Petrie State School

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

1. Purpose

Petrie State School is committed to providing a safe, respectful and disciplined learning environment for students and staff, where students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing.

All members of our school community are expected to uphold the responsibilities defined in the Code of School Behaviour to ensure the best possible outcomes for students, staff and parents.

The shared values and beliefs of the whole school community support our statement of purpose *Developing Talents; Reaching Goals*. They are:

- Foster ideal conditions for learning and teaching
- Extend beyond everyday experiences
- Develop holistically through a supportive team approach;
- Enhance outcomes through shared learning
- Engage in open professional dialogue
- Accept obligations and accountability
- Achieve independence within an independent community

Petrie State School's Responsible Behaviour Plan is designed to facilitate positive support for high standards of achievement and behaviour combined with clear responses and consequences to inappropriate behaviour so that the learning and teaching in our school can be most effective and students can participate positively within our school community.

2. Consultation and data review

Petrie State School developed this plan in collaboration with our school community – parents, staff and students. Broad consultation was undertaken through meetings held throughout the latter part of 2015 and early 2016. A review of school data sets from 2014 – 2015 relating to attendance, absenteeism, school disciplinary absences and behaviour (both positive and incident records), school disciplinary audit in 2014 also informed the development process.

A team of staff and parents lead the development of the Schoolwide Positive Behaviour Supports approach in the school. This lead group meet approximately three times per term and regularly consult with staff and community. Their collective work drives the review of the school plan and the key strategies that arise from it.

This Plan has been endorsed by the Principal and the President of the P&C and will be reviewed as required, and in 2018 as required by legislation.

3. Learning and behaviour statement

All areas of Petrie State School are teaching and learning environments. We consider behaviour management to be an opportunity for valuable social learning as well as a means of maximising the success of academic education programs.

We are implementing the research validated Schoolwide Positive Behaviour Supports framework to achieve our identified social behaviour and academic outcomes - reflected in the core elements of the school's learning approach to behaviour:

1. Principal leadership of a team approach to behaviour
2. Parent and Community engagement
3. Data informed decision making
4. Clear consistent expectations for behaviour and
5. Explicit teaching of appropriate behaviour to all students

Our Responsible Behaviour Plan outlines our systems for facilitating positive behaviours, preventing new cases of problem behaviours and responding to unacceptable behaviours. Through our school plan, shared expectations for student behaviour (our 'Behaviour Curriculum' in the form of a matrix) are plain to everyone, assisting Petrie State School to create and maintain a positive and productive learning and teaching environment, where ALL school community members have clear and consistent expectations and understandings of their role in the educational process.

Our school community has identified the following four broad school rules / expectations to teach and promote our high standards of responsible behaviour:
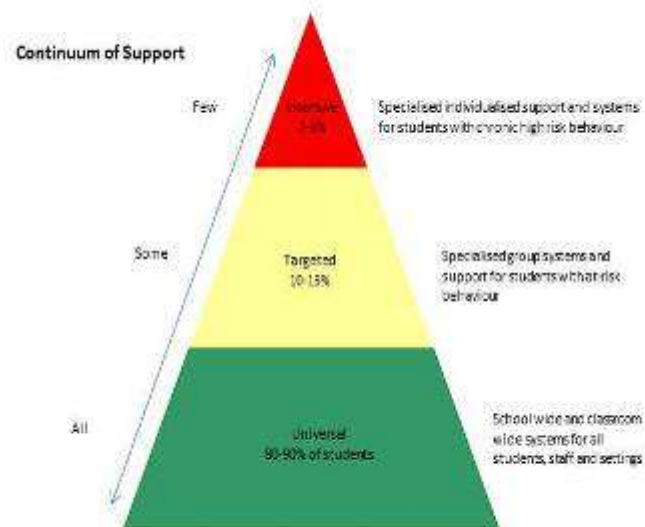
- **Respect for Property**
- **Respect for Others**
- **Respect for Learning**
- **Respect for Yourself**

Our school rules have been agreed upon and endorsed by all staff and our school P&C. They are aligned with the values, principles and expected standards outlined in Education Queensland's Code of School Behaviour.

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

A matrix of behavioural expectations in specific settings has been attached to each of our four school rules. This matrix outlines our Behaviour Curriculum – our agreed to rules and positive behaviour definitions of appropriate behaviours in all school settings.

The School Wide Positive Behaviour Support framework uses a three-tiered continuum of evidenced based supports (**Tier 1 'Universal'; Tier 2 'Targeted',** and **Tier 3 'Intensive'** levels of support services) to facilitate standards of positive behaviour and to respond to unacceptable behaviour. This whole school approach shapes, supports and recognises appropriate behaviour in all students.

Continuum of Support

Few — Intensive 1-5% — Specialised individualised support and systems for students with chronic high risk behaviour

Some — Targeted 10-15% — Specialised group systems and support for students with at risk behaviour

All — Universal 80-90% of students — School wide and classroom wide systems for all students, staff and settings

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Tier 1 (Universal), Tier 2 (Targeted) and Tier 3 (Intensive) behaviour support includes:

- quality learning and teaching practices;

- a balanced, relevant and engaging curriculum;

- supportive and collaboratively developed procedures;

- the implementation of evidence-based programs;

- regular monitoring and review of school procedures and programs;

- professional development for all members of the school community consistent with the school's evidence-based approach to promoting positive behaviour;

- adoption of practices that are non-violent, non-coercive and non-discriminatory; and

- a continuum of whole school positive preventative action for all students.

The Behaviour Curriculum – Petrie State School

Petrie State School Expectations Matrix
High behaviour expectations in ALL areas at ALL times for ALL people

	Respect PROPERTY	Respect OTHERS	Respect LEARNING	Respect YOURSELF
ALL AREAS • POLY's Hi Five	• I follow the 'High 5' • I follow staff instructions promptly (verbal & non-verbal) • I care for all property • I care for the school environment • I leave valuables at home • I wear my school uniform and school hat	• I know the 'High 5' • I follow staff instructions promptly (verbal & non-verbal) • I treat others the way I wish to be treated • I use manners • I use polite, positive language. (verbal & non-verbal) • I am honest with myself & others • I choose an appropriate noise level • I keep hands, feet and objects to myself	• I use the 'High 5' • I follow staff instructions promptly (verbal & non-verbal) • I ask for help when needed • I am punctual to all areas	• I follow the 'High 5' • I follow staff instructions promptly (verbal & non-verbal) • I strive for excellence • I manage my emotions • I ask for help when needed • I take responsibility and accept consequences • I model appropriate behaviour • I am honest with myself & others
PLAY AREAS • Playgrounds • Walkways • Ovals • Adventure playgrounds • Covered areas • Hall	• I share and return equipment • I am sun smart • I use all equipment correctly in the correct places • I do not play with sticks and stones	• I include others • I cooperate with others • I play school approved games • I am fair in games	• I think of different ways to solve social problems • I stop play when the bell rings • I follow instructions of the teacher on duty	• I play by the rules • I wait patiently, take turns • I report incidents to the staff member on duty • I stay in my year level area • I wear a hat, sunsafe clothes and shoes
CLASSROOMS	• I am prepared & ready for learning • I am only in classroom when a teacher is present • I use classroom equipment/furniture safely • I follow the school internet agreement • I respect natural and built environments	• I respect classmates • I cooperate with others • I speak at appropriate times only • I listen to others with out interrupting • I use inside voices • I respect others learning	• I have all my equipment ready and organised for learning • I ask for help respectfully when needed • I take pride in all my work • I work towards my learning goals	• I follow the classroom rules • I participate in classroom activities • I walk quietly into the classroom • I ask permission to leave the classroom
TRANSITIONS • Specialists • Lining up • Moving around the school • First Aid	• I use the pathways • I hold equipment responsibly • I use the stairs safely	• I move around the school quietly and responsibly • I move around the school in pairs	• I arrive at class on time • I stop play on the first bell	• I line up quietly with my class in my designated area at the end of playtime • I wait to be escorted back to the classroom
EATING AREAS AND SNACK SHACK	• I keep my rubbish until I am dismissed • I put rubbish in the bin • I store my lunchboxes in my classroom tub	• I do not share food, money or drinks • I chat quietly whilst eating • I use good manners at the Snack Shack • I follow the Snack Shack line up procedure	• I sit in my own eating area when eating • I keep my eating area clean • I ask to go to the toilet or get a drink • I make healthy choices	• I wait until the teacher dismisses me after the whistle • I move safely to my designated play area • I order lunch before school or online • I return to my covered area to eat my Snack Shack food
TOILETS	• I am water wise • I put rubbish in the bin • I use soap sensibly	• I respect others privacy • I use a quiet voice • I play away from the toilet	• I go to the toilet before, after and during breaks	• I wash my hands after using the toilet • I use correct toilets • I close the door when using the toilets
BEFORE & AFTER SCHOOL	• I use the pathways • I keep the port racks tidy • I leave my bike or scooter in the bike enclosure • I hand in my mobile phone or technology into the office on arrival to school	• I am respectful to all people • I walk my bike or scooter in the school grounds	• I arrive on time • I am ready to learn • I take home and return the things I need – homework, lunchbox	• I sit in the covered area until the 8:40am bell • I leave grounds promptly after school • I follow the road safety rules

Reinforcing expected school behaviour

At Petrie State School communication of our key messages about behaviour is backed up through reinforcing 'instructional feedback' for students engaging in expected school behaviour. The system of 'instructional feedback' includes both non-verbal and verbal acknowledgements and is supplemented by a formal recognition and monitoring system attached to the environment in which it occurs. This reinforcement system is designed to increase the quantity and quality of positive interactions between students and staff. All staff members are trained to give consistent and appropriate acknowledgement and reinforcers.

Tier 1 'Universal' Behaviour Support

The first step in facilitating standards of positive behaviour is communicating those standards to **all** students. At Petrie State School we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school. Communicating behavioural expectations is a form of universal behaviour support - a strategy directed towards **all** students which is designed to prevent problem behaviour and to provide a framework for responding to unacceptable behaviour.

The expectations are communicated to students using a number of strategies, including:

- Behaviour lessons conducted by classroom teachers

- Ongoing review of behaviour expectations conducted by the classroom teachers

- Reinforcement of learning through instructional feedback at School Assemblies and during active supervision by staff during classroom and non-classroom activities

Petrie State School implements the following proactive and preventative processes and strategies to support student behaviour:

- A dedicated section of the school newsletter, enabling parents to be actively and positively involved in school behaviour expectations.

- School Wide Positive Behaviour Support team members' provide information regularly to staff and parents, and support others in sharing successful practices.

- Comprehensive induction programs in Petrie State School's Responsible Behaviour Plan for Students delivered to new students as well as new and relief staff.

- Individual support profiles developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings.

Petrie State School "POLY's GOTCHA – Positive Reward System"

At Petrie State School a "POLY GOTCHA – Positive Reward System" has been developed – Refer to Appendix 5.

Staff distribute GOTCHA Cards each day to students they observe meeting the school behaviour expectations and four school rules in both classroom and non-classroom areas. This reinforcement occurs continuously throughout the day in both the classroom and playground environments. When staff 'catch' a student meeting expectations they can choose to give the student a GOTCHA Card.

Classroom GOTCHA System

Students are observed meeting the behaviour expectations set within the classroom environment throughout the day and awarded GOTCHA tickets accordingly from staff members. A tally is collated of the student's GOTCHA's and regularly reviewed.

The students with the highest GOTCHA tally for the week is acknowledged by receiving the **POLY GOTCHA All Round** award which is represented through a 'POLY Respect Ribbon' (P-2) or 'POLY Respect Band' (3-6) during school assemblies and their achievements are noted in the school newsletter.

All students who receive GOTCHA tickets within the classroom environment during the week go into a classroom draw. The student chosen from the classroom draw goes into a whole school draw **POLY GOTCHA in the classroom** and if chosen is acknowledged on school assembly by receiving a certificate.

Playground GOTCHA System

Students are observed meeting the behaviour expectations set within non-classroom environment throughout the day and awarded GOTCHA tickets accordingly from staff members.

All students who receive GOTCHA tickets within the non-classroom environment during the week go into a P-2 and 3-6 draw. The student chosen from these draws are acknowledged on school assembly by receiving a certificate.

Class of the Week GOTCHA System

Whole classes are observed meeting the behaviour expectations set within the specialist class (PE, MUSIC and LOTE) environment throughout their lessons. Specialist teacher award the 'Class of the week' to the class who has displayed exemplary respect behaviours. Student are also individually awarded GOTCHA tickets accordingly from specialist teachers during these lessons.

End of Term GOTCHA Award

All students who receive GOTCHA ticket within all environments during the term go into a P-2 and 3-6 draw. This draw celebrates the respect behaviours throughout the term. The students chosen from these draws are acknowledged on school assembly by receiving a tuckshop dollars.

GOTCHA - Rainbow Day

A longer term schoolwide behaviour procedure is also in place for staff to follow to acknowledge positive student behaviour. Students who reach the designated amount (determined each semester by the SWPBS team and data collected) of GOTCHA's throughout the term are invited to attend 'Rainbow Day' which is held at the end of each term. 'Rainbow Day' acknowledges those students who consistently exhibit

appropriate behaviour and reinforces the behaviour expectations of Petrie State School. The activity on this day is collaboratively negotiated with the students and their classroom teacher at the beginning of each term.

Students are also positively rewarded each week on parade through:
Petrie State School acknowledge positive student achievements on a weekly basis at school assemblies, to which parents are invited. In addition to the GOTCHA Reward system, students are awarded academic certificates to celebrate achievement of the students individual learning goals. These awards are linked to the Respect Behaviours of Property, Learning, Others and Yourself.

Students are also positively rewarded at the end of term through:
The administration team at Petrie State School also acknowledges positive student behaviour at the end of term by classroom teachers selecting up to four students for a positive phone call home. Gold (A for Behaviour) and silver (B for Behaviour) awards are also awarded at the end of each Semester through the student's report card to acknowledge positive behaviour.

Responding to unacceptable behaviour

Students come to school to learn. Behaviour support represents an important opportunity for learning how to respect property, others, learning and yourself.

Tier 1 'Universal' behaviour support:

Re-directing low-level (minor) and infrequent problem behaviour

Staff at Petrie State School apply a preventative approach to re-direction and make appropriate use of least to most intrusive redirection strategies based on the Essential Skills for Classroom Management. 'Pre-correction' and 'prompts' are examples of preventative strategies. 'Least intrusive' strategies may include selective attending, proximity and non-verbal cueing. When a student exhibits low-level (minor) and infrequent problem behaviour, the initial verbal response of school staff members is to remind the student of expected school behaviour, then ask them to change their behaviour so that it aligns with our school's expectations. 'Most intrusive' strategies include redirections, giving choices and following through, and removal to time out / reflection room for repeated low-level problem behaviours.

Our preferred way of re-directing low-level problem behaviour is to ask students to think of how they might be able to act more respectfully towards Property, Others, Learning or Yourself. This encourages students to reflect on their own behaviour, evaluate it against expected school behaviour, and plan how their behaviour could be modified so as to align with the expectations of our school community.

Major problem behaviours are referred to the Principal.

Tier 2 'Targeted' behaviour support

Each year a number of students at Petrie State School are identified by staff and through our reviews of data as needing extra in the way of targeted behaviour support due to them not fully responding to the Tier 1 behaviour support processes and strategies outlined previously. In most cases the problem behaviours of these students may not be immediately regarded as severe, but the frequency of their behaviours may put these students' learning and social success at risk if not addressed in a timely manner.

Features of these Tier 2 supports include:

- use of behaviour data to accurately identify students requiring Tier 2 supports

- a school based referral process (Student Welfare Committee) for teachers seeking assistance to support the identified students

- a team approach to supporting students on targeted programs

- use of data decision rules for evaluation and exits from targeted support programs

- making adjustments for individual needs

- using research-validated program options for targeted support interventions such as:

    o adult mentoring

    o check in / check out

    o targeted / small group social skilling

All staff members are provided with continuous professional development consisting of an overview of the program, the referral and response process, and the reporting responsibilities of staff and of the students being supported.

Tier 3 'Intensive' behaviour support

Petrie State School is committed to educating all students, including those with the highest behavioural support needs. We recognise that students with highly complex and challenging behaviours need comprehensive systems of support. The Student Welfare Committee members:

- works with other staff members to develop appropriate behaviour support strategies;

- monitors the impact of support for individual students through ongoing data collection;

- makes adjustments as required for the student;

- works with the SWPBS Coaches and team to achieve continuity and consistency;

- may facilitate a Functional Behaviour Assessment for appropriate students to guide an individualised behaviour support plan

- develop an IBSP – individual behaviour support plan

- may organise referrals to outside agencies

- may identify for flexible / alternative learning options

In addition to students being identified through current school behaviour data, the Student Welfare Committee has a comprehensive referral system in place. Following referral, a team member contacts parents and any relevant staff members to form a support team and begin the assessment and support process. In many cases the support team also includes individuals from other agencies already working with

the student and their family, a representative from the school's administration and regional behavioural support staff.

Physical Restraints: (Individual Plan)

Physical Restraint, involving the manual restriction of a student's movement for reasons of safety may be used in cases where a student is behaving in a manner that is potentially injurious to themselves or others, or to prevent serious property damage.

When provision is made for the use of physical restraint in a student's individual plan as an ongoing response strategy due to frequency of behaviour risk/patterns (including prevention of self-harming behaviours), plans will:

- be approved by the principal with a copy provided to the principal's supervisor

- include strategies to reduce the frequency and severity of inappropriate behaviours and increase socially appropriate and positive behaviours

- not use physical restraint processes in isolation

- develop procedures with support personnel, parents and relevant staff including medical practitioners and the like where applicable

- identify strategies to reduce and eliminate the need for physical restraint

- in preventing self-harming behaviours, strategies may include:

  o restoring safety in other practicable ways such as removing harmful objects;

  o employing responses such as increased monitoring and support within classrooms and /or referral to appropriately trained staff;

  o use of movement limiting and / or protective devices at times of high risk; and

  o use of a designated withdrawal space under the supervision of trained staff, for a maximum of 10 minute intervals with opportunity to re-enter the learning environment.

- complete documentation according to Student Protection requirements

Where physical restraints are included as part of a student's individual plan deemed necessary due to frequency of behaviour risk/patterns (including prevention of self-harming behaviours), nominated staff will:

- be provided with physical restraint training (Non-Violent Crisis Intervention Training) and professional development that is documented

- complete the required documentation following a physical restraint

- employ responses to support all staff and students involved in, including witnesses to, an incident of self-harm

- establish a regular review process to monitor effectiveness of planned strategies and procedures.

5. Emergency or critical incident responses

It is important that all staff have a consistent understanding of how to respond to emergency situations or critical incidents involving severe problem behaviour. This consistency ensures that appropriate actions are taken to ensure that both students and staff of Petrie State School are kept safe.

An **emergency situation or critical incident** is defined as an occurrence that is sudden, urgent, and usually unexpected, or an occasion requiring immediate action.

Severe problem behaviour is defined as behaviour of such intensity, frequency, or duration that the physical safety of the student or others is likely to be placed in serious jeopardy.

Basic defusing strategies

1. Avoid escalating the problem behaviour: Avoid shouting, cornering the student, moving into the student's space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language.

2. Maintain calmness, respect and detachment: Model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, avoid humiliating the student, be matter of fact and avoid responding emotionally.

3. Approach the student in a non-threatening manner: Move slowly and deliberately toward the problem situation, speak privately to the student/s where possible, speak calmly and respectfully, minimise body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, and withdraw if the situation escalates.

4. Follow through: If the student starts displaying the appropriate behaviour briefly acknowledge their choice and re-direct other students' attention towards their usual work/activity. If the student continues with the problem behaviour then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour.

5. Debrief: Help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations.

Physical Intervention and Restraints – Immediate or Emergency Response

Appropriate physical interventions and restraints may be used to ensure that Petrie State School's duty of care to protect students and staff from foreseeable risks of injury is met. The use of physical restraints (manual restriction of a student's movement for reasons of safety) or withdrawal to a designated 'withdrawal' space (under trained teacher supervision at the maximum of 10 minute intervals with the opportunity to re-enter the learning environment) is only considered appropriate where the immediate safety of others or themselves is threatened and the strategy is used to prevent injury. At Petrie State School, nominated staff are trained in the Non-Violent Crisis Intervention process.

Staff may make legitimate use of physical restraints if all non-physical (including defusing strategies) and more moderate physical interventions have been exhausted and a student is:

- physically assaulting another student or staff member; or

- posing an immediate danger to him/herself or to others; or

- to prevent serious property damage.

Staff will:

- give clear verbal instruction before physical restraints are used, unless the urgent nature of the situation makes this impractical

- call for assistance from another member of the school staff and make arrangements to ensure that other students in the vicinity are safe and properly supervised

- notify the principal (if not directly involved) and the student's parent of the incident detailing:

  - the behaviour that preceded the use of physical restraint

  - the type and duration of restraint used

  - staff members and other witnesses present during the period of the restraint

  - student's physical condition before and after the period of physical restraint

  - planned future action to prevent further incidents of the behaviour

More moderate physical intervention can involve coming between students, blocking a student's path, leading a student by the hand/arm, shepherding a student by placing a hand in the centre of the upper back, removing potentially dangerous objects and, in extreme situations, using more forceful restraint.

It is important that all staff understand:

- physical intervention cannot be used as a form of punishment;

- physical interventions and restraints must not be used when a less severe response can effectively resolve the situation and

- the underlying function of the behaviour.

Physical interventions or restraints are not to be used as a response to:

- school disruption;

- refusal to comply;

- verbal threats;

- property destruction, unless serious; and

- leaving a classroom or the school, unless student safety is clearly threatened.

Any physical intervention made must:

- be reasonable in the particular circumstances;

- be in proportion to the circumstances of the incident;

- always be the minimum force needed to achieve the desired result; and

- take into account the age, stature, disability, understanding and gender of the individual student.

Debriefing

Following each instance involving the use of physical restraint:

- debriefing to be provided for the student and any other students after a suitable interval of time has elapsed

- a debriefing meeting with the relevant staff members to be held

- an individual plan to be developed if physical restraint is deemed necessary as an ongoing strategy

Record Keeping

Each instance involving the use of physical restraint must be formally documented. The processes can be found at http://ppr.det.qld.gov.au/corp/hr/workplace/Pages/Health-and-Safety-Incident-Recording,-Notification-and-Management.aspx online.

The following records are to be maintained:
- Physical Intervention Incident Report
- Debriefing Report
- One School Entry

6. Consequences for unacceptable behaviour

Petrie State School makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When unacceptable behaviour occurs, students experience predictable consequences. Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour.

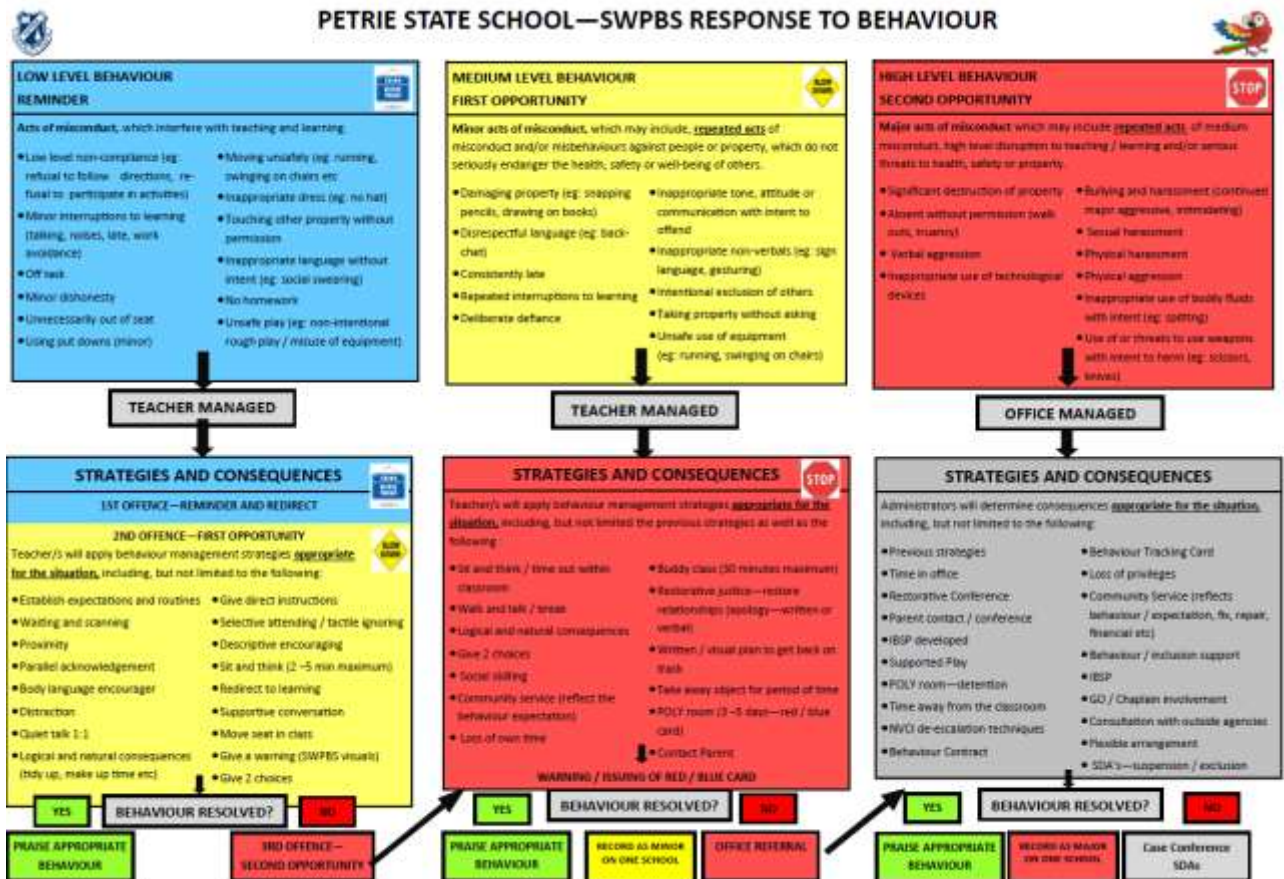Specific policies have been developed to address:

- o   The Use of Personal Technology Devices at School (Appendix 1);

- o   Procedures for Preventing and Responding to Incidents of Bullying (Appendix 2);

- o   Appropriate Use of Social Media (Appendix 3); and

- o   Work together to keep knives out of school (Appendix 4)

Minor and major behaviours

Minor behaviours are monitored through the use of Response to Behaviour Matrix.

When responding to problem behaviour, the staff member first determines if the problem behaviour is major or minor, with the following agreed understanding:

- **Minor** problem behaviour is handled by staff members at the time it happens.

- **Major** problem behaviour is referred directly to the school Administration team.

PETRIE STATE SCHOOL—SWPBS RESPONSE TO BEHAVIOUR

	MINOR	MAJOR
Non-compliant with routine	• Running on hard surfaces or soft fall areas • Out of bounds (but otherwise acting appropriately) • Not walking a bike or scooter from the gate to the compound • Sliding down rails or jumping stairs / bench seats • Standing on seats / benches / chairs / tables • Climbing on fences or over the top rail of play equipment • Climbing trees / hanging from walkway beams • Using equipment incorrectly • Playing in the toilets	• Leaving the school grounds without permission • Truancy
Physical Misconduct	• Pushing and/ or shoving without intent to harm • Play-fighting • Deliberate contact on or near private areas	• Deliberate or sustained physical aggression / harassment • Fighting • Aggressive Kicking / Hitting / Biting / Spitting
Dress Code	• Occasional, isolated variation to the school uniform • In the playground without a hat • Taking shoes off (unless permitted / instructed by staff • Defacing the school uniform	
Refusal to participate in program of instruction	• Required tasks that are at an appropriate level are not reasonably undertaken • Refusing to engage in tasks / learning	
Disruptive	• Disrupting others' learning (through sustained noise / movement / interfering with others' possessions or class equipment)	• Continuous and highly disruptive behaviour affecting others learning (through sustained noise / movement / interfering with others' possessions or class equipment)
Defiant / threat/s to adults	• Passive refusal to cooperate with adult direction. • Minimal cooperation with adult direction. • Unco-operative behaviour.	• Aggressively defiant refusal to cooperate with adult direction
Property Misconduct	• Damaging property (vandalism) • Taking property without asking • Unsafe use of equipment • Lack of care for personal equipment • Lack of care for others' equipment / school equipment • Lack of care for the environment	• Significant destruction of property • Wilful damage to personal, student, staff or school equipment • Attempting to deface or vandalise property or facilities • Stealing or theft • Throwing objects in a dangerous and aggressive manner • Using an object as a weapon • Using a bike, scooter etc on the school grounds in a dangerous manner
IT Misconduct	• In possession of, but not actively using a mobile phone or communication device, voice recording device or image recording device, despite having a reasonable opportunity to sign it in at the office (unless written permission from an authorised staff member is provided) • Unauthorised use of computers or access to the Internet	• Use of a mobile phone or communication device; use of an image recording device; or use of a voice recording device for emailing, texting recording or filming purposes without authorisation • Harassment through texting that would constitute bullying • Harassment through email or similar communication (social networking etc.) that would constitute bullying • Unauthorised, inappropriate use of computers or access to the internet
Threats to others	• Threats or verbal aggression	• Intentional or sustained inappropriate language (racial, sexual or other) directed at another person • Intentional, sustained aggressive or threatening language • Verbal abuse directed at another person
Verbal Misconduct	• Spontaneous inappropriate language • Inappropriate tone • Disrespectful language—back chatting	• High level verbal aggression
Bullying / harassment	• Inappropriate comments about another person • Intentional exclusion of others • Minor harassment that may constitute bullying	• Harassment including repeated exclusion and intimidation that would constitute bullying • Sexual harassment
Late	• Tardy in joining the class lines after breaks	
Truant/ skip class		• Leaving class without permission (out of sight)
Possess / Prohibited items		• Possession of a knife or other weapon
Substance misconduct involving tobacco and other legal substances	• Possession of tobacco	• Possession or selling of drugs and prescription drugs

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Minor behaviours are those that:

- are minor breeches of the school rules;

- do not seriously harm others or cause you to suspect that the student may be harmed;

- do not violate the rights of others in any other serious way;

- are not part of a pattern of problem behaviours; and

- do not require involvement of specialist support staff or Administration.

Minor problem behaviours may result in the following consequences:

- Staff will use Essential Skills for Classroom Management to correct students exhibiting minor behaviours (least to most intrusive)

- a re-direction procedure. The staff member takes the student aside and:

  1. names the behaviour that the student is displaying;

  2. asks the student to name expected school behaviour;

  3. states and explains expected school behaviour if necessary; and

  4. gives positive verbal acknowledgement for expected school behaviour.

- a minor consequence that is logically connected to the problem behaviour, such as complete removal from an activity or event for a specified period of time, partial removal, individual meeting with the student, apology, restitution or detention for work completion.

Major behaviours may result in an immediate referral to Administration because of their seriousness.

When major problem behaviours occur, staff members calmly state the major problem behaviour to the student and remind them of the expected school behaviour. The staff member may then need to escort the student to Administration, or call for assistance.

Major behaviours are those that:

- significantly violate the rights of others;

- put others / self at risk of harm; and

- require the involvement of school Administration.

- Or follow the recording of three minor behaviour incidents

Major problem behaviours may result in the following consequences:

- Detention - Time in office, removal to exit class or alternate environment, POLY Reflection room

- alternate lunchtime activities,

- loss of privilege, restitution, loss of break times,

- warning regarding future consequence for repeated offence

- Parent contact

- referral to Guidance Officer / chaplain

- referral to Student Welfare Committee for consideration of the Inclusion Coaches support

At Petrie State School all students involved in a major behaviour incident will be given the opportunity to engage in Restorative questioning with a member of administration. This process assists with the reinforcement of expectations and fosters positive relationships between staff and students.

Students who engage in very serious problem behaviours such as major violent physical assault, or the use or supply of weapons or drugs can expect to be recommended for exclusion from school following an immediate period of suspension.

Time Out

At Petrie State School Time Out is utilised as a proactive behaviour management strategy.

The following Time Out procedures may be used:

- as one of a range of options for students to manage their own behaviour

- in order to assist a student in the calming down process

- as a strategy to reduce the frequency of a particular behaviour

All staff, students and parents are made aware of the appropriate use of, and procedures for, Time Out. These may include:

- giving the student opportunity to re-join class or playground at intervals of no more than 10 minutes

- provide the student with opportunities to complete assessments to fulfil educational requirements

- ensure when using Time Out as a management technique that it is consistent with:

  - developmental stage of the student

  - any special needs that the student may have

- ensuring the student is safe and under supervision at all times

- ensuring emergency procedures are in place for students 'out of class'

- the regular review of time out procedures, frequency of use with particular students, and effectiveness measured using data

Detentions

At Petrie State School detentions may be used to prevent the escalation of inappropriate behaviour or as a last resort alternative to suspension or exclusion. This is used as a disciplinary consequence.

Withdrawal Detention to an Alternate Area

Students who exhibit major behaviour which has required administration intervention may result in a withdrawal from their peer group to an Alternate Area. This may be a exit class, office or another space within the school environment for a specified amount of time – whole session, 2 sessions or whole day. The student is provided with the opportunity to complete classroom work tasks during this time and is fully supervised.

POLY Reflection Room

Students who are issued with a blue or red card following a minor or major behaviour incident within the school environment maybe required to attend the POLY Reflection room. This is for a specific period of time – 3, 5 or 7 days (per incident) throughout the first break period. During this time, students will be given the opportunity to complete restorative questioning with the POLY Reflection Room supervisor.

Community Service Intervention

Community Service Intervention may be given to students as an alternative to the POLY Reflection Room. This is individualised and based on student need.

Discipline Improvement Plan

At Petrie State School, discipline improvement plans are included in the school behaviour plan as a disciplinary option for students who have exhibited frequent major behaviour incidents and as may be used to prevent the escalation of inappropriate behaviour or as a last resort alternative to suspension or exclusion.

The principal determines that a discipline improvement plan should be imposed and the plan is developed in consultation with the student and the parent. Copies of this plan are provided to all stakeholders.

The conditions of the discipline improvement plan are established in collaboration with the student and their parent/s including:
- behaviours expected of the student
- consequences for not meeting the expected behaviours
- participation in relevant programs to address inappropriate behaviour (where appropriate)
- support to be provided by school (e.g. particular programs, support person) and
- the duration of the plan.

The discipline improvement plan is recorded in One School (keeping records in One School enables them to be used as evidence in the future, for example, it records that student knew the expected behaviour and consequences and records the support that was put in place by the school).

Student Disciplinary Absences

Student Disciplinary Absences are only used after consideration has been given to all other responses, and the unique circumstances of the situation have been considered.

Relate problem behaviours to expected school behaviours

When responding to problem behaviours, staff members ensure that students understand the relationship of the problem behaviour to expected school behaviour. One method that staff members use to achieve this is to have students:

- articulate the relevant expected school behaviour;
- explain how their behaviour differs from expected school behaviour;
- describe the likely consequences if the problem behaviour continues; and
- identify what they will do to change their behaviour in line with expected school behaviour.

Should a problem behaviour be repeated, the staff member may not repeat the discussion/explanation process but simply remind the student of the consequences of their problem behaviour.

Ensuring consistent responses to problem behaviour

At Petrie State School, staff members authorised to issue consequences for problem behaviour are provided with appropriate professional development and/or training. Through training activities, we work to ensure consistent responses to problem behaviour across the school.

Students also receive training in how to respond appropriately when other students display problem behaviour, and the courteous way to respond when a staff member re-directs their behaviour or consequences are applied for problem behaviour. Students in years 3 -6 are able to report incidents through a Student Reporting Sheet for further investigation by staff.

Consequences follow from the behaviour expectations outlined at the beginning of this document.

Student expectations are consistently applied across the school and from classroom rules, which have been negotiated with the class teacher and students and are outlined through the School Wide Positive Behaviour Support Program. Consequences are to be related to the behaviour as far as possible, as immediately as possible. Consequences can be positive or negative. Students know that all behaviours have a consequence.

A record of student behaviour is kept for classroom behaviour on One School. Incidents occurring in the playground, before and after school can be reported by any staff. Relief teachers are to detail behaviours and depending on level contact administration for support.

7. Network of student support

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

- School Administration
    - Principal
    - Deputy Principal

- School Teaching Staff
- School Support Staff

    - HOSES
    - SEP Teachers
    - STL&N
    - Specialist Teachers
    - Teacher Aides
    - Inclusion Coaches

- Guidance Officer
- School Chaplain
- School Based Police Officer
- Parents

- Regional Senior Guidance Officer
- Student Welfare Committee
- SWPBS Team
- Government, non-government and community agencies are also referred to for additional support as required.

External support is also available through the following government and community agencies:
- Disability Services Queensland
- Queensland Health
- Department of Communities (Child Safety Services)
- Police
- Local Council
- Neighbourhood Centre
- Family Child Connect
- Uniting Care Program
- PCYC
- Mindstar Program
- Brave Online Anxiety Program

8. Consideration of individual circumstances

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

Petrie State School considers the individual circumstances of students when applying support and consequences by:
- promoting an environment which is responsive to the diverse needs of its students

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- establishing procedures for applying fair, equitable and non-violent consequences for infringement of the code ranging from the least intrusive sanctions to the most stringent
- recognising and taking into account students' age, gender, disability, cultural background, socioeconomic situation and their emotional state
- recognising the rights of all students to:
  - express opinions in an appropriate manner and at the appropriate time
  - work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation, and
  - receive adjustments appropriate to their learning and/or impairment needs.

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
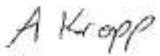- Information Privacy (IP) Act 2009

10. Related policies and procedures

- Statement of expectations for a disciplined school environment policy
- Safe, Supportive and Disciplined School Environment
- Inclusive Education
- Enrolment in State Primary, Secondary and Special Schools
- Student Dress Code
- Student Protection
- Hostile People on School Premises, Wilful Disturbance and Trespass
- Police and Child Safety Officer Interviews with Students, and Police Searches at State Educational Institutions
- Acceptable Use of the Department's Information, Communication and Technology (ICT) Network and Systems
- Managing Electronic Identities and Identity Management
- Appropriate Use of Mobile Telephones and other Electronic Equipment by Students
- Temporary Removal of Student Property by School Staff

11. Some related resources

- Bullying. No Way!
- Schoolwide Positive Behaviour Support
- Code of Conduct for School Students Travelling on Buses
- Fun Friends and Friends for Life Program

Endorsement

_A Kropp_____

Principal

P&C President   / School Council President

Effective Date: 1 January 2016 – 31 December 2018

The use of personal technology devices* at school

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

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

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

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

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

Personal technology device etiquette
Bringing personal technology devices to school is not encouraged by the school because of the potential for theft and general distraction and/or disruption associated with them. However, if they are brought to school, they must be turned off and out of sight during assemblies or classes. Personal technology devices may be used at morning tea and lunch breaks and before and after school.

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 Petrie 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 that recording would not reasonably be considered appropriate (e.g. in change rooms, toilets or any other place where a reasonable person would expect to be afforded privacy). Recording of events in class is not permitted unless express consent is provided by the class teacher.

A student 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 may be subject to discipline (including suspension and recommendation for exclusion) if they breach the policy by being involved in recording and/or disseminating material (through text messaging, display, internet uploading or other means) or are knowingly the subject of such a recording.

Students should note that the recording or dissemination of images that are considered indecent (such as nudity or sexual acts involving children) are 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 this 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 include, but are 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.

School policy for preventing and responding to incidents of bullying (including cyberbullying)

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

- achieving overall school improvement, including the effectiveness and efficiency of our student support procedures
- raising achievement and attendance
- promoting equality and diversity and
- ensuring the safety and well-being of all members of the school community.

There is no place for bullying in Petrie State School. Those who are bullied and those who bully are at risk for behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community's goals and efforts for supporting all students.

Bullying behaviours that will not be tolerated at Petrie State School include name-calling, taunting, mocking, making offensive comments, kicking, hitting, pushing, taking belongings, inappropriate text messaging, sending offensive or degrading images by phone or internet, producing offensive graffiti, gossiping, excluding people from groups, and spreading hurtful and untruthful rumours.

Bullying may be related to:

- race, religion or culture;
- disability;
- appearance or health conditions;
- sexual orientation;
- sexist or sexual language;
- children acting as carers; or
- children in care.

At Petrie State School there is broad agreement among students, staff and parents that bullying is observable and measurable behaviour. When considering whether or not bullying has occurred, we will therefore avoid speculation on the intent of the behaviour, the power of individuals involved, or the frequency of its occurrence. Whether bullying behaviour is observed between students of equal or unequal power, whether it occurs once or several times, and whether or not the persons involved cite intimidation, revenge, or self-defence as a motive, the behaviour will be responded to in similar fashion, that is, as categorically unacceptable in the school community.

Rationale
Many bullying behaviours are peer-maintained through the actions of bystanders. That is, peers react to bullying in ways that may increase the likelihood of it occurring again in the future. Reactions include joining in, laughing, or simply standing and watching, rather than intervening to help the person being bullied. Whilst our school would never encourage students to place themselves at risk, our anti-bullying procedures involve teaching the entire school a set of safe and effective responses to all problem behaviour, including bullying, in such a way that those who bully are not socially reinforced for demonstrating it.

The anti-bullying procedures at Petrie State School are an addition to our schoolwide positive behaviour support processes. This means that all students are being explicitly taught the expected school behaviours and receiving high levels of social acknowledgement for doing so. Adding lessons on bullying and how to prevent and respond to it is a subset of procedures that our students are already accustomed to.

Prevention

Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, our schoolwide universal behaviour support practices will be maintained at all times.

This will ensure that:

- Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour
- All students know the 3 school rules and have been taught the expected behaviours attached to each rule in all areas of the school
- All students have been or are being taught the specific routines in the non-classroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms
- All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the non-classroom areas of the school
- A high level of quality active supervision is a permanent staff routine in the non-classroom areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the non-classroom areas.

The student curriculum modules of the anti-bullying process consist of lessons taught by all teachers in all classrooms to a schoolwide schedule of instruction. At all times simultaneous instruction is our goal, in order to maintain consistency of skill acquisition across the school.

An initial introductory lesson is delivered, which teaches the 3-step process to be used by all students when experiencing bullying behaviour either as a person being bullied, the person bullying or bystander.

The introductory lesson is followed by several shorter lessons, each of which focuses on one of the bullying behaviours that the school has identified and defined. These lessons include instruction on how to approach adults and also on what reactions and systemic responses they should expect from adults.

Research indicates that a common outcome of anti-bullying programming is an improvement in understanding of bullying but little change in the frequency or nature of actual bullying behaviour. One of the reasons cited for this outcome is the lack of behavioural rehearsal in the programming. The anti-bullying process at Petrie State School takes care to combine knowledge with practice in a process of active learning, so that students understand by 'doing' as much as by 'knowing'.

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

Appropriate use of social media

Petrie State School embraces the amazing opportunities that technology and the internet provide to students for learning, being creative and socialising online. Use of online communication and social media sites and applications (apps) can provide positive social development experiences through an opportunity to develop friendships and shape identities.

When used safely, social media sites and apps such as Facebook, Twitter and Instagram can provide positive opportunities for social learning and development. However, inappropriate, or misguided, use can lead to negative outcomes for the user and others.

Petrie State School is committed to promoting the responsible and positive use of social media sites and apps.

No student of Petrie State School will face disciplinary action for simply having an account on Facebook or other social media site.

As is set out in the school policy for preventing and responding to incidents of bullying (including cyberbullying) found at **Appendix 2,** it is unacceptable for students to bully, harass or victimise another person whether within Petrie State School's grounds or while online. Inappropriate online behaviours can have a negative impact on student learning and the good order and management of Petrie State School, whether those behaviours occur during or outside school hours. This policy reflects the importance of students at Petrie State School engaging in appropriate online behaviour.

Role of social media
The majority of young people use social media sites and apps on a daily basis for school work, entertainment and to keep in contact with friends. Unfortunately, some young people misuse social media technologies and engage in cyberbullying.

Social media by its nature will result in the disclosure and sharing of personal information. By signing up for a social media account, users are providing their personal information.

Students need to remember that the internet is a free space and many social media sites and apps, like Twitter, have limited restrictions placed upon allowable content and regulated procedures for the removal of concerning posts.

Social media sites and apps are designed to share online content widely and rapidly. Once students place information and/or pictures online, they have little to no control over how that content is used.

The internet reaches a global audience. Even if students think that comments or photos have been deleted, there can be archived records of the material that will continue to be searchable into the future.

Inappropriate online behaviour has the potential to embarrass and affect students, others and the school for years to come.

Appropriate use of social media

Students of Petrie State School are expected to engage in the appropriate use of social media. Specific examples of appropriate use of social media sites and apps include:

- Ensuring that personal information, such as full name, address, phone number, school name and location or anyone else's personal information, is not shared.

- Thinking about what they want to say or post, and how it could be interpreted by others, before putting it online. Remember, once content is posted online you lose control over it. Students should not post content online that they would be uncomfortable saying or showing to their parents' face or shouting in a crowded room.

- Remembering that it can be difficult to work out whether messages typed on social media sites and apps are meant to be funny or sarcastic. Tone of voice and context is often lost which can lead to unintended consequences. If students think a message may be misinterpreted, they should be cautious and make the decision not to post it.

- Never provoking, or engaging with, another user who is displaying inappropriate or abusive behaviour. There is no need to respond to a cyberbully. Students should report cyberbullying concerns to a teacher and allow the teacher to record and deal with the online concern.

If inappropriate online behaviour impacts on the good order and management of Petrie State School, the school may impose disciplinary consequences for that behaviour regardless of whether the behaviour occurs during or outside of school hours.

Disciplinary consequences could include suspension and/or exclusion. In serious cases of inappropriate online behaviour, the school may also make a report to the police for further investigation.

Petrie State School will not become involved in concerns of cyberbullying or inappropriate online behaviour where the incident in question does not impact upon the good order and management of the school. For example, where cyberbullying occurs between a student of this school and a student of another school outside school hours. Such an incident will be a matter for parents and/or police to resolve.

Laws and consequences of inappropriate online behaviour and cyberbullying

Inappropriate online behaviour may in certain circumstances constitute a criminal offence. Both the *Criminal Code Act 1995* (Cth) and the *Criminal Code Act 1899* (Qld) contain relevant provisions applicable to cyberbullying.

The Commonwealth Criminal Code outlines a number of criminal offences concerning telecommunications services. The most relevant offence for cyberbullying is "using a carriage service to menace, harass or cause offence to another person".

The Queensland Criminal Code contains several applicable sections for cyberbullying. Potential relevant criminal offences are:

- Unlawful stalking.
- Computer hacking and misuse.
- Possession of child exploitation material.

- Involving a child in making child exploitation material.

- Making child exploitation material.

- Distribution of child exploitation material.

- Criminal Defamation.

There are significant penalties for these offences.

Petrie State School strives to create positive environments for all students at all times of the day, including while online. To help in achieving this goal, Petrie State School expects its students to engage in positive online behaviours.

Working together to keep Petrie State School safe- possession / use of knives at school

We can work together to keep knives out of school. At Petrie State School:

- Every student has the right to feel safe and be safe at school.
- There is no reason for a student to have a knife at school.
- No knives are allowed to be taken to school by students
- It is against the law for a student to have a knife at school.
- A student that has a knife at school can receive very serious consequences.

What kinds of knife are banned?

- You are not allowed to have any type of knife at school including: flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives or craft knives
- Any item that can be used as a weapon eg a chisel

If you need a knife or tools for school subjects, school staff will provide them and supervise their use.

What will happen if I bring a knife to school?

- If you have a knife at school, the Principal may call the police.
- Police can search you and your property at school if they think you have a knife.
- If you have a knife at school you may be disciplined eg an immediate period of suspension, recommendation for exclusion
- You may be charged with a criminal offence and face serious consequences if convicted, including a fine or jail.
- School property such as desks or lockers can be searched if the Principal suspects you have a knife on or in school property.
- If the Principal thinks you have a knife in your bag, the bag can be confiscated until the police arrive.
- If you have a knife at school, it can be confiscated by the Principal and given to the police.
- You may face serious disciplinary consequences if you bring a knife to school.

How can I help to keep Petrie State School safe?

- Make sure you know the rules and laws about knives.
- Ask your parents not to put knives or knife tools into your lunchbox, pencil case or craft kit.
- Contact your teacher if you are being threatened or bullied at school.
- Immediately tell a teacher or adult if you think someone has a knife at school, or if they say they will bring a knife to school
- Immediately tell a teacher if a student is threatening anyone with an object that could injure them.

How can parents help to keep Petrie State School safe?

- Make sure your child knows what the laws and rules are about knives.
- Do not include knives or knife tools in children's lunch boxes, pencil cases or craft kits.
- Contact your school Principal if you believe your child is being bullied or threatened at school.
- If you want to talk about students and knives at school, please contact the Principal or Deputy Principal.

Referenced at
http://education.qld.gov.au/studentservices/behaviour/qsaav/docs/working_together_toolkit.pdf

PETRIE POLYs GOTCHA POSITIVE REWARD SYSTEM

POLYs GOTCHA ALL ROUND

This student is showing all Respect rules in the classroom throughout the week.

Process:
- Store GOTCHA tickets in classroom box / tallied on wall (sheet attached)
- Student with the most Gotchas— to be determined before parade
- Classroom teacher to enter on 'Polys Gotcha All Round' template on One Portal
- The recipient will be announced and presented on assembly

Reward:
- POLY Respect band—years 3—6
- POLY Respect Ribbon—years P—2

POLYs GOTCHA IN THE CLASSROOM

Any students who have earned Gotchas in the classroom during the week for showing the Respect rules will be entered into the classroom draw.

Process:
- The teacher will Store GOTCHA tickets in classroom box and draw one winner prior to assembly each week
- Each classroom winner Gotcha ticket goes into the 'Polys Gotcha in the Classroom' box at parade
- A winner will be drawn and announced on assembly each week P—2 and 3-6 winner

Reward:
- POLY Gotcha in the Classroom Certificate

POLYs GOTCHA IN THE PLAYGROUND

This student is showing all Respect rules in the playground throughout the week.

Process:
- Staff members award Gotchas in the playground environment to students
- Students place the GOTCHA tickets in the specific year level boxes at the office
- Administration will draw out 2 students each week at assembly

Reward:
- POLY Gotcha in the Playground Certificate

POLYs CLASS of the Week

Classes must demonstrate Poly's Respect Rules—Property, Others, Learning and Yourself at specialist lessons.

Process:
- Specialist teachers will choose 1 class P– 2 and 3-6 each week prior to assembly

Reward:
- Framed Poly picture will be given to the winning class each week—perpetual award

End of Term GOTCHA Draw

Process:
- All Gotcha tickets will be kept and drawn at the end of term on assembly.

Reward:
- The winner each term will win a tuckshop lunch to the value of $$$$

POLYs RAINBOW Day

Process:
- Teachers set behaviour goals with their class at the beginning of each term and monitor progress regularly with their class.
- Students who have earned 30 Gotchas over the term or more can celebrate their behaviour success through Rainbow Day.

Reward:
- At the end of term the class undertakes a reflection around goals and celebrate progress on Rainbow Day (this activity is to be done on site and organised by class teacher in the 2-3pm slot on the last day of Term).

Let's work together to GOTCHA Petrie Students!