OXENFORD STATE SCHOOL

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. At Oxenford State School our practices are aligned to the Nine Values for Australian Schooling. Our plan focuses on developing a supportive school environment and responsible positive behaviour in all students. This plan acknowledges that positive behaviours are best fostered in a supportive environment where:

- People are responsible for their actions.
- People are encouraged to choose their behaviour.
- The right to learn and teach is valued and protected.
- Courtesy is expected from all people at all times.
- There is consistency and fairness in procedures and consequences.
- Children are encouraged to reach their potential.
- There is a focus on the needs of children.
- Positive behaviour is promoted and nurtured.
- People are valued and appreciated.
- Tolerance, sharing and support for others are displayed.
- There is pride in the school and self.
- Respect is displayed for people and property.
- The vital role of parents is recognised and promoted.

2. Consultation and Data Review
The existing plan was initially reviewed by a small group of staff. The amended plan was made available to the school community via the school website and school newsletter during late October and early November. Staff were presented with school data around attendance and behaviour, and discussed the plan during a staff meeting early in November. All comments were referred back to the initial review group and final amendments made. This plan was presented at the November 29 2012 Meeting.

3. Learning and Behaviour Statement
Oxenford State School is committed to achieving the best educational outcomes for all students. Staff and students have the right to work to their potential, free from disruption, abuse or threat, in a safe and supportive environment. To enable this learning to occur we believe different learning styles and abilities must be catered for within a relevant curriculum and appropriate behaviours need to be taught, modelled, encouraged and developed. To facilitate this, a set of rules has been developed at our school:

- **Safety Rule:** We have procedures to cover safe behaviour, use of equipment and protection of property. This rule covers the wearing of unsafe clothing and jewellery, possession of toys which are unacceptable or inappropriate for school and participation in activities that will harm self or others.
- **Treatment Rule:** The focus of this rule is how we treat each other. We will treat each other with respect. This means keeping our hands, feet and other objects to ourselves. This also covers sorting out problems appropriately, with calmness and appropriate language.
- **Learning Rule:** This applies to the way we learn and play in classrooms and outside. This covers cooperating and how we get attention or help without preventing other students from learning and teachers from teaching.
4. Processes for Facilitating Standards of Positive Behaviour and Responding to Unacceptable Behaviour

Our whole school approach provides a supportive learning environment based upon the roles and responsibilities of all school community members:

**Students**
- Respect the rights and needs of others.
- Conduct themselves in a manner which guarantees the safety of others.
- Accept responsibility for their actions.
- Demonstrate a courteous, supportive and caring attitude.
- Follow the school and class rules and procedures.
- Communicate information accurately between home and school.

**Parents**
- Support the goals and aspirations of our school.
- Become familiar with and be supportive of our school policies.
- Demonstrate a duty of care for all children when they are in the school grounds.
- Follow up any concerns from the staff regarding their child’s behaviour.
- Communicate concerns openly and honestly with the school.

**Staff**
- Consistently implement the school plan for managing behaviour.
- Provide support for our school plan by teaching and modelling appropriate behaviours.
- Create a caring, safe and orderly environment where students are taught responsibility for their own behaviours.
- Reinforce with students the expectations that our school community have about behaviour.
- Ensure that curriculum and teaching approaches are relevant and cater for students needs.

Where practical, new students will be met by student leaders who will show them around the school, explain procedures and rules, and introduce them to staff and other school personnel.

### Universal Behaviour Support

#### Behaviour in Classrooms

Each classroom is a unique environment within the whole school community. It contains students of a particular age but of varying experiences and abilities. Some of the children will have particular needs which will be catered for in a supportive school environment. Classroom teachers employ a variety of teaching styles and strategies when working with children in their care. Modelling desired behaviours combined with a systematic behaviour management program is essential. The roles and responsibilities listed above form the basis for negotiating individual classroom management plans. Staff members are expected to negotiate classroom rules with students at the beginning of the school year. The classroom rules and corrective action procedures are to be clearly visible in each classroom for reference by students, class teachers and visiting personnel.

#### Promoting Appropriate Classroom Behaviour

Positive attention is a way to increase a child’s desirable behaviours by giving them recognition, feedback and praise when they demonstrate such behaviours. These may be on an individual, group or whole class basis. Strategies may include:

- **Values’ Awards:** A schedule of awards has been developed based on the Nine Values of Australian Schooling. Students in each class discuss the value, nominate and vote on a recipient of the award to be presented at the next assembly.
- **Academic Awards:** A schedule of awards has been developed to cover all curriculum areas. Students in each class discuss the criteria for receiving each award, nominate and vote on a recipient of the award to be presented at the next assembly.
- **Class teacher strategies** may include: encouraging language, acknowledging improvement, demonstrating trust and acknowledging achievement.
Promoting Appropriate Playground Behaviour
At Oxenford State School we foster appropriate playground behaviour in a number of ways:

- **Values Vouchers:** Positive reinforcement for appropriate playground behaviour includes a Values Voucher system. Duty teachers give vouchers to children who are acting responsibly and displaying one or more of the Nine Values. The voucher is in two sections. Half the voucher is placed in the Values Box for children to be eligible in a weekly draw which is conducted at Assembly. Two names are drawn out and receive voucher awards.

Targeted Behaviour Support
Teachers are provided with assistance in developing and implementing strategies that support students to self-manage their behaviour. Resources have been developed for this purpose.

- **Classroom and Playground Contracts:** can be implemented for a variety of needs e.g. tracking behaviour of students, providing safe play areas for students, encouraging appropriate play activities.

- **Behaviour Recovery:** teachers can be released from teaching to reconnect with students whose behaviour has disrupted the teaching/learning process.

- **TLC:** The Lunch Club is a supportive play alternative for select students who require supervised structured play activities and assistance in developing acceptable social skills.

Intensive Behaviour Support

- **Intervention Programs:** The Student Needs Administration Committee (SNAC) monitors student welfare needs using school data, develops and conducts appropriate intervention programs as well as sourcing programs run by external agencies.

- **Working with Parents:** Early intervention in the form of a case conference involving parent/carers, teachers and administrators provides the foundation for support of all stakeholders.

- **External Support:** SNAC enlists the support of external agencies which include AVTs, counsellors, and government / community agencies.

5. Emergency Responses or Critical Incidents
At Oxenford State School we ensure children are provided with the help they need to deal with crisis by doing the following –

1. Acknowledging the reality as soon as possible.
2. Providing an environment where children feel comfortable discussing their feelings.
3. Providing learning opportunities with curriculum so children may understand what has transpired.

The school engages in timely practices for such critical incidents. Refer to Appendix 3 for the school’s Debriefing Process to effectively risk-manage critical incidents.

6. Consequences for Unacceptable Behaviour
Consequences for inappropriate behaviour will be addressed in a systematic way. Inappropriate behaviour is identified as such that interferes with the rights of the school / class community. All consequences will be completed; students absent from school will undertake the consequence at the first opportunity upon their return.

Responding To Inappropriate Classroom Behaviour
To ensure consistency, all classrooms will display the following outline for responding to inappropriate behaviour:
My Teachers Will Help Me Manage My Own Behaviour

1. If I behave appropriately and complete my work, my teachers will congratulate me on my self-managing behaviours.

2. If I behave in an inappropriate way, my teachers will remind me of what I should be doing. They will say something like “Your chatting is disturbing others in the class; please continue your work silently.”

3. If I continue to disturb the class, my teachers may direct me to spend a few minutes at the Time Out Desk. They might say “Your chatting continues to disturb the class, please move to the Time Out Desk and remain there until I speak with you.” This will allow me to think about my behaviour and make some more appropriate choices for the rest of the day. I must remain at the Time Out Desk until my teachers can discuss my behaviour with me. They will help me remember which behaviours were disturbing the class and also help me to decide on some better choices.

4. If my behaviour is preventing other students from working, my teachers may direct me to spend time in my buddy class. I must take work with me and complete that work in my buddy class. I must move directly to my buddy class and behave appropriately when I get there.

5. If my behaviour is disrespectful or unsafe, my teachers may ask one of the administration staff to escort me from my classroom to the office. If this happens, I may also be given other consequences and my parents may be contacted.

Responding To Inappropriate Playground Behaviour

To maintain consistency of approach, staff members on duty are provided with a folder detailing the behaviour levels and appropriate consequences. Low level inappropriate behaviours are generally dealt with by sitting the student on the yellow seat followed by teacher/student discussion. A “red card” system is in place for students exhibiting high level, inappropriate behaviours.

High Level Behaviour

Behaviour that consistently or acutely disrupts the rights of students to learn / the rights of teachers to teach, or threatens the rights of others to work and play in a safe, respectful environment will be referred to the Principal/Deputy Principal. After consultation with relevant staff and parents/carers, the following consequences may apply:

- Withdrawal from class participation and provided with supervised work in an alternate location for a period of 1 to 2 days.
- Suspension for a period of 1 to 5 days.
- Suspension for a period of 6 to 20 days.
- Recommendation to cancel enrolment.

Where possible, prior to these actions:

- Early and positive support from parents will be sought for all behavioural issues.
- Both student and parent/carer will be informed when behaviour is escalating to a suspension level.
- Unacceptable behaviour, possible consequences and clear expectations will be discussed with both student and parent/carer.
- All appropriate strategies for managing behaviour will be employed prior to referral to the Principal/Deputy Principal.
- The Principal will be satisfied that the strategies used do not discriminate against the student on the basis of race, gender, disability, age or religion.

A plan will be developed for the return to class of any student withdrawn from regular classroom learning or who has been suspended. This plan should aim to minimise the recurrence of the unacceptable behaviour and further disruption to the student’s education.

Representing the School at Events/Excursions

Students representing the school at cultural events, sporting events or on class excursions are expected to demonstrate pride in their school and behave in a manner that reflects the school safety, treatment and property rules. In addition, students
Travelling on a bus must comply with the Code of Conduct for School Students Travelling on Buses. Inappropriate behaviour will be addressed in a manner that is appropriate to the type of behaviour demonstrated. High level behaviours may result in a parent (or school administration staff when a parent is unavailable) being asked to collect the student from the event and/or the student may be refused permission to participate in future events.

**Travelling To and From School**
The safety of students is paramount. Whilst travelling to and from school, students are expected to behave in a safe and courteous manner at all times. They should wear their uniform with pride and must comply with the Code of Conduct for School Students Travelling on Buses and Queensland Transport guidelines for the riding of bicycles and pedestrian road safety. Continued or high level behaviours may be dealt with by external authorities or referred to the Principal/Deputy Principal.

**Student Attendance**
Students who have been absent from school are required to provide a written explanation from their parents/carers unless there has previously been a telephone explanation. Students who arrive late for school (arrival at the classroom after 9:10am) must obtain a Late Slip from the office before proceeding to class. This slip must be signed by the class teacher and then sent home for signing by the parent/carer. Assistance, appropriate to the situation, will be offered to parents experiencing difficulty ensuring their child's regular attendance. Continued absences will be dealt with according to SMS-PR-017 Enforcement of Compulsory Schooling and Compulsory Participation Phase.

**Mobile Phones**
The school understands that parents may wish to provide their child with a mobile phone for ease of contact on the journey to and from school. However, student mobile phones are only to be used before and after school. A parent wishing to contact their child during the school day may do so through administration; the school will deliver messages to students contacted in this way. A safe storage facility in the administration building has been provided for student mobile phones. Upon arrival at school, students turn their phones off/to silent and sign them into administration. These phones are stored securely throughout the day. On their way home, students sign for and collect their phones. Mobile phones taken to classrooms or playgrounds will be sent to administration for safe storage.

In-phone cameras are not to be used to take photographs without prior permission of the subject or in inappropriate places such as change-rooms or toilets. Consequences will be applied to any offences using a mobile phone as if they were committed by other means e.g. harassment.
7. Network of Student Support

The level indicates the number of people the student needs to manage their behaviour. These levels and consequences apply across playground and classroom behaviour.

**Level 1**
Indicates the student is self-managing their own behaviour.

**Level 2**
Indicates the student requires teacher intervention to manage their behaviour (teacher and student).

**Level 2 - Minor Behaviours - Time Out of Play**
- Not wearing a sun smart hat
- Ignoring instructions
- Playing in toilets
- Running on concrete/through gardens
- Questionable play
- Littering
- Out of bounds
- Low level teasing
- Playing with water
- Eating in wrong area
- Chewing gum

**Level 3**
Indicates the student requires 3 people to manage their behaviour (teacher, buddy teacher and student).

**Level 3 - Major Behaviours - Referral via OneSchool**
- Verbal abuse of others
- Fighting / hurting others
- Throwing unsafe objects
- Vandalism
- Leaving school grounds
- Bullying / harassment
The following levels are determined at the discretion of the Principal or Deputy.

**Level 4**
Indicates the student requires 4 people to manage their behaviour.
(teacher, buddy teacher, deputy principal and student).

**Level 5**
Indicates the student requires 5 people to manage their behaviour
(teacher, buddy teacher, deputy principal, AVT and student)

**Level 6**
Indicates the student requires 6 people to manage their behaviour
(teacher, buddy teacher, deputy principal, AVT, principal and student)

**Level 7+**
Indicates the student requires support beyond the school and has been substantiated that the student’s behaviour is interfering with the right of others to learn, play or teach in a safe environment. At this level the student may be suspended or excluded from school in the interest of the individual student and the educative and safety needs of all others in the school. Support is negotiated with the purpose of the student re-entering the school. The re-entry support may include possible recommendation to external community agencies.

These levels align with our school values by taking into account the different abilities, skills and life experiences of the students in our care.

8. **Consideration of Individual Circumstances**

At Oxenford State School we implement strategies that take account of the different abilities, skills and life experiences of all students through curriculum, interpersonal relationships and organisational practices. We attempt to identify and eliminate barriers which may hinder a student's participation in school and subsequent achievement. When considering responses to student behaviour, a range of factors are considered which include:

- The context in which the behaviour occurred (events that occurred prior and subsequent to the behaviour).
- The emotional well-being of all affected by the behaviour.
- The culture, gender, race, socioeconomic situation and impairment of those involved.

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 2011
- Workplace Health and Safety Regulation 2011
- 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 and Child Safety Interviews with Students, and Police Searches at State Educational Institutions
• ICT-PR-004: Acceptable Use of the Department’s Information, Communication and Technology (ICT) Network and Systems
• IFM-PR-010: Managing Electronic Identities and Identity Management
• SCM-PR-003: Appropriate Use of Mobile Telephones and other Electronic Equipment by Students
• Temporary Removal of Student Property by School Staff

11. Some Related Resources
• National Framework for Values Education in Australian Schools (www.valueseducation.edu.au)
• National Framework for Values Education in Australian Schools – Queensland (www.education.qld.gov.au/curriculum/values/)
• Bullying. No Way! (www.bullyingnoway.com.au)
• MindMatters (www.curriculum.edu.au/mindmatters)
• SMS-PR-017 Enforcement of Compulsory Schooling and Compulsory Participation Phase.

Endorsement

Principal P&C President or Assistant Regional Director
Chair, School Council (Schools)

Effective from November 2012 to November 2015
Appendix 1

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

ANTI BULLYING AND HARASSMENT POLICY

Bullying behaviour and harassment are learned behaviours which will not be tolerated in our school. Bullying must be reported so it can be dealt with effectively. The whole school community is responsible for the elimination of bullying/harassment. Bullying is repeated oppression, psychological or physical, to obtain power over others. It is deliberate and persistent.

School bullying behaviours may include:
- Physical behaviours (e.g. striking, kicking, gestures, damage/take belongings).
- Verbal behaviours (e.g. name calling, teasing, insulting, racist remarks).
- Emotional/psychological behaviours (e.g. spreading rumours, exclusion from the social group, persistent mockery, Cyberbullying, manipulation of friendship group).

Harassment is often used to describe negative behaviour toward someone on the basis of difference. Such behaviours include:
- Gender
- Racial background
- Religious or cultural beliefs
- Sexual orientation
- Ability and disability
- Socio-economic status

At Oxenford State School children are taught to identify the characteristics of bullying and harassment. They are also taught strategies to deal with these situations. The following strategies need to be taught and reinforced in classrooms on a regular basis:
- Walk away.
- Use an assertive statement “Please stop! I don’t like it when you do that!”
- Tell an adult. They may approach any of the following personnel - class teacher, duty teacher or administration staff.
- Lodge a bullying complaint.

Procedures for dealing with a reported incident of bullying or harassment

- Ascertain whether it is a bullying situation.
- Ask the child what they have done about the situation themselves.
- Determine what will happen next, for example:
  - No further action
  - Talk to the bully
  - Discuss with parents
  - Apply a consequence
  - Lodge further bullying complaints

The person to whom the complaint is made will decide whether to deal with the situation themselves or refer to the Guidance Officer, Deputy Principal or Principal for support. When a complaint is lodged (remembering that each case is to be treated individually) the following process should occur and be explained to the student.
- All parties involved have their versions recorded in their own words.
- All incidents will be treated seriously, heard, and investigated.
- Options will be presented in support of the victim (e.g. mediation, buddy system, safe play plan and counselling) to ensure that the bullying will be addressed.
- The bully will be counselled and assisted to change their behaviour (e.g. anger management and conflict resolution program, administration counselling).
- Resistance to behaviour change and repeated offending by the bully will lead to more serious consequences such as suspension or exclusion.
- Continual monitoring of the individual to check for any re-occurrence.
- Resolutions and further actions are negotiated by working with both the parents of the victim and the bully.
- Copies of the forms and the action taken will be recorded in OneSchool.

OneSchool data can be recalled as summary reports at any time. This facility is one way the school can track the effectiveness of its anti-bullying process, to make any necessary adjustments, and to identify specific bullying behaviours that may need to be revisited or revised in the instructional process.

Another way to monitor bullying is by conducting a Bullying Survey. Following a review of the data obtained from this survey the school, where necessary, will implement additional strategies. These may include;
- Individual student contracts with parent involvement
- Nominated classes revisit bullying/anti-bullying
- Police visits
- Guest speakers
- Elders visits
- SUPA Kids program
Appendix 2

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

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.

Mobile Phones- SCHOOL CONTEXT

All mobile phones are to be clearly labelled and given to front office staff at the beginning of the day and collected at 3:00 pm. All care but no responsibility will be taken for equipment.

Confiscation

Permitted personal technology devices used contrary to this policy on school premises will be confiscated by school staff. They will be made available for collection from the school office at the end of the school day unless required to be kept for purposes of disciplinary investigation, when it will only be returned in the presence of a parent.

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

Students who have a personal technology device confiscated more than once will not be permitted to have a personal technology device at school for at least one month, or longer if deemed necessary by the Principal.

Personal Technology Device Etiquette

Bringing personal technology devices to school is not encouraged by the school because of the potential for theft and general distraction and/or disruption associated with them. However, if they are brought to school, they must be given to front office staff at the beginning of the day and collected at 3:00 p.m. All care but no responsibility will be taken for equipment.

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

Students must not record images anywhere on school grounds (e.g. in change rooms, toilets, playground or any other place where a reasonable person would expect to be afforded privacy).

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

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

Even where consent is obtained for such recording, the school will not tolerate images or sound captured by personal technology devices on the school premises or elsewhere being disseminated to others, if it is done for the purpose of causing embarrassment to individuals or the school, for the purpose of bullying or harassment, including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur.

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

will be in breach of this policy and 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 from other students, should ensure they keep the message as evidence and bring the matter to the attention of the school office.

**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) should negotiate a special circumstances arrangement with the Deputy Principal or Principal.

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

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1 Education Queensland does not tolerate bullying behaviour at schools. This includes bullying conducted by electronic means.
Appendix 3

DEBRIEFING PROCEDURE

Formal debriefing should be led by a staff member trained in the process who has not been involved in the event. The goals of debriefing are to:

- Reverse or minimise the negative effects of physical intervention
- Prevent the future use of physical intervention
- Address organisational problems and make appropriate changes

Notes on the discussion that occurs during the debriefing report are not required to be documented, however a note should be made that the debriefing has occurred for both staff and students involved (e.g. names, date, time and outcomes).

Debriefing should provide information on:
- Who was involved
- What happened
- Where it happened
- Why it happened
- What we learned

The specific questions we want to answer through the debriefing process are:

- **FACTS**: what do we know happened?
- **FEELINGS**: how do you feel about the event that happened?
- **PLANNING**: what can/should we do next?

**Questions for staff**
- What were the first signs?
- What de-escalation techniques were used?
- What worked and what did not?
- What would you do differently next time?
- How can physical intervention be avoided in this situation in the future?
- What emotional impact does using physical intervention have on you?
- What was your emotional state at the time of the escalation?

**Questions for student**
- What was it that you needed?
- What upset you most?
- What did we do that was helpful?
- What did we do that got it that way?
- What can we do better next time?
- Is there anything that you would do differently?
- Would you do something differently next time?
- What could we have done to make the physical intervention less invasive?

For students who have language or communication difficulties the debriefing process will need to be modified to accommodate their specific receptive and expressive needs.
Appendix 4

CHILD PROTECTION

Oxenford State School is committed to providing a safe and supportive learning environment for its students and requires all staff to model and encourage behaviour which upholds the dignity and safety of students.

The school observes two central principles of student protection:
- The welfare and best interests of the student are paramount.
- Every student has a right to protection from harm.

The Student Protection Policy sets out appropriate staff responses to the prevention and management of four categories of harm to students:
- Harm to students caused by events outside of school.
- Harm to students caused by other students.
- Harm to students caused by employees.
- Self-harm.

The department's Code of Conduct establishes clear professional standards of conduct for all employees to follow. All staff must undertake in-service training on child protection and code of conduct issues.

Staff must:
- Report to the Principal (or Deputy Principal) any allegation or information about an employee that raises a reasonable suspicion of official misconduct, or other conduct that could constitute or does constitute a criminal offence. Unless otherwise directed, they must not inform the person who is the subject of the allegations or the referral. If the accusation is against the Principal it must be reported to the Executive Director.
- Make an oral or written statement to the school principal and keep appropriate records if allegations have been made, or it is reasonable to suspect a student will be, is being, or has been the subject of unwelcome behaviour by an employee such as harassment, intimidation, bullying or other improper behaviour, which has harmed, or could harm a student.
- Make an oral or written statement to the Principal (or Deputy Principal) and keep appropriate anecdotal records if allegations have been made, or it is reasonable to suspect a student will be, is being or has been the subject of unwelcome behaviour by another student such as harassment, intimidation, bullying or other improper behaviour, which has harmed, or could harm a student.
- Make an oral or written statement to the principal and keep appropriate anecdotal records if it is reasonable to suspect that a student is in need of protection from harm, or the risk of harm arising from a situation outside the control of the school environment.
- Make an oral or written statement to the school principal and keep appropriate anecdotal records if it is reasonable to suspect that a student is in need of protection from self harm.
- Notify their principal if they enter a boarding or lodging arrangement with, or provide emergent or respite accommodation to an EQ student who attends the same school as the employee, and is not related to the employee.
- Immediately notify the Director-General of Education in writing if they are charged with or convicted of an offence.
- Undertake training in student protection procedures.
- Maintain a professional relationship with students at all times.

Student safety is promoted by:
- Students always moving around the school with a partner.
- All visitors to the school presenting to administration and wearing a visitor badge.
- Parents collecting students presenting to administration and being given a release slip after signing the Early Leavers' Register.
- All staff members wearing an identification badge.
- Students not being alone with a staff member or visitor.
- Individual photographs of students not being published.
- Student names not being attached to photographs.
Appendix 5

BUDDY CLASS PROCEDURES

When to Use a Buddy Class

- Redirection to buddy class may be appropriate if a student requires time away from their own class, however, this may not be needed in all situations. It is more educationally sound if students remain in their own classroom where possible.
- It is not compulsory to send a student to buddy class – some students are better served by additional time out in their own classroom.
- Students may only be sent to buddy class after discussion with their own teacher about the inappropriateness of the behaviour(s) and some positive statements about expectations.

Criteria for Selection of a Buddy Class

- Buddy class should be age appropriate – it is difficult to cater for the younger students in a year 7 classroom and vice versa.
- Buddy classes where the student has a sibling / close friendship / history of conflict is generally not appropriate.
- Select a classroom close to your own to avoid time wasted moving around the school.

Procedures When Sending a Student to Buddy Class

- Direct student to the time out desk until you can discuss behaviour and consequences.
- Ensure the student understands which behaviour(s) has led to the consequence.
- Contact the class teacher to ensure the buddy class is in their room and the teacher is able to accommodate the buddy student.
- Send sufficient engaging work for the student or negotiate for the student to participate in the lesson being conducted in the buddy class. (You may wish to negotiate leaving a folder of suitable work in the buddy class).
- Reconnect with student on their return and use positive and encouraging statements to remind student of expectations.
- Ignore secondary behaviours.

Procedures When a Student Is Sent to Your Class

- Have an appropriate area set aside for buddy class students.
- If appropriate, negotiate for the student to participate in the lesson being conducted in your class.
- Buddy students who arrive without work may be returned to their own class – students must be engaged in some form of educational activity during class time.
- When time permits, support the student with positive statements and help with their work.
Appendix 6

PLAYGROUND BEHAVIOUR LEVELS

These are some examples to be used as guidelines when making decisions about playground behaviour. It is important that we demonstrate consistency in response to inappropriate behaviours.

**Level 2 - Minor Behaviours - Time Out of Play**
- Not wearing a sun smart hat
- Ignoring instructions
- Playing in toilets
- Running on concrete/through gardens
- Questionable play
- Littering
- Out of bounds
- Low level teasing
- Playing with water
- Eating in wrong area
- Chewing gum

**Level 3 - Major Behaviours - Referral via OneSchool**
- Verbal abuse of others
- Fighting / hurting others
- Throwing unsafe objects
- Vandalism
- Leaving school grounds
- Bullying / harassment
### Appendix 7

#### Managing Behaviour (Roles and Responsibilities)

<table>
<thead>
<tr>
<th>Classroom Scenario</th>
<th>Teacher Responsibility</th>
<th>Playground Scenario</th>
<th>Duty Teacher Responsibility</th>
</tr>
</thead>
</table>
| Student chooses appropriate behaviour | ▪ Acknowledges positive behaviour.  
 ▪ May give Class Award at assembly.  
 ▪ Provides opportunities for student to peer tutor / model behaviour. | Student displays level 1 behaviour | ▪ Acknowledges positive behaviour informally.  
 ▪ May give Values Voucher.  
 ▪ Provides opportunities for student to peer tutor / model behaviour. |
| Student chooses inappropriate behaviour (not violent or offensive) | ▪ Reinforce positive behaviour.  
 ▪ Use rule reminders and time out in the classroom – review and redirect behaviour.  
 ▪ Direct student to time out seat.  
 ▪ Teacher completes weekly behaviour record and anecdotal records. | Student displays level 2 behaviour | ▪ Reinforce positive playground behaviours.  
 ▪ Issue an appropriate consequence e.g. time out seat.  
 ▪ Record behaviour in folder, if noteworthy. |
| Teacher requires release time to conference with student regarding escalating behaviour (not violent or offensive) | ▪ Contact administration.  
 ▪ Conference and connect with student to establish appropriate expectations for them to remain in the classroom. | Student regularly displays level 2 behaviour | ▪ Record pattern in OneSchool. |
| Student regularly chooses inappropriate behaviour (not violent or offensive) | ▪ Teacher conferences with student individually during PCT or eating breaks.  
 ▪ Teacher contacts parent before a pattern emerges.  
 ▪ Develop communication process with parent and shared understanding of expectations. | Student displays level 3 behaviour | ▪ Discuss incident with student.  
 ▪ Instruct student to sit on the yellow seat until the end of break.  
 ▪ Record in OneSchool. |
| Student behaviour has escalated for 3 times in a term requiring teacher to request release time (not violent or offensive) | ▪ Teacher telephones parent to organise meeting with parent, self and administration.  
 ▪ Teacher will record meeting outcomes in OneSchool.  
 ▪ Teacher may implement a behaviour contract or other communication system with parents. This needs to be photocopied before sending home. | Student regularly displays level 3 behaviour | ▪ Bring to the attention of administration. |
| Student behaviour is violent or offensive | ▪ Teacher contacts administration.  
 ▪ Contact parent to discuss incident.  
 ▪ Record discussion in OneSchool. | Student displays violent or offensive behaviour | ▪ Send student to Connecting Place or when necessary, send red card.  
 ▪ Ensure safety of students.  
 ▪ Record in OneSchool. |
| Student behaviour is regularly violent or offensive | ▪ Teacher contacts administration. | Student regularly displays violent or offensive behaviour | ▪ Record pattern in OneSchool. |
| Student behaviour is of concern but not disruptive to class e.g. anxious | ▪ Teacher telephones parent to organise meeting with parent, self and administration.  
 ▪ Record outcomes in OneSchool.  
 ▪ Refer to SNAC. | Student behaviour is of concern but not disruptive e.g. anxious | ▪ Discuss with class teacher and administration. |
## Oxenford State School Schoolwide Behaviour Expectations Teaching Matrix

<table>
<thead>
<tr>
<th>All Areas</th>
<th>Arrival</th>
<th>Departure</th>
<th>Classroom</th>
<th>Playground</th>
<th>Eating Time</th>
<th>Toilets</th>
<th>Office/First Aid</th>
<th>Assembly</th>
<th>Bus Travel</th>
<th>Bicycles/Scooters</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Safety - follow instructions immediately; keep your helmet on; do your best, you can be the best you can be</strong></td>
<td>- Follow school rules</td>
<td>- Respect others</td>
<td>- Personal space and property</td>
<td>- Use polite language</td>
<td>- Wait your turn</td>
<td>- Keep hands and feet to yourself</td>
<td>- Care for equipment</td>
<td>- Use equipment appropriately</td>
<td>- Clean up after yourself</td>
<td>- Be aware of others when you ride on the footpath</td>
</tr>
<tr>
<td>- Come to school no earlier than 8.30 am</td>
<td>- Sit quietly in the undercover area</td>
<td>- Follow Duty Staff instructions</td>
<td>- Walk - do not run</td>
<td>- No play and no play fighting</td>
<td>- Stay inside the school grounds – do not leave the school</td>
<td>- Follow the crossing supervisor’s instructions</td>
<td>- Remember Stanger Danger - do not talk to strangers</td>
<td>- Follow school rules</td>
<td>- Participate only in approved games</td>
<td>- Do not leave the first aid room without permission</td>
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<td>- Walk along the paths and not through the garden beds</td>
<td>- Leave the school along the main school paths from the undercover area or at the back of the school - do not walk down the driveway to the staff car park</td>
<td>- Follow the crossing supervisor’s instructions</td>
<td>- Ask permission to leave the classroom</td>
<td>- Put your rubbish in the bin</td>
<td>- Wear a sun smart hat</td>
<td>- Use correct area</td>
<td>- Do not play with sticks and rocks</td>
<td>- Sit while eating</td>
<td>- Put your rubbish in the bin</td>
<td>- Use polite greetings</td>
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<td>- Sit with your helmet on</td>
<td>- Be a good listener</td>
<td>- Talk in turn</td>
<td>- Do not touch school property in the office</td>
<td>- Do not play in the toilet</td>
<td>- Do not climb on doors, toilet roll holders, toilets</td>
<td>- Do not play fighting</td>
<td>- Do not leave the first aid room without permission</td>
<td>- No playing in the toilet</td>
<td>- Do not climb on doors, toilet roll holders, toilets</td>
<td>- Be aware of others as you enter and leave school</td>
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<td>- Follow instructions immediately</td>
<td>- Walk in the classroom – no running</td>
<td>- Play in correct room in an orderly manner</td>
<td>- Do not break things</td>
<td>- Do not put rubbish down the toilet</td>
<td>- Have your rubbish in the bin</td>
<td>- Do not break things</td>
<td>- Do not take food into the toilet</td>
<td>- No playing in the toilet</td>
<td>- Do not leave the first aid room without permission</td>
<td>- Do not break things</td>
</tr>
<tr>
<td>- Knock first to see if a toilet is in use</td>
<td>- Do not share food</td>
<td>- Do not walk around the school eating or drinking</td>
<td>- Keep work space tidy</td>
<td>- Be a problem solver not a problem starter</td>
<td>- Return equipment to the appropriate place</td>
<td>- Do not leave a mess</td>
<td>- Conserve water</td>
<td>- Take your hat off</td>
<td>- Keep hands and feet to yourself</td>
<td>- Do not ask anyone who is not riding a bike to go into the bike cage area</td>
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<tr>
<td>- Eat your own food and no one else’s</td>
<td>- Do not share food</td>
<td>- Do not walk around the school eating or drinking</td>
<td>- Be honest</td>
<td>- Be a problem solver not a problem starter</td>
<td>- Return equipment to the appropriate place</td>
<td>- Do not leave a mess</td>
<td>- Conserve water</td>
<td>- Report problems to Duty staff</td>
<td>- Take your hat off</td>
<td>- Keep hands and feet to yourself</td>
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<td>- Be aware of others when you ride on the footpath</td>
<td>- Do not leave the first aid room without permission</td>
<td>- Do not take a short-cut through the office</td>
<td>- Conserve water</td>
<td>- Report problems to Duty staff</td>
<td>- Take your hat off</td>
<td>- Use polite greetings</td>
<td>- Speak in a clear &amp; confident voice</td>
<td>- Bring your first aid kit and give to Duty staff</td>
<td>- Be aware of others when you ride on the footpath</td>
<td>- Be aware of others as you enter and leave school</td>
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<td>- Act in a reasonable manner</td>
<td>- No gum</td>
<td>- No lollies</td>
<td>- No soft drinks</td>
<td>- No chocolate</td>
<td>- No mobile phones</td>
<td>- No MP3 players, Game boys etc</td>
<td>- No Pokémon or other swap cards</td>
<td>- Do not leave the first aid room without permission</td>
<td>- Do not leave the first aid room without permission</td>
<td>- Do not ask anyone who is not riding a bike to go into the bike cage area</td>
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</table>