Crescent Lagoon State School

Responsible Behaviour Plan for Students
**Responsible Behaviour Plan for Students**

**1. Purpose**

Education Queensland is committed to provisions that ensure all young Queenslanders have a right to and receive a quality education.

*Crescent Lagoon State School’s* Responsible Behaviour Plan for Students focuses on developing a supportive school environment and responsible, positive behaviour in all students. The Plan provides a framework for teaching students to use positive and appropriate behaviours, which demonstrate respect for themselves and others and are acceptable within the community.

As well as identifying and reinforcing existing positive behaviours, our Plan focuses on teaching students to use positive behaviours and supporting them as they learn these skills. The plan acknowledges that positive behaviours cannot be taught effectively in isolation but are best fostered in a supportive environment incorporating the following characteristics:

- A shared philosophy
- Shared goals
- A team approach
- The shared acceptance, understanding and adoption of collaboratively developed processes supported by recent research (evidence based)
- Training and skill development for all staff, parents and caregivers working with students
- Support for families to understand, accept and adopt these processes in other settings

The Responsible Behaviour Plan for Students is the means by which we ensure that this supportive school environment is established and maintained.

**2. Consultation and data review**

The P&C Association nominated 3 representatives to be part of the review team. Staff nominated 5 representatives to be part of the review team.

The review team, led by the Principal, Paul Nicholson, met on the 7th Oct 09. During this meeting:

- It was agreed that the primary method for gathering information and data would be through a Parent/Staff feedback Sheet
- A Parent/Teacher Feedback Sheet was tables and modified by the review team
- The timeframe for the review was developed:
  
  I. Distribution of Parent Feedback Sheet: 12th Oct 09
  II. Staff completion of Staff Feedback Sheet: 12th Oct 09
  III. Meeting to review Feedback Sheets: 22nd Oct 09
  IV. Meeting to review and amend Plan: 3rd Nov 09
  V. Tabling of Reviewed Plan to Staff: 9th Nov09
  VI. Tabling of Reviewed Plan to P&C: 16th Nov 09
3. Learning and behaviour statement

Our school community believes in:

- parents/caregivers as an integral part in the learning/teaching process;
- the development of respect for the safety and well-being of all its members;
- respecting the right of everyone to learn/teach to their potential;
- the development of responsible and peaceful behaviour through problem resolution in a fair and equitable way;
- respecting the traditions of school, state and nation;
- the adherence of routines essential to the operation of the school; and
- caring for the school environment and for one another.

These beliefs operate effectively in a supportive school environment where:

- all members feel safe and are valued;
- quality curriculum programs, interpersonal relationships and the organisation of the school produce worthwhile social and academic outcomes for all;
- non-discriminatory, non-violent and equitable actions are practised and reinforced;
- school policy reflects both proactive steps to encourage self worth and self discipline, and reactive procedures to deal with various situations that may arise; and
- through a graduation of procedures, all avenues of management are employed prior to the use of suspension and exclusion.

This school aims at providing an environment which maximises the educational opportunities and outcomes for all students by endeavouring to ensure that learning and teaching:

- respond to the needs of all;
- foster full participation;
- achieve effective outcomes;
- provide equal opportunity for all
- occur within a framework of accountability
- promote socially acceptable behaviour as the norm of all school members; and
- improve continually through reflection and review of practices and procedures.

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

- Universal behaviour support

Whole-school behaviour support

Our whole school approach provides a supportive learning environment through:

- open communication with the school community on The Code of School Behaviour and the school’s Responsible Behaviour Plan for Students
- shared school values and a positive, inclusive culture
- establishment of agreed programs and procedures that are known and understood by all members of the school community
- staff, student and parent/caregivers access to professional development, education or training
• managing incidents through clear and well-understood processes
• supporting students and building strong community relationships.

The crucial components of Crescent Lagoon State School’s whole school approach to positive behaviour support is the Behaviour Level System Appendix 1), STOP, THINK, DO Program (Appendix 2) and the implementation of our School rules (Appendix 3) across all year levels in conjunction with a consistent approach to a whole of school approach to acceptable standards along with valuing the rights and responsibilities of teachers, parents/caregivers and students. This includes:

• developing a supportive and productive school environment for the school community
• assisting students to develop improved self-esteem through getting to know and understand themselves better
• assisting students and the community to develop a positive means to determine appropriate human responses to real-life situations
• developing life long processes that students will carry beyond the school setting to become valued, productive and respected members of the wider community.

All staff have received Professional Development in the STOP, THINK, DO Program. They have developed and received Professional Development in the Behaviour Level System and the school rules, which is also promoted to the community through the school newsletter. The STOP, THINK, DO Program and the BIG 8 is embedded in the school’s curriculum framework and is an integral part of the school’s curriculum, ensuring that it is maintained and enhanced over time.

Procedures For Upholding The Code Of School Behaviour and Responsible Behaviour Plan for Students

Encouraging and maintaining positive behaviours

1. Classroom rules and expectations:
   • reflect the values of the wider school community
   • embody the key messages and a common language
   • recognise and focus on positive practices and behaviours
   • are fair, clear and framed in a positive way
   • are developed collaboratively with the class and continually revisited
   • are modelled by staff
   • are implemented in a consistent, fair and just manner.

2. Negotiate a school wide process to recognise positive behaviours across the school.

Teaching Expected Behaviours

Understanding Expectations Process
The process for developing an understanding of the expected behaviours involves:
• working collaboratively with the whole school community
• modelling of expected behaviours by all staff and parents/caregivers at all times
• systematically teaching and reinforcing the expectations at the whole school level (assemblies, newsletters, special events etc) and at the classroom level (focussed lessons on relevant topics and using a common teaching framework along with incidental but focussed learning situations)

• all staff repeatedly re-teaching the expectations and correcting students as part of their everyday practice.

**Systematic Teaching of Expectations across the Whole School**

An integral facet of *Crescent Lagoon State School* is the explicit teaching of expected behaviours.

**Teaching Framework**

A framework has been developed to support the teaching of the values and objectives of the STOP, THINK, DO Program and the school rules.

**The framework strive to**

(a) initially teach students:
  • community and school values
  • rules and expectations
  • gestural cues and prompts
  • verbal cues and prompts
  • self management strategies

(b) give students the visual, gestural and verbal cues and prompts during unstructured situation

**Use of electronic Equipment**

Mobile phones, ipods, MP3 players and other similar equipment is not be brought or used at school.

If a parent believes their child requires a mobile phone at school it is to be signed in at the office at the start of the day and collected at the end of the school day. School will not take responsibility for lost or stolen electronic Equipment.

**Targeted behaviour support**

All staff are involved in the support of students who may need more targeted behaviour support. Contact is made between the students and the members of staff every day, in the playground, the classrooms and in the local community. Staff meetings and Special Needs Meetings are used to identify students who may require targeted support, and a team approach is used to formulate and record strategies for implementation. Parents/caregivers are involved in the support through the classroom teacher and administration when necessary.

Strategies used for targeted behaviour support include:
  • curriculum adjustment
  • verbal and non-verbal
  • increased attention
  • communication with the school community
  • added responsibilities.

<table>
<thead>
<tr>
<th>Curriculum Adjustment</th>
<th>Staff determine whether a student may need further support in curriculum related areas, and adjustments are made where necessary. This may involve:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• working with a teacher aide or learning support teacher</td>
</tr>
<tr>
<td></td>
<td>• adjusted class work</td>
</tr>
<tr>
<td></td>
<td>• working with a peer or older student.</td>
</tr>
</tbody>
</table>
| **Verbal** | Verbal reinforcement, used every day in both the classroom and playground, includes:  
• specific reinforcement e.g. Thank you for sitting down.  
• Targeted direction giving. |
| **Non-Verbal** | Non-verbal reinforcement, used every day in both the classroom and playground, includes:  
• body language – smile, thumbs up  
• behaviour charts  
• privately understood signals  
• proximity to the child in terms of desk placement or where staff members are standing  
• awards. |
| **Increased attention** | Students may require increased attention for either curriculum needs or to reinforce acceptable behaviour. This may occur through:  
• One on one curriculum support with the teacher  
• Teacher aide support  
• Work with another member of school staff  
• Curriculum support through an older classmate. |
| **Communication within the school community** | Communication with the parents/caregivers occurs through all stages of targeted behaviour support, and includes positive/encouraging letters or phone calls home. |
| **Added responsibilities - meaningful roles** | A child who is receiving targeted behaviour support may benefit from added responsibilities within the class or school. These responsibilities can include:  
• Peer tutoring  
• Working with a younger or older classmate  
• Classroom jobs  
• School jobs. |
**Intensive behaviour support**

Intensive behaviour support is required to support students who demonstrate chronic and/or severe and challenging behaviour. That is, the behaviour is of such frequency and intensity that there is a distinct risk of learning disengagement and/or serious injury to the student or to others. This level of support generally occurs when less intensive support strategies or targeted behaviour support have been used but have not fully met the student’s learning support needs.

Students who are considered to be at risk and have experienced an array of severe management strategies, such as suspension or exclusion, should proceed through a systematic assessment procedure. This may include:

- inclusion of parents/caregivers in all discussions
- collation of data which gives an overview of (a) problematic behaviours and (b) consequences implemented i.e. detentions, suspensions etc
- referral for discussion at the school special needs meeting (held fortnightly)
- referral to Guidance Officer for assessment and preliminary behavioural support
- referral to Advisory Visiting Teacher for Behaviour Support for consultation or support

Strategies used will be preventative, supportive and/or corrective.

**Preventative** – the action taken to prevent or minimise unnecessary disruption. This may include effective learning and teaching practices, classroom organisation, positive modelling and the use of appropriate content and curriculum material.

**Supportive** – the action taken to employ support for the student and teacher. This may mean strategies teachers put in place to assist students or it may mean additional support from other staff in the school for the teacher and student.

**Corrective** – the actions teachers take when disruptive behaviour occurs. This includes positive correction strategies.

**All behaviour that is contrary to school and classroom procedures will be managed based on the individual/s involved. Parents of the child/children involved will be informed of major breaches of behaviour and consequences will be developed based on individual circumstances**

**Bullying and harassment**

Bullying and harassment are often thought of separately; however both involve a more powerful person or group oppressing a less powerful person or group, often on the grounds of ‘difference’. These differences can be related to culture, ethnicity, gender, sexuality, sexual orientation, ability or disability, religion, body size and physical appearance, age, marital status, parenting status or economic status.

Bullying and harassment:

- May be physical (hitting, kicking, pinching), verbal (name-calling, teasing), psychological (standover tactics, gestures), social (social exclusion, rumours, putdowns) or sexual (physical, verbal or nonverbal sexual conduct),
• May be done directly (eg face to face) or indirectly (eg via mobiles or the internet)
• May be motivated by jealousy, distrust, fear, misunderstanding or lack of knowledge
• Have an element of threat
• Can continue over time
• Are often hidden from adults
• Will be sustained if adults or peers do not take action.

Student Attendance

Responsibilities

**Parents/Carers:**

- ensure their child of compulsory school age attends school on every school day for the educational program in which the child is enrolled, unless the parent has a reasonable excuse
- ensure their child in the compulsory participation phase fulfils the requirements of their eligible option
- advise school, preferably in writing, of the reason for any absences, if not beforehand then within 2 days of the student's return to school
- initiate or attend meetings to discuss their child's attendance or participation in their educational program
- negotiate with the school, where appropriate, alterations to their child's educational program or flexible arrangements to best meet the needs of the child
- apply for an exemption for their child for non-attendance at school for a stated or indefinite period where the child's attendance at school is impossible or should not be reasonably required
- are not to employ their child, or allow the child to be employed during the time the child is required to attend a State or Non-State school, unless the parent provides a satisfactory reason. This prohibition includes any calling carried on by the parent of the child by way of trade or gain. However, this does not include any employment under an approved flexible arrangement or under a recognised apprenticeship or traineeship.

**Teachers:**

- keep attendance records and monitor attendance and absenteeism of enrolled students
- alert the principal (or delegate) when a student's absence is unexplained or when concerned that the explanation may be unsatisfactory
- refer a student to the Guidance Officer if concerned that welfare issues may be impacting on attendance.

**Principals:**

**Strategies to promote attendance and engagement during compulsory schooling or compulsory participation**

- implement processes to monitor students’ attendance at school and to follow up unexplained absences or absences where an unsatisfactory reason is given
- inform parents and students of their compulsory schooling and/or compulsory participation obligations and of the processes to be followed in relation to student absences, acknowledging that a range of communication
strategies may be needed to accommodate diverse social, cultural and linguistic backgrounds

- negotiate alterations to a student’s educational program to promote engagement and/or maintain student connection with the school, keeping in mind that disability alone is insufficient reason for a program which involves shorter attendance times at school (See Alterations to a student’s educational program)
- negotiate a flexible arrangement where this best meets the needs of the student
- inform parents, acknowledging diverse social, cultural and linguistic backgrounds in the community, about the processes associated with applying for exemptions from compulsory schooling and compulsory participation, and, where appropriate, provide support to parents to complete the required written documents

School action for unexplained student absences
Flowchart Appendix 3

5. Emergency responses or critical incidents

A Critical Incident (CI) is any event or series of events that is sudden, overwhelming, threatening or protracted.

Typically it lies outside of the range of ordinary day to day living experiences and is of such nature that it would create significant stress to anyone involved in the relevant events whether as a victim, relationship to a victim, bystander to relevant events or participant in the response/recovery processes.

Examples of critical incidents that might occur in schools include:
- natural disasters, eg fires, floods, tsunamis
- people made emergencies eg chemical spills and industrial accidents;
- accidents at the school or on excursions;
- serious illness or death of students, staff, family or community members;
- threats, assaults, violent incidents, abduction;
- violent events in the community, world events; and
- other incidents or emergencies which produce a strong reaction.

Checklist for Critical Incident (CI)
- Formation of a crisis response team.
- Identification of the emergencies/incidents covered by the CIP and cross reference to other school policies where appropriate.
- Assessment of relevant risks and hazards (both potential and actual).
- Procedures to secure safety of individuals and groups.
- Procedures for evacuation and lockdowns.
- Site maps, floor plans, identification of assembly areas and alternative assembly areas.
- Tasks and roles to be fulfilled and the nominated position (rather than a specific person) to be responsible.
- How information will be gathered about any local threats.
- Identification of individuals with particular needs (eg those with mobility problems or the need for medication) to be accommodated.
- Contact details for emergency, medical and other support personnel, relief staff and so on.
- Contact details for parents and guardians
6. Consequences for unacceptable behaviour

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

Strategies to implement supportive, fair, logical and consistent consequences include:

1: Classroom Management
The teacher responds to low level misbehaviour and classroom disturbance by ignoring inappropriate behaviour where possible, giving clear directions, reinforcing positive behaviour and using non verbal messages to alert or cue the student.

2: Restatement, Rule Reminders
The teacher adds a combination of the following strategies to address the student’s behaviour: restatement of the rule, giving a specific direction, giving the student a choice eg to work/play appropriately or move to a different area/activity.

3: Time Away/Time Out
The student is sent to a different part of the current classroom, another classroom or a different area, to complete appropriate set work, until the student is willing and able to comply. It is critical to support re-entry in a planned, solution focussed, non-punitive manner. Continual or serious disturbances may result in the student being referred to the Administration and parents/carers being notified.

4: Teacher and Student Plan of Action
If a student’s behaviour continues to infringe upon the rights of others in the classroom and/or playground, a plan of action is developed by the teacher and student. Parents/carers may be contacted at this stage. If additional support is required to implement the plan the teacher will make a referral through a Behaviour Report Advice to the Principal or Deputy Principal.

5: School Intervention and Recording of Student’s Inappropriate Behaviour
The student is referred to the Principal or Deputy Principal and in partnership with the teacher and parent/caregiver the school provides counselling if required and makes genuine attempts to involve the student in the resolution of serious conflicts and problems that arise. To inform further planning and decision making processes, incidents of inappropriate behaviour are recorded in the School’s Behaviour Management Journal and/or the Play Ground Minor Behaviour Books and/or teachers’ anecdotal records.

6: External Assistance
A behaviour assessment or report is completed in consultation with the relevant people such as parents/carers, teachers, the student, behaviour support specialists and relevant external agencies. This assessment is used to inform the development of an Individual Behaviour Support Plan.

7: Monitoring and Review
Monitoring and follow-up of the formal Individual Behaviour Support Plan may involve a series of case conferences with staff members, parents/caregivers, the classroom teacher, specialist personnel and external support agencies, as necessary.
In exceptional circumstances of serious and/or repeated unacceptable or dangerous behaviour the following procedures may be used.

**Step 8: Suspension Procedures**
This is implemented in line with the Education Queensland policy *SM-16 Student Disciplinary Absences*.

**Step 9: Recommendation for Exclusion**
This is implemented in line with the Education Queensland policy *SM-16 Student Disciplinary Absences*.

### 7. Network of student support

The school is able to access support both within the Department of Education and the Arts and through the community. An outline of some of these include:

<table>
<thead>
<tr>
<th>SCHOOL SERVICES</th>
<th>DISTRICT &amp; OTHER E.Q. SERVICES</th>
<th>COMMUNITY SERVICES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guidance Officer</td>
<td>District Advisory Visiting Teacher for Behaviour Support</td>
<td>Department of Child Safety</td>
</tr>
<tr>
<td>Special Education Teacher</td>
<td>Senior Guidance Officers</td>
<td>Juvenile Aid Bureau</td>
</tr>
<tr>
<td>Special Needs Committee</td>
<td>Access to Behaviour Management Funding</td>
<td>Police Liaison Officer</td>
</tr>
<tr>
<td>Indigenous Support Teacher</td>
<td>Behaviour Management Team</td>
<td>Qld Health Services (Nurse)</td>
</tr>
<tr>
<td>Special Needs/Support Teacher</td>
<td>Positive Learning Centre</td>
<td>Adopt-a-Cop</td>
</tr>
<tr>
<td>Adopt-an-Elder (Indigenous)</td>
<td>Management of Young Children Program</td>
<td></td>
</tr>
</tbody>
</table>

### 8. Consideration of individual circumstances

Consequences for breaking the rules or breaching the school’s Responsible Behaviour Plan for Students vary according to a number of factors which may include:

- Age of the child
- Previous behaviour record
- Severity of the incident
- Amount of reliable evidence
- Degree of provocation
- Intent of the action
- Honesty and perceived level of genuine remorse.

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

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

10. 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
- SCM-PR-006: Hostile People on School Premises, Wilful Disturbance and Trespass
- 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

11. Some related resources


**Endorsement**

Paul Nicholson  
Principal

Louise Hayes  
P&C President or  
Chair, School Council

Paul Wood  
Regional Executive Director or  
Executive Director (Schools)

Date effective:

from .................................................. to .................................................
Appendix 1

STOP THINK DO PROGRAM

The aim of the STOP THINK DO program is to develop a more positive classroom and schoolyard environment for all students. Children also learn better when they are getting on well with other students and teachers.

The program teaches and encourages children to:

- Listen to and talk to others
- Understand people’s feelings
- Express their own feelings appropriately
- STOP and THINK before they act, and thus make good decisions and choices
- Make and keep friends
- Stand up for themselves positively
- Cope with teasing and negative pressure
- Work in groups and help each other, and
- Feel better about themselves, their class and their school.

Parents are an important part of this program. You can help your child learn and practice these skills by looking for positive changes in your child’s attitude or behaviour, and praising them for it. Please talk with your child about what they’ve discussed and learned in these classes.
Appendix 2

School Rules

1. I SHOULD RESPECT AND CARE FOR MY BELONGINGS, THE PROPERTY OF OTHERS AND THAT OF THE SCHOOL

2. I SHOULD BE POLITE, COURTEOUS AND CONSIDERATE TO OTHER STUDENTS, TO STAFF, PARENTS AND VISITORS AT ALL TIMES

3. I SHOULD BEHAVE IN A SAFE AND ORDERLY WAY IN ALL AREAS OF THE SCHOOL AND AT ALL TIMES

4. I SHOULD USE APPROPRIATE LANGUAGES TO OTHERS

5. I SHOULD PLAY THE RIGHT WAY, IN CORRECT AREAS, KEEPING MYSELF AND OTHERS SAFE

6. I SHOULD BE CO-OPERATIVE AT ALL TIMES

7. I SHOULD CARE FOR MY SCHOOL ENVIRONMENT BY LOOKING AFTER ALL CLASSROOMS AND THE SCHOOL GROUNDS

8. I SHOULD BE NEAT AT ALL TIMES
Behaviour Level Tracking System (Year 2 – 7)

Education Queensland’s Code of School Behaviour stipulates a Responsible Behaviour System be adopted for all schools. Crescent Lagoon State School's Behaviour Level System aims to track student progress while at the same time motivate students to maintain and improve their behaviour choices. Students value recognition for responsible and positive behaviour. They also recognise fair and consistent consequences. This system provides both by encouraging students (with support) to take responsibility for the own movement through the five (5) levels. A committee of teaching and administration staff meet fortnightly to monitor movements of students through Behaviour Level Tracking System.

<table>
<thead>
<tr>
<th>Level</th>
<th>Explanation of Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gold</td>
<td>Gold level students have demonstrated highly responsible behaviour and participate in both school and community service.</td>
</tr>
<tr>
<td>Silver</td>
<td>Silver level students have demonstrated very responsible behaviour and participate in school service.</td>
</tr>
<tr>
<td>Green</td>
<td>All students enter the system at this level. Green level students have demonstrated responsible behaviour and usually follow school rules. They may have been referred to the office on occasion however demonstrate responsible behaviour and actions on re-entry into the classroom.</td>
</tr>
<tr>
<td>Amber</td>
<td>This level includes students who have had frequent behaviour reports and/or detention referrals. Behaviour demonstrated may be deemed critical. Students who have returned from suspension and have operated for two weeks on Red Level also fit into this category. These students will be on a negotiated Responsible Behaviour Plan for a fortnight. At the end of the fortnight students who have met the criteria will move up to Green Level through the completion of a Level Up form. Those who have not will be required to review their Responsible Behaviour Plan for another fortnight. Due to the level of risk, students on Amber Level will need the permission of the Principal or Deputy Principal to engage in school representative duties, interschool sports, school dances, excursions, camps etc.</td>
</tr>
</tbody>
</table>

Due to the level of risk, students on Amber Level will need the permission of the Principal or Deputy Principal to engage in school representative duties, interschool sports, school dances, excursions, camps etc.
<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Red</td>
<td>These students have demonstrated behaviours that put the safety and learning of themselves and others at risk. Continual interventions have failed to encourage the student to act responsibly. Alternatively, critical, serious or dangerous behaviour exhibited by students on any level will result to moving to Red Level. Students will be placed on a negotiated Responsible Behaviour Plan for two weeks. At the end of the fortnight students who have met the criteria will move up to Amber Level. Those who have not will be required to review their Responsible Behaviour Plan for another fortnight. All students returning from suspension return to school on red level to commence work on their Re-Entry program. Due to the level of risk, Red Level students will not participate in school representative duties, interschool sport, school dances, excursions, camps etc.</td>
</tr>
</tbody>
</table>

### Student movement through Level System

#### Level Up:
Upward movement is determined by considering student ‘Level-Up’ applications. Students on Red or Amber level must successfully complete their Responsible Behaviour Plan before they are eligible to Level Up. Steps to Level Up are the same for all levels. They are as follows:

1. Student completes a ‘Level Up’ form (these are available from their classroom teachers)
2. Classroom Teacher and one other teacher must sign the form.
3. Student submits form to the Behaviour Management Committee.
4. Behaviour Management Committee makes decision at their fortnightly meeting.
5. Classroom Teacher informs student of decision. If successful, Classroom Teacher contacts Parents/ Caregivers via Level Up letter.

#### Level Down:
Downward movement is determined by consideration of behaviour report forms completed by staff members and presented to the Principal or Deputy Principal.

### Serious, Critical or Dangerous Behaviour

1. Staff record student inappropriate behaviour and refer student to the Principal or Deputy Principal via Behaviour Report form.
2. Principal or Deputy Principal take action and refer the student to be moved to a Red Level.
3. Notification is provided to Behaviour Management Committee for confirmation of Level Down.
4. Administration / Classroom Teacher contacts Parents/ Caregivers via Level Down letter.

### Repetitive Behaviour

1. Staff record student inappropriate behaviour and refer student to the Principal or Deputy Principal via Behaviour Report form.
2. Principal or Deputy Principal decide appropriate action (e.g. time out, detention, warning, counselling or return to class) and complete Behaviour Report Form.
3. Behaviour Report Form is returned to class teacher.
4. Class teacher files form and identifies repetitive behaviour patterns. If a student receives three (3) reports in a week the class teacher refers student to the Behaviour Management Committee for Level Down consideration.

<table>
<thead>
<tr>
<th>Recognition of Positive Behaviours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Gold Level</strong></td>
</tr>
<tr>
<td>• Eligible to participate in all school events and activities</td>
</tr>
<tr>
<td>• End of term celebrations (Term 1 and 4 – pool party and Term 2 and 3 sausage sizzle)</td>
</tr>
<tr>
<td>• Newsletter acknowledgement</td>
</tr>
<tr>
<td>• Gold wrist band and certificate</td>
</tr>
<tr>
<td>• Freedom of movement across Year Level areas during lunch breaks.</td>
</tr>
<tr>
<td><strong>Silver Level</strong></td>
</tr>
<tr>
<td>• Eligible to participate in all school events and activities</td>
</tr>
<tr>
<td>• End of term celebrations (Term 1 and 4 – pool party and Term 2 and 3 sausage sizzle)</td>
</tr>
<tr>
<td>• Newsletter acknowledgement</td>
</tr>
<tr>
<td>• Silver wrist band and certificate</td>
</tr>
<tr>
<td><strong>Green Level</strong></td>
</tr>
<tr>
<td>• Eligible to participate in all school events and activities</td>
</tr>
</tbody>
</table>
Appendix 3
Unexplained Student Absences

Meet with parent to investigate possible reasons for absences, eg: bullying or harassment

- Bullying or harassment occurring
  - Address bullying
  - No bullying or harassment
    - Meet with parent to investigate possible reasons for absences, eg: bullying or harassment

Ascertain quality of student’s relationships with members of school community

- Issues
  - Provide support to student to address issues
  - No issues

Explore appropriateness of student’s educational program with student and parent

- Not appropriate
  - Implement an alteration to the student’s program or a flexible arrangement
  - Appropriate
    - If non-attendance persists, follow up with parents. Consider whether to commence proceedings to prosecute

Notify parent of concern and ask for a reason for absence / invite to meeting

- Meeting is held
- No response
  - Reason is given
    - Reason is satisfactory
      - Consider whether student’s attendance and progress should continue to be monitored and/or whether parent should apply for an exemption for their child
    - Reason is not satisfactory
      - Commence processes associated with Enforcement of Compulsory Schooling and Compulsory Participation.

Decide whether reason is satisfactory

Consider whether student’s attendance and progress should continue to be monitored and/or whether parent should apply for an exemption for their child