SCHOOL RULES
Respect Yourself, Respect Others, Respect the Environment

2014
Responsible Behaviour Plan for Students
based on The Code of School Behaviour

1. Purpose

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

The Yarrabah State School supportive school environment is created by the development of respectful, positive and supportive interpersonal relationships. Yarrabah State School endeavours to maintain and develop an inclusive whole school community supportive team which maintains strong links with a broad range of community groups in addition to the school community of teachers, students and parents/caregivers.

Our approach to developing responsible behaviour is focussed on mutual respect and understanding within relationships focussing upon the achievement of common goals in a caring, supportive, safe environment where all members feel safe and valued.

We believe that self-respect, respect for others and respect for the environment are essential to a child’s ability to operate in and effectively engage in school and community social settings.

Positive social adjustment develops in positive nurturing social environments. Yarrabah State School serves an indigenous community with strong cultural values. The school strives to provide behaviour support and responses which are culturally sensitive and appropriate to the school setting. To this end, the school includes community groups, individuals, parents and caregivers wherever possible. Students are encouraged to demonstrate respect through their behaviour towards themselves, others and their physical environment which is a reflection of the expectations placed upon them in their home culture. Individual responsibility is encouraged and acknowledged within the school setting.

2. Consultation and data review

School Wide Positive Behaviour Support (SWPBS) is an ongoing focus for Yarrabah State School and a school based committee was formed in 2007 to ensure our school's management of student behaviour is consistent with departmental guidelines, relevant to our current cohort of students and sensitive to community needs and expectations. The committee consists of admin representatives, interested staff and parent/community representatives.

The SWPBS committee developed standards of positive behaviour which will be communicated to all students in 2014. At Yarrabah State School we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school. In 2014 the SWPBS committee will distribute weekly behaviour focus posters on parade, targeting specific problem behaviours as a strategy to support teachers in explicitly teaching appropriate behaviours. Other resources will be developed to support this.

A set of behavioural expectations in specific settings has been aligned with our ‘Respect Circle’ ethos and school rules (Respect Yourself, Respect Others and Respect the Environment). A School wide Expectations Teaching Matrix outlines our agreed rules and specific behavioural expectations in all school settings.
This committee reviews behavioural data from teacher observations, consultations, profiling data, school opinion survey and the One School application and supports new staff through an induction process.

3. Learning and behaviour statement

Yarrabah State School believes that it is of paramount importance that students are provided with the safest learning and social environment to enable all students to achieve their full potential.

Yarrabah State School believes that positive behaviour is learnt within a supportive environment which explicitly models and nurtures positive behaviours. We believe that inappropriate social behaviour is a symptom of a plethora of possible causes and that inappropriate social behaviour may be addressed at a range of levels in a variety of ways.

In a bicultural setting, students enter the school with valuable cultural knowledge and skills and culturally-based social behaviours and expectations.

Yarrabah State School provides positive modelling and acknowledgement of positive, respectful, supportive interpersonal relationships between all members of the school community.

The school demonstrates respect and value of the student’s home culture, home language, indigenous knowledge and indigenous learning styles.

The school provides an accessible, culturally appropriate curriculum aiming to optimise the positive engagement of students with their learning.

The school operates inclusive learning programs valuing all members of the school community.

In accordance with these beliefs Yarrabah State School provides:
- the reinforcement of positive respectful behaviour
- appropriate reinforcements and consequences for appropriate and inappropriate behaviours
- culturally appropriate, culturally sensitive learning programs
- learning programs appropriate to the language knowledge and needs of students
- encouragement of socially responsible behaviours and relationships
- school-wide role-modelling of appropriate behaviours
- restoration of relationships following problem behaviours
- targeted appropriate and intensive behaviour support for students displaying persistent inappropriate behaviours
4. Processes for facilitating standards of positive behaviour and responding to unacceptable behaviour

Yarrabah State School has a range of processes for facilitating positive behaviour.

**UNIVERSAL BEHAVIOUR SUPPORT:** The appointment of a Supportive School Environment team (SSE team) to support appropriate behaviour management initiatives such as:

- facilitate positive behaviour support
- advise teachers regarding positive behaviour support
- liaise with parents/caregivers

The formation of a SWPBS team to develop proactive school wide systems of support for defining, teaching and supporting appropriate student behaviours to create a positive school environment.

Yarrabah State School provides and supports professional development to enhance the provision of high quality learning programs.

Teachers receive support to design and implement culturally and linguistically appropriate learning programs.

Teachers receive support to develop & negotiate individual behaviour management plans and identify, monitor and refer students at risk.

Indigenous staff provide culturally relevant and appropriate role models for students at all levels of the school.

All classes are encouraged to use ‘least intrusive’ models of behaviour support strategies. All classes are advised to display positive and clear classroom rules to support behaviour.

All teachers are advised to use the language of ‘choice’ to encourage individual student responsibility.

The whole school uses the culturally based notion of ‘respect’ to identify, teach and remind students of positive social behaviour expectations.

Class based and school based incentives are used such as: class prizes and rewards, good news letters to parents, ‘Respect’ prizes and ‘Respect’ excursions, ‘Student of the Week’ awards, and ‘Gotcha’ awards to reward cooperative and engaged learners.

The school provides ‘Profiling’ sessions for teachers to reflect upon their use of behaviour support strategies. Teachers are expected to use strategies in line with the ‘Essential Skills for Classroom Management’ (ESCMs) framework. Professional development in the use of these strategies is provided annually.

Early identification of student difficulties/issues is strongly encouraged.

Students are strongly encouraged to seek assistance support at beginning levels of discomfort/distress.
Lower achieving students are provided with additional tutorial support to promote greater inclusion in all learning programs.

**TARGETED BEHAVIOUR SUPPORT**: Students who are identified as ‘at risk’ due to presentation of problematic behaviours receive positive support through:

- regular home and school contact to identify circumstances/risks and potential concerns
- classroom observations/student behaviour profiles may be completed
- regular support and encouragement from the Supportive School Environment team
- the development of individual behaviour programs negotiated between all stakeholders providing direct support to the students
- regular reviews of behaviour achievements and positive feedback

**INTENSIVE BEHAVIOUR SUPPORT**: Students requiring intensive intervention are supported by:

- the negotiation and implementation of an agreed behaviour management plan (inclusive of student identified incentives / rewards and clear consequences)
- ongoing support from the Supportive School Environment team
- referral and support of the school based Guidance Officer
- referral and support from external agencies Eg. Gurriny Health Team Youth Workers, Yarrabah Justice Group, ACT for Kids, Under 18 Mental Health unit
- support from community individuals and community groups where appropriate
- referral to the Flexible Learning Centre
<table>
<thead>
<tr>
<th><strong>Respect Yourself</strong></th>
<th><strong>Respect Others</strong></th>
<th><strong>Respect Your Environment</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Use respectful language &amp; tone</td>
<td>Listen to follow staff/visitor instructions</td>
<td>Put rubbish in the bin</td>
</tr>
<tr>
<td>Be responsible for your own behaviour</td>
<td>Keeps hands &amp; feet to yourself</td>
<td>Look after class/school property</td>
</tr>
<tr>
<td>Be respectful for your own learning</td>
<td>Be considerate of others</td>
<td>Keep your work area neat &amp; tidy</td>
</tr>
<tr>
<td>Bring the correct equipment to class</td>
<td>Speak politely</td>
<td>Keep the classroom graffiti free</td>
</tr>
<tr>
<td>Wear appropriate PPE (when required)</td>
<td></td>
<td>Sit on the correct furniture</td>
</tr>
</tbody>
</table>

**Classroom (during lessons)**
- Use respectful language & tone
- Be on time
- Walk to join the line
- Line up/sit down & wait quietly
- Use respectful language & tone
- Use your manners
- Wash your hands before eating
- Sit down to eat
- Eat your own food
- Make healthy lunch choices
- Eat in the right areas
- Remain in the school grounds
- Keep out of trees
- Keep off buildings
- Play sensible games
- Keep shirt on
- Keep out of the rain
- Ask an adult to help fix a problem
- Make good choices

**Lunch Breaks (eating)**
- Wash your hands before you leave
- Keep food out of the toilet

**Lunch Breaks (playing)**
- Keep your uniform with pride
- Use your manners
- Use respectful language & tone
- Look after your own things
- Stay with the group
- Make good choices

**Toilets**
- Look after other’s privacy
- Flush the toilet
- Listeners & follow adult instructions
- Wait your turn
- Walk in an orderly manner
- Use respectful language & tone
- Look out for other each other
- Consider the general public
- Speak politely
- Enter & exit in an orderly manner
- Wait for instructions
- Knock before you enter
- Respect others privacy
- Follow adult instructions
- Clean up after yourself
- Play sensible, quiet games

**Outside of school (excursions, etc.)**
- Be on time
- Walk to join the line
- Line up/sit down & wait quietly
- Use respectful language & tone
- Keep out of trees
- Keep off buildings
- Keep shirt on
- Keep out of the rain
- Make good choices

**Admin. Office & Staff Room**
- Be on time
- Walk to join the line
- Line up/sit down & wait quietly
- Use respectful language & tone
- Keep out of trees
- Keep off buildings
- Keep shirt on
- Keep out of the rain
- Make good choices

**Bus / Transport Area**
- Be on time
- Walk to join the line
- Line up/sit down & wait quietly
- Use respectful language & tone
- Keep out of trees
- Keep off buildings
- Keep shirt on
- Keep out of the rain
- Make good choices

**Transitioning Between Classes**
- Be on time
- Walk to join the line
- Line up/sit down & wait quietly
- Use respectful language & tone
- Keep out of trees
- Keep off buildings
- Keep shirt on
- Keep out of the rain
- Make good choices

**Virtual Environments**
- Use respectful language & tone
- Be responsible for your own behaviour
- Use respectful language & tone
- Keep out of trees
- Keep off buildings
- Keep shirt on
- Keep out of the rain
- Make good choices

Yarrabah State School p5.
5. Emergency responses or critical incidents

Refer to school’s ‘Critical Incident Plan’ located in the school office, staffroom and electronically on One Portal at the Yarrabah State School team site: Yarrabah State School > Document Library > Whole School Plans and Strategies >

6. Consequences for unacceptable 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 using least intrusive strategies of behaviour support whenever possible. Positive supportive strategies of cueing and reinforcing positive behaviour are encouraged. Positive behaviour rewards and acknowledgements are used. Charts giving visual reminders and warnings are used in early childhood and middle school classes. Clear systems of rule reminders, warnings and consequences are in place. Clear expectations of behaviour are in place using ‘looks like, sounds like, feels like’ strategies to support student understandings.

2. **Restatement, Rule Reminders, Warning:** 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. Warn student of class consequence/s of behaviour.

3. **Time Away/Time Out:** The student is sent to a different part of the current classroom, another classroom or a different area 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 Supportive School Environment Team to minimise the disruption to others.

4. **Referral to the Supportive School Environment Team (SSE Team):** If a student continues to show inappropriate behaviours in the classroom and/or playground a student is referred to the SSE Team. The SSE Team may arrange an out of class consequence and make arrangements for parent contact/notification or request a parent teacher meeting. The SSE Team records the student’s referral to the SSE Team. If a student's behaviour is highly disrespectful ie. verbally abusive, physically threatening or physically abusive the student may receive in school supervision during class and break times, suspension of 1-2 days, or suspension from the school for 3 to 5 days under parent/carer supervision. The SSE Team may request referral to the school-based Guidance Officer or negotiate an Individual Behaviour Support Plan with the student and teacher, or for significantly disturbing behaviours, facilitate a meeting to negotiate a detailed Individual Behaviour Support Plan.

5. **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.

6. **Suspension Procedures:** Suspension procedures are used in the exceptional circumstances of serious and/or repeated unacceptable or dangerous behaviour, serious verbal abuse, sexual misconduct, physical assault of another student or adult staff member, persistent inappropriate use of mobile phones or other communication technologies (to send insulting, threatening or unpleasant voice, text and picture messages, videos or posts OR spreading malicious rumours) or persistent refusal to remain under adult supervision. A suspension must be followed by a re-entry process. This is implemented inline with the *Education Queensland policy SM-16 Student Disciplinary Absences.*

7. **Recommendation for Exclusion:** This is implemented in line with the *Education Queensland policy SM-16 Student Disciplinary Absences.* Yarrabah exclusion of a student would occur in the instance of consistently repeated unsafe disrespectful behaviour, where a student persistently refuses to attempt to act responsibly and without thought and consideration towards others.

7. **Network of student support**

**Interagency Networks:** School and district based services as well as interagency groups are a beneficial way of coordinating services to meet the needs of students identified with persistent or extreme problem behaviours. Yarrabah State School uses a range of support services to support student needs including Gurriny Yealamuka health workers, youth counsellors, Department of Communities personnel, Child and Youth Mental Health team, The Flexible Learning Centre, Yarrabah Police and community police, Yarrabah Justice Group personnel, ACT for Kids, school chaplain, school nurse and EQ District Office.

8. **Consideration of individual circumstances**

Yarrabah State School considers all factors when responding to student behaviour, including culture, gender, race and impairment.

In addition, students who are faced with suspension, exclusion or cancellation of enrolment have the right to natural justice. This includes being advised why the proposed action is being taken and being given the opportunity to respond to the allegations and present their case prior to any decision being made.

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.

Students who receive ‘special needs’ support receive support and advocacy from their familiar support teachers throughout whatever situation their behaviour has placed them.

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 Act 1995
• 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. Related Resources

'Managing Student Behaviour' handbook.
Yarrabah State School Respect Circle

Endorsement

Date effective:
from March 2014 to March 2015
The Use of Personal Technology Devices* at School

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

Personal Technology Devices at School
Students are discouraged from bringing personal technology devices to school as there is a risk of damage or theft.

*What are Personal Technology Devices?
Personal Technology Devices includes, but is not limited to, games devices (such as Portable gaming devices), laptop computers, PDAs, Blackberrys, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile telephones, iPods / iPads and devices of a similar nature.

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

Confiscation
School staff will follow the school’s behaviour management processes if student’s are caught breaking the rules around the correct use of the Personal Technology Devices. If students refuse to turn devices off or refuse to leave them out of sight during assemblies, classes and learning time they will be required to hand them in at the office. The device will be returned to the student at the end of the day.1

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

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 Yarrabah State School. Students using personal technology devices to record events (school or community), behaviours or incidents (such as vandalism, fighting, bullying, staged fighting, pranks, sexual acts or substance abuse, etc) for the purpose of dissemination among the student body or outside the school, by any means (including distribution by phone or internet posting) builds a culture of distrust and disharmony.

Recording of events in class is not permitted unless express consent is provided by the class teacher and fellow peers.

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

Even where consent is obtained for such recording, the school will not tolerate images or sound captured by personal technology devices on the school premises or elsewhere being disseminated to others, if it is done for the purpose of causing embarrassment to individuals or the school, for the purpose of bullying2 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.

1 Note. Personal technology devices may be used to support learning programs at the discretion of the teacher once approved by a HOD, DP or Principal, E.g. calculator function, app related to educational program, etc.

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

Yarrabah State School p9.
Students involved in:
- recording; and/or
- disseminating material (through text messaging, display, internet uploading etc); and/or,
- knowingly being a subject of a recording

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

Students should note that the recording or dissemination of images that are considered indecent (such as nudity or sexual acts involving children), is against the law and if detected by the school will result in a referral to QPS.

**Text communication**
The sending of text messages that contain obscene language and/or threats of violence may amount to bullying and/or harassment or even stalking, and will subject the sender to discipline and possible referral to QPS. Students receiving such text messages at school should ensure they keep the message as evidence and bring the matter to the attention of the school office.

**Assumption of cheating**
Personal technology devices may not be taken into or used by students at exams or during class assessment unless expressly permitted by staff. Staff will assume students in possession of such devices during exams or assessments are cheating. Disciplinary action will be taken against any student who is caught using a personal technology device to cheat during exams or assessments.

**Recording Private Conversations and the Invasion of Privacy Act 1971**
It is important that all members of the school community understand that under the Invasion of Privacy Act 1971, ‘a person is guilty of an offence against this Act if the person uses a listening device to overhear, record, monitor or listen to a private conversation’. It is also an offence under the Act for a person who has overheard, recorded, monitored or listened to a conversation to which s/he is not a party to publish or communicate the substance or meaning of the conversation to others.

Students need to understand that some conversations are private and therefore to overhear, record, monitor or listen to such private conversations may be in breach of this Act, unless consent to the recording is appropriately obtained.

**Special Circumstances Arrangement**
Students who require the use of a personal technology device in circumstances that would contravene this policy (for example to assist with a medical condition or other disability or for a special project\(^3\)) should negotiate a special circumstances arrangement with the Deputy Principal or Principal.

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\(^3\) Note. Personal technology devices may be used to support learning programs at the discretion of the teacher once approved by a HOD, DP or Principal, e.g. calculator function, app related to educational program, etc.
SEQUENCE FOR MANAGING STUDENT BEHAVIOUR (Primary)

1. SCHOOL RULES/ RESPECT CIRCLE
Clearly displayed and referred to often

2. NEGOTIATED CLASS RULES
Clearly displayed and referred to often.
Clear consequences (negative & positive)

3. CLASSROOM MANAGEMENT PLAN / STRATEGIES

INAPPROPRIATE BEHAVIOUR – MAJOR
Eg.
- Academic infringement
- Anti-social behaviour
- Avoidance behaviour
- Bullying/ Harassment
- IT Abuse
- Non-compliance
- Physical aggression
- Serious misdemeanour (major theft/robbery; break & enter; hoax calls; dangerous behaviour involving eg. weapons)
- Substance abuse

INAPPROPRIATE BEHAVIOUR - MINOR

STEP 1
Rule Reminder
Remind students of the rule being broken. Direct student back on task.

STEP 2
Warning + Choice
(eg. You can either…… (refer to behaviour) OR ……….(refer to choice)

STEP 3
APPLY Consequence
(eg. Timeout in class, write lines, detention with teacher, apology, loss of privileges….)

STEP 4
APPLY Consequence
Timeout in Buddy Class

STEP 5
REFER TO SSE TEAM / DP VIA GREEN SLIP/ PHONE CALL

APPROPRIATE BEHAVIOUR

POSITIVE RECOGNITION
Eg. GOTCHAs, class awards etc

ENTER ONTO ONSCHOOL

INAPPROPRIATE BEHAVIOUR – MINOR

Eg.
- refusal to work or follow instructions
- gammon fighting
- teasing
- swearing at other students
- back chatting or mimicking teacher
- minor stealing
- minor damage to property
- tantrums/ anger
- rude behaviour towards students
- running on concrete
- littering
- graffiti

ESCM
Eg.
- cueing with parallel acknowledgement
- individual close talk
- selective attending
- proximity
- questioning to redirect
- expectations clarified
- move student in room
- call student’s name

ENTER ONTO ONSCHOOL
SEQUENCE FOR MANAGING STUDENT BEHAVIOUR (Jnr Secondary)

School rules/Respect Circle displayed

Negotiated classroom rules

Behaviour Management Plan/Strategies

E.g. Inappropriate behaviour - Major
- Academic infringement
- Anti-social behaviour
- Avoidance behaviour
- Bullying / Harassment
  - IT Abuse
- Non-compliance
- Physical aggression
- Serious misdemeanour
  (major theft/robbery; break & enter; hoax calls;
dangerous behaviour involving eg. weapons)
  - Substance abuse
- Verbal aggression
- Verbal misconduct
towards a staff member
  - Graffiti

Inappropriate behaviour - Minor

Rule Reminder

Warning + Choice

Consequence 1
i.e. move within classroom

Consequence 2
Detention at 2nd lunch

Consequence 3
Behaviour Room
  - Student must be added to detention roll

Consequence 4
Refer to HOD / Delegate
  via One School

E.g. Inappropriate behaviour – Minor
  - refusal to work or follow instructions
  - gammon fighting
  - teasing
  - swearing at other students
  - back chatting or mimicking teacher
  - minor stealing
  - minor damage to property
  - littering
  - Mobile phones/Music Devices

Appropriate behaviour

Positive Recognition
i.e Behaviour Bank, ice-block voucher, Student of the Week nomination, notify staff member entering positive behaviour entries onto OneSchool

Note: Teacher will need to use professional judgement to determine minor / major behaviours.
## Leaving Class Proforma

<table>
<thead>
<tr>
<th>Teacher:</th>
<th>Teacher:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class:</td>
<td>Class:</td>
</tr>
<tr>
<td>Date:</td>
<td>Date:</td>
</tr>
<tr>
<td>Time:</td>
<td>Time:</td>
</tr>
<tr>
<td>Student has left class</td>
<td>Student has left class</td>
</tr>
<tr>
<td>Student is wandering around the school</td>
<td>Student is wandering around the school</td>
</tr>
<tr>
<td>Student hasn’t returned from 1st break</td>
<td>Student hasn’t returned from 1st break</td>
</tr>
<tr>
<td>Student hasn’t returned from 2nd break</td>
<td>Student hasn’t returned from 2nd break</td>
</tr>
<tr>
<td>Student/s name:</td>
<td>Student/s name:</td>
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</tbody>
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<td>Student hasn’t returned from 2nd break</td>
</tr>
<tr>
<td>Student/s name:</td>
<td>Student/s name:</td>
</tr>
</tbody>
</table>
RE-ENTRY PLAN

Student name: .................................................................
Teacher: .................................................................
Class: .................................................................
Date: .................................................................

Internal suspension ☐ School suspension ☐

Reason for withdrawal (What the child did.)

Strategies for improving behaviour (What the child will do to change behaviour)

Consequence of compliance. (What might happen if the child follows the plan)
Teacher:
Administration:
Parent:

Consequence of non-compliance. (What might happen if the child doesn’t follow the plan)

Teacher & student to discuss compliance with targeted behaviour on a daily basis, for a minimum of one week. Teacher and student to sign daily as a record of compliance.

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
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</table>

Student:  .................................................................
Teacher:  .................................................................
Parent:  .................................................................
Administration:  .................................................................

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# RE-ENTRY TARGET BEHAVIOUR TRACKER

**NAME:**

**YEAR LEVEL:**

**DATE:**

This form is to be given to the teacher at the beginning of each lesson and collected at the end. Form is to be handed into the HOD/Dp/P at the end of the day.

<table>
<thead>
<tr>
<th>Academic Infringement</th>
<th>IT Abuse</th>
<th>Substance Abuse</th>
</tr>
</thead>
<tbody>
<tr>
<td>Specific Behaviour:</td>
<td>Specific Behaviour:</td>
<td>Specific Behaviour:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Anti-social Behaviour</th>
<th>Non-compliance</th>
<th>Vandalism</th>
</tr>
</thead>
<tbody>
<tr>
<td>Specific Behaviour:</td>
<td>Specific Behaviour:</td>
<td>Specific Behaviour:</td>
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</table>

<table>
<thead>
<tr>
<th>Avoidance Behaviour</th>
<th>Physical Aggression</th>
<th>Verbal Abuse</th>
</tr>
</thead>
<tbody>
<tr>
<td>Specific Behaviour:</td>
<td>Specific Behaviour:</td>
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</table>

<table>
<thead>
<tr>
<th>Bullying/ Harassment</th>
<th>Serious Misdemeanour</th>
<th>Other</th>
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</thead>
<tbody>
<tr>
<td>Specific Behaviour:</td>
<td>Specific Behaviour:</td>
<td>Specific Behaviour:</td>
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</tbody>
</table>

## BEHAVIOUR

<table>
<thead>
<tr>
<th>LESSON</th>
<th>SUBJECTS</th>
<th>EXCELLENT</th>
<th>FAIR</th>
<th>POOR</th>
<th>ALL WORK COMPLETED</th>
<th>MOST WORK COMPLETED</th>
<th>NOT ENOUGH WORK COMPLETED</th>
<th>COMMENTS</th>
<th>SIGNATURE</th>
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</table>

Teacher’s Signature: ___________________________  P/DP/ HOD’s Signature: ___________________________

Yarrabah State School p15.
# BEHAVIOUR IMPROVEMENT TRACKER

**NAME:** __________________________  **YEAR LEVEL:** _______  **DATE:** __________

This form is to be given to the teacher at the beginning of each lesson and collected at the end. Form is to be handed into the HOD/DP/P at the end of the day.

<table>
<thead>
<tr>
<th>Academic Infringement</th>
<th>IT Abuse</th>
<th>Substance Abuse</th>
</tr>
</thead>
<tbody>
<tr>
<td>Specific Behaviour:</td>
<td>Specific Behaviour:</td>
<td>Specific Behaviour:</td>
</tr>
<tr>
<td>Anti-social Behaviour</td>
<td>Non-compliance</td>
<td>Vandalism</td>
</tr>
<tr>
<td>Specific Behaviour:</td>
<td>Specific Behaviour:</td>
<td>Specific Behaviour:</td>
</tr>
<tr>
<td>Avoidance Behaviour</td>
<td>Physical Aggression</td>
<td>Verbal Abuse</td>
</tr>
<tr>
<td>Specific Behaviour:</td>
<td>Specific Behaviour:</td>
<td>Specific Behaviour:</td>
</tr>
<tr>
<td>Bullying/ Harassment</td>
<td>Serious Misdemeanour</td>
<td>Other</td>
</tr>
<tr>
<td>Specific Behaviour:</td>
<td>Specific Behaviour:</td>
<td>Specific Behaviour:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LESSON</th>
<th>SUBJECTS</th>
<th>EXCELLENT</th>
<th>FAIR</th>
<th>POOR</th>
<th>ALL WORK COMPLETED</th>
<th>MOST WORK COMPLETED</th>
<th>NOT ENOUGH WORK COMPLETED</th>
<th>COMMENTS</th>
<th>SIGNATURE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Morning session</td>
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<td>Middle Session</td>
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<tr>
<td>Afternoon Session</td>
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</tbody>
</table>

Teacher’s Signature: __________________________  P/DP/ HOD’s Signature: __________________________

Yarrabah State School p16.
<table>
<thead>
<tr>
<th>Reflection Sheet</th>
<th>Student .............................................</th>
<th>Date: .....................................</th>
</tr>
</thead>
<tbody>
<tr>
<td>What did I do: 😞</td>
<td>How can I fix the problem: 😊</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Which rule did I break?</th>
<th>What will happen if I continue this behaviour?</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Respect for others.</td>
<td></td>
</tr>
<tr>
<td>□ Respect for self.</td>
<td></td>
</tr>
<tr>
<td>□ Respect for environment.</td>
<td></td>
</tr>
</tbody>
</table>
### Behaviour Reflection Sheet

**Student's Name:** .............................................  
**Class:** ...............  
**Date:** .........................

<table>
<thead>
<tr>
<th>What did I do?</th>
<th>Which respect rule did I break?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>□ Yourself</td>
</tr>
<tr>
<td></td>
<td>□ Others</td>
</tr>
<tr>
<td></td>
<td>□ Environment</td>
</tr>
</tbody>
</table>

**Teacher's Note:** Engage in a discussion with the student and ensure they communicate what they did wrong. Get them to identify if it was demonstrating a lack of respect for themselves, others or the environment.

#### Feelings:

**How did I feel at the time?**

- Sad
- Angry
- Silly
- Ashamed
- Frightened
- Lazy
- Other
  - .............................................
  - .............................................
  - .............................................

**How did the other person/s feel at the time?**

- Sad
- Upset
- Disappointed
- Ashamed
- Frightened
- Embarrassed
- Angry
- Threatened
- Other
  - .............................................
  - .............................................

**Teacher's Note:** Ensure the student acknowledges that when they make poor choices their behaviour affects their own feelings and the feelings of other people.

#### How can I fix the problem?

- Say sorry.
- Write an apology letter.
- Other.............................................

**How will I/others feel if I fix the problem?**

<table>
<thead>
<tr>
<th></th>
<th>Myself</th>
<th>Others</th>
</tr>
</thead>
<tbody>
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</table>

**Teacher's Note:** Review & summarise the incident/discussion with the student.

### What can I do differently the next time?

---

Yarrabah State School p18.
PRIMARY DETENTION ROOM: The detention room will be staffed during second break only, each day. In most cases students will be required to complete a behaviour reflection activity whilst in the detention room. They can also complete work set by the teacher.

The detention room (SSE room – B09) should ONLY be used as a consequence after the steps in the ‘Managing Student Behaviour’ flowchart have been followed. Teachers are then responsible for escorting the student/s to the detention room or, if unable, sending a responsible student with the detention slip and directing the offending student to the detention room. The detention slip will be signed by the teacher on duty as evidence the detention has been done and be returned to the teacher.

Upon re-entry to class the teacher is expected to discuss the inappropriate behaviour with the student and use the ‘Reflection Sheet’ to guide this discussion.

<table>
<thead>
<tr>
<th>Detention Slip:</th>
<th>Detention Slip:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student’s Name:</strong></td>
<td><strong>Student’s Name:</strong></td>
</tr>
<tr>
<td><strong>Date:</strong></td>
<td><strong>Date:</strong></td>
</tr>
<tr>
<td><strong>Teacher:</strong></td>
<td><strong>Teacher:</strong></td>
</tr>
<tr>
<td><strong>Reason for Detention:</strong></td>
<td><strong>Reason for Detention:</strong></td>
</tr>
<tr>
<td><strong>Duration of Detention:</strong> (minutes)</td>
<td><strong>Duration of Detention:</strong> (minutes)</td>
</tr>
<tr>
<td>Work Supplied: Yes / No</td>
<td>Work Supplied: Yes / No</td>
</tr>
<tr>
<td><strong>Supervising Teacher</strong></td>
<td><strong>Supervising Teacher</strong></td>
</tr>
<tr>
<td>Detention Completed: Yes / No</td>
<td>Detention Completed: Yes / No</td>
</tr>
<tr>
<td><strong>Further Action:</strong></td>
<td><strong>Further Action:</strong></td>
</tr>
<tr>
<td><strong>Signature:</strong></td>
<td><strong>Signature:</strong></td>
</tr>
</tbody>
</table>

Appendix 10