachers require extra assistance in developing student discipline and self-responsibility skills.
- As teaching skills are refined, student discipline problems decrease.
- A minimum of rules should exist and be regularly reviewed.
- All school rules and classroom expectations and standards must be effectively communicated.
- Consequences for breaking rules must be effectively communicated.
- Existing rules and expectations must be firmly and consistently applied.
- Parents must be involved in student discipline issues - at school - as they retain prime responsibility for children.
- Some parents will disagree with school policy, procedure and practice.
- Children are to be involved in review, restitution processes.
- School student discipline problems are best resolved with the assistance of concerned and supportive parents.
- Some parents need to be reminded of the difficulties in operating a large school.
- While it is the parents' right to disagree with a student discipline decision, the child must know that the parent will support and co-operate with school staff.
- Rules create freedoms for all.
- Children desire for limits to be established.
- Teachers, staff and parents must work together for consistency.
- Good student discipline must be taught.
- Preventative disciplinary practices are transferable.
- Every class and student is different.
- Staff must work as a team.
- Good discipline in schools is firm, friendly, consistent, fair and applied.
- School and classroom programmes are initiated to encourage responsible behaviour.

BELIEFS THAT PROMOTE AGGRESSIVE BEHAVIOUR

- I must win to feel OK.
- I need to come on strong or I won’t be listened to.
- I can’t cope when people mistrust me.
- To compromise is to lose.
- I must get my own way.
- I must prove I’m right and that they’re wrong.
- The world must be fair.
McDOWALL STATE SCHOOL

The McDowall State School delivers excellence in professional quality preparatory and primary education services.

The purpose of the McDowall State School is to implement the Australian preparatory and primary curriculum and deliver effective professional teaching services within a supportive school learning environment facilitating achievement of personal excellence.

The vision is for all students to experience success and to assume increasing levels of self-responsibility in the achievement of pre-determined learning outcomes within a supportive learning context strengthened by partnerships.

We will achieve the best outcomes for all students through a commitment towards:

<table>
<thead>
<tr>
<th>SCHOOL RULES</th>
<th>SCHOOL MOTTO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respect for Yourself</td>
<td>Courtesy in conduct</td>
</tr>
<tr>
<td>Respect for Others</td>
<td>Honesty in judgement</td>
</tr>
<tr>
<td>Take Responsibility for Your Own Actions</td>
<td>Knowledge on which to base informed decisions</td>
</tr>
</tbody>
</table>

SCHOOL CREED
This is our school, Let peace be here. Let the rooms be full of contentment. Let love abide here, Love of our Earth, Love of mankind and Love of life itself. Let us remember that as many hands make a house, So many hearts make a school.

McDOWALL STATE SCHOOL VALUES

We will achieve the best outcomes for all students through a commitment towards:

1. Focus on the Child
   Our collective decision-making, goodwill and endeavour is to benefit enrolled children.

2. Quality Curriculum
   Teachers being able to interpret, construct, implement and review the best curriculum possible.

3. Effective Teaching Resulting in Learning
   Supporting highly skilled teaching practitioners to achieve the best outcomes for all students.

4. Partnerships – Staff, Students, Parents and Community
   Parents and community actively supporting and complementing school operations, investing additional funding, resources, time, facilities and opportunities to make ‘Our Great State School’ even better.

5. Best Outcomes for All Students
   We aspire to achieve the best learning outcomes for all enrolled students. We acknowledge that parents should always access the ‘most appropriate school programme’ at which-ever school location for the specific learning needs of their child.

We will achieve the best outcomes for all students through an on-going commitment towards:

<table>
<thead>
<tr>
<th>1. Focus on the Child.</th>
<th>2. Quality Curriculum.</th>
</tr>
</thead>
<tbody>
<tr>
<td>A child’s right to learn.</td>
<td>Efficiency, competency and consistency with clear expectation.</td>
</tr>
<tr>
<td>A child’s responsibility toward self, others and their education.</td>
<td>Explicit expectations, standards and tracking student progress.</td>
</tr>
<tr>
<td>A child’s right to make decisions and learn through consequence.</td>
<td>Specific curriculum checkpoints for learning support and intervention.</td>
</tr>
<tr>
<td>Achievement of individual excellence.</td>
<td>Mutual respect and recognition.</td>
</tr>
<tr>
<td>Firm but understanding approach in meeting high expectations.</td>
<td>Positive, supportive learning experience.</td>
</tr>
<tr>
<td>Experience of success, personal satisfaction and pride.</td>
<td>Broad curriculum to encompass individual potential.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>1. Focus on the Child.</th>
<th>2. Quality Curriculum.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Well planned in terms of expectation, sequence and timing.</td>
<td>Efficiency, competency and consistency with clear expectation.</td>
</tr>
<tr>
<td>Visionary leadership and outlook.</td>
<td>Explicit expectations, standards and tracking student progress.</td>
</tr>
<tr>
<td>Continua-based outlining student learning journey Prep-Yr.6.</td>
<td>Specific curriculum checkpoints for learning support and intervention.</td>
</tr>
<tr>
<td>Effective time management and balance.</td>
<td>Extension and progression according to student aptitude.</td>
</tr>
<tr>
<td>Socially just access, inclusion and participation for all students.</td>
<td>Resource-based support for work units.</td>
</tr>
</tbody>
</table>

P a g e 10
3. Effective Teaching Resulting in Learning

<table>
<thead>
<tr>
<th>Emphasis on essential skills across all Key Learning Areas:</th>
<th>Responsiveness to changing individual needs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Literacy</td>
<td>Educationally researched innovation.</td>
</tr>
<tr>
<td>- Numeracy</td>
<td>Relevant, challenging and purposeful teaching.</td>
</tr>
<tr>
<td>- Socialisation and personal development</td>
<td>Resource enhanced curricular continua.</td>
</tr>
<tr>
<td>- Thinking and problem-solving</td>
<td>Competent, professional educators.</td>
</tr>
</tbody>
</table>

Preparation for life-long learning.

4. Partnerships

<table>
<thead>
<tr>
<th>Shared commitment, ownership of activity and accountability.</th>
<th>Staff, Students, Parents and Community.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pride and belonging in the school, community and nation.</td>
<td>Collaborative partnership in school decision-making.</td>
</tr>
<tr>
<td>Teaching and learning partnerships benefiting student learning.</td>
<td>Open and honest communication.</td>
</tr>
<tr>
<td>Team work and mutual acknowledgement.</td>
<td>Approachability and courtesy.</td>
</tr>
</tbody>
</table>

5. Best Outcomes for All Students

<table>
<thead>
<tr>
<th>Staff, Students, Parents and Community.</th>
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**McDOWALL STATE SCHOOL EXPECTATIONS**

- McDowall State School expects high standards of personal achievement and behaviour.
- Teaching is effective, inclusive and engaging. It is curriculum informed and is constructed around respectful relationships between staff and students.
- A whole school approach, effective school organization and leadership, enhances productive, positive behaviour.
- Partnerships with parents, the wider school community and other support agencies contribute to productive, positive behaviour.
- Staff expertise is valued and developed.
- Standards of expected student behaviour are linked to transparent, accountable and fair processes, interventions and consequences.
- Responses to inappropriate student behaviour consider both the individual circumstances and actions of the student and the needs and rights of school community members.

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

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

A clear expectation of conduct is effected on a daily basis. This expectation demands that individuals account for their actions and meet clearly articulated responsibilities to the school community.

**All MEMBERS of the SCHOOL COMMUNITY are expected to:**

- Conduct themselves in a lawful, ethical, safe and responsible manner that recognizes and respects the rights of others.

**STAFF are expected to:**

- Maintain high standards of ethical behaviour as established in the Department of Education and Training’s Code of Conduct.
- Maintain high standards of professional behaviour as established by Professional Standards that may apply.

**STUDENTS are expected to:**

- Participate actively in the McDowall SS education programme.
- Take responsibility for their own behaviour and learning.
- Demonstrate respect for themselves, other members of the school community and the school environment.
- Behave in a manner that respects the rights of others, including the right to learn.
- Co-operate with staff and others in authority.
PARENTS are expected to:

- Demonstrate an active interest in their child’s schooling and progress.
- Co-operate in partnership with the school to achieve the best outcomes for their child.
- Support school staff in maintaining a safe and respectful learning environment for all students.
- Initiate and maintain constructive communication and relationships with school staff regarding their child’s learning, wellbeing and behaviour.
- Contribute positively to behaviour support plans that concern their child.

The SCHOOL is expected to:

- Provide a safe, clean, secure and supportive learning environments.
- Provide inclusive and engaging curriculum and teaching.
- Initiate and maintain constructive communication and relationships with students and parents.
- Promote the skills of self-management and self-responsibility.

Student behaviour that does not comply with the expected standards is not acceptable.

Consequences are expected to be applied to:

- Provide the opportunity for all students to learn.
- Ensure the safety of staff and students.
- Assist students who exhibit challenging behaviours to accept responsibility for themselves and their actions.

In applying consequences for unacceptable student behaviour, the individual circumstances and actions of the student and the needs and rights of school community members will always be considered. A range of consequences are used by the school, including (a) Enrolment suspensions (b) Enrolment exclusions; and (c) Cancellations of Enrolment.

“We celebrate student success and teach students to assume self-responsibility.”

TEACHERS CODE OF ETHICS

Teachers have an important responsibility in guiding their students’ educational, emotional and social development. Therefore teachers should possess the following attributes:

- social and emotional maturity,
- integrity,
- breadth and depth of learning, and
- an understanding of human experience.

The McDowall State School Community and the Queensland Teachers’ Union trusts that all staff in the exercise of their professional duties will exemplify this Code.

THE CODE

- The primary professional responsibility of teachers is the welfare of all students within their care.
- Teachers shall endeavour to promote such relationships between school and home as will contribute to the welfare and comprehensive development of each student.
- Teachers shall strive to achieve standards of professional conduct and to display attributes toward their colleagues which will create mutual respect.
- Teachers have a right to assert their professional, industrial and civil rights and support their colleagues in the defence of these rights.
- Teachers shall strive to fulfil their responsibilities in a manner which will enhance the prestige of their profession.
**STUDENT RESPONSIBILITY**

- Respect yourself, others, property and environment
- Accepting of self-responsibility
- Accepting of guidance and direction
- Co-operation, tolerance and team-work
- Courtesy in language and action
- Appropriate communication of need
- Pride in achievements, school, community and nation
- Maintain a calm and rational emotional state
- Dress according to the school standard eg School Uniform
- Readiness to learn eg Positive, calm, rational attitude
- Compliance with ‘Responsible Behaviour Plan- Students’
- Does one’s best
- Attention to personal ‘basic needs’
- Regular, punctual attendance
- Homework, study and project punctual completion
- Develop personal attributes and skills ‘You Can Do It Programme’

**PARENT RESPONSIBILITY**

- Support school policy, procedures, standards and expectations
- Compliance with ‘Code of School Behaviour’
- Open mindedness
- Respect and tolerance of both individual and family difference
- Respect and tolerance toward all school participants
- Pride in individual achievement and effort
- Encouragement of children in their interest & enjoyment of learning
- Focus on the best interests of the child
- Be the best parent possible
- Acknowledge that children are not small adults
- Work in partnership to realize school targets & child achievement
- Provision of daily student need eg Healthy food, uniform, books, etc
- Payment of fees and contributions for service/materials provided
- Setting a ‘positive & good example’ eg Conduct, dress
- Treatment of staff as professional practitioners
- Upholding confidentiality and trust
- Support, and if possible, involvement
- Advise school of reason for child absence
- Timely communicate issues affecting child learning & welfare
- Supervision of homework and study
- Teaching and modelling self-responsibility
- Abide by Principal direction concerning school management

**SCHOOL RESPONSIBILITY**

- Focus on the child, achieving best possible learning achievements
- Quality curriculum
- Implementation of the ‘Student Homework Policy’
- Clear, high standards, expectations and achievement targets
- Professional outlook, responsive to societal change
- Achievement measured against standards of excellence
- Respect for individuals
- Opportunity for involvement
- Transparency in school decision-making
- Intervention & communication in response to child welfare issues
- Upholding of confidentiality and trust
- Open, fair and transparent complaints resolution
- Provision of a supportive school learning environment
- Implementation of the ‘Code of School Behaviour’
- Implementation of the ‘Student Dress Code’
- Firm and consistent approach to student issues
- Effective, timely and informative communication
- Effective leadership and efficient management
- Empathy towards community need and issues
- Foster and strengthening of child-centred learning partnerships
- Professional, effective, productive learning and teaching
- Reporting of student progress each semester
- Celebration of success and teaching students self-responsibility
- Timely parent contact (a) Attendance (b) Behaviour (c) School work

**TEACHER & STAFF RESPONSIBILITY**

- Focus on the child (a) achievement (b) welfare (c) individual need
- Quality curriculum
- Implementation of the ‘Student Homework Policy’
- Clear, high standards, expectations and achievement targets
- Professional outlook, responsive to child learning progress
- Achievement measured against standards of excellence
- Respect for individuals
- Professional conduct, manner and attire
- Opportunity for involvement
- Team focus in meeting school targets and programme delivery
- Flexibility in strategy and approach
- Intervention & communication in response to child welfare issues
- Upholding of confidentiality and trust
- Approachability and understanding … But firm. (Good listener)
- Self-Evaluation …. Reflective, Learning Practitioner
- Record-keeping (a) Accountabilities (b) Informing curriculum
- Provision of a safe, supportive school learning environment
- Implementation of the ‘Responsible Behaviour Plan for Students’
- Implementation of the ‘Student Dress Code’
- Firm, fair and consistent approach to student issues
- Clear and effective communication – teacher and student
- Knowledge and adequate preparation of material
- Professional conduct, manner and attire
- Opportunity for involvement
- Team focus in meeting school targets and programme delivery
- Flexibility in strategy and approach
- Intervention & communication in response to child welfare issues
- Upholding of confidentiality and trust
- Approachability and understanding … But firm. (Good listener)
- Self-Evaluation …. Reflective, Learning Practitioner
- Record-keeping (a) Accountabilities (b) Informing curriculum
- Timely parent contact (a) Attendance (b) Behaviour (c) School work
- Self-motivated in demonstrating a passion for professional teaching
- Respect and tolerance of both individual and family difference
TEACHERS CODE OF ETHICS
Teachers have an important responsibility in guiding their students’ educational, emotional and social development. Therefore teachers should possess the following attributes:
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* Teachers have a right to assert their professional, industrial and civil rights and support their colleagues in the defence of these rights.
* Teachers shall strive to fulfil their responsibilities in a manner which will enhance the prestige of their profession.
Teachers, in association with parents, have the responsibility of guiding students toward an appreciation for the need of self-discipline. This is achieved by a judicious application of behaviour management / modification techniques in association with an indepth knowledge of the individual student. Effective discipline is built upon a professional personal relationship with the student.

- The teacher implements a systematic approach to classroom student disciplinary management. The teacher must maintain a take-charge attitude. The teacher must be in charge within the classroom with no student having the right to stop a teacher from teaching or another student from learning.

- A balance is maintained within classroom discipline plans; between disciplinary actions and frequent positive support of students’ commendable and appropriate behaviour. Students must know that besides disciplining them, the teacher will acknowledge them when they do behave appropriately. (Positive reinforcement)

- Consistency is vital in the resolution of many disciplinary problems. When a student misbehaves, there is a consequence; as outlined in the Classroom Discipline Plan.

- The purpose of the Classroom Discipline Plan is to support and guide students in their achievement of personal educational potential through better mastery of self-discipline / self-responsibility skills.

**PLANNING OVERVIEW**

**TOTAL SCHOOL COMMUNITY COMMITMENT TO A SAFE & SUPPORTIVE SCHOOL ENVIRONMENT**
* Beliefs & Values  * School Context  * Statement of Expectations

**McDOWALL STATE SCHOOL RESPONSIBLE BEHAVIOUR PLAN**

**PASTORAL CARE**
* You Can Do It Programme  * Parent Ed
# Support / Counselling  
# Teacher - Student & Student Group Relations  
# Professional Referral / Parent Reference

**CLASSROOM MANAGEMENT**
* Effective teaching and learning
* Discipline
* Responsibility

**CURRICULUM RELEVANCE**
# Allowing for student success / relevancy
# Catering for individual talents / needs

**LINKS BETWEEN SCHOOL PARENTS & COMMUNITY**
* Effective communication / Positive Rules  
* Clarity of purpose and task  
* Student ownership of responsibility
THE FIVE STAGE DISCIPLINE PLAN

There are *minimal standards of behaviour* throughout the McDowall State School that everyone are expected to uphold whether they be students under the supervision of any adult (not only classroom teachers) or whether they be staff / parents / visitors to our school.

1. Every teacher *maintains* a *Classroom Discipline Plan*. eg. A set of rules, reinforcements and consequences that are in effect at all times in each classroom. Complementary to these elements is an integrated programme of instruction focusing on the teaching of responsibility. The Classroom Discipline Plan is an *evolving framework* built around the *professional discretion of the teacher* but complementing school philosophy and direction, in responding to both the collective and individual needs of students.

2. A *School-Wide Discipline Plan* governs behaviour in common areas in the school. eg. The playground etc. where students are without their classroom teacher. The school-wide discipline plan is a systematic, consistent yet dynamic way in which to deal with discipline problems throughout the McDowall State School. It underpins a positive and orderly environment in which effective teaching and learning can occur.

FIVE STAGE INTERVENTION MODEL

This model provides:

1. Teachers with a *Ten Step Intervention Plan* linked with process skills.

The Ten Step Intervention Plan provides ten hierarchical exemplar steps within behaviour management intervention - ranging from the least intrusive through to the most intrusive. The first seven steps contained with *Stages 1-2* relate to effective classroom management and the range of skills and strategies an effective teacher would develop as a *reflective practitioner*. A classroom teacher is expected to continually enhance professional skills in effecting Stage 1-2 intervention.

*Stages 3-4* require complementary support and assistance to the classroom teacher by peer teachers, specialist support personnel and deputy principals. Intervention is firm, planned and consistent but always with the intent on returning the student as soon as possible into normal classroom routine, possibly progressively, as soon as possible. A documented Behaviour Management Plan is developed and reviewed (Placed on permanent Student File) with the Deputy Principal or nominee as Case Manager (Level 3+). The primary stakeholders in Stages 1-4 are (a) the classroom teacher (b) student (c) parents / guardians (d) Deputy Principal. Parents are to be advised of issues relating to Stages 2 and above, with written advice essential from Stage 3 and above.

*Stage 5* intervention is managed by the Principal. This stage reflects the exhaustive efforts and intervention by school staff in endeavouring to utilise all avenues of school-based behaviour management opportunities to effect student positive behavioural change. These interventions are well documented within a Case Profile in terms of objective, strategy and outcome. Documentation also reflects parental and specialist staff (Guidance Officer, Team, AVT) interviews and interventions.

2. Teachers with a *Five Stage Conflict Management / Group Development Plan*.

The Five Stages outlined within the Ten Step Discipline Plan, are further highlighted within the Five Stage Conflict Management / Group Development Plan. Each stage highlights the skill level required of the (a) the teacher, and (b) staff / adult / student peer group ..... in being able to adequately provide intervention, consistency in intervention and social pressure to bring about an individual’s behavioural change and to subsequently provide on-going positive reinforcement for behaviours that are socially acceptable. *This model highlights the importance of not only initiating intervention in seeking behavioural change but teaching group development strategies and skills to student peer groups; who in both the short and long term will be more effective in achieving positive behavioural change than the teacher.*

3. Teachers, Parents and Students with a *Five Stage Behavioural Management Summary*.

This summary is provided in its simplistic form as a teaching reference in providing an overview of the Ten Step Intervention Plan to students and parents. *It is not suitable for presentation without explanatory comment as it does not represent the exhaustive and professionally skilled intervention steps required before progressing on to each hierarchical step*. Not to provide adequate comment *devalues* the skills and talents of McDowall State School reflective teaching practitioners.

4. Students with a Five Stage ‘*Student Responsibilities Reporting Framework*’. 

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16 | Pa g e
A ‘Student Responsibilities Booklet’ is provided to each parent at time of student enrolment. The booklet directly addresses the student and outlines five Student Responsibility Levels. In terms of each level, the student is informed of conduct that will necessitate assigning a level to a student, and examples of consequence and subsequent school staff intervention in response to student placement on the level. Student Responsibilities Levels promote effective communication between teachers, students and parents in describing levels of behaviour concern.

### TEN STEP DISCIPLINE PLAN

A DEGREE OF COMMONSENSE AND TOUGHNESS + CONSISTENCY = KEY

<table>
<thead>
<tr>
<th>STAGE 1</th>
<th>POSITIVE CLASSROOM MANAGEMENT</th>
<th>LEAST INTRUSIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Step 1</strong></td>
<td>Analysis of situation. “What am I doing?” “How do I react?” “Do I shout, ignore?”</td>
<td>Tactical ignoring</td>
</tr>
<tr>
<td><strong>Step 2</strong></td>
<td>“Is what I am doing working?” If not, stop doing it.</td>
<td>Simple direction</td>
</tr>
<tr>
<td><strong>Step 3</strong></td>
<td>Give positive reinforcement to students. Give ‘time of day’. Recognise children as individuals. Be nice, pleasant in balancing against the firm.</td>
<td>Develop a plan. Remain calm and controlled. Use assertive “I” messages</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>STAGE 2</th>
<th>TEACHER – STUDENT CONFLICT RESOLUTION</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Step 4</strong></td>
<td>If student disrupts … respond firmly and quickly but not angrily. “What should you be doing?”</td>
<td>Question and Feedback</td>
</tr>
<tr>
<td><strong>Step 5</strong></td>
<td>Disruption / misbehaviour continues – Repeat Step 4 “State rule broken.” If no response … “You have broken the rule ….. You should be doing the following ….”</td>
<td>Rule and expectation restatement</td>
</tr>
<tr>
<td><strong>Step 6</strong></td>
<td>Students taught to obey simple, reasonable rules.</td>
<td>Take the student aside. Meet after class to work through issue. Time out in another classroom.</td>
</tr>
<tr>
<td><strong>Step 7</strong></td>
<td>Disruption persists. “We’ve got to work this out!” Find solutions (a) Student follows reasonable rules (b) Student does not disrupt the learning of others. “This cannot continue: We will meet together to discuss this issue.”</td>
<td>Re-establish working relationship quickly when student is on task</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>STAGES 3-4</th>
<th>OUT OF CLASS SUPPORT</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Step 8</strong></td>
<td>Continual disruption. Sent from classroom to a designated Year Level or Support Team location. Must ‘Work it out’ before student is allowed to return to class. Set work provided.</td>
<td>Simple choice and direction. Application of consequences. Daily Behaviour Chart. Reflection Sheet. Communication Booklet. Follow up and Follow through. Individual Behaviour Profile and Plan.</td>
</tr>
<tr>
<td><strong>Step 9</strong></td>
<td>Still disturbing others. Refusing to ‘work it out’. Parents are required to intervene and ‘work it out’ with the child – partnership with teacher. Possible in-school suspension. Student expected to comply with school rules. Additional personnel, agencies may be involved.</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>STAGE 5</th>
<th>OUT OF SCHOOL SUPPORT</th>
<th>MOST INTRUSIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Step 10</strong></td>
<td>Parents report that they are unable to change student behaviour at school or at home. Referral to external agency to assist family. The school has exhausted all reasonable school-based avenues of support for the student. Referral to external agencies. RE-Entry plan drafted. Consideration given toward enrolment suspension and/or exclusion.</td>
<td>Likely EXIT</td>
</tr>
</tbody>
</table>

(a) Suspension  
(b) Exclusion  
Principal’s discretion. Thoroughly considered and well documented
<table>
<thead>
<tr>
<th>STAGE 1</th>
<th>Routine Classroom Management</th>
<th>STAGE 2</th>
<th>Teacher - Student Conflict Resolution</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Polite request</td>
<td></td>
<td>Stronger words and use of body language implemented</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Progression from:</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>* Informal to formal</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>* Verbal to written</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>* Private to visible / public</td>
</tr>
<tr>
<td>STAGE 3</td>
<td>Stated of consequences that will follow if positive change does not occur</td>
<td></td>
<td></td>
</tr>
<tr>
<td>STAGE 4</td>
<td>Behaviour Management Planning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>STAGE 5</td>
<td>Community agency involvement.</td>
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<tr>
<td></td>
<td>Student is possibly off-site.</td>
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</tbody>
</table>

**Advice:**
- Remain calm, avoid anger
- Continuance of problem - progression on to next response level
- If Stage 3, ... prepare for progress to Stage 4.

**Group Development Dynamics & Skills**
- Group depends on teacher for attention and rewards. Extrinsic moving towards intrinsic motivation.
- Group members assert independence by testing each other and the teacher. Within the dynamics, members are determining dominance and influence (positive or negative) over peers. Some groups proceed no further than this stage.
- Group membership roles have been defined and accepted. Dynamics are peaceful. Members depend on each other rather than teacher involvement. (Peer group standards being established)
- Individual diversity in style and difference adopted without threat to group stability. A **high performing group** rationally confronts conflict (low tolerance of individual non-conformity to group conduct standards) instead of avoiding it.
- Each stage of group development requires different teacher facilitation techniques
- Facilitation techniques should promote group movement through the stages.
# FIVE STAGE - BEHAVIOURAL MANAGEMENT SUMMARY

## STAGE 1
### THE CLASSROOM
Positive classroom management
Work it out in the classroom with your teacher

If NOT ..........

## STAGE 2
### TEACHER INTERVENTION
Work it out with team assistance and support within your classroom. eg.
Parents, teacher, other teachers, peer students.

If NOT ..........

## STAGE 3
### TIME - OUT AREA
Teacher works out a plan to enable and assist student to return to class as soon as possible. Teacher is supported by team, other teachers, teacher-aides and the Deputy Principal, as Case Manager.

If NOT ..........

## STAGE 4
### OUT - OF - CLASS SUPPORT
Isolation in a Time-Out Location (with set work and reflection materials) until student assumes responsibility & collaboratively works out a plan to return to class as soon as possible. Teacher is directly supported by the Deputy Principal.

If NOT ..........

## STAGE 5
### OUT - OF - SCHOOL OR ALTERNATIVE SCHOOLING
Principal works out a plan with your parents and student after receipt of Student Case Profile.
- Suspension
- Alternative Schooling
- Exclusion

If NOT ..........
- Exclusion
The McDowall State School staff address areas of (a) **Curriculum** - what and how it is taught (b) **Inter-personal Relationships**; and (c) **Organisational Procedures** in their approaches to managing behaviour within the school environment. These areas are holistically developed within the hierarchical structure of **Five Levels**, along a continua measured from Proactive / Positive Prevention Activity through to Reactive / Retrieval Action.

**MANAGING BEHAVIOUR IN A SUPPORTIVE SCHOOL ENVIRONMENT**

![Diagram of the Five Levels]

**REMEDIAL RETRIEVAL**
- * Community Accountability
  - * Restitution
- * Daily Report
- * Conferencing
- * Suspension
- * Withdrawal
- * Alternative Programmes
- * Exclusion
- * Outside Agencies

**INTENSIVE SUPPORT**
- * Social Skills Programmes
- * Time Out
- * Contracts
- * Counselling
- * Negotiating
- * Confrontation Skills
- * Conflict Resolution Skills
- * Support Services
- * Response to Harassment
- * Behaviour Management Plans
- * Flexible Timetabling
- * Assertiveness Training for Teachers

**PROBLEM - SOLVING - POSITIVE, PLANNED INTERVENTIONS**
- * Human Relationships Education
- * Peer Support Programmes
- * You Can Do It
- * Authentic Community Participation
- * Student Leadership
- * Personal and Social Development
- * Citizenship
- * Physical Environment
- * Classroom Management
- * School - Community Relationships
- * Professional Development
- * Inclusive Curriculum
- * School Climate
- * Effective Learning & Teaching
- * Good Relationships, Mutual Respect between Students and Teachers

**EFFECTIVE LEARNING IN A POSITIVE, SOCIALLY JUST ENVIRONMENT**

**CLASSROOM DISCIPLINE PLAN**

The purpose of the **Classroom Discipline Plan** is to establish a basal foundation from which the teacher will support and guide students in their achievement toward personal educational potential through focused teaching and development of student self-discipline and responsibility skills. It contains a planned set of rules, reinforcements and consequences that are in effect at all times in each classroom. Complementary to these elements is an integrated programme of instruction focusing on the teaching of responsibility. This evolving framework is built around the professional competencies and discretion of the teacher in being better able to respond to student management and skill development needs. The Classroom Discipline Plan is evaluated against school philosophy and direction.

Good classroom management begins with clearly defined standards. Students must know the teacher’s expectations in order to behave appropriately. Most students desire to please. Where standards are not clearly defined, students will innately determine and respond to standards that the teacher informally and non-verbally communicates (Often referred to as the hidden curriculum).

**EFFECTIVE CLASSROOM BEHAVIOUR RULES**

**RULE CRITERIA**
1. Short
2. Positive
3. Clearly understood by all
4. Reasonable
5. Enforceable
6. Has specific consequences
   - Positive educational outcome
7. Few rules made and enforced

**IMPLICATIONS for TEACHER**
- Review rules regularly. Update as necessary
- Involve all in development of rules
- Model adherence to rules
- Reinforce students behaving well
- Misbehaviour – “What should you be doing?”
- Apply consequences consistently, firmly, fairly
- Apply due process before consequence
- Acquire complete description of incident from those involved (adults & students)
• Certain behaviours are undesirable and should be targeted, avoided or discontinued.
• Other behaviours are desirable and should be encouraged and repeated.

RULES + ROUTINES + RITUALS = REASSURANCE

Teachers list five behaviours that are essential in the effective management of their classroom. Behaviours must be observable and able to be easily monitored without the possibility of vagueness in interpretation. Teachers involve students in this decision-making process. It is expected that students will follow the direction given by the teacher, the first time it is given!

<table>
<thead>
<tr>
<th>CLASSROOM RULES</th>
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<tbody>
<tr>
<td>1. ...........................................................................................................</td>
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<tr>
<td>2. ...........................................................................................................</td>
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<td>3. ...........................................................................................................</td>
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<td>4. ...........................................................................................................</td>
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<td>5. ...........................................................................................................</td>
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<table>
<thead>
<tr>
<th>POSITIVE REINFORCEMENTS</th>
</tr>
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<tbody>
<tr>
<td>1. ...........................................................................................................</td>
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<tr>
<td>2. ...........................................................................................................</td>
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<td>3. ...........................................................................................................</td>
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<td>4. ...........................................................................................................</td>
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<td>5. ...........................................................................................................</td>
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<table>
<thead>
<tr>
<th>CONSEQUENCES</th>
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</thead>
<tbody>
<tr>
<td>1. The first time a student disregards the rule .................</td>
</tr>
<tr>
<td>2. The second time a student disregards the same rule ........</td>
</tr>
<tr>
<td>3. The third time a student disregards the same rule ..........</td>
</tr>
<tr>
<td>4. The fourth time a student disregards the same rule .........</td>
</tr>
<tr>
<td>5. The fifth time a student disregards the same rule ..........</td>
</tr>
</tbody>
</table>

This concise plan informs Individual Student Intervention Planning with the consequences amended to read …

1) The first time the student disregards the rule .................
2) The second time the student disregards the same rule .......
3) The third time the student disregards the same rule .......
4) The fourth time the student disregards the same rule .......
5) The fifth time the student disregards the same rule ...........

Specific rules, behaviours, expectations and strategies may apply in addressing individual student behavioural concerns. This concise plan may develop into a Student Profile.

EFFECTIVE POSITIVE REINFORCEMENT

The key to effective discipline is the positive support of students’ appropriate behaviour.

The goal of the Classroom Discipline Plan is to instil within students a sense of what is ‘acceptable behaviour’ and to assist them to experience positive feelings about it. The student learns to behave, for better or for worse, according to the response received from authority figures. When a student receives encouraging responses to desirable behaviour, the student is motivated to continue it.

When a student gets undesirable responses to desirable behaviour, it is discontinued. However, when a student gets attention, positive or negative, for undesirable behaviour, it may continue, especially if that is the only behaviour that receives a response.

The awakening of the inner motivation and strength of self-discipline outlines responsibility to self.

Student’s must make decisions for themselves. Teachers, teach (by objectives) students how to make these decisions. Responsibility means to become mature in the sense of being responsible to family, to self and to society. To be responsible for all aspects of life and our situation; for our talents, our potential, for our feelings, for our actions and for our freedom. Responsibility is not the result of maturity but the cause of it.
On its most basic level, positive reinforcement is extrinsically biased in the provision of reward. (Provides for obedience)

Effective teachers provide, over time, positive reinforcement proportionally biased away from reward toward the intrinsic forms of motivation. (Provides for discipline and service)

Prizes or awards are a way to entice students toward goals made for them. The ultimate goal is self-discipline - a student chooses to behave because they want to or because they know that the teacher expects good behaviour. Students shouldn’t expect an award every time they behave well. Still, students are human, and humans often do need that ‘extrinsic motivation’. Where this is needed, social rewards may be used rather than prizes.

eg. ‘This coupon is good for one lunch date with the teacher.’ Going somewhere special with a friend within the school. Doing something special with a friend while at school.

Guidelines

⇒ Positive reinforcements are developed that the teacher feels comfortable in implementing.
⇒ Reinforcement should be something students like and enjoy.
⇒ Students should be informed of the positive reinforcement they will receive.
⇒ Positive reinforcement should be provided as often as possible. (Preferably unexpectedly)
⇒ Planning should occur ahead of time over which behaviour merits reinforcement.
⇒ Rewards should not be taken away as penalty / punishment, once awarded. (Consequence applied separately instead)

✓ Teachers decide what behaviour is desired and how much annoying behaviour will be tolerated.

Acknowledge good behaviour and catch students in the act of being good.

✓ Teachers implement a no more ‘no’s’ atmosphere. Instead of telling the student what is not to be done, they offer a positive alternative instead.
  * Instead of... ‘Don’t leave your pencils on the floor.’ Try ... ‘Keep your pencils in their case in your tidy tray.’
  * Then show the student how to do this. Expect that the pencils will be stored this way.
  * Impose a logical consequence for breaches of conduct. eg. Pencils removed to shelf.

Positive Reinforcement - Individual Student Behaviours.

✓ Teacher provides verbal praise (specific mention of exact behaviour appreciated), focusing on what the student / s have done well.

Positive note handed to the student or perhaps written on an assignment.
Positive note or phone call to parents.
Positive note posted home to the student.
Exclusion from a particular class task.
Extra computer time.
Certificate issue.
Star or sticker placed on Classroom Chart.
Lunch with the teacher.
Free / Special Activity Time extension.
Class Monitor responsibilities.
Awards.
Take home the Classroom Pet.
Host Sharing Assembly
Student Personal Goal Setting / Review

Peer tutoring opportunities
Special Student Council Assignment
Praise / acknowledgement from a special person
Exclusive recess video viewing
BBQ meal with invited guests
Access - Interschool Links [Fax, Modem, Letter writing]
Input - Sports Game selection
Display of work in town
Collaboratively planned work presentation
Sports Challenge - Against teachers
Tuckshop Voucher
Interest Activity / Study
Flexible study arrangement

Target: To praise every student at least once a day and send home two positive notes per week.

Positive Reinforcement – Recommended Class Strategies.

Marbles placed in a jar.
Class Luncheon or Party.
Miss homework for one night.
Field Trip.
Extra Supervised Recess Time.
Video documentary.
Free / Special Activity Time - supervised.

Extra sport time.
Play music in class.
Special Community Guest Speaker in Class.
Special Art Time.
Craft Project.
Positive Reinforcement Charts - Monitor Student Progress toward a Goal.
Cooking in class.
Additional time on ‘preferred’ activity.

Gratitude Journal
Teacher and student maintain a ‘Gratitude Journal’ in which five entries a day are recorded after a short time of reflection. Each entry may relate to an aspect of school life (small or significant) each referred to as ‘Gratitude Moments’.

- Focus on what you have and you will see your blessings multiply.
- Focus on what you have not and you will see your blessings decline.

Pair Points
In the classroom students are acknowledged for their success. Pair points are issued in recognition of this. Special opportunities, events or acknowledgements are provided to pairs achieving over a set goal (points target), twice a term.

Fame Club
The Fame Club is a privilege provided to students who strive to do the right thing throughout the week. At the end of the week, students in the Fame Club are acknowledged through teacher recognition and points allocations. An ongoing tally indication of student behaviour achievement and success is maintained throughout the week. Students who have been in the Fame Club for a month will be invited into our Hall of Fame. Students in the Hall of Fame receive a letter of congratulation and their photograph placed on the Hall of Fame Board for all in the Teaching Block to see. Each week students in the Hall of Fame are provided with 30 minutes to spend on an educational activity of their choice. Entry into the class Behaviour Booklet, being placed on a Student Responsibilities Behaviour Level 1+ or attending Recess Withdrawal will see Hall of Fame privileges suspended for two weeks. Any further incident during that two weeks will see Hall of Fame exclusion. The teacher’s goal is to invite every student to enter the Hall of Fame.

Student Peer Dynamics (Pressure) used to heighten Standards.
Balance the Positive (3:1 in favour) over the Negatives / Consequences.

EFFECTIVE DISCIPLINARY CONSEQUENCES

CONSEQUENCE: Follows an action

NATURAL CONSEQUENCE: Outcomes follow actions directly and naturally.
eg. Go onto beach without sunscreen = sunburn

LOGICAL CONSEQUENCE: Outcomes are preplanned and relate to the action.
eg. Homework not done = Done in own time at school

RESTITUTION: Learning a way that leads to self-discipline. It empowers the wrong-doer with responsibility of satisfactorily compensating the ‘victim’ and repairing the wrong. eg. fix, pay back, say positives, give time, etc.

Effective use of consequences = powerful learning tool which effectively deals with frustration and potential conflict.

Once rules have been established, disciplinary consequences are determined for students who choose to misbehave. Students must know that they have a choice; to follow the rules and enjoy the positive reinforcement of their actions or disregard the rules and accept the consequences. Disciplinary consequences are something that students generally do not like, but are in no way harmful nor degrading to them (eg. punishment).

The concept and implementation of ‘student punishment’ is rejected by the McDowall State School Community. It is clearly stated that the ‘teacher’ is often the critical factor in student behaviour management. The effective teacher creates a lively, exciting learning space that appeals to its occupants and that ‘breathes the joy of learning’. There is no place for ‘punishment’ in this environment.

Guidelines
⇒ Teachers choose consequences that they are comfortable using.
⇒ Consequences are something students dislike but are not anything physically or psychologically harmful.
⇒ Consequences must comply with Departmental / School Guidelines.
⇒ Parent contact is included towards the end of the hierarchy of consequences. SRL2+
⇒ Sending a student to the Deputy Principal must be one of the last options....except in cases of severe misbehaviour.
A maximum of five and generally listed in order of severity. The frequency a student disregards a rule will determine the consequence the student will receive.

In every plan, teacher professional discretion applies, in responding to individual student circumstance and situation.

- Misbehaviour frequency is recorded by the teacher on a notebook, blackboard or clipboard.
- The student is informed of the rule broken and what the consequence will be.
  eg. Linda, Rule 2........Consequence 1 or Linda, that’s three checks.
  Perhaps the showing of fingers can indicate the rule number.
- Parents must be notified 24 hours in advance for after-school detention unless having been contacted by phone during the day and school buses are not involved.

### Severe Clause

In cases of severe misbehaviour such as fighting, vandalism, defying a teacher, or preventing the teaching of a class of students: the discipline hierarchy no longer applies. Instead, an immediate consequence will occur.

eg:
- The student is withdrawn from the classroom routine.
- Support from Team Teachers / Teacher Aides / Deputy Principal is provided.
- Principal may suspend student from attendance at school.

**NB:** Administration personnel often are time committed during the school day. In severe cases, commitments will be suspended in direct support of teachers and students causing disruption to other school activities. The Deputy Principal’s primary role is to further enhance teacher skills in teachers themselves being better able to respond to student needs. Classroom Discipline Plans are endorsed by the Deputy Principal before being implemented.

### Recommended Examples...........Disciplinary Consequences

<table>
<thead>
<tr>
<th>Age</th>
<th>Child’s Choice</th>
<th>Teacher’s Guidance</th>
<th>Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Insists on playing outside without ‘jumper’.</td>
<td>‘It’s winter outside.’</td>
<td>Misses game to return for ‘jumper’.</td>
</tr>
<tr>
<td>6</td>
<td>Late for soccer practice.</td>
<td>‘You have fifteen minutes.’</td>
<td>Sits out next game for being late.</td>
</tr>
<tr>
<td>7</td>
<td>Leave homework spread all over the classroom floor.</td>
<td>‘Put your schoolbooks away before leaving for lunch.’</td>
<td>Misses next recess to redo homework.</td>
</tr>
<tr>
<td>10</td>
<td>Leave bicycle out of the bike racks.</td>
<td>‘Take better care of your bike. A lot of bikes have been stolen in this area.’</td>
<td>Bike gets stolen; next bike the child has to earn the money to buy.</td>
</tr>
</tbody>
</table>

Help students to learn ..... Think through, what you are about to do!

- Teacher - Student Interview
- Loss of privileges
- Apology (possible restitution)
- Disapproving - nonverbals from teacher
- Practice appropriate behaviour
- Parent - Teacher Interview
- Loss of Office-bearer position
- Parent to attend class - observe student
- Guidance Officer referral
- Suspension of sport / extra-curricula involvement
- D / Principal - Parent - Student Interview
- Detention
- Behavioural Contract / Record Card
- Essay Assignment - research (Role model)
- Class Behaviour Booklet - Student records name and reason for record.

It’s not the severity but the **INEVITABILITY** that has the impact!!!!

### IMPLEMENTING THE CLASSROOM or INDIVIDUAL DISCIPLINE PLAN

#### Guidelines

- A student disregards a rule = provided a consequence of some form.
  \[\text{It does not need to be immediate. It is not the severity but the inevitability that counts.}\]
- Consequences should occur as soon as possible after the exhibited behaviour.
- Teacher remains calm and rational when correcting a student.
The student is given due process.....eg. consequences known beforehand which will apply to a specific behaviour / developmentally appropriate to the individual.
Where applicable, students are to begin with a ‘clean slate’ each school day. Projects, Assignments and Homework are excluded. {SR Levels apply for 10 school days}   [Discussion is to occur with the Deputy Principal.]

- Consequences are to be (a) logical towards a positive educational intent
- (b) educationally sound / within student’s ability
- (c) socially just / inclusive

- If disciplinary consequences do not work ....... tougher ones are employed.
- A maximum application of a consequence to an inappropriate behaviour should be three times.
- Then.....drop down the hierarchy or devise more appropriate or severe consequences.
- Inform Year Level Team teachers, parents and the Deputy Principal of the revised plan.
- Consistency is the key.........Follow through every time.

**Annoyance Behaviours**
All parents have been issued with a “Students Responsibilities Booklet”. Most behaviour problems are not serious but tend to be wearing. Even though they build up frustration (annoyance behaviours) for the teacher, severe formal intervention is usually not applicable. A problem-solving approach (action research) is employed in identifying the motivation behind the annoyance behaviour and with the support of peer teachers and administrative personnel a range of interventions (of escalating degree) are implemented and documented. Disciplinary action is not inflicted for failure or inability to learn. Where the behaviour is serious (such as wilful damage, assault, swearing, gross and continued disobedience, offences against morality) the assigning of Student Responsibilities Levels 3+ may be appropriate with Deputy Principal endorsement as Case Manager.

**Striking a Student**
Corporal punishment is not included nor approved as an acceptable form of ‘student discipline’ at the McDowall State School.

**COMMUNICATION of CLASSROOM or INDIVIDUAL STUDENT DISCIPLINE PLAN**

**Administration Support Guidelines**

- Copy of plan retained by Deputy Principal.
- Deputy Principal endorses plan prior to its implementation.
- Deputy Principal’s role determined in the discipline hierarchy or positive reinforcement process.
- Deputy Principal’s role determined when a student is withdrawn from the classroom; or when teacher assistance is required.
- Document what the teacher will do when the Deputy Principal is unavailable.
- Plan modifications are to be approved by Deputy Principal.

**Class Group Communication and Ownership**
1. Once complete and endorsed, with resources generated to support its implementation; the Classroom Discipline Plan is presented to the class group. Having already been involved in key decision-making aspects of the plan, students are familiar with the contents.

2. Display a Classroom Discipline Poster.
   - Rules, positive reinforcements and consequences are listed.
   - Poster may be laminated use so that positives / consequences may be changed following regular review.
   - Poster displayed in a prominent location in the room / visible to all students.
   - Students are taught the discipline standards and skills promoting self-discipline.

**Parent Communication and Ownership**
1. Classroom Discipline Plan drafted.
   - Endorsed by Deputy Principal.
   - Plan communicated to students.

2. Discipline Plan presented at a Parent Meeting, Interview or sent letter to the parents.
   - Rules.
   - Positive reinforcements and consequences.
   - Requirement for parental support.
   - Parents may be requested to complete a tear-off portion and sign it: returning it to the teacher denoting an awareness of the Classroom Discipline Plan and the requirement that the plan be discussed with the child. A Parent Workshop could be conducted by the teacher......as an afternoon tea; to discuss the management of the classroom; the Discipline Plan being one discussion point.

☑ Teacher / Parent Information Meeting is held in February annually.
When a problem arises during the school year, teachers contact parents promptly by phone, letter, conference or interview. (Share the difficult burdens...these are the parents’ children)

Teacher will communicate standards to parents, providing examples and explaining why.

Teachers positively reinforce student behaviours regularly, perhaps sending home positive notes. Teachers endeavour to build a strong, positive relationship between teacher and parent.

Teacher will document all concerns and problems, maintaining records of student behaviour.

THE CHILD IS ULTIMATELY THE PARENT'S RESPONSIBILITY.
THE TEACHER DESERVES PARENTAL SUPPORT.

Supply Teacher Communication
When the class teacher is ill or absent, a copy of the Classroom Discipline Plan is left in a suitable location for easy perusal. (Around the teacher’s desk or wall display)

DOCUMENTATION of STUDENT BEHAVIOUR
All staff are expected to document all student misbehaviour.[Student, Date, Factual detail, Response, Parent Contact]

- Student Responsibilities Levels 2+ are recorded in OneSchool.

Records are used in the keeping of / for:

- Student Progress Report.
- Electronic Student Profiling - Summary of year’s student behaviour records.
- Individual Discipline Plan – Intervention Behaviour Plan
- Parent / Teacher / Principal Conferences recorded in OneSchool.
- Transferring students to other classes (justification)
- Referring students to counselling / guidance services / other agencies.
- Severe disciplinary response action by the Principal. eg. Suspension / Exclusion.

Teachers maintain anecdotal records at the end of the school day, noting the names of students who have behaved exemplary and those who have not. The record should state the reinforcement or consequence provided in response to the behaviour exhibited during the day. This assists the teacher in better understanding the motivation behind student behaviour and in providing an appropriate professional response.

- Index Card
- Small Notebook
- Discipline Record Sheet

YEAR LEVEL TEAM INFLUENCE – DEVELOPMENT OF STUDENT SELF-DISCIPLINE & RESPONSIBILITY
Teachers regularly meet in their Year Level Teams to discuss issues relating to effective teaching and learning; and student management. Collective, practical planning, teaching and assessment is undertaken and evaluated. The team works to guide and direct the development of student self-discipline & responsibility.

- Year Levels Teams maintain a register of Student Management Issues (Student Responsibilities Levels). This Register is kept in the School Staffroom, Information Resource Centre or by the Team Co-Ordinator.
  - Register entries are recorded by the teacher who assigned the Student Responsibilities Level (A consequence having already been imposed)
  - The classroom teacher is always advised if the assigned Level is 2 or above.
- Year Level Teams effectively support teachers and students in focusing the combined skills, talents and resources onto obstructions and barriers to student learning; and into professional development and training opportunities for staff. Through ‘practical problem-solving’ or ‘action research’ teachers explore student behavioural issues, (particularly across Levels 0-2), with intent to not only manage the issue but overcome the learning difficulty (where possible).
- Year Level Teams innovatively explore alternatives to existing teaching practice and resource allocation within the team in seeking to further improve student learning outcomes.
- The classroom teacher is responsible for anecdotally recording the initiative undertaken in support of a student’s learning and the subsequent outcome. This record is retained on the Formal Student File (School Administration).
The Deputy Principal attends Year Level Team Meetings exercising leadership and facilitating individual teacher and group professional development and training opportunities. The Deputy Principal undertakes the Case Manager role for students placed on Student Responsibilities Levels 3-4. Student Responsibilities Level 5 is managed by the Principal.

The parent is informed if a student is placed on Level 2+ of the Student Responsibilities Reporting Framework (a) Reasoning behind this decision (b) Consequence imposed on the student. (Refer to the Student Responsibilities Booklet)

Student Responsibilities Levels remain current for two weeks (10 school days) after which the student will return to Level 0 but only if the particular student has exhibited appropriate behaviour during this time-frame. Students placed on Levels 2-5 experience school programme impositions and restrictions, over and above the provided consequence. eg. Not permitted to attend excursions, Arts Council Performances, alternate programmes, etc. Students are provided core curriculum programming only.

- Class teachers manage student behavioural issues that relate to the classroom programme.
- Recess period issues and incidents are resolved by the supervising staff member within the recess period environment (with possible referral to Recess Withdrawal). Pro formas are provided to advise parents of student placement on Student Responsibilities Level 2.

**WHOLE SCHOOL BEHAVIOUR SUPPORT**

There are standards of behaviour throughout the McDowall State School that all students are expected to uphold whether under the direct supervision of staff and adults, or where students are present without such supervision.

*The school-wide behaviour plan is a systematic and consistent way in which to create a positive and orderly environment so that students will have a maximum opportunity to experience a safe, supportive whole school environment.*

**SCHOOL BEHAVIOUR MANAGEMENT COMMITTEE**

The development and review of a School-wide Behaviour Plan is the responsibility of the McDowall State School Principal and Management Forum. The plan is also endorsed by the McDowall State School P. & C. Association and School Advisory Council.

**Features of the School-Wide Discipline Plan**

- The formulation of general rules and procedures to manage issues and concerns identified in the common areas of the school.
- The adaptation of rules and procedures for different age levels. eg. allocation of play areas.
- The positive reinforcement of students in promoting higher standards of behaviour.
- The imposition of disciplinary ‘logical consequences’ in response to misconduct.
- The skilling and support of school staff and parents, in the implementation of the school-wide plan.
- The support and guidance of staff, parents and students during behaviour interventions such as Individual Educational Programming and Behaviour Management Plans.

**SCHOOL-WIDE RULES / EXPECTATIONS / STRATEGIES IN CLASS**

<table>
<thead>
<tr>
<th>Responsible Behaviour Plan for Students</th>
<th>To be ‘visible’ in each classroom, not tucked away on a shelf.</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Rules</td>
<td>To be regularly used in discussions about student behaviour.</td>
</tr>
<tr>
<td>Classroom Expectations – As evidence of School Rules</td>
<td>Clearly understood programme in operation by every teacher.</td>
</tr>
<tr>
<td>Positive Reinforcement – 66% of teacher effort</td>
<td>Programme integrated within daily teaching programme.</td>
</tr>
<tr>
<td>Inappropriate Behaviour Teacher Response – 34% of teacher effort</td>
<td></td>
</tr>
<tr>
<td>Teaching Responsibility / Implementation of ‘You Can Do It</td>
<td></td>
</tr>
</tbody>
</table>

- Students are expected to raise their hand when wishing to speak or address the teacher.
- Students are expected to be well-mannered at all times – exhibiting the ‘McDowall State School Standard’.
- At no time, should any person harass another (a) physically (b) verbally (c) sexually; or (d) domination of space or equipment.
- Students may enter classrooms before, after school and during recess periods – only when a teacher is present.
- Students are expected to walk in classrooms.
All students are expected to work, attend to their studies, etc without disturbing others.

Students are expected to listen carefully and comply with teacher instruction and direction.

**The Teacher’s Approach**

- Co-operatively formulate classroom rules / expectation. Keep these on display and refer to them regularly.
- Repeatedly ‘catch’ and ‘acknowledge’ students doing the ‘right thing’. Follow through with consequences. Be consistent.
- Use the raised hand strategy for ‘silence’.
- Teach students ‘freeze’ command or variations such as clapping patterns, tinkling a bell, etc.
- Stop speaking to gain the attention of the class.
- Vary your tone of voice and volume to convey particular meaning.
- Expect students exhibiting disruptive behaviour to discuss the problem directly with you on a 1-to-1 basis.
- Use a ‘cool-off’ area within the classroom, neighbour classroom – for a brief, predetermined time span.
- When a student is ‘off-task’ or exhibits inappropriate behaviour, ask, ‘What should you be doing?’, then ‘What will you do now?’
- Highlight orderly, quiet movement around within a room. Acknowledge correct sitting posture.
- Expect quiet and orderly movement within the school. (Two lines) Teacher’s voice must be heard by all students.
- Provide clear instructions and indicate time allowed to complete tasks.
- Speak politely and respectfully to all people.
- Monitor and provide intervention as required at School Assembly and Recess Debriefing.
- Encourage and assist students to verbalise their plans and strategies for self-improvement.
- Model behaviour standards, including wearing a hat or use of umbrella in the sun and acceptable, professional dress standard.
- Walk with the class to recess areas. Insist that students remain seated while eating.
- Oversee students walking from the classroom when dismissed at 3pm.
- Ensure that all P-7 students are accompanied while walking within the school during instruction time, by another student.
- Staff are required to complete appropriate ‘Referral Slips’ providing details of why the child has been referred to the office. Eg. Illness, behaviour, etc.
- Staff wear an Identification Badge – for security.
- Teachers are expected to be prepared at the commencement of the school day, to deliver a quality teaching / learning programme.
- Set homework is purposeful, timely and geared toward individual learning needs of students. Teacher corrects set homework.
- Create a learning environment that promotes learning, excitement, inclusion and is supportive of student needs and differences.

**BEFORE SCHOOL**

- Students should arrive at school after 8.00am for P-2 and after 8.15am for Yrs 3-7.
- Students should assemble and remain seated beneath the designated Central Student Covered Area prior to 8.30am after which time they are to refresh themselves and generally prepare for the school day. Eg. Place ports on racks.
- Students located in J Block and Modular Classrooms or any room where ports are stored inside, are to remain under a large Central Student Covered Area until their class teacher arrives.
- Large balls and school equipment (including playground equipment) are not to be used before school. Tennis balls may be used for handball.
- It is expected that games and activities are ‘quiet’ in nature and sound level.
- Students are to be punctual in attending class. Late students must be accompanied by their parent to School Administration prior to progressing to the classroom.
- When student distress occurs and the student is unable to effectively manage the issue, the student is to approach the nearest staff member (a) personally (b) knock at a door (c) attend School Administration.
- If due to unforeseen circumstances, the teacher does not arrive at the classroom and the beeper has sounded, a student should (a) inform the nearest staff member (b) advise School Administration.

**TUCKERBOX AREA**

- Handball and other games encroaching on the Tuckerbox Servery Area are not to be played.
- Students are only to line up at the Tuckshop when dismissed by the Duty Staff member in the ‘Eating Area’.
- Students are to orderly line up when accessing the Tuckerbox Servery. (Noise kept low).
- One student at a time in each line is to approach the servery area and is to use courtesy and ‘manners’ when speaking with adults.
- Having purchased or collected foodstuff and drinks, students return to their ‘Eating Area’.
**PLAYFIELD AREAS**

- Playfield areas are designed for small group games and individual activity. Soccer, cricket, touch football and like sports are not to be played in these areas. (Only on the oval)
- Playfield grass surfaces are to be protected with wear spread as evenly as possible across the field.
- Balls are not to be hit into safety fences. Students are not to climb or lean against safety fences.
- Embankment areas are out-of-bounds. Students are to remain at least 3m from edges.

**PLAY EQUIPMENT**

- Play in the Play Equipment Area is to be supervised in ensuring managed student conduct (a) Care of equipment (b) Safety in use (c) Access (d) Enjoyment
- Shock Absorbent Material Areas are Walking Areas. If student choose to run, they are sent from the area.
- Shock Absorbent Material is not suitable for ‘digging play’. This material is to remain within the designated retaining walls: not kicked, thrown, piled.
- Students take turns (one at a time and in one direction) to use items like the slide, rings, rope, bridge, etc.
- Students line up in designated areas before moving toward the Play Equipment. Same applies in departure.
- Students are to report the incidence of ants, wasps, bees, etc. to the Duty Staff member.
- Hats and shoes must be worn by students.

**RECESS PERIOD**

- Students are to eat and play in defined areas for these purposes. Students are not permitted to enter areas designated ‘Out of Bounds’ or other such locations that the Duty Staff member cannot see or satisfactorily monitor.
- Students are assigned 10-12minutes each recess period to eat their food. At the end of this time, the Duty Staff member will indicate (a) whistle (b) hand in the air (c) clap sequence; students are to listen for instruction. All refuse is to be cleared before students are dismissed to access play or tuckshop areas. Students stand when ready to depart and duty teacher checks area and dismisses students.
- Year Levels are to determine appropriate management of lunchbox storage / return (Consideration of sun).
- Students are to avoid the bike rack, port rack and Modular Building (around and underneath) areas of the school.
- Students are not permitted unsupervised access to the Hall, Sports Store, Music Facility or Grounds Shed.
- Toilet Areas are to be closely supervised. Students are to: (a) Do what they have to do (b) Wash their hands using soap provided (c) Use one paper towel – place it in the bin provided or use hand drier. (d) Leave. Playing in toilets is not permitted. The area is to be left (I) Clean (ii) Dry (iii) Tidy. *Toilet seats and doors are to be placed not forcibly dropped / slammed.
- During play - noise levels are to be managed: avoiding yelling, squealing, screaming.
- Recess activity is to be confined within Year Level areas where possible. (Refer to Duty Area Maps) Students are not to unnecessarily disturb classes or groups still under instruction. eg. class teacher, P.E., Music, etc.
- Students are expected to: (a) Walk on concrete (progressing from A-B) (b) Play on grass.
- Students are not to enter garden areas or use the embankment areas as thoroughfares.
- Students are not permitted to enter Teaching Blocks without the supervision of a teacher. Teaching Blocks are to be secure during Recess Periods.
- Recreational Sports Equipment is made available to students during recess periods. Year Levels manage these kits. Kits are allocated to Teaching Blocks, where they are stored, carried into the Covered Areas where students issue and check in equipment. The Physical Education budget covers the replacement cost of these items.
  - Large balls are not to be kicked beneath or near school structures. Large balls may be bounced and thrown / caught in these areas. Kicking of balls may only occur on the school oval. Large balls must not be bounced as a student walks through the school.
  - Handball may only be played beneath covered areas not in walkways.
  - Due to the cost of water, students are to exercise appropriate water conservation (where possible).
  - All staff and visitors to the school are to wear identification badges. Students noticing strangers within the school grounds are to advise the nearest staff member and/or School Administration. Suggested that a ‘friend’ watch the stranger from a distance so the staff member can challenge the stranger in ascertaining a reason for presence.
- Students may access the oval, cricket nets and multi-purpose courts during recess periods according to Duty Roster Allocation. Student assembly areas and routes are defined on the Duty Roster Map. Students may not access these facilities without Duty Staff member supervision. The cricket nets and multi-purpose courts are supervised by an oval staff member.
- Students are to avoid construction areas and other locations of marked hazard. These areas are fenced or marked with witches hats.
- At sounding of the end of recess period beeper, students are to walk to their designated debriefing assembly areas (a) get a drink of water (b) go to the toilet (c) wash hands (d) sit in line awaiting the teacher’s arrival.
- Under the direction of duty staff, students are to clean / maintain the cleanliness of their recess areas.
MOVEMENT THROUGH THE SCHOOL

- Respect and consideration is to be provided to classes still in ‘Learning Time’ while one sector of the school is on recess. eg. Jnr / Snr.
  - Noise level
  - Use of facilities
  - Teacher direction
  - Games areas
  - Passing by classrooms.
- Class groups will generally move through the school in the form of ‘two lines’.
- Class group movement will be orderly, quiet, supervised, on provided pathways using the most direct route.
- The class teacher usually is positioned where as many moving students can be seen at once - direct supervision.
- Students moving throughout the school without the class group, usually move in pairs (a) Teachers know of their departure and expected time of return (b) Teachers report ‘unusual circumstances’.

TEACHING BLOCK AND ENVIRONS CARE AND MAINTENANCE

- Broom, Brush, Mop and Dustpan provided to each Teaching Block
- Students are required to take pride in their immediate environment in ensuring that their classroom, teaching block and surrounds are kept tidy and orderly. A broom and mop is located in each teaching block. Where necessary, these are to be used to maintain cleanliness and hygiene. Students are encouraged to ‘positively identify’ with their Teaching Block and take pride in their school.
- Hats should be stored inside ports.
- Scooters must be stored in the Bike Rack Area or folded and stored within port rack areas. (Must not become a tripping hazard).
- Dirty shoes removed and left outside in an orderly manner (Ensure security)
- No hat - No play = Students remain in shaded, undercover areas while not wearing a hat.
- Doors to be secured open (unless closed).
- Students accessing the multi-purpose courts are to wear soft-soled shoes (white) to protect the surface area.
- The last five minutes of every day should be spent tidying rooms. No furniture or equipment should be left outside overnight.
- Food, paint / inks (artwork) and animals are not to be taken onto carpet or into classrooms.
- Hats should be stored in the racks and are to be placed neatly against the wall.
- Gardens are to be cared for during the year.
- When Teaching Blocks do not have staff present, they are to be secured (preferably locked). When staff leave after school, windows are to be closed, power turned off, storeroom locked and doors locked. Posters are not to block the security sensors (or likely to set them off during the night).
- Equipment is to be secured (or covered / out of view) and not stored close to windows or doors. All furniture, equipment and resources are to be orderly and tidily stored overnight.
- At sounding of the end of recess period beeper, students are to walk to their designated debriefing assembly areas (a) get a drink of water (b) go to the toilet (c) wash hands (d) sit in line awaiting the teacher’s arrival.

AFTER SCHOOL

- Bike-riders are to collect their bikes (wear helmets), walk their bike directly from the school grounds and use the nearest street to progress directly home. Slow, cautious travel if riding on footpaths.
- Students accessing the OSH Programme queue in an orderly fashion at their designated pathway. OSH staff collect younger students from classrooms. Students are expected to comply with OSH staff instruction and direction.
- Pedestrians are to progress directly home upon student dismissal by the class teacher. Pedestrians are to use designated crossings, where provided.
- Students using the Kiss-and-Ride Facility, wait under the Shade Structure and must comply with staff direction. From 3.20pm, remaining students wait at School Administration to be collected by their parents.
- Students awaiting parent arrival are to remain within the school grounds or beside the school fence. Students are to wait in an orderly manner. (a) Wait and (b) Watch; for their car. The student then progresses across the footpath to approach the stationary vehicle.
- Students are not to create unnecessary levels of noise outside School Buildings.
- If a parent is late, students are not to decide to (a) walk home (b) go to a friend’s house. They are to attend School Administration and advise staff of their circumstance.
- Bus students are to wait outside the School Hall and comply with supervising staff direction.
- Parents are to supervise their children (both school and pre-school aged).
  * No play in toilet areas - use for intended purpose only
  * Not to play on Playground Equipment
  * Noise restriction around Teaching Blocks
SCHOOL-WIDE POSITIVE REINFORCEMENT

Some Approaches to Positively Reinforce Student Behaviour

◊ Letter home from the Principal. ◊ Special Citizenship Badge to wear for the week
◊ Field Trips ◊ Hobby Club - Special Interest pursuit
◊ Video presentation in the library ◊ Games Day / Activities
◊ Special luncheons & morning tea ◊ Tuckshop Voucher
◊ Special Assembly recognition ◊ Chess / Puzzles Day
◊ Awards ◊ Sausage Sizzle
◊ Ice Blocks ◊ ICT Access Time

◊ “McDowall Magic Cards”
Duty staff fill out a ‘McDowall Magic Slip for students “caught doing the right thing”. The McDowall Magic Slip is handed over to the classroom teacher or placed into a Year Level Team Box (for the purpose) by the student at recess period conclusion. At the end of the week, a Year Level Team Teacher either:
  a) Holds a drawing - predetermined number of slips are drawn for prizes like ..... pencil, rubber, books, tuckshop item.
  b) Holds a drawing - student permitted to wear a ‘McDowall Magic Badge’ for the week. (3 per Year Level).
  c) Count the McDowall Magic Slips - for each class within the Year Level Team. At the end of the week, the class with the most points earns a special award.
  d) Count the McDowall Magic Slips – for each student within the Year Level Team. At the end of the week, a special surprise draw is conducted for the student having earned the ‘most number’ of slips for the week.

McDowall Magic Card

Name: ......................
Class: ...................... [Picture of Bagpiper] Red Card
Date: ......................

◊ “Sharing Assembly”
Each week, Year Level teachers meet to celebrate the achievements, efforts and successes of students. Certificates and other acknowledgements are ‘shared’ on School Assembly or during a scheduled Class Sharing Assembly. Parents are invited to attend. These Sharing Assemblies are hosted by teachers within the team and provide a means of direct reinforcement for Classroom Discipline and Curriculum Plans.
  a) Display of staff teamwork and unity in proactively positively reinforcing appropriate, desired student behaviour.
  b) Positive reinforcement for:
      * Student Responsibilities (skills) under instruction
      * Student behaviours
      * Academic studies achievement and efforts
      * Social behaviours
      * General acknowledgements
  c) General information sharing to students and parents.

NB: The teacher maintains adequate record keeping of certificates and awards presented in ensuring that all students are systematically acknowledged.

◊ Point System
One chart per Year Level is required to monitor the entire Year Level’s performance. When positive behaviours are noted, the class receives points on the chart.
  a) Every week, the Year Levels with the most points are recognised. Receive award at assembly.
  b) Every month, the Year Level with the most points are recognised.
    May see a film, go on an outing, have a luncheon, have a special privilege.
✓ A Points System is used in Year 7 for students to earn the right to attend the Year 7 End of Year Swim, Dance and Presentations.
**Aussie of the Week (Citizenship Award)**

School Citizenship Criteria are developed consultatively between teachers and students within Year Level Teams. When a student is observed ‘doing the right thing’ in meeting a criteria of citizenship, both teacher and peer students can nominate the student concerned by completing and placing a nomination slip in the Year Level Team Box. At weeks end, the nominations are drawn and tabulated thus providing Student Profiles for acknowledgement on School Assembly. A Citizenship Certificate is presented weekly to each Student Profiled against a predetermined number of criteria. Alternatively, a McDowall State School Good Citizen Badge could be presented for the student to wear for the following week. These students are included within an overall criteria tally determined for each term. A special encouragement is provided.

**Junior & Senior Badges**

Students are encouraged to complete their Junior Badge (Years 3-4) and Senior Badge (Years 5-7). An Information Brochure is provided to all students. Attainment is referenced against indicators of ‘self-responsibility’ as outlined in the McDowall State School Responsible Behaviour Plan for Students and Teaching Responsibility Programme. Junior and Senior Badges are a pre-requisite to being awarded School Leadership positions.

**McDowall State School Citizenship Shield  Year 7 students (Presentation Assembly)**

The following criteria are used by teachers in determining the Citizenship Award in Year 7.

1. Student has not been placed on a Student Responsibilities Level for the year.
2. Student dress and deportment is to be of high standard, as agreed by the Principal, Deputy Principal and Year 7 teachers.
3. Student has demonstrated an ability in public speaking.
4. Student has provided support to staff throughout the school, but particularly the Year 7 teachers.
5. Student has provided support to other students throughout the school, but particularly the Year 7 students.
6. Student has demonstrated leadership qualities.
7. Student has demonstrated involvement in school activities.
8. Student has demonstrated involvement in extra-curricula activities.
9. Student has demonstrated scholastic effort;
10. Student has maintained positive peer relations.

**Gratitude Journal**

Teacher and students maintain a ‘Gratitude Journal’ in which five entries a day are recorded after a short time of reflection. Each entry may relate to an aspect of school life (small or significant) each referred to as ‘Gratitude Moments’.

- Focus on what you have and you will see your blessings multiply.
- Focus on what you have not and you will see your blessings decline.

**Principal’s Gallery**

During the daily completion of school work, students produce many examples of excellence. The definition of ‘excellence’ is ‘the best that the Year Level can achieve’. It could include:

* High standard of achievement in meeting curriculum objectives.
* High standard of achievement in comparison with peers.
* Significant personal improvement.
* Significant effort.

The purpose of the Principal’s Gallery is to provide another avenue of acknowledging the achievements and efforts of our students and to ‘celebrate their success’ as a school community. Year Levels contribute to the ‘Principal’s Gallery’ throughout the school year. A celebratory listing of current works within the Gallery are published in the Tartan Times school newsletter.

**Student Responsibilities Congratulatory SRL0 Voucher**

Students remaining on SRL0 for an entire school semester are presented with a Congratulatory SRL0 Voucher by their class teacher on School Assembly. This voucher may entitle the student to attend a special function, event, excursion or a sausage sizzle held in their honour.

**Student Responsibilities Congratulatory Medal**

Students remaining on SRL0 for an entire school year are presented with a Student Responsibilities Congratulatory Certificate at formal assembly in December. The Principal formally invites parents and the student to attend to receive the acknowledgement truly earned.
Students are informed in advance how the scheme is to work in reinforcing appropriate behaviour. If they are working toward a goal, they need to know about it. If they need a certain number of points or criteria, they need to know this too. Students also need to be provided with regular progress updates.

**SCHOOL-WIDE DISCIPLINARY CONSEQUENCES**

**Choosing Consequences**

Expectations / procedures are established to ensure the safety and welfare of students, eg. Tuckshop access, Toilet Area Management, Conduct during eating times. These expectations / procedures are reinforced and enforced by all staff.

Staff undertaking recess duty individually prepare an hierarchy of consequences which they may use during recess duty in response to student misbehaviour. Relevant (logically related to the incident) and immediate consequences, applied at time of offence; provides the most effective disciplinary and educational deterrent.

- Teacher - Student Interview
- Time-out period on RED seat - observable by duty teacher
- Restricted movement during the recess period
- Yard / grounds clean-up. etc. rake leaves, rake shock material at near equipment
- Made to repeat activity in the correct manner. eg. walk on concrete.
- Clean up mess made. eg. clean wall, hose floor, sweep concrete (supervised)
- Return to end of line at Tuckshop.

- Loss of recreational games equipment access privilege
- Assist with maintenance of sports equipment. eg. tidy sports room
- Phone call to parents / Letter to parents.
- Parent conference.
- Loss of privileges. eg. Put the ball away.
- Resolution on Recess Debriefing
- Restitution
- Send to Recess Withdrawal.

[ Refer to Recess Withdrawal Statement ]

**An immediate and more severe consequence (Severe Clause) exists in response to blatant misbehaviour such as fighting, stealing, assault, unauthorised classroom entry or disobedience / misconduct.**

**Examples**

- Immediately send (have accompanied) student to Recess Withdrawal
- Immediately send for Administration assistance by using the Recess Duty ‘Help Card’ while detaining student. Student to be detained in isolation from peers and parents contacted.
- In-school Suspension ..... during Recess Periods or for full day/s. [Deputy Principal as Case Manager]
- Formal Suspension ..... with possible police involvement. [ Principal as Case Manager]

**RECESS DEBRIEFING**

The majority of student discipline issues within a school environment and requiring resolution, occur within the recess period. This is due to the higher student to teacher ratio and the high degree of ‘trust’ placed on students to exercise self-responsibility. In proactively establishing a situational environment in which students need not feel powerless in enforcing their rights to expect a safe, secure, supportive school environment; recess debriefing is a significant feature of class teaching time immediately following the recess period.

Recess Debriefing provides the teacher a focused opportunity to:

- **Address student discipline issues within a Year Level Team environment.** Issues that occur across classes, year levels and involved teachers; may be time efficiently addressed and resolved. This keeps such issues out of ‘quality teaching time’, provides for informed management of issues as all Team Teachers are present; and provides for direct team response to any misguided parents claim of ‘student victimisation’ or ‘student misunderstanding’ by one teacher. Year Level Team offers flexibility in catering for the respite needs of teachers on second duty period and for ensuring an appropriate ‘logical consequence’ is applied. Teachers within the team may undertake separate roles within the debriefing period.
  * Students who feel that the teacher has not adequately resolved an issue are likely to ‘pay the offender back’ in class, after school or hold a grudge. Often negatively motivated peer groups develop.
  * Issues need to be publicly, openly, consistently resolved according to a Year Level Team process and student understood procedure.
  * Issues can be resolved through effective ‘restitution’.
  * Issues are adequately documented in the Year Level Team Student Responsibilities Levels Booklet Register.
• **Celebrate the successes (achievements and efforts) of those students who often are overlooked due to offenders taking up the majority of teacher time.** The effectiveness of appropriate behaviour reinforcement should be evident over time in the reduction of recess issues requiring resolution.
  * The teacher is not the major deterrent of recess period incidents. The most influential and effective force is ‘student body peer empowerment’. Year Level Teams promote and teach toward this empowerment.
  * Students are empowered to expect that an offending student comply with ‘Student Behaviour Norms (McDowall State School Standard)’ with the consequence for noncompliance being peer group isolation. This process also effectively maintains school dress standards.

• **Teach students the social skills necessary to be safe, secure and happy in the playground.**
  ⇒ ‘What do you do when ……… ?’
  ⇒ ‘What happens when …….’
  ⇒ ‘How do you feel when ……….?’
  ⇒ Complete role plays.

• **Teach students:**
  ⇒ *Empowerment* in managing issues at time of issue.
  ⇒ Referral to the Duty Staff member for *guidance in issue resolution.*
  ⇒ Referral to the Duty Staff member for *intervention in issue resolution.*
  ⇒ If still not resolved - raise the issue at *Recess Debriefing.*

• **Settle students down following an active and possibly exciting recess period.** This would involve ensuring basic needs are met. eg. finishing food, drinking water, toileting, clothing / property issues.

• **Refocusing students toward readiness for ‘quality learning’**.

**The issue of ‘DOBBING’**
Responsibility means to become mature in the sense of being responsible to family, to self and to society. To be responsible for all aspects of our lives and our situations; for our talents, for our potential, for our feelings, for our thoughts, for our actions; and for our freedom. *Responsibility is not the result of maturity but the cause of it!*

| ♦ On its most basic level, responsibility is **obedience**. |
| ♦ At its next higher level it becomes **morality or care for how our actions and attitudes affect others**. |
| ♦ Then it becomes **discipline**. |
| ♦ At the highest level it becomes **service**. |

The McDowall State School is people. This social environment requires that a ‘Standard of Behaviour’ exist to best manage the range of experience and backgrounds that each individual brings with them into the school environment. Staff, students and parents have a right to expect and demand that all participants within our school environment conduct themselves according to the McDowall State School Standard of Behaviour. The individual is therefore accountable to their peers. This concept is a cornerstone of our Australian society. Teachers maintain a clear responsibility in teaching responsibility to all students and for adequately investigating and identifying facts behind behaviour related incidents. Informed, professional discretion is then applied in the assigning of ‘logical consequence’ to the offenders (within an educational / restitutional rather than punishment/ retributitional perspective).
SPEEDING TICKET / TRAFFIC INFRINGEMENT
Students sometimes become excited and forgetful within the school environment and ‘break’ standing behavioural expectations. A prompt, friendly but firm reminder is often enough to reinforce the behavioural expectation. The Principal and Deputy Principals will occasionally, position themselves throughout the school and issue (a) Speeding Ticket or (b) Traffic Infringement Notice; to offending students. The ticket is issued with the consequence referred to as a ‘fine’. The student must immediately ‘pay the fine’ and hand the ticket back to the issuing Principal or Deputy Principal. A review of the returned tickets identifies which year levels and classes the Principal or Deputy Principal should address in reinforcing standing school behavioural expectations.

==Speeding Ticket ==
Name: ....................... Year Level: .......
Fine: _________________ Date: ........
Green Card

==Traffic Offence ==
Name: ....................... Year Level: .......
Fine: _________________ Date: ........
Green Card

MONITORING STUDENT BEHAVIOUR
* McDowall Magic Draws
Each week, a McDowall Magic Winners are displayed within School Administration. A special certificate is presented on School Assembly.

* Year Level Team Student Responsibilities Levels Register
When a student misbehaves, staff impose a ‘logical consequence’ onto the student, with follow-up. The teacher records the student’s name, class, date, rule broken / incident details, Student Responsibilities Level assignment and teacher’s name; in the Year Level Team Student Responsibilities Levels Register. Data is used to inform school planning.

* Recess Duty Bags - Student Responsibilities Levels / Incident Booklet
Recess Duty Staff record within the Recess Duty Bag - Student Responsibilities Levels / Incident Booklet
  1. Student name
  2. Student class
  3. Date of incident
  4. Incident details / Logical Consequence provided
  5. Assignment of Student Responsibilities Level and Signature
This information is reviewed each Friday and may be transferred into the Year Level Team Student Responsibilities Levels Register. This information may affect the existing SRL assigned to a student.

* Anecdotal Records / I.E.P’s / B.M.P’s / Student Reflection Sheets / Student Profiles
Documentation in support of staff interventions and management of student behaviours is retained.
  ⇒ Student Profile
  ⇒ Within the Student File (Cabinet)
Information sources are:
  ⇒ School Administration Team
  ⇒ Specialist Team / Year Level Team
  ⇒ School Personnel
  ⇒ Behaviour Learning Engagement Team
  ⇒ External Agencies
  ⇒ Class Teachers P-7
  ⇒ Previous schools
DEPUTY PRINCIPAL RESPONSIBILITIES

1. To ensure that the class teacher has an effective Classroom Discipline Plan.
2. To exhibit leadership in ensuring that the McDowall State School-wide Discipline Plan is effectively and consistently being implemented.
3. Provide developmental supervision over the implementation of Discipline Plans throughout the McDowall State School.
   - Effective teaching and learning
   - Classroom organisation, space, time, resources and children
   - Discipline (a) Motivation (b) Behaviour .... Teaching of Responsibility
   - Assessment and Evaluation
   - Links between School, Parents and Community
4. Establish a plan as Case Manager for students requiring
   - Individual Educational Programming
   - Individual Behaviour Management Plans
   - Other students sent to the Deputy Principal (School Administration) for severe disciplinary reasons.
   - Document a Student Profile and advise the Principal accordingly.
   - A written record is kept for each student sent to School Administration in OneSchool.

All written communication is to be stored within Student Files.
Positive reinforcement follow-ups provided regularly.
- Positive Note / Telephone call to the Parents
- Special Privileges
- Friendly chat
- Sporting Activity or Event.

Provision of Support for Teaching Staff

- Set up a plan to assist teachers in removing severely disruptive students from classrooms.
- Provide and make available professional development and training opportunities to staff.
- Reciprocal modelling of effective teaching practice with self-reflective intent.
- Management of ‘child restraint issues’. (a) Endorsed training (b) Assistance planning.
- ‘Sharing’ of professional ideas and ‘best practice’ throughout the school.
- Facilitate and lead teamwork initiatives, teacher mentoring and co-operative teaching.
- Facilitation of ‘professional research and innovation’ in establishing ‘better practice’.
- Aid teachers in establishing behaviour contracts / management plans.
- Assist teachers working with parents of “misbehaving” students.

Developmental Supervision of Teachers’ Implementation of Classroom Discipline Plans

- The provision of constructive and developmental feedback.
  1. Does the teacher clearly tell the students what is wanted?
  2. Does the teacher provide appropriate positive reinforcement consistently?
  3. Does the teacher provide logical consequences consistently?
  4. If the teacher’s plan is not effective, does the teacher modify the plan to make it work better?
- The Principal and Deputy Principals recognise teachers who are consistent and successful in their disciplinary efforts.
  * Positive notes or letters.
  * Free Periods.
  * Free Period from Playground Duty.
  * Awards.
  * Provide further professional development and training opportunities through teacher release and classroom visitations.
Student disciplinary issues causing teacher concern are discussed in an effort to seek settlement of concerns …..before an issue can escalate!

TARGETED BEHAVIOUR SUPPORT

BULLYING (Including Cyberbullying)

Bullying is the wilful, conscious desire to hurt, threaten, frighten or intimidate someone. Bullying usually means there is an imbalance of strength and intention to upset, over a period of time. It can be done by one child but usually occurs as a group. Bullying can be physical or psychological and it usually undermines the self-esteem of the child.

Note: Often students interpret another child’s anger, criticism, frustration or annoyance as bullying or harassment. This may not be the case – but if criticism is in the form of on-going verbal insults, then it is bullying.

<table>
<thead>
<tr>
<th>Types of Bullying</th>
<th>Recommended Consequences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hitting</td>
<td>✓ In all circumstances the teacher will impose a consequence befitting the type of misbehaviour evident. (Refer to Student Responsibilities Booklet)</td>
</tr>
<tr>
<td>Punching</td>
<td>✓ Warning</td>
</tr>
<tr>
<td>Pushing</td>
<td>✓ Counselling</td>
</tr>
<tr>
<td>Spitting</td>
<td>✓ Time Out (In area / Out of area)</td>
</tr>
<tr>
<td>Sexual abuse</td>
<td>✓ Recess Withdrawal (supervision)</td>
</tr>
<tr>
<td>Threatening any or all of the above</td>
<td>✓ Restricted play area / teacher supervision</td>
</tr>
<tr>
<td>Hiding, damaging, destroying property belonging to someone else</td>
<td>✓ School service / Restitution requirement</td>
</tr>
<tr>
<td>Name calling, taunting, mocking</td>
<td>✓ Provision of appropriate apology</td>
</tr>
<tr>
<td>Putting others down</td>
<td>✓ Required to lead a process of relationship / interpersonal confidence rebuilding</td>
</tr>
<tr>
<td>Using offensive names</td>
<td>✓ Loss of privileges eg ICT access, mobile phone</td>
</tr>
<tr>
<td>Making suggestive comments</td>
<td>✓ Referral to Deputy Principal / Guidance Officer</td>
</tr>
<tr>
<td>Sexual harassment</td>
<td>✓ Contract tasks to be performed</td>
</tr>
<tr>
<td>Using abusive language</td>
<td>✓ Isolation from peer group for set time</td>
</tr>
<tr>
<td>Inappropriate text messages</td>
<td>✓ Referral to external agency eg Police</td>
</tr>
<tr>
<td>Sending offensive or degrading images by phone or internet</td>
<td>✓ Producing offensive graffiti</td>
</tr>
<tr>
<td>Using degrading comment based on culture, gender, religion, socio-economic background, etc.</td>
<td>✓ Making suggestive comments</td>
</tr>
<tr>
<td>Ridicule based on physical appearance</td>
<td>✓ Using offensive names</td>
</tr>
<tr>
<td>Writing derogatory graffiti about others</td>
<td>✓ Threatening any or all of the above</td>
</tr>
<tr>
<td>Crude notes or drawings about others</td>
<td>✓ Hiding, damaging, destroying property belonging to someone else</td>
</tr>
<tr>
<td>Gossiping</td>
<td>✓ Emotional and academic problems. These outcomes are in direct contradiction to our school community’s goals and efforts for supporting all students.</td>
</tr>
<tr>
<td>Spreading rumours about others, their families, personal abilities and achievements or excluding them from a group.</td>
<td>✓ Bullying behaviour will not be tolerated.</td>
</tr>
</tbody>
</table>

1. McDowall State School strives to create positive, predictable environments for all students during the school day. The disciplined and teaching environment that we create is essential to:
   a. Achieving overall school improvement, including the effectiveness and efficiency of student support procedures.
   b. Raising achievement and attendance.
   c. Promoting equality, equity and diversity.
   d. Ensuring the safety and well-being of all members of the school community.

2. There is no place for bullying in McDowall State School. 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 behaviour will not be tolerated.

4. Bullying may be related to: Race, Disability, Appearance or health, Sexual orientation, Sexist or sexual language, Children in care.
PROCEDURES for PREVENTING and RESPONDING to INCIDENTS of BULLYING (Including Cyberbullying)

Purpose

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

- Achieving overall school improvement, including the effectiveness and efficiency of our student support procedures.
- Raising achievement and attendance.
- Promoting equality and diversity; and
- Ensuring the safety and well-being of all members of the school community.

There is no place for bullying at McDowall 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.

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.

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.

At McDowall State School, there is broad agreement that bullying is observable and measurable behavior. When considering whether or not bullying has occurred, we will therefore avoid speculation on the intent of the behavior, the power of the individuals involved or the frequency of its occurrence. Whether bullying behavior 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 behavior will be responded to in a similar fashion, that is, as categorically unacceptable in the school community.

Rationale

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 near 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 our 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 behavior, including bullying, in such a way that those who bully are not socially reinforced for demonstrating it. Anti-bullying procedures are in addition to our already research validated school-wide positive behavior 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 sub-set of procedures that our students are already accustomed.

Prevention

Attempting to address specific problem behaviours will not be successful if the general level of disruptive behavior in all areas of our school is not kept at a low level. Therefore, our school-wide behavior support practices will be maintained at all times. This will ensure that:

- Our behavior support processes will always remain the primary strategy for preventing problem behavior, including preventing the sub-set of bullying behavior.
- All students know the three school rules and have been taught the expected behaviours associated with each rule.
- All students have been or are being taught the specific routines, procedures and expectations within the school.
- All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following routines, procedures and expectations of the school.
- A high level of quality, active supervision is a permanent staff routine in the school. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision areas of the school.
The student curriculum modules of the anti-bullying process consist of lessons taught by all teachers in all classrooms. We seek to maintain consistency of skill acquisition across the school.

INDIVIDUAL BEHAVIOUR MANAGEMENT INTERVENTIONS

Behaviour Management Plan / Contract
Planning endorsed by the Teacher, Principal, Parent and Student.

- Outlines what the student is to do. eg. Stay in seat.
- Outlines strategies to be used.
- Outlines positive reinforcements and stated consequences.
- Outlines the duration of the plan / contract and a review date.
- Positive feedback and regular progress review is essential; with positive reinforcements provided readily and goals/rewards earned quickly.
- As required: Student Profiling.

✓ Use a CD recorder to assist a disruptive student to self-reflect on behaviour.
✓ Parent may attend class and accompany disruptive student to other classrooms including sport.
✓ Focus on priority behaviour areas (Few but significant)

✓ Disruptive student sent to another teacher’s classroom to complete academic work alone in rear of room for 30mins.
✓ Access specialist social and life skills programmes.
✓ Student pictorially tracks and records personal progress.

RECESS WITHDRAWAL
Serious and recurring student recess discipline related issues prompt student referral to ‘Recess Withdrawal’. This practice denies student access to the playground (an environment where students are trusted to exhibit socially acceptable behaviours and act in a responsible manner) due to poor behaviour (challenging, insolent, disobedient, disruptive, threatening) endangering other students or exhibiting total disregard for school rules and practices; until either:

a) student behavioural reflection occurs with an undertaking to exhibit socially acceptable behaviours in the playground.
b) student counselling can occur in better skilling the student for re-entry into the playground.
c) student learning can occur in better skilling the student for re-entry into the playground.
d) student detention can occur for the safety and well-being of both other students and the student in question.

[Deputy Principal as Case Manager - Student Responsibilities Levels 3-4 issues]

NB: Recess Withdrawal is directly linked to Recess Related Issues. It is not generally considered appropriate for students to be referred to Recess Withdrawal for Classroom Discipline Plan related issues unless so determined through a documented ‘Individual Behaviour Management Plan’.

Recess Duty Staff members are expected to manage the majority of student discipline related issues during the recess period without directing the student to Recess Withdrawal.

1. Identification of the issue and pertinent facts and circumstances.
2. Investigation / discussion with students involved.
3. Implementation of ‘logical consequence’ - then and there + Assign SRL!

For Example:
Run on concrete
Yell and scream under covered area
Rough play with another student
Drop litter
Abuse another student
Suspected throwing of stones
Two students fighting
Leave a mess for others to sit in

Return to set point and walk on concrete
Sit quietly in view of duty teacher for 5mins.
Apologise. Sit quietly in view of teacher for 5mins / Assist another student.
Pick up 10 pieces of litter.
State at least five positive things about the other student. Apologise.
Pick up 50 stones from playground and place these in a wheelie bin.
(a) Time out [Recess Withdrawal]
(b) Restricted to separate areas in grounds for a set time.
Clean up the mess and surrounding area

✓ Duty Staff record incidents within the Duty Bag - details of these interventions so that if repeat incidents occur - they too can be recorded and reviewed. Students can receive a more intrusive intervention upon second incident (or referral to Recess Withdrawal).
Operational Procedure

⇒ The maximum time referral to Recess Withdrawal is three school days. (Three lunch sessions).
⇒ Students are assigned a SRL2+
⇒ Students are provided time to eat, drink and toilet.
⇒ The student is expected to responsibly attend Recess Withdrawal immediately upon dismissal. The Deputy Principal or teacher may accompany the student to Recess Withdrawal. Failure to attend will extend the Recess Withdrawal experience by up to one day (at the teacher’s discretion).
⇒ During the Recess Withdrawal Session:
   * 10 mins is to be allocated for written behavioural reflection.
   * Remaining time is spent with the student sitting still and quietly- without staff direction.
⇒ The Deputy Principal oversees the Recess Withdrawal Strategy and is to be made aware of student non-attendance. These students may then be accompanied directly to the Recess Withdrawal Location with interim supervision provided and SRL2 assigned.
⇒ Three referrals to Recess Withdrawal for similar behaviour = Referral to Deputy Principal (An SRL3 may be assigned) and the Deputy Principal will contact the parent, outline the student’s misbehaviour and make arrangements for the student to attend “Reflection” with the Deputy Principal - time, location and collection arrangements documented.
⇒ Other student discipline related issues, some drawn from the classroom environment, may be managed through the Recess Withdrawal Strategy. These students are expected to have a documented Individual Behaviour Management Plan (Deputy Principal as Case Manager)
⇒ The Deputy Principal will work with Year Level teachers from where student repeat offenders come from, in developing Behaviour Management Plans to more effectively prevent recurring low level annoyance behaviours.
⇒ Students exhibiting physical aggression and who are likely to present a threat to other students in implementing these operational procedures; are likely to be placed in In-school Suspension.

Recess Withdrawal staffing is arranged through the Recess Duty Roster. Recess Withdrawal Duty staff not required for Recess Withdrawal Duty are required to:
   I. Reconcile Recess Withdrawal Duty records for the Deputy Principal.
   II. Proactively assist duty staff in the playground (Priority on Years 1 & 2) - promote games, deal with issues.
   III. Proactively follow-up / monitor past student referrals to Recess Withdrawal.
   IV. Enjoy a ‘free’ recess period.

Detention ROOM [INSTRUCTION TIME]
Staff commitment and involvement is required when a Detention Room is established to cater for students requiring ‘high level’ isolated supervision throughout the school day. Disruption to normal staff routine and responsibilities result. (Class teaching time / Recess). Where possible, school staff is redirected to provide student supervision. Secondly, a room needs to be available. McDowall State School will impose detention as a consequence for disobedience, misconduct, wilful neglect to prepare homework or other breeches of school discipline.
* Detention is for not more than 20 minutes during a school break, or one-half hour after the school programme finishes. Parent will be informed in advance of any proposed detention period out-of-school hours.
* Staffed on a rotational basis .......... Purchased staff time, Teachers, Teacher-Aides, HoC, Deputy Principals and Principal.
* Disruptive student assigned a specific time duration to attend.
* Academic work to be completed only. This work must be completed to a satisfactory standard before the student returns to the classroom. (Set by Classroom Teacher)
* Minimal discussion / direction is provided; although classroom re-entry counselling is provided by class teacher or Case Manager.
* Staff provided with a list of students detained to check off in ensuring follow-up. These are identified through Behaviour Management Planning.
* If a student talks or is disruptive within the detention room; extra detention time is assigned or a more severe consequence imposed.
* Parents are notified by the Case Manager (Teacher or Deputy Principal) of student detentions away from the classroom.
* All teachers volunteer time to supervise ..... Those who do not, do not have the privilege of sending students to the Detention Room.

INTENSIVE BEHAVIOUR SUPPORT

The School and Classroom Discipline Plan will manage the majority of disciplinary needs within a classroom. eg. Mischievous, disconcerting, disturbing and/or time consuming behaviour. Sometimes, stronger measures are required in response to severe issues.
IN-SCHOOL SUSPENSION

The disciplinary action of removing a student from a scheduled class and placing that student in an isolated or closely supervised environment; is used when the Deputy Principal as Case Manager has become involved with a severely disruptive student. (Usually Student Responsibilities Level 4 although discretion may be applied at Level 3) Assigned work is expected to be completed and at a satisfactory standard. Appropriate student conduct is also expected. In-school Suspension is usually undertaken for three days (Level 4) but at the Deputy Principal’s discretion, it may be varied. In-school Suspension is only available through the Deputy Principal Case Manager as it involves locating a student either from Jnr to Snr or vice versa into another teacher’s classroom environment or in severe cases, requiring the Deputy Principal to establish a Detention Room environment.

The Deputy Principal may require the Year Level Team to re-assign Teacher-Aide time for the duration of the need for a ‘Detention Room’ environment. [Office staff do not to take on student supervision duties]

This severe action is an alternative disciplinary action to formal out-of-school suspension. Since some students view spending a day away from school preferable to being at school; especially if their parents are not at home, thus not being able to supervise them, in-school suspension can be very effective. It is therefore expected, that other more inclusive strategies will be investigated and implemented for the majority of students on Student Responsibilities Level 3 rather than in-school suspension. eg. immediate consequential task, counselling, parent involvement, behaviour management planning, referral to the Behaviour Learning Engagement Team, Guidance Officer referral, etc.

* The room is to be well ventilated and lit. A desk and chair is set aside away from other students in the classroom but in view of the class teacher.
* The student may require some assistance with the set work and is to be informed how to seek assistance without disrupting class routine.
* Student completes academic work in silence. Revision work is set by the student’s class teacher.
* If the student causes disruption in the in-school suspension location; the student earns and extra hour there. Set work is to be completed and to an acceptable standard before returning to class.
* The student is counselled by the Deputy Principal Case Manager before re-entry to class routine.
* Student experiences the same recess times as the host class and is escorted to and from the School Administration Building. Food is consumed in a location out-of-sight of peer students. Internal toilet access is provided.
* The student remains in the location for on average; three days but for a minimum of one day.
* If a student misbehaves after returning from an in-school suspension location; the student is immediately returned to the in-school suspension location.
* Parent is notified in writing - letter placed in Student’s File.

In emergent situations; the method of removing a severely disruptive student is planned ahead of time; especially when additional teaching and School Administration staff may be absent from the school. Principal endorsed staff are trained in restraint.

INDIVIDUAL BEHAVIOUR MANAGEMENT PLANS

Individual Student Behaviour Management Plans contain documented agreed procedures for the managing of:

(a) Procedure for emergent contact and assistance.
(b) Procedure for student withdrawal from classroom environment.
(c) Procedure for possible student restraint / settling down / time out.
(d) Procedure for managing – Runaway students.
(e) Strategies to be implemented in support of behaviour modification goals.

SCHOOL DISCIPLINARY ABSENCES – SUSPENSION (SDAs)

School disciplinary absences are consequences for student misbehaviour which are used after consideration has been given to all other responses or the misbehaviour is serious enough to warrant such a formal response by the Principal.

- **Suspension:** prohibits a student from attending an educational institution for a stated number of days. The two types are: (a) Short-term suspensions (1-5 days); and (b) Longer suspensions (6-20 days) for more serious offences. An Alternative Educational Programme is arranged for 6-20 day suspensions.

- **Exclusion:** prohibits a student from attending any number of, or all State educational institutions for a period of time, or the McDowall State School. The Principal may decide that a student’s continued attendance at the State School is subject to the student complying with a **Behaviour Improvement Condition** for the student’s challenging behaviour.
- **Grounds for Suspension / Recommendation for Exclusion:** Disobedience, Misconduct and/or Conduct prejudicial to the good order and management of the school including consumption / possession of alcohol, drugs and/or other illegal substances, violent assaults and/or use of weapons. Misconduct of a student of a State School includes misconduct happening while the student is attending or representing the school and/or travelling to or from school.
EMERGENCY RESPONSES OR CRITICAL INCIDENTS

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. The Principal and/or his delegate must be informed immediately of the incidence of any emergency or critical incident. It is best practice that all such incidents are responded to by more than one member of staff.

An emergency or critical incident is defined as an occurrence that is sudden, urgent and usually unexpected or an occasion requiring immediate action. Severe problem behaviour is defined as behaviour of such intensity, frequency or duration that the physical safety of the student or others is likely to be placed in serious jeopardy.

Basic Defusing Strategies

- Avoid escalating the problem behaviour. (Seek other staff assistance if required)
  - 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 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 if possible, speak calmly and respectfully, minimize body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge co-operation, withdraw if the situation escalates.

- Follow through.
  - If the student starts displaying the appropriate behaviour – briefly acknowledge their choice and redirect other students’ attention towards their usual 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.
  - Assist the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations.

Physical Intervention

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

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

Appropriate physical intervention may be used to ensure that McDowall State School’s duty of care to protect students and staff from foreseeable risks of injury is met. The use of physical intervention is only considered appropriate where the immediate safety of others is threatened and the strategy is used to prevent injury. Physical intervention can involve coming between students, blocking a student’s path, leading a student by the hand / arm, shepherding a student by placing a hand in the centre of the upper back, removing potentially dangerous objects and, in extreme situations, using more forceful restraint.

- Physical intervention is not used as a form of punishment.
- Physical intervention is not used when a less severe response can effectively resolve a situation.
- Physical intervention is not used in response to: property destruction, school disruption, refusal to comply, verbal threats or leaving a classroom or the school, unless student safety is clearly threatened.
- Physical intervention 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 in account the age, stature, disability, understanding and gender of the student.
- Parent or/and Police Service called to attend the McDowall State School.

Staff provide clear verbal instruction before physical intervention is used, unless the urgent nature of the situation makes this impractical. Staff call for assistance from another member of school staff and make arrangements to ensure that other students in the vicinity are safe and properly supervised. The Principal is immediately notified. The parent of the student is notified. An Incident Report is immediately completed. A debriefing will be provided to the student and any other students, after suitable time period has elapsed. A debriefing will be provided for involved staff. An Individual Behaviour Management Plan will be drafted if physical restraint is necessary as a continuing strategy.
Physical Restraint
Principal and staff use physical restraint:
- As an immediate or emergency response.
- As part of a student’s Individual Plan, including prevention of self-harming behaviours.
- When other options have been considered such as allowing the student to withdraw or move away, or moving other people from the situation.
- After considering the welfare of the student, staff and other students.
- With such force as is reasonable under the circumstances.
- In conjunction with teaching and reinforcement of alternative appropriate behaviour.
- Physical restraint refers to one or more adults laying hands on a student in order to restrict movement for reasons of safety.
- The restraint is maintained for a limited period of time, and must be designed to calm the student as well as to prevent injury or serious property damage.
- Staff access recognized training, where appropriate, on these techniques.
- In response to an unforeseen crisis situation, staff are to:
  I. involve the Principal or another senior teacher;
  II. reduce the risk to other students;
  III. avoid escalating the crisis by maintaining self-control and suitable distance.

School Guidelines:
  a) No more than 3 members of staff be used to restrain a student;
  b) Restraint will be discontinued as soon as the student satisfactorily complies with the instructions provided by staff. e.g. exhibiting socially acceptable and safe behaviour through regaining self-control.
  c) No techniques will be used that could affect the long / short term health of the student, such as neck holds, use of pressure points;
  d) Restraining officer will calmly and regularly request advice from or visually check the health status of the student.
  e) At least one staff member, trained in physical restraint, will be present when-ever possible;
  f) A debriefing session after each incident be held to ensure that all guidelines have been followed; and
  g) Restrained students are to be counselled by the Guidance Officer, Principal or delegate.

When developing strategies to deal with situations involving the use of physical restraint, staff use risk management procedures, follow procedures in accordance with the Code of Conduct and follow procedures in accordance with Student Protection Policy. Staff consider any issues that might exacerbate the situation such as body language, tone of voice, facial expressions, student sensitivity to touch or sound and/or student method of communication. A calm demeanor is maintained and appropriate observation or monitoring of the student during and after the incident is provided.

Recordkeeping
Each instance involving the use of physical intervention must be formally documented. The following records must be maintained:
- Incident Report
- Health & Safety Incident Record
- Debriefing Report

Detailing:
- The behaviour that preceded the use of physical restraint.
- The type and duration of restraint used.
- Staff and other witnesses present during the period of the incident.
- Student’s medical condition before and after the physical restraint.
- Counselling provided to the student following the period of physical restraint.
- Planned future action to prevent further incidence of this behaviour.

These guidelines do not apply to planned use of physical intervention for students with severe self-injurious (eg head banging) or self-harming (eg deliberate cutting of self) behaviours. The use of physical intervention as a planned strategy for self-injurious or self-harming behaviours can only be considered within an intensive behaviour support programme for a specific individual.

Time Out
Time Out is used as a strategy for students to manage their own behaviour, in order to assist the student in calming down; and as a strategy to reduce the frequency of a particular behaviour. Time Out is used as one of a range of considered options and is usually documented within a student’s Individual Behaviour Management Plan or Individual Education Plan. This documentation states:
- Identification of situations or conditions where use of Time Out is appropriate.
- Identification of situations or conditions where use of Time Out is not appropriate.

All staff and parent stakeholders are aware of the appropriate use and procedures for Time Out.
- Student and parents should be provided opportunity to visit designated ‘Time Out Room’ and discuss its use.
- Students will, where possible, be instructed to take themselves to the room.
- Staff will check student to ensure that they cannot injure themselves eg. Remove dangerous items.
- Student in Time Out is under supervision at all times.
- Ensure student is safe.
- Provide the student with opportunities to complete assignments or assessments to fulfill educational requirements.
- Ensure this management technique is consistent with the developmental stage of the student and any special needs that the student may have.
- Give the student opportunity to rejoin class in intervals of no more than 10 minutes. Student to be removed from the room having regained self-control.
- Should use of Time Out with a particular student become increasingly frequent or regular, develop a more comprehensive strategy to support student’s participation in the educational programme.
- Ensure that Emergency Procedures are in place for student ‘out of class’. Removed immediately and comply with Emergency Procedure.
- Review the use of Time Out regularly.
**CONSEQUENCES for UNACCEPTABLE BEHAVIOUR**

This ready reference is provided to promote **consistency** in (a) imposing consequences and (b) assigning Student Responsibility Levels. Such a table does not replace teacher judgement. Teachers are expected to respond to the developmental needs of children. (Refer ‘Stages of assuming responsibility’.)

<table>
<thead>
<tr>
<th>MISBEHAVIOUR</th>
<th>RECOMMENDED ACTION</th>
<th>SRL REPORTING MINIMUMs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lying</td>
<td>Apology in same company as misbehaviour School service task</td>
<td>SRL1+</td>
</tr>
<tr>
<td>Absence of social &amp; verbal courtesy</td>
<td>Repeat action with expected use of ‘please’, ‘thank you’, ‘excuse me’, etc.</td>
<td>SRL1</td>
</tr>
<tr>
<td>Interrupting / Not raise hand</td>
<td>Repeat action with expected courtesy: Wait then speak...</td>
<td>SRL1</td>
</tr>
<tr>
<td>Continual talking / Emergency Drill</td>
<td>Student positioned close to teacher. Practice drill.</td>
<td>SRL1+</td>
</tr>
<tr>
<td>Running on concrete</td>
<td>Sent back to walk Time out / School service task</td>
<td>SRL1</td>
</tr>
<tr>
<td>Wandering during Recess Eating Time</td>
<td>Directed to specific seat</td>
<td>Repeated SRL1</td>
</tr>
<tr>
<td>Wandering through Recess Other Year Level Areas</td>
<td>Sent back to own Recess Year Level Area. Walk with Recess Duty teacher – Assist others.</td>
<td>Repeated SRL1</td>
</tr>
<tr>
<td>Student desk area kept tidy and orderly</td>
<td>Tidy area in own time</td>
<td>SRL1</td>
</tr>
<tr>
<td>Bags &amp; belongings not safely stored</td>
<td>Student required to safety, appropriately store belongings</td>
<td>Repeated SRL1</td>
</tr>
<tr>
<td>Student unprepared for school work / day</td>
<td>Time ‘lost’ is made up in recess or special time.</td>
<td>Repeated SRL1</td>
</tr>
<tr>
<td>Student non-application to studies and/or at required standard (when student capable)</td>
<td>Time ‘lost’ is made up in recess or special time. Repeat work to required standard.</td>
<td>Repeated SRL1+</td>
</tr>
<tr>
<td>Failure to walk orderly in line during recess movement</td>
<td>(a) Walk with Recess Duty Teacher  (b) Send to end of line or send back to Eating Area  (c) Practice.</td>
<td>Repeated SRL1</td>
</tr>
<tr>
<td>Inappropriate toilet, tap, water play</td>
<td>School service task Time out seat</td>
<td>SRL1</td>
</tr>
<tr>
<td>In school gardens</td>
<td>Warning and reminder School service task</td>
<td>SRL1</td>
</tr>
<tr>
<td>Dropping litter</td>
<td>School service – picking up litter Time out seat</td>
<td>Repeated SRL1+</td>
</tr>
<tr>
<td>Possession / eating Chewing / Bubble Gum</td>
<td>Chewed gum placed in bin. Confiscate packet. Student to collect it from School Administration at 3pm.</td>
<td>SRL1</td>
</tr>
<tr>
<td>Encouraging inappropriate behaviour. incl. Boy-Girl Relationships.</td>
<td>Removed from peer group Consequence dependent on incident School service task – contribute toward positive relationships</td>
<td>SRL1+</td>
</tr>
<tr>
<td>Rough / dangerous play</td>
<td>Explanation and warning Time out seat or leave area Restricted from set area for set time Recess Withdrawal (repeat offender)</td>
<td>SRL1+</td>
</tr>
<tr>
<td>High volume noise / scream - Eating Time - Play Time</td>
<td>Raise hand – Expect student silence. Practice. Individual – Time out seat Group – Detained in area for set time Write paragraph on positive conduct</td>
<td>SRL1+</td>
</tr>
<tr>
<td>Interference with others’ learning</td>
<td>Student relocated away from other students. Student relocated to beside teacher’s desk Possible ‘time out’ into another teacher’s classroom.</td>
<td>SRL1+</td>
</tr>
<tr>
<td>Interference with others’ play</td>
<td>Time out seat Required to leave area Restricted from set area for set time</td>
<td>SRL1+</td>
</tr>
<tr>
<td>Teasing Taking of others’ hats etc.</td>
<td>Warning and reminder Apology in same company as misbehaviour Time out seat School service task</td>
<td>SRL1+</td>
</tr>
<tr>
<td>Behavior</td>
<td>Intervention measures</td>
<td>Scale</td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------</td>
<td>-------</td>
</tr>
<tr>
<td>Riding bicycle, scooter in school grounds</td>
<td>Counselling / Guidance. Retrace path and walk.</td>
<td>SRL1+</td>
</tr>
<tr>
<td>Inappropriate language / swearing</td>
<td>(a) Warning &amp; reminder. (b) Time out seat. Reminder and apology. Write paragraph on positive language.</td>
<td>(a) Repeated SRL1. (b) SRL2</td>
</tr>
<tr>
<td>(a) Accidental</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(b) Intentional / directed at a person</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Refusal to comply with teacher intervention over non-completion of homework, projects &amp; assignments. Students required to meet study deadlines.</td>
<td>First incident – To be completed in own time. Repeat incident – Parent informed (Set purpose). Not completed in set time – Nil marks. Consider student ability – Adapt task as needed.</td>
<td>SRL1 SRL2+ SRL3+</td>
</tr>
<tr>
<td>Throwing food, bark, etc.</td>
<td>School service task. Apology to affected persons. Restitution task (may apply). Recess Withdrawal (possible).</td>
<td>SRL2+</td>
</tr>
<tr>
<td>3 x Recess Withdrawal in a term</td>
<td>Reflection Time with Deputy Principal.</td>
<td>SRL2+</td>
</tr>
<tr>
<td>Late to class – regularly</td>
<td>Warning and reminder. Shortened play time (time make-up). Parent contacted.</td>
<td>SRL2</td>
</tr>
<tr>
<td>Cyber-Bullying</td>
<td>Counselling / Guidance provided. At school: Investigated. Loss of privilege. Parent contacted. Out of school: Parent and possibly police contacted</td>
<td>SRL3+</td>
</tr>
<tr>
<td>Domination of Play Areas</td>
<td>Counselling / Guidance provided. Time Out. Restriction placed on Play Area.</td>
<td>Repeated SRL1</td>
</tr>
<tr>
<td>Misconduct on School Bus</td>
<td>Counselling and expected conduct reinforced. Parent contacted.</td>
<td>SRL2+</td>
</tr>
<tr>
<td>- Wait orderly in set area</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Comply with staff / driver direction</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Remain seated on school bus</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Minor assault – deliberate pushing, shoving, kicking, etc.</td>
<td>Time out seat. Recess Withdrawal/s. Separated from peer group. Behaviour monitoring (possible). Direct recess supervision.</td>
<td>SRL2-3</td>
</tr>
<tr>
<td>Vandalism / interference / damage to property (intent or actual)</td>
<td>Apology to affected persons. Restitution eg. clean item, replace or fix. Behaviour monitoring (possible). Restricted access (possible).</td>
<td>Minor SRL2-3 Major SRL3-4</td>
</tr>
<tr>
<td>Spitting</td>
<td>Recess Withdrawal/s. Apology to affected persons. Separated from peer group. Behaviour monitoring (possible). Direct recess supervision.</td>
<td>SRL3</td>
</tr>
<tr>
<td>Stealing</td>
<td>Return of items. Apology to affected persons.</td>
<td>SRL3</td>
</tr>
<tr>
<td>Restitution to affected persons</td>
<td>Behaviour monitoring (possible)</td>
<td>Restricted access (possible)</td>
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<tr>
<td>--------------------------------</td>
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</tr>
<tr>
<td><strong>Second non-attendance at Recess Withdrawal</strong></td>
<td>Teacher or D/Principal</td>
<td>Accompanied to Recess Withdrawal</td>
</tr>
<tr>
<td><strong>Verbal abuse of teacher</strong></td>
<td>Time out … then walk student to School Admin.</td>
<td>Admin. ‘Assistance Card’</td>
</tr>
<tr>
<td>- Rude</td>
<td>Apology in same company as misbehaviour.</td>
<td>Consequence as decided by D/Principal</td>
</tr>
<tr>
<td>- Insolent / Attitude</td>
<td><strong>Harassment (physical, verbal, sexual)</strong></td>
<td><strong>Spreading rumour</strong></td>
</tr>
<tr>
<td></td>
<td>Teacher mediation – individuals</td>
<td>Statement comparison</td>
</tr>
<tr>
<td></td>
<td>Write down summary</td>
<td>Possible referral to HRO</td>
</tr>
<tr>
<td></td>
<td>Consequence dependent on incident</td>
<td>Write paragraph on positive conduct</td>
</tr>
<tr>
<td></td>
<td>Behaviour monitoring (possible)</td>
<td>Peer Group instruction</td>
</tr>
<tr>
<td></td>
<td>Direct recess supervision</td>
<td></td>
</tr>
<tr>
<td><strong>Refusal to wearing school uniform (including shoes &amp; hat)</strong></td>
<td>Seek to assist the student to comply. Eg Removal items</td>
<td>Contact parent</td>
</tr>
<tr>
<td>- Inappropriately dressed / accessories</td>
<td>Alternate school programme.</td>
<td>Detention</td>
</tr>
<tr>
<td></td>
<td>Restrictions apply eg oval</td>
<td>No hat = No play</td>
</tr>
<tr>
<td><strong>In ‘out of bounds’ area/s Unauthorised leaving school grounds</strong></td>
<td>Time out seat</td>
<td>School service task</td>
</tr>
<tr>
<td></td>
<td>Consequence suited to incident - supervision</td>
<td></td>
</tr>
<tr>
<td><strong>Assault</strong></td>
<td>Immediate removal from area</td>
<td>Admin. ‘Assistance Card’</td>
</tr>
<tr>
<td>- Fighting</td>
<td>Consequences as decided by D/Principal</td>
<td></td>
</tr>
<tr>
<td>- Severe</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Throwing any object with intent or potential to harm. Eg. ball, stones, etc.</strong></td>
<td>Immediate removal from area</td>
<td>Admin. ‘Assistance Card’</td>
</tr>
<tr>
<td></td>
<td>eg. Recess Withdrawal/s</td>
<td>Consequences as decided by D/Principal</td>
</tr>
<tr>
<td></td>
<td><strong>Smoking / Drugs / Possession of prohibited item or substance eg shanghai, sharp instrument, gun, pornography, etc</strong></td>
<td>Items confiscated. Admin. ‘Assistance Card’</td>
</tr>
<tr>
<td></td>
<td>Parent informed. Police informed (Principal’s discretion applied) Returned to parent deemed if appropriate.</td>
<td></td>
</tr>
<tr>
<td><strong>Vandalism / damage / destruction to school facilities (intent)</strong></td>
<td>Admin. ‘Assistance Card’</td>
<td>Restitution required. (Principal’s discretion applied)</td>
</tr>
<tr>
<td><strong>Any actions considered by the Principal as posing a threat to the health &amp; safety of self and/or others</strong></td>
<td>Principal’s discretion</td>
<td>- Disobedience</td>
</tr>
<tr>
<td></td>
<td>- Misconduct</td>
<td>- Conduct prejudicial to the good order and management of the school.</td>
</tr>
</tbody>
</table>
STUDENT SUPPORT / PLANNED INTERVENTIONS
The Mc Dowall State School operates a ‘Child Needs Committee’ that meets weekly in support of student learning barriers and need.

The purpose of the Child Needs Committee is:
1. To provide, within a socially just framework, for the support of students, and the needs of all students through;
   ⇒ participative development and review of school planning and policy.
   ⇒ deployment of resources to address the needs of all students.
   ⇒ identification and planning for provision and allocation of resources.
   ⇒ development and review of appropriate curricula that are responsive to the needs of students.
   ⇒ provision of needs-based professional development activities for all staff.
   ⇒ monitoring and supporting effective learning and teaching.
   ⇒ participation and involvement of parents and primary care-givers.
   ⇒ Referral and involvement of external agencies and organizations.
   ⇒ participation and involvement of community.
   ⇒ use of educational assessments and education adjustment profiling when required.
2. To recognise that all children have individual talents and needs: academic, intellectual, social, emotional and physical - and provide an educational environment which caters for these needs allowing each child enhanced opportunity to realise potential.

The attainment of these goals is regularly reviewed during Child Needs Committee (weekly) and Management Forum Meetings (twice each term). A specific focus occurs on the tabulation of Student Responsibilities Levels data organised by:
* gender
* year level
* month / term
* calendar year
Trends are identified and school practice evaluated in terms of effectiveness and efficiency pertaining to:
* time / duration
* cost effectiveness
* influence / disruption to normal school routine and student learning
* equipment / facility / resource use / expenditure
* influence / effect on staff and students
* benefit to the individual student.

Network of Student Support
Mc Dowall State School students are supported through positive reinforcement and a system of behaviour intervention and support by:
- Principal
- Class Teacher
- Head of Special Education
- Guidance Officer
- Teacher-Aide/s
- Learning Engagement Teacher & Team
- Adopt-a-Cop
- Positive Parenting Programme (PPP)
- MYCP Programme
- Advisory Visiting Teachers
- Department of Child Protection
- RACQ – Streets Ahead Road Safety Programme
- Deputy Principals
- Year Level & other Teachers
- Specialist / Support Teacher/s
- Defence Teacher-Aide
- Parent
- Speech Pathologist
- School Nurse – Community Health
- Medical Practitioners & Specialists
- Child Youth Mental Health Service (CYMHS)
- Australian Hearing Services
- Juvenile Aid Bureau – Police
- Brisbane City Council – Active School Travel

Adopt-a-Cop Programme
Pine Rivers Police support the Mc Dowall State School Adopt-a-Cop Programme. Police seek to support teachers and school initiatives through personal involvement. Police Service commitments may interfere with planned school involvement but alternative times will then be set. Pine Rivers Community Police Programme deliver Education Sessions throughout the school year. The following topics may be presented during the school year. Additional requests for support can be recorded at School Administration.
- Road / Personal safety issues
- Local safety issues / procedures
- Law services and facilities in the local area
- Use of Road Crossings
- The role of police
- Law enforcement / Rules in society
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 the school community members are considered at all times. McDowall State School considers the individual circumstances of students when applying support and consequences by:

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

INDIVIDUAL NEEDS

Not all students can be treated the same. In catering for individual student need, situational circumstance and staff training, *Individual Education & Behaviour Management Plans* will need to vary. Where potential / significant / complex behaviour issues exist, a *Student Profile* is researched and documented to inform the IEP & IBMP. Parents are involved in the drafting of these plans (a) Academic context (b) Social context (c) Emotional context (d) Physical context (e) Safety context.

The professional teacher applies pedagogical discretion into each student management issue without compromising the intent of the McDowall State School *Responsible Behaviour Plan for Students*. When a student is known to require particular care, either an Individual Educational Programme or Behaviour Management Plan is developed and recorded. All staff involved in the care of the student are advised of the programme developed for implementation.

Social Justice

The Principal and staff are committed to the identification and subsequent removal of educational, social and physical barriers from within the McDowall State School educational environment that may restrict a student’s involvement and participation (where possible). It is acknowledged that all students, staff and adults have rights and an equal balance of responsibilities focused upon individual safety, equal opportunity, anti-discrimination and mutual trust.
Language other than English (LOTE)
All students in Years 6-7 study Japanese at McDowall State School. Where student academic achievement in literacy is significantly lower than that which would be expected for the age of the child (at the Principal’s discretion), a Student Exemption from LOTE will be considered. Time will be devoted to literacy studies.

Strategies for Catering with ADD Sufferers

Psychologist Ian Wallace
ADD students respond well to immediate feedback and short, simple instructions. They can easily become overwhelmed by too many demands and do not adjust well to changes in routine. “I might be working on two behaviours - not calling out and staying in your seat - and on the student’s desk I’ll have two little drawings illustrating those behaviours.” “Everytime he looks down he sees those and if he starts to get up I can move over to the desk and discreetly tap on the drawing. The student is not embarrassed and the class isn’t disturbed.” “If that student sits still for the next five minutes, I can put a little smiley stamp there. The student is getting immediate feedback and I don’t have to stop teaching.” “If he gets five or six of these I will let him play on the computer for five minutes. Because this student probably concentrates for a short amount of time, by giving him five minutes off task, playing on the computer means he’ll turn back on again.” Reward systems will not motivate ADD students unless they are meaningful!

“In the case of one of the most successful students I worked with ... we would let him go out and have shots on the basketball hoop - because that is what he wanted. I could get him to do almost anything because, like a lot of ADD students, one of their strengths is that they will over focus on things. He was obsessed with basketball.” “In this system, every time he did what we wanted for five minutes, a block went into a cup on his desk. As soon as he got ten blocks, he could go out and have ten shots on the basketball hoop. Then he started behaving himself because every half hour he gets to shoot basketball hoops and then he comes back willing to do something again. He knows what we are working on, he is getting quick feedback, he’s getting somewhere and he’s getting something he wants.”

ADD Negative Traits (Some or all of these traits)

<table>
<thead>
<tr>
<th>Inattentive</th>
<th>Has difficulty organising tasks</th>
<th>Distractable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Makes careless mistakes</td>
<td>Fails to finish work</td>
<td>Doesn’t listen</td>
</tr>
<tr>
<td>Hyperactive</td>
<td>Impulsive</td>
<td>Fidgets / Squirms</td>
</tr>
<tr>
<td>Inflexible</td>
<td>Poor verbal skills</td>
<td>Aimless</td>
</tr>
<tr>
<td>Perception problems</td>
<td>Has difficulty reading body language</td>
<td></td>
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</tbody>
</table>

ADD Positive Traits

<table>
<thead>
<tr>
<th>Highly creative</th>
<th>Intuitive</th>
<th>Hyperfocused (at times)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curious</td>
<td>Energetic</td>
<td>Spontaneous</td>
</tr>
<tr>
<td>Risk-taking</td>
<td>Inventive</td>
<td>Imaginative</td>
</tr>
<tr>
<td>Resourceful</td>
<td></td>
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</tbody>
</table>
INTERPERSONAL RELATIONSHIPS

The McDowall State School is people. The McDowall State School Community is staff, parents, students and local citizens (visitors). Each and every individual is a complex being constituted through family, heritage, experience, economy, situation and inter-personal experience. We are all unique individuals who together walk a fine line between conflict generating inter-personal turmoil and potential realisation through partnerships. Partnerships combine individual characteristics which unchecked cause social segregation but through a deliberate team focus, individuality is focused in expediting the realisation of established goals.

SCHOOL VISION: ACHIEVING THE BEST OUTCOMES FOR ALL STUDENTS

The McDowall State School achieves its goals through its people. The influence and effectiveness of partnerships are enhanced when partnerships are constructed between sections of the school community.

Teacher-Student Teacher-Parent Teacher-Teacher Teacher-Staff
Parent-Teacher Parent-Child Parent-Parent Parent-Staff
Student-Teacher Child-Parent Student-Student Student-Staff

Adversarial motivations restrict and further diminish partnerships. Adversarial, power interplays are an innate survival technique retained from a past unsustainable era where participants expected many rights but few responsibilities (survival of the fittest). Co-operation, responsibility and team-work are learned skills requiring continual effort and self-reflection in both adult and child alike. All individuals have rights and responsibilities both in terms of themselves and also toward the further development of partnerships. These and their balance may vary.

Partnerships work within a legislative and school policy framework affecting roles, behaviours and interactions. Legalistic management of inter-personal relations generally results in low level individual and team performance as the creative and innovative energies of the collective is ignored in favour of regulation. Inter-personal relationships are so complex that no documented plan can ever accommodate the range of issues that will occur within a school environment. This Responsible Behaviour Plan does not attempt to provide a ‘lock step, cause effect’ automated response to human issues. Rather it highlights the professionalism and skill levels of McDowall State School staff in using their experiential discretion as educators within an evolutionary programme thus considering factors such as:

a) situational context  
b) circumstantial context  
c) personal development of the teacher / student / parent.  
d) personal considerations  
   * academic (cognitive) state  
   * emotional (affective) state  
   * physical (psychomotor) state  
e) pedagogical competency / skill level of the staff member  
   * ability to self-reflect  
   * ability to initiate action-research  
   * ability to initiate inter-personal relationship ‘problem-solving’.

Some participants within a school environment are motivated toward repeated disruption of positive educational relationships. Where inter-personal conflict clearly breeches the legal framework in which school relationships exist and the offender is deliberate in intent and purpose to cause disruption and upset, the Principal will avail himself of the authority invested within the ‘Education (General Provisions) Act 2006’ to appropriately ensure effective management (and behavioural compliance) of McDowall State School.

Effective teamwork requires commitment, self-reflection, personal development, maturity and vision. Inter-personal conflict situations will occur. Staff demonstrate firm and objective leadership in identifying the cause of conflict. eg. emotion, insecurity, frustration, miscommunication, misinformation, bullying. A resolution should then be rationally possible. Emotionalism challenges objectivity. Personal philosophy and perception overshadows individual / group reality. Our school is built upon a foundation of relationships! Staff abilities in leading others through inter-personal relationship issues enhance the supportive, school environment at the McDowall State School.
Boy / Girl Relationships
There is no segregation of boys and girls playing together at the McDowall State School, in fact students are encouraged to have a wide selection of friends, but exclusive boyfriend / girlfriend relationships at school are actively discouraged. Students of primary school age are often expected by their peers to form an exclusive relationship with a member of the opposite sex. This usually leads to peer group encouragement to act in a manner in which the student is uncomfortable. Students of primary school age are children and have the right to learn without such distractions to their studies.

HARASSMENT
Sexual harassment or harassment generally will not be tolerated. Firm action will be initiated in response to harassment issues. Refer... ‘Code of Conduct’ and ‘Expected Standard of Conduct’. There are few simple solutions to inter-personal conflict and where relationships are concerned. Multiple approaches are taken in providing information, peer support and guidance - (a) Assisting the individual further develop skills in resolving the issue [debrief / defuse / refer ] (b) Supporting the individual in seeking support and assistance from School Administration and/or (c) Referring complex or concerning matters to the Principal.

Daily School Issues
Most inter-personal issues are readily resolved between parties with the resulting resolution promoting a stronger inter-personal relationship brought about by the conflict resolution process. Effective problem-solving leadership can promote the attributes of trust, respect, reliability and responsibility between parties. Staff maintain regular contact with and keep the Deputy Principal briefed on inter-personal conflict issues. Where inter-personal situations become more complex or serious in nature, the matter should be referred to the Principal. Referrals can be made directly to the Principal, especially where school operations are disrupted or legal issues are implicated. At his discretion, sanctions and restrictions can be imposed on individuals (adult and child) entering and breeching acceptable standards of conduct within the school.

Legal Assistance (Liability Protection) to Education Queensland Employees
Staff fulfilling their directed duties and responsibilities in the operation of the McDowall State School are afforded legal support and protection by Education Queensland. It is expected that staff fulfill their professional responsibilities to the best of their ability and/or take reasonable steps in seeking developmental support and assistance from the Principal or nominee.

Legal Assistance to Qld. Teachers’ Union Members
The Queensland Teachers’ Union provides a legal advisory and support service to members. Free legal assistance, may be provided to members in matters arising directly from their employment.

COMPLAINTS
Most causes for concern arise out of misinformation or lack of information. The majority of issues can easily be resolved. Parents are to contact the class teacher or appropriate staff member. If staff are unavailable, they will contact the parent by phone and/or make an appointment in setting up an interview. Where staff are unable to address a concern or complaint, they will refer and/or accompany the issue / person to School Administration.

- Parents are provided courtesy in listening carefully to concerns.
- Inaccuracies are politely raised and resolved with information.
- Issues are addressed in a professional, as appropriate firm and clear, manner.
- Most interviews occur without the student present. Teacher discretion applies, depending on the issue.
- Where co-operative planning / teaching occurs, both teachers (or the team) should be in attendance.
- Where an issue is raised with the Principal that relates to some action or lack of action on behalf of a member of staff or student, issues are appropriately investigated with result informed to both parent and generally, the member of staff or student. (Refer Student Protection Policy for exceptions)
- Written complaints, apart from minor issues, should be brought to the Principal or Deputy Principal. We seek to inform and resolve issues in the shortest possible time frame.

WHAT DO STAFF TELL SCHOOL ADMINISTRATION?
All staff are expected to keep School Information informed of pertinent issues relating to their work and the effective operation of the school.
**Examples of what to pass on:**

- classroom accidents
- medication issues
- formal outside agency documentation
- major concerns expressed by parent
- custody / legal information
- unexplained excessive absenteeism
- children at risk
- issues relating to discipline
- issues and information that may affect other parts of the school
- theft / drugs / smoking / alcohol / illegal items or substances
- suspected child abuse
- significant learning intervention needs
- professional teaching / teacher issues
- Other

**PROFESSIONAL SKILLING and TRAINING – RESPONSIBLE BEHAVIOUR PLAN for STUDENTS**

1. Staff training in support of the *Responsible Behaviour Plan for Students* is included within the January Pupil-Free Day Programme and at other times set by the Principal.
2. Staff skill development is heightened during scheduled workshops and staff meetings.
3. Professional discourse and pedagogical sharing occurs during Year Level and Staff Meetings and activities.
4. Formal Professional Development and Training will be made available to staff.
5. It is anticipated that the McDowall State School *Responsible Behaviour Plan for Students* will be reviewed every three years. The McDowall State School P. & C. Association and School Advisory Council will assist in the review of the plan.

**SCHOOL STUDENT DRESS CODE**  
(Refer to School Policy Document)

The *McDowall State School Dress Code* clearly outlines standards of acceptable student dress and personal presentation when:

- Attending or representing their school.
- Travelling to and from school.
- Engaging in school activities out of school hours.

‘The P & C Association of McDowall State School resolved on 27th November, 2012 that it supports a student dress code for the McDowall State School because it believes that a school student dress code at McDowall State School promotes the objectives of Education (General Provisions) Act 2006. In particular, the P & C Association of McDowall State School supports the intention of a student dress code in providing a safe and supportive teaching and learning environment by::

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

The McDowall State School & P. & C. Association expects that every student attending the school will be wearing the stated school uniform each school day. It is expected that students attend school neatly dressed and well groomed each day. All parents are expected to dress their children in school uniform. Students are to wear the ‘Tartan Uniform’ on all school outings unless otherwise advised. At all times, students are to be modestly and suitably dressed. (Shorts etc worn at the waist – not sagging. Long shirts tucked in. Undergarments, boxer shorts not visible)  

McDowall State School implements a ‘SUNSMART’ endorsed expectation corresponding with Queensland Cancer Fund Guidelines. The McDowall State School and P. & C. Association expect parents to supervise student compliance with the School Student Dress Code and actively support school staff when student intervention is required.

Parents and students are advised in writing should school uniform not be required to be worn. Eg Casual Dress Days (end of each school term), events such as School Camps, Theme Days (Medieval Day), Cross Country Training, etc. Dress requirements will be specifically stated for each event by the school. Dress is generally to be of like standard in design, practicality and suitability to that of the approved school uniform. Dress must be socially modest. Quality enclosed, secured footwear is to be worn. A wide 7-8cm brimmed hat is to be worn in sunlight. Students are required to wear the stated school uniform when representing the school. Students are required to wear the stated green school uniform wide 8cm brimmed hat when outdoors. Caps are unacceptable. A list of inappropriate dress as not to be worn or brought to school is provided within the *School Dress Code*.

The daily wearing of school uniform is diligently monitored with firm (but sensitive & promotional) intervention. Students not wearing school uniform will not be denied (essential / core) educational instruction, as there are circumstances outside the influence of some students that affect the absolute achievement of this expectation. An alternative programme and routine may be provided. School interventions and imposed restrictions are outlined within the *School Dress Code*. Health and safety considerations apply.
SCHOOL EXCURSIONS, SPECIAL / EXTRA-CURRICULAR EVENTS & REPRESENTATIONS
Students attending all school events, activities, excursions and representations (Approved by the Principal, whether organized by staff, P&C Association, or organizations / guests) both on or off the school site, are expected to display exemplary behaviour. Includes: interschool sports, Year 7 Presentations, concerts, camps, excursions, discos, fundraising, etc. Students will have their invitation for such outings withdrawn if the student is placed on a Student Responsibilities Level 2 or above at the time of the trip. Year 7 parents are advised of an accumulative Points Scheme that applies to students in the lead up to Year 7 Presentations.

STUDENT LEADERSHIP POSITIONS & REPRESENTATIONS (Refer to current School Policy Document)
Student Leadership Positions are democratically elected by both staff and students each year. Student are expected to exemplify the high standards of conduct and behaviour required of a senior McDowall State School student in modelling this standard for their younger peers and in the general community. The following characteristics for Student Leadership Positions are highlighted during the selection process:

- Demonstrates high scholastic achievement.
- Demonstrates consistent scholastic and general effort in seeking to do one’s very best.
- Demonstrates leadership qualities both in current and in previous years.
- Demonstrates good public speaking skills in both formal and informal contexts.
- Consistently demonstrates behaviour (self discipline & self-responsibility) and conduct of a very high standard.
- Consistently demonstrates emotional resilience as evident as ‘habits of the mind’.
- Consistently complies with the Student Dress Code (Dress & deportment) at a high standard.
- Consistently supports and complies with School Codes, Plans, Policies, Rules and Procedures.
- Continues to demonstrate collaborative and pro-social team skills in working both with staff and student peers.
- Continues to demonstrate involvement in a range of both school activities and extra-curricula activities.
- Has been awarded the Senior Badge by end of Term 3 in Year 6.
- The class teacher (and Year Level Team) endorses the student nomination as a candidate.

Student Leaders are closely monitored and supported throughout their year of service. Where student misconduct devalues the standing of the position and/or the reputation of the McDowall State School, the Student Leader will lose their position either temporarily (SRL1) or permanently (SRL2+).

HOMEWORK / ASSIGNMENTS / PROJECTS (Refer to current School Policy Document)
Homework provides students with opportunities to consolidate their classroom learning, pattern behaviour for lifelong learning beyond the classroom and involve family members in their learning. The setting of homework takes into account the need for students to have a balanced lifestyle. This includes sufficient time for family, cultural and recreation activity. The McDowall State School Homework Policy endorsement by Principal and P&C Association reflects involvement and consultation of staff and parents in its drafting. The McDowall State School Homework Policy is presented to staff upon appointment and to parents and students at the time of enrolment at the school. It is also maintained on the School Website. The McDowall State School Homework Policy is implemented throughout the school.

<table>
<thead>
<tr>
<th>Teachers</th>
<th>help students establish a routine of regular, independent study by:</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ Ensuring the School Homework Policy is implemented</td>
<td>✓ Being aware of the School Homework Policy</td>
</tr>
<tr>
<td>✓ Setting homework on a regular basis</td>
<td>✓ Discussing homework expectations with their parents</td>
</tr>
<tr>
<td>✓ Clearly communicating the purpose, benefits and expectations of homework</td>
<td>✓ Accepting responsibility for the completion of homework tasks within set timeframes</td>
</tr>
<tr>
<td>✓ Checking and correcting homework regularly and providing timely and useful feedback</td>
<td>✓ Following up on comments made by teachers</td>
</tr>
<tr>
<td>✓ Using homework that is varied, challenging and directly related to class work, being appropriate to students’ learning needs</td>
<td>✓ Seeking assistance when difficulties arise</td>
</tr>
<tr>
<td>✓ Explicitly teaching strategies to develop organisation and time management skills; and providing opportunities to practise these strategies through homework</td>
<td>✓ Organising their time to manage home obligations, participation in physical activity and sports, recreational and cultural activities</td>
</tr>
<tr>
<td>✓ Giving consideration to other academic and personal development activities (school or other) that students could be engaged in when setting homework</td>
<td></td>
</tr>
</tbody>
</table>
Parents assist their children by:

- Reading to them, talking with them and involving them in tasks at home including shopping, playing games and physical activity.
- Helping them to complete tasks by discussing key questions or directing them to resources.
- Encouraging them to organise their time and take responsibility for their learning.
- Contacting the relevant teacher to discuss any concerns about the nature of homework and their child’s approach to the homework.
- Encouraging them to read and take an interest in and discuss current, local, national and international events.
- Helping them to balance the amount of time spent on completing homework, watching television, playing computer games, playing sport and engaging in other recreational activities.

Each McDowall State School Year Level of Teachers (in consultation and with the Deputy Principal) develop a Year Level Homework Programme. This programme is outlined to parents and students at the beginning of the school year and is explained during the Year Level Parent Information Meetings held in February. (Schedule, time, topics, expectations, consequences that will apply – including any assessment penalties) It is of course open to parents to consult with a student’s teacher about additional materials or practice exercises with which parents can assist their children at home or while on holiday (during the school term). School work will be prepared and issued to parents of students having been formally suspended from school attendance. It is expected that parents supervise, ensuring adequate student time and attention is provided, to complete set school work at a required standard. Completed school work is to be presented at Re-Entry Interview prior to return to school. The class teacher will mark the set work upon student return to school.

When homework, an assignment, project or task set is set for students to complete, the teacher advises (a) Details of task (b) Resource requirements (c) Due date (d) Marking criteria (e) Standard expected (f) Marking contribution toward end of semester rating; and (g) Consequence for failure to complete. Student failure to complete homework or set studies, will prompt an interview with the student, possible detention to complete tasks, parent notification; and/or parent interview. The student is expected to take responsibility for personal learning. If experiencing difficulty, the student must speak with the class teacher as soon as possible – not just before the due date.

**SUN PROTECTION**

A “No hat - No play” procedure is applied within the playground. Students are expected to wear a wide-brimmed or legionnaires hat (as specified in the School Dress Code) or they are restricted to shaded areas. Caps are not acceptable. Skin protection is a high priority during sports. e.g. Hat, Sunscreen, Rashie – swimming etc. If adequate skin protection is not provided, the student may be required to complete an alternative supervised activity elsewhere in the school. It is expected that all students own and have access to a hat during the school day. Hats are to be stored within ports.

**BUS TRAVEL**

Education Queensland and Queensland Transport endorse the “Code of Conduct for School Bus Travel”. A clear expectation exists that students accessing School Bus Services will exhibit a high standard of conduct contributing to the general safety of all onboard and in ensuring that the journey of other passengers remain safe and unaffected.

1. Respect other people and property.
2. Wait for the bus in an orderly manner.
3. Whilst on the bus, conduct yourself in an orderly manner.
4. Use designated stops.
5. When alighting from the bus, do so in an orderly manner.
6. In case of emergency or breakdown, follow the driver’s directions.

- The behaviour of students is primarily the responsibility of parents.
- Parents should discuss their expectations concerning child conduct so that they fully understand what they should do and not do.
- The Principal supports reasonable interventions on behalf of the bus company, including the its right to refuse travel to repeat misbehaviour offenders (Due notice given to the parent).

**STUDENT RESPONSIBILITIES LEVELS BOOKLET**

A ‘Student Responsibilities Levels Booklet’ is provided to each parent at time of student enrolment. The booklet directly addresses the student and outlines five Student Responsibility Levels. In terms of each level, the student is informed of examples of conduct that may necessitate assigning a level to a student, and examples of consequence and subsequent school staff intervention in response to student placement on the level. Student Responsibilities Levels promote effective communication between teachers, students and parents in describing levels of behaviour concern.

All students begin on Level 0 and the majority of McDowall State School students remain on Level 0 throughout their school career. Level 0 indicates that the student is reflecting the behavioural standards inherent within the McDowall State School Expected Standard of Conduct.
Student Responsibilities Levels range from the least intrusive through to the most intrusive of interventions. **Levels 1-2** relate to effective classroom management and the range of skills and strategies an effective teacher would develop as a reflective practitioner. A classroom teacher is expected to continually enhance professional skills in effecting Stage 1-2 intervention.

**Levels 3-4** require complementary support and assistance to the classroom teacher by peer teachers, specialist support personnel and deputy principals. Intervention is firm, planned and consistent but always with the intent on returning the student as soon as possible into normal classroom routine, possibly progressively, as soon as possible. A documented Individual Behaviour Management Plan is developed and reviewed (Placed on permanent Student File). The primary stakeholders in Stages 1-4 are (a) the classroom teacher (b) student; and (c) parents/guardians. Parents are to be advised of issues relating to Stages 2 and above (OneSchool entry), with filed documentation essential from Stage 3 and above. The Deputy Principal or nominee undertakes a case management role from Stage 3.

**Level 5** intervention is managed by the Principal. This stage reflects the exhaustive efforts and intervention by school staff in endeavours to utilise all avenues of school-based behaviour management opportunities to effect student positive behavioural change. These interventions are well documented within a case profile in terms of objectives, strategy and result. Documentation also reflects parental and specialist staff (Guidance Officer, Team, AVT) interviews and interventions.

Each of the Five Student Responsibilities Levels are further highlighted within the Five Stage Conflict Management / Group Development Plan. Each stage highlights the skill level required of the (a) the teacher and (b) staff / adult / student peer group …. in being able to adequately provide intervention, consistency in intervention and social pressure to bring about an individual’s behavioural change and to subsequently provide on-going positive reinforcement for behaviours that are socially acceptable.

*This model highlights the importance of not only initiating intervention in seeking behavioural change but teaching group development strategies and skills to student peer groups; who in both the short and long term will be more effective in achieving positive behavioural change than the teacher.*

**Co-operation, responsibility and team-work are learned skills requiring continual effort and self-reflection in both adult and student alike.** All individuals have rights and responsibilities both in terms of themselves but also toward the further development of partnerships. These and their balance may vary.

Legalistic (rigid cause - response) management of inter-personal relations generally results in low level individual and team performance as the creative and innovative energies of the collective is ignored in favour of regulation. **Inter-personal relationships are so complex that no documented plan can ever accommodate the range of issues that will occur within a school environment.** This **Responsible Behaviour Plan for Students** does not attempt to provide a ‘lock step, cause effect’ automated response to human issues. Rather it highlights the professionalism and skill levels of McDowall State School staff in using their experiential discretion as educators within an evolutionary programme thus considering factors such as:

- **a)** situational context
- **b)** circumstantial context
- **c)** personal development of the teacher/student/parent.
- **d)** personal considerations
  - academic (cognitive) state
  - emotional (affective) state
  - physical (psychomotor) state
- **e)** pedagogical competency / skill level of the staff member
  - ability to self-reflect
  - ability to initiate action-research
  - ability to initiate inter-personal relationship ‘problem-solving’.

*Some participants within a school environment are motivated toward repeated disruption of positive educational relationships.* Where inter-personal conflict clearly breeches the legal framework in which school relationships exist and the offender is deliberate in intent and purpose to cause disruption and upset, the Principal will avail himself of the authority invested within the ‘Education (General Provisions) Act 2006’ to appropriately ensure effective management (and behavioural compliance) of the McDowall State School.

### Questions and Answers

**What happens when a student rapidly rises through the Student Responsibility Levels?**

- The student experiences the ‘logical consequences’ and ‘planned consequences’ applicable to the Student Responsibilities Level. Certainly, reflection and investigation may be necessary in determining why previous interventions were less than successful. E.g. consistency, logical, educational, firm, severe, etc. Usually, the student wants to be on a lower Student Responsibilities Level. The teacher is there to assist and support the student in learning the skills and strategies necessary to achieve this objective.
**Does a student always progress and return through the levels in numerical order?**

- No. Students usually progress through the Student Responsibilities Levels in ascending order with few students reaching Level 3 or above.
- Student Responsibilities Levels are assigned according to the level of severity/concern of the behaviour exhibited. Truth in reporting and intervention is expected. A student may therefore be assigned directly to Student Responsibilities Level 5 if caught smoking or drug taking in the school grounds.
- Students are assigned a Student Responsibilities Level for 10 school days following the behavioural incident. If no further behavioural incident/concern is noted, the student may directly return to Student Responsibilities Level 0. Keeping of ‘grudges’ is not a feature of the Plan. The plan targets the inappropriate behaviour, not the person. As soon as the inappropriate behaviour is discontinued, normal routine applies with lavish positive reinforcement provided when appropriate behaviour is further exhibited.
- If within the ten school days time-frame, a minor misdemeanour occurs, a lesser Student Responsibilities Level may be assigned from the date of incident, after conclusion of the existing Level. eg. Level 3 to 1.

**Some students persistently remain on Student Responsibilities Level 2.**

- Students do not generally progress onto the next Student Responsibilities Level for repeated incidence of misbehaviour at a particular level. Student Responsibilities Levels are a reporting framework to create a ‘common language’ between participants within the school community. Each level denotes the extent of student failure to exhibit the micro-skills of responsibility within the social setting of the school.
- Where repeat offences continue to occur, the student remains on the Student Responsibilities Level until the inappropriate behaviours are discontinued. [Consistency]
- Such annoyance behaviours should be addressed by teacher in:
  - Developing a Behaviour Management Plan for the student
  - Targeting isolated annoyance behaviours and undertaking behaviour modification planning with more severe and more consistently applied consequences - kept in 70/30 balance in favour of immediate positive reinforcement (where possible).
  - Heightening the level of individual student supervision during the intervention strategy and allowing for increasing levels of independence as socially acceptable behaviours become more prevalent.

**How do staff members identify students on a Behaviour Management Plan in the playground and how do staff seek assistance if necessary?**

- When an Individual Behaviour Management Plan is developed and is operational within the playground during recess: (a) A Case Manager usually manages the programme implementation (b) A digital photograph of the student is included within Recess Duty Bags with comment. Recess Duty Staff are to use the ‘Help Card’ located within the Duty Bag, by sending a student immediately to School Administration or the nearest teacher; if urgent assistance is required.

**Where are students sent to if withdrawn from the Playground?**

- Refer to the Recess Withdrawal Statement in this Plan. Where misbehaviour (violence) in the playground is evident, the student is likely to be managed within an Individual Behaviour Management Plan at Student Responsibilities Level 3-4 [In-school Suspension] and will be totally withdrawn from the recess period activity.

**The student behaviour exhibited is not listed in the Student Responsibilities Levels Booklet?**

- The examples of student behaviour recorded in the Student Responsibilities Levels Booklet are examples only. It is impossible to list every behaviour possible and an associated logical consequence. Staff are professional practitioners who impose and supervise an appropriate consequence to the student’s misbehaviour and then use the examples provided within the Student Responsibilities Levels Booklet to determine the Student Responsibilities Level to assign. The booklet assists staff to ‘moderate’ the levels assigned to misbehaviour in promoting ‘consistency’ of issue severity description.

**Students are assigned a Student Responsibilities Level resulting from misbehaviour. Isn’t this consequence enough?**

- No. The assigning of a Student Responsibilities Level to an incidence of misbehaviour is not a consequence. The educational intervention and student learning occurs through the imposition of a logical consequence in response to the misbehaviour. The Student Responsibilities Level is only a way to describe the seriousness of the issue in reporting the matter to other staff, students or parents.
THE PROBLEM with PUNISHMENT

The child who is punished too much (or too severely) behaves more out of fear of punishment or the punisher than for the satisfaction of behaving satisfactorily. For this child, fear and anger become part of personality. A distance develops between the punisher and the child, and the teacher - student relationship becomes a power struggle. Sometimes the child whose poor behaviour is punishment controlled seems ‘so good’. ‘He knows better than to get out of line.’ This child doesn’t know better, he only knows that punishment will occur if he misbehaves. Underneath this facade of goodness simmers an angry child ready to explode into uncontrolled behaviour once the threat of punishment is lifted. If punishment overtakes the whole atmosphere of the classroom, fear overcomes trust and the child is at risk of becoming angry, aggressive, withdrawn and unhappy. The child is deprived of the opportunity to be a child, make mistakes and realise the self natural consequences of personal actions. With over-punishment, a child can become so wary of misbehaving that he is unwilling to risk any behaviour that could cause trouble. There is a loss of spontaneity - his life will be safe but lacking in commonsense.

Well meaning parents may protect their child from consequences for fear of damaging their psyche, but the child who grows up never having to face consequences of actions never learns responsibility. He will lack respect for authority. Yet consequences cannot be the only motivation for good behaviour. The child who is frequently punished doesn’t develop his own inner controls. Either way, the child and society are at risk.

SMOKING, DRUGS and/or OTHER ILLEGAL SUBSTANCES or ITEMS

Smoking is not permitted by adult nor student within the grounds of the McDowall State School. Students found smoking, in possession or using any form of drug / illegal substance or item whether at school, traveling to/from school or wearing school uniform will, at the discretion of the Principal, be suspended from attendance at this school. Referral may be made to the Qld Police Service. Generally, alcohol is regarded as an illegal substance within the school grounds. An exception applies when a written application (on the required form) for bringing alcohol onto the school premises (out-of-hours) is endorsed by the Parents’ and Citizens’ Association and then approved by the Principal. Strict conditions apply.

All incidents within the McDowall State School, which involve drugs, illegal substances or items or where there is a suspicion, are to be brought to the attention of the Principal for investigation. In the first instance, the safety of students is to be ensured. This may involve taking quick, common-sense action such as applying or summoning first aid and isolating the student. When incidents are brought to the attention of the Principal, the following considerations are made:

- Strength of evidence of the incident.
- Conducting search to locate the offending substance or items (Two staff present)
- The seriousness of the offence (possession or smoking as opposed to selling or supplying)
- The student’s previous record in the school.
- Involvement of the Juvenile Aide Bureau or Police and the separation of the school’s response from the police response. In all illegal drugs cases, the JAB will be called. The Principal then informs the police of subsequent behavioural considerations they may need to make. Parents called to the school.
- Issues of rehabilitation, consequence, school ‘community’ service.
- Equitable treatment befitting the misdemeanour.
- Other such pertinent issues.

The Principal may undertake inquiries at school level before handing the investigation over to the Police. The Principal will consider police involvement as they pursue each case. The Principal will exercise discretion in responding any issue but generally the following will apply:

- Found with cigarette and/or lighter = 2-3+ day suspension.
- Smoking cigarette in school grounds = 3-5+ day suspension.
- Repeated possession / smoking cigarette = 5-20 day suspension.
- Found with illegal drug implement or illegal item = 3+ day suspension.
- Illegal drug, firearm or weapon possession (with or without threat or use) will lead to a 5-20 day suspension (police investigation) with negotiated return, support and perhaps some form of school community service. Likely recommendation for exclusion.
- Repeated possession / use illegal drugs = 20 day suspension with recommendation for exclusion (police investigation)
- Distribution / selling illegal drugs = 20 day suspension with recommendation for exclusion (police investigation)
In the case where the police are conducting investigations, the school will proceed with the stated response. If the student is later found innocent, the student may be permitted to return to school, again at the Principal’s discretion.

**PERSONAL TECHNOLOGY DEVICES**
This statement reflects the importance the McDowall State School places on students displaying courtesy, consideration and respect to others whenever they are using personal technology devices, including ICTs. Personal Technology Devices includes but is not limited to, games devices (such as Portable Gaming Devices, Tamagotchi, Laptop Computers, PDAs, Blackberries, Camera 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. Education Queensland does not tolerate bullying behaviour at schools. This includes bullying conducted by electronic means.

**Certain Personal Technology Devices Not Permitted at 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 loss. Such devices will be confiscated by staff, to be returned at 3pm. Such items can lead to general distraction and disruption to normal school routine. Breaches of this prohibition may lead to disciplinary consequence.

**Item Confiscation**
Technology devices used contrary to this statement and the direction of staff, will be confiscated by staff. They will be made available for collection from School Administration at 3pm unless required to be kept for purposes of disciplinary investigation or referral to the police. These items will only be returned in the presence of a parent. Devices potentially containing evidence of criminal offences may be reported to the Qld Police. In such cases Qld Police may take possession of such devices for investigation purposes and students and parents will be advised to contact the 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 because of the potential for damage, loss and distraction or disruption to school routine. However, if they are brought to school, they are to be handed to the class teacher at the beginning of the school day. They will be securely stored and returned at 3pm. These devices are not permitted to be used during the school day.

**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 McDowall State School. Students using personal technology devices to record inappropriate behaviours, school activities 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 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. Eg. 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 who uses a personal technology device to record private conversations, ordinary school activities (apart from social functions like graduation events) or violent, illegal or embarrassing matter capable of bringing the school into public disrepute is considered to be in breech 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 done for the purpose of causing embarrassment to individuals or the school, for the purpose of bullying or harassment, including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur.

Students involved in: (a) Recording; and/or (b) Disseminating material (through text messaging, display, internet uploading, etc) and/or (c) Knowingly being a subject of a recording; breech this policy and may be subject to discipline, including suspension and 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 referral to the Qld 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. This will subject the sender to discipline and possible referral to the Qld Police Service. Students receiving such text messages at school, should ensure they keep the message as evidence and bring the matter to the attention of School Administration.
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 caught using a personal technology device to cheat during exams or assessments.

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 the 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 technology device in circumstances that would contravene this policy (for example to assist with a medical condition or disability) should negotiate a special circumstances arrangement with the Deputy Principal or Principal.

In Summary
It is generally expected that all staff, parents, students and visitors (with Principal approval), seek and be granted with subject consent prior to taking any form of vision or sound recording within the context of the McDowall State School site or programme (on or off site). The taking of all photographs, vision or sound recordings require Principal approval. Photographs, vision or recordings are not to be made without a subject’s knowledge and approval. Eg Interview. It is acknowledged that parents take photographs of students during school events, functions and activities. It is expected that photographs are directly related to their child/ren. Where this is in doubt or that it is suspected that the person in question does not have a direct relationship with an involved student, (a) clarification will be sought from the person by two members of staff – name, address/contact and student relationship. (b) arrangements made for the person to delete offending photographs and/or (c) police called. Where photographs are not to be taken at a school event, function or activity, a public announcement will be made.

STUDENT ACCESS
Access to students undertaking study within the McDowall State School is generally is at the discretion of the Principal and generally restricted to a ‘known’ parent or the enrolling parent unless court documentation has been presented and confirmed as authentic. Written communications and telephone calls will be intercepted and held at School Administration for Principal referral. In the situation where a person arrives at the school and demands access to a student, staff will request suitable identification. (Advise the Principal) If there is a legal issue involved, such as custody, the necessary court papers or authority are to be sighted (Refer to Principal) If the issue is not clear then access is not granted. The enrolling parent is informed and/or summoned. Occasionally, there is the possibility of a student being intercepted by, say, an estranged parent. The Principal (staff) will not knowingly place a student into such a situation and will take any action necessary to ensure that a student is safe. If in doubt, the police will be called to attend.

Police Access to Students
1. Police Officers wishing to question students are to notify the Principal of the complaint and the names of the students concerned. Student related information is generally not released if an issue is not school related.
2. The Principal will notify the parent of the students concerned and invite them to be present at the proposed interview. (Exception: Student Protection Policy)
3. If the parent cannot be contacted or does not wish to be present, the Principal will use discretion as to whether the interview should take place at the school.
4. The Principal (or delegate) will be present throughout the interview. If a girl is being questioned then a senior female teacher will also be present.
5. The Principal retains the right to terminate the interview at any time if considered in the best interests of the child. Bearing in mind responsibilities to parents and student, the Principal will not allow the student to sign any statement nor accompany the police officers away from the school. (Exception: Student Protection Policy)
6. If the Principal is in any doubt, advice is to be sought from Legal Branch.
7. The Principal will not permit the taking of student fingerprints while the student is at school.
RELATED LEGISLATION

- Education (General Provisions) Regulation 2006.
- Criminal Code Act 1899.
- Right to Information Act 2009.

EDUCATION (GENERAL PROVISIONS) ACT 2006

PROVISION of STATE EDUCATION
12.(1) For each student attending a State instructional institution, there must be provided an educational programme approved by the Minister that-
   a) has regard for age, ability, aptitude and development of the student; and whether enrolment in the educational programme is compulsory or non-compulsory; and
   b) is an integral element within the total range of educational services offered with the prior approval of the Minister.
   c) takes account and promotes continuity of the student’s learning experiences.
   d) recognises and takes into account the nature of knowledge.

(2) The duration of the programme of instruction must be based on the basic allocation to a student.

CURRICULUM FRAMEWORK for STATE INSTRUCTIONAL INSTITUTIONS
21 (1) The Minister may decide on a curriculum framework that is to apply to a State instructional institution.
(Curriculum framework means the framework under which the institution’s principal may decide the range of learning experiences to be offered to students attending the institution.)

DEVELOPMENT and REVISION of 1-12 SYLLABUSES and PRESCHOOL GUIDELINES
22 (1) The Minister may develop and revise 1-12 syllabuses and preschool guidelines.

IMPLEMENTATION of SYLLABUS, COURSE or PRESCHOOL GUIDELINE at STATE INSTRUCTIONAL INSTITUTIONS
23 (1) In providing education in an area of learning, a State instructional institution may only implement-
   (a) an approved syllabus or accredited syllabus for the area of learning; or
   (b) for an institution that is a registered training organization – an accredited course.

(2) The Minister may direct the principal of a State instructional institution to ensure the institution provides education in a stated area of learning.

DIRECTION BY MINISTER ABOUT TESTS
24 (1) The Minister may direct the principal of a State instructional institution, providing education to students in the year of schooling to which an approved test or common national test relates, to administer the test at the institution.

ENROLMENT at STATE SCHOOLS - APPLICATION
155(1) An application for enrolment of a person at a State school must:
   (a) be made to the school’s principal
   (b) be made in the approved form
   (c) be accompanied by
      • satisfactory evidence that the applicant is eligible to apply for enrolment
      • any other documents, identified in the form, the principal reasonably requires to decide the application.

(2) The application may only be made by
   • if the prospective student is a child – a parent of the child
   • if the prospective student is an adult – the prospective student.
(3) If the prospective student is a child, the principal may deal with an application for enrolment at the school made by the child if the principal reasonably believes it is in the child’s best interests for the child to make the application.

ENROLMENT
156(1) The principal must enrol the prospective student at the school if the prospective student is entitled under this Act to be enrolled at this school.
(2) If the principal reasonably believes the prospective student would, if enrolled at the school, pose an unacceptable risk to the safety or wellbeing of members of the school community, the principal must refer the application to the chief executive.

REQUIREMENTS RELATING to ENROLMENT AGREEMENTS
168(1) A State school’s principal must ensure an up-to-date enrolment agreement applies to the school.
(2) The principal must, before enrolling a prospective student at the school, give a copy of the enrolment agreement to
   a) if the prospective student is a child – a parent of the prospective student
   b) if the prospective student is an adult – the prospective student.
(3) Also, the principal must try to
   a) have the person who receives a copy of the enrolment agreement, sign the enrolment agreement and return it to the principal.
   b) Obtain a written acknowledgement by a person who receives a copy of the enrolment agreement that the person received a
copy of the enrolment agreement.
(Enrolment agreement means a document that states the respective rights and obligations, about the education of persons at a State school, of: (a) persons enrolled at the school (b) the parents of children enrolled at the school (c) the staff of the school)

COMPULSORY SCHOOLING – OBLIGATION of EACH PARENT
176(1) Each parent of a child who is of compulsory school age must
   a) Ensure the child is enrolled at a State school or non-State school
   b) Ensure the child attends the State school or non-State school on every school day, for the educational programme in which the child is enrolled ….. unless the parent has a reasonable excuse.
(2) It is a reasonable excuse for a parent that
   a) The child lives with another parent and the relevant parent believes, on reasonable grounds, that the other parent is complying.
   b) In all circumstances, the relevant parent is not reasonably able to control the child’s behaviour to the extent necessary to comply.

BEHAVIOUR MANAGEMENT PLANS
276 A State school’s principal must ensure there is an approved behaviour plan in the school.

277(1) A State school’s principal must ensure a process is established for developing a behaviour plan for the school.
(2) In developing the plan, the principal must consult with the following persons
   a) Parents of children enrolled at the school
   b) The school staff and students.
(3) The plan for the school must
   a) promote a supportive environment at the school so all members of the school community may work together in developing
   acceptable standards of behaviour to create a caring, productive and safe environment for learning;
   b) promote an effective teaching and learning environment at the school that allows positive aspirations, relationships and values
to develop;
   c) foster mutual respect among all individuals at the school
   d) encourage all students attending the school to take increasing responsibility for their own behaviour and the consequences of
their actions.
(4) The plan must align with the department’s policies about the management of student behaviour.
(5) The plan has no effect unless it is approved by the chief executive.

278 A State school’s principal must take reasonable steps to ensure the approved behaviour plan for the school is implemented consistently, fairly and reasonably.

279(1) A State school’s principal must ensure the approved behaviour plan for the school is reviewed at least once every 3 years.

280(1) A State school’s principal must keep a copy of the approved behaviour plan for the school available for inspection, free of charge, by interested persons at the administration office of the school.
(2) The plan may be made available in written or electronic form.
281(1) A State school’s principal must take reasonable steps to ensure a copy of the approved behaviour plan is given to
   a) a parent of each of the school’s students who is a child
   b) each other student of the school.

282 A State school’s principal must give an enrolling parent a copy of the approved behaviour plan for the school.

**DETENTION**

283(2) The principal of, or a teacher at, the school may detain the student as punishment for disobedience, misconduct, willful neglect to
   prepare homework or for another breach of school discipline.

(3) A period of detention must not be more than
   a) 20 minutes during school lunch recess
   b) One-half hour after the school programme for the day is finished.

(4) If the principal or teacher proposes to impose a period of detention to be served after the school programme for the day is finished, the
   principal or teacher must inform a parent of the child of the proposed period of detention before it is imposed.

**GROUNDS for SUSPENSION of STUDENT**

284 Each of the following is a ground for suspending a student from a State school
   a) disobedience by the student
   b) misconduct of the student
   c) other conduct of the student that is prejudicial to the good order and management of the school or State schools.

**SUSPENSION of a STUDENT**

285(1) This section applies if a State school’s principal is reasonably satisfied grounds exist to suspend a student from the school.

(2) The principal may suspend the student from the school
   a) for not more than five school days; or
   b) if the principal is satisfied the behaviour was so serious that the suspension should be for longer than five school days - for
      not more than twenty school days.

(3) The principal must give the student a notice stating -
   a) the student is suspended and the reason for the suspension; and
   b) the period of the suspension.

(4) If the suspension is for more than five school days, the notice must also state -
   a) the student may make a submission against the suspension to the principal’s supervisor; and
   b) the title, name and address of the principal’s supervisor; and
   c) the way in which the submission may be made.

(5) If the student is a child, as soon as practicable after giving the notice, the principal must take reasonable steps to
   a) if the suspension is not for more than 5 school days – contact a parent of the student to discuss the student’s behaviour that
      led to the suspension
   b) if the suspension is for more than 5 school days – meet with the parent of the student to discuss the student’s behaviour that
      led to the suspension.

286(1) If a student of a State school is suspended from the school for not more than 5 school days, the school’s principal must take
   reasonable steps to ensure the student is given school work to complete during the suspension.

(2) If a student of a State school is suspended from the school for more than 5 school days, the school’s principal must arrange for the
   student’s access to an educational programme that allows the student to continue with the student’s education during suspension.

**SUBMISSIONS AGAINST SUSPENSIONS FOR MORE THAN FIVE SCHOOL DAYS**

287(1) A student suspended for more than five school days may make a submission against the suspension.

(2) The submission must be made to the principal’s supervisor and state fully the grounds for the submission and the facts relied on.

**EXCLUSION of STUDENTS**

289(1) Each of the following is a ground for excluding a student from a State school at which the student is enrolled or certain State
   schools, but not all State schools, under this division
   • disobedience by the student
   • misconduct of the student
   • other conduct of the student that is prejudicial to the good order and management of the school or schools;
   • if the student’s disobedience, misconduct or other conduct is so serious that suspension of the student is inadequate
     to deal with the behaviour.

(2) A student may be excluded from a State school at which the student is enrolled because of the student’s contravention of a behaviour
   improvement condition, for the student’s challenging behaviour, imposed or agreed to under division 8.
SUSPENSION PENDING DEALING WITH RECOMMENDATION FOR EXCLUSION

290(1) This section applies if a State school’s principal is reasonably satisfied grounds exist to exclude a student from the State school at which the student is enrolled or certain State schools.

(2) The principal may -
   a) recommend to the principal’s supervisor that the student be excluded from the school or schools for a stated period of not more than 1 year or permanently; and
   b) suspend the student from the school at which the student is enrolled pending the supervisor’s decision about the recommendation.

(3) The principal must give the student a notice stating -
   a) the principal has recommended to the principal’s supervisor that the student be excluded from the school or stated State schools for a stated period of not more than 1 year or permanently and the reason for the recommendation; and
   b) the student is suspended from the school at which the student is enrolled pending the supervisor’s decision about the recommendation; and
   c) the student may make a submission to the principal’s supervisor against the suspension and recommendation for exclusion no later than five school days after the day the notice is given to the student or the longer period allowed by the supervisor under section 292(3); and
   d) the title, name and address of the principal’s supervisor; and
   e) the way in which the submission is to be made.

(4) The principal must, as soon as practicable after giving the notice recommending exclusion to the student, give a copy of the notice to the principal’s supervisor.

(5) If the student is a child, as soon as practicable after giving the notice recommending exclusion to the student, the principal must take reasonable steps to meet with a parent of the student to discuss the student’s behaviour that led to the giving of the notice.

SUBMISSIONS AGAINST SUSPENSION AND RECOMMENDATION FOR EXCLUSION

292(1) A student given a notice recommending exclusion may make a submission against the suspension and recommendation for exclusion in the way stated in the notice.

(2) The submission must -
   a) be made to the principal’s supervisor no later than five school days after the day the notice is given to the student; and
   b) state fully the grounds for the submission and the facts relied on.

(3) If within 5 school days after the notice is given to the student or another person who may make a submission in relation to the notice asks the supervisor for a longer period to make the submission, the supervisor may, by notice given to the student or other person, state a longer period allowed for submissions.

EXCLUSION of a STUDENT

296 If a student is excluded under section 293 from a State school at which the student is enrolled, the enrolment is taken to be cancelled.

BEHAVIOUR IMPROVEMENT CONDITIONS

324(1) If a State school’s principal is reasonably satisfied a student enrolled at the school has engaged in behaviour (challenging behaviour) that is the basis for a ground for exclusion of the student from the school or certain State schools.

(2) The principal may decide that the student’s continued attendance at the school is subject to the student complying with a behaviour improvement condition for the challenging behaviour.

(3) If a State school’s principal decides that a student’s continued attendance at the school is subject to the student complying with a behaviour improvement condition for the student’s challenging behaviour, the principal must give the student a notice stating
   a) the student’s continued attendance at the school is subject to the student complying with a behaviour improvement condition for the challenging behaviour; and
   b) the details of the behaviour improvement condition and the grounds for the imposition of the behaviour improvement condition; and
   c) the facts and circumstances forming the basis for the grounds; and
   d) the stated period of not more than 3 months, after the imposition of the behaviour improvement condition, during which the student must comply with the behaviour improvement condition; and
   e) the student may apply to the principal’s supervisor, within 5 school days after the notice is given to the student, for a review of the decision; and
   f) the title, name and address of the supervisor; and
   g) the way in which the application may be made.

(4) If the student is a child, as soon as practicable after giving notice to the student, the principal must take reasonable steps to meet with a parent of the student to discuss the student’s behaviour that led to the giving of the notice.

REVIEW of DECISION about BEHAVIOUR IMPROVEMENT CONDITION

325(1) If a decision is made that a student’s continued attendance at a State school is subject to the student complying with a behaviour improvement condition for the student’s challenging behaviour.
(2) The student may apply to the principal’s supervisor for the principal who made the decision, within 5 school days after notice of the decision is given to the student, for a review of the decision.

(3) The application must state fully the grounds for the submission and the facts relied on.

(4) After reviewing the behaviour improvement condition, the supervisor must decide
   a) to confirm the behaviour improvement condition; or
   b) to remove the behaviour improvement condition; or
   c) to change the behaviour improvement condition.

(5) The behaviour improvement condition may only be confirmed or changed for the reasons the behaviour improvement condition was initially imposed.

(6) The supervisor must as soon as practicable give notice to the student, and the principal, about the supervisor’s decision on the application and reasons for the decision.
If the supervisor fails to decide the application within 7 days after its receipt, the failure is taken to be a decision by the supervisor to remove the behaviour improvement condition.

WILFUL DISTURBANCE
333 (1) A person must not wilfully disturb the good order or management of a State educational institution.
(2) A person must not insult a staff member of a State educational institution in the presence or hearing of a student of the institution, who is, at the time in question -
   a) in or about the institution
   b) assembled with others for educational purposes at or in any place.  [Insult includes abuse]

TRESPASS
334 A person must not be on the premises of a State educational institution unless the person has lawful authority or a reasonable excuse for being on the premises.

POWERS RELATING TO NAME and ADDRESS
336(1) If a State instructional institution’s principal proposes to give a direction under section 337 or 339 to a person at the institution’s premises, the principal may require the person to state the person’s name and residential address.
(2) When making this requirement, the principal must warn the person that it is an offence to fail to state the person’s name or residential address, unless the person has a reasonable excuse.
(3) The principal may require the person to give evidence of the correctness of the person’s stated name or residential address if the principal reasonably suspects the stated name or address is false.
(4) The person must comply.

DIRECTIONS ABOUT CONDUCT or MOVEMENT at PREMISES of STATE INSTRUCTIONAL INSTITUTIONS
337(1) a State instructional institution’s principal may give a person a written direction about the directed person’s conduct or movement at the institution’s premises for up to 30 days after the day on which the direction is given if the principal is reasonably satisfied it is necessary to give the direction
   a) to ensure the safety or wellbeing of other persons lawfully at the premises
   b) to prevent or minimize damage to the premises or to property at the premises
   c) to maintain good order at the premises
   d) for the proper management of the institution.
(2) A direction may not be given to an exempt person for the institution. Eg. Student or employee.
(3) The direction must state
   a) the terms of the direction
   b) the ground for the direction
   c) an outline of the facts and circumstances forming the basis for the ground
   d) the time the direction is to remain in force
   e) that the directed person may apply to have the direction reviewed by the principal’s supervisor
      ▪ within 7 days after the directed person is given the direction
      ▪ if the direction is for less than 7 days – before the duration ends.
   f) the title, name and address of the principal’s supervisor
   g) how the directed person may apply to have the direction reviewed.
(4) The direction has no effect until the principal gives it to the directed person.
(5) The directed person must comply with the direction, unless the directed person has a reasonable excuse.
DIRECTIONS to LEAVE and NOT RE-ENTER PREMISES of STATE INSTRUCTIONAL INSTITUTIONS

339(1) a State instructional institution’s principal may give a person a written direction requiring the prohibited person to immediately leave and not re-enter the institution’s premises for 24 hours after the time of the direction if the principal suspects the prohibited person

a) has committed, or is about to commit, an offence at the premises
b) has used, or is about to use, threatening, abusive or insulting language towards another person at the premises
c) has engaged or is about to engage, in threatening or violent behaviour towards another person at the premises
d) has otherwise disrupted, or is about to disrupt, good order at the premises
e) does not have a good and lawful reason to be at the premises.

(2) A direction may not be given to an exempt person for the institution. Eg. Student or staff.

(3) The direction must state

h) the terms of the direction
i) the ground for the direction
j) an outline of the facts and circumstances forming the basis for the ground
k) the time during which the prohibited person may not re-enter the premises.

(4) The direction has no effect until the principal gives it to the prohibited person.

(5) The prohibited person must comply with the direction, unless the directed person has a reasonable excuse.

DRESS CODE

360(1) A State school’s principal may develop a dress code for the school’s students that is to apply when the students are attending, or representing, the school.

(2) The dress code may provide the following

a) Standards of what is acceptable in relation to the clothing worn by students, including headwear and footwear.
b) Standards of what is acceptable in relation to other aspects of the personal presentation of the students.

(3) In developing the dress code, the principal must consult with the following persons

a) Parents of children enrolled at the school
b) School staff and students.

361(1) The chief executive may make guidelines about dress codes for State schools.

(2) Issues that may be addressed by a guideline include the following

a) The scope of operation of a dress code
b) The extent of consultation to be undertaken by a State school’s principal when developing a dress code
c) The issues to be considered in the development of a dress code, including

- the availability and affordability of items of clothing
- the functionality of items of clothing
- health and safety issues
- anti-discrimination issues
- the process to be followed in dealing with the special circumstances of particular students
d) The consistency of a dress code with other Acts or laws
e) The consistency of a dress code with government policies
f) The on-going monitoring of a dress code.

362(1) If a student of a State school does not comply with a dress code for the school’s students, developed under section 360, the school’s principal may only impose one of the following sanctions

a) Detention of a student for a period mentioned in section 283(3)
b) Prevent the student from attending, or participating in, any activity for which the student would have been representing the school
c) Prevent the student from attending, or participating in, any school activity that, in the reasonable opinion of the school’s principal, is not part of the essential educational programme of the school.

(2) A sanction imposed under 1b or c may only be imposed on a once only basis for each noncompliance with the dress code.

363(1) A State school’s principal must keep an up-to-date copy of a dress code for the school’s students developed under section 360 available for inspection, free of charge, by interested persons at the school’s administration office.

(2) The plan may be made available in written or electronic form.
MANAGEMENT of STATE INSTRUCTIONAL INSTITUTION
5(1) The principal of a State instructional institution is the person in charge of the institution.
(2) The principal must manage the institution in a way that
   a) Ensures effective, efficient and appropriate management of public resources
   b) Promotes a safe, supportive and productive learning environment
   c) Supports and monitors the academic progress of all students of the institution.
(3) The principal must
   a) Promote educational practices at the institution that lead to the improvement of student learning outcomes
   b) Provide for the effective administration of matters about the students of the institution
   c) Promote organizational and staffing structures at the institution that encourage staff members of the institution to become, and continue to be, skilled, confident and responsible
   d) Promote continuous evaluation and improvement of the institutions operations and delivery of services.

GOOD BEHAVIOUR of STUDENTS
22(1) A State school’s principal must take reasonable steps to ensure the standard of behaviour of students of the school is clearly defined and monitored while students are under the principal’s care and control.
(2) The principal must ensure students of the school are effectively supervised.

HOMEWORK
23(1) A teacher of a State School may require a student of the school to complete homework.
(2) The school’s principal may decide what is a reasonable amount of homework to be completed by a student of the school for each year of schooling offered at the school.
(3) In deciding what is a reasonable amount of homework, the principal must have regard to any homework policy developed by the principal under section 427(2)(f) of the Act.

RELATED SCHOOL PROGRAMMES

- “You Can Do It Programme.”
- “Stop, Think, Do.”

RELATED SCHOOL DOCUMENTS

- “McDowall State School Student Responsibilities Levels Booklet”.
- “McDowall State School Junior Badge.”
- “McDowall State School Senior Badge.”
- “McDowall State School Homework Policy”.
- “McDowall State School Student Dress Code”.

RELATED POLICIES

- SMS-PR-021: Safe, Supportive and Disciplined School Environment.
- CRP-PR-009: Inclusive Education.
- SMS-PR-027: Enrolment in State Primary, Secondary and Special Schools.
- SMS-PR-022: Student Dress Code.
- SMS-PR-012: Student Protection.
- GVR-PR-001: Police Interviews and Police or Staff Searches at State Educational Institutions.
- ICT-PR-004: Using the Department’s Corporate ICT Network.
- IFM-PR-010: Managing Electronic Identities and Identity Management.
- SCM-PR-003: Appropriate Use of Mobile Telephones and other Electronic Equipment by Students.
ENDORSEMENTS

The “McDowall State School Responsible Behaviour Plan for Students”, including the “Teaching of Responsibility”, “Student Leadership Programmes” (Junior & Senior Badges) and “You Can Do It Programme” are endorsed by the McDowall State School Council and Parents’ and Citizens’ Association for continued implementation.