



**Aim Higher**



**Sherwood State School**  
Happy, creative, life-long learners

# Responsible Behaviour Plan

**Revised 2012**



# Sherwood State School

## Responsible Behaviour Plan



### 1. Purpose

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

This Responsible Behaviour Plan for Students is designed to facilitate high standards of behaviour so that the learning and teaching in our school can be effective and students can participate positively within our school community.

### 2. Consultation and Review Date

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Sherwood State School developed this plan in collaboration with our school community. Consultation with parents, staff and students was undertaken through focus meetings and surveys.

A review of the following important data sets for this school relating to attendance, unexplained absences, suspensions and exclusions, behaviour incidents including bullying and cyberbullying. Other inappropriate online behaviour including inappropriate use of mobile phones or other electronic devices from 2009-2012 also informed the development process.

The Plan was endorsed by the Principal, the President of the P&C and Assistant Regional Director in December 2012, and will be reviewed in 2015 as required in legislation.

### 3. Learning and behaviour statement

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All areas of Sherwood State School are learning and teaching environments. We consider the Responsible Behaviour Plan to be an opportunity for valuable social learning as well as a means of maximising the success of student learning programs.

Our Responsible Behaviour Plan outlines our system for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours. Through our school plan shared expectations for student behaviour are plain to everyone, assisting Sherwood 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.

The *Sherwood Best* provides the foundation of our school rules to teach and promote our high standards of responsible behaviour:

- Care for yourself and others
- Be a helper
- Listen well and speak respectfully
- Be ready to learn
- Keep trying our best



*The Sherwood Best* has been agreed upon and endorsed by all staff and our school P&C. *The Sherwood Best* aligns with the values, principles and expected standards outlined in Education Queensland's Code of School Behaviour.

At Sherwood we value:

- Optimistic and happy learners
- Flexibility and honesty in the way we interact with others
- A strong sense of self expression and well developed communication skills
- Confident and socially competent active members of the community
- People who work purposefully and with persistence to achieve realistic goals
- Co-operative, considerate and well adjusted contributors to our own wellbeing and the wellbeing of others around us
- A love of learning and creative thinking
- Life long learners with the skills and abilities to participate productively in local and global communities

We believe that the practices and behaviours of our teachers and other staff can, and does, influence student behaviour. We trust that parental consultation, support and involvement are essential to the supportive school environment we are working hard to achieve.

A strategy has been developed, comprising a number of approaches, to positively affect student behaviour in our school. These approaches have been deliberately chosen in response to data based interpretations about actual behaviours of students in the school.

**Approach 1**

Establish pro-active behaviour management learning environments that set up students for success.

**Approach 2**

Teach, model and reinforce positive expectations including *The Sherwood Best*.

**Approach 3**

Affirm and acknowledge positive behaviour.

**Communicate Whole-of-School Ethos and Expectations.**

**Approach 4**

Respond to inappropriate behaviour.

**Approach 5**

Individualise interventions for behaviourally 'at risk' students.



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

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### *Whole-school behaviour support*

Our whole school approach provides a supportive school environment through:

- Open communication with the school community on the school's Responsible Behaviour Plan;
- Shared school values and a positive school culture;
- Programs and procedures that are known and understood by all members of the school community;
- Staff, student and parent access to professional development, education and training;
- Managing incidents through clear and well-understood processes; and
- Supporting students and building strong community partnerships.

A critical component of Sherwood State School's whole-of-school approach to positive behaviour support is the recognition of the importance of values and their impact across all facets of the school community.

We recognise that our agreed values, *The Sherwood Best*, underpin the school's implementation of specifically designed programs to:

- Create a supportive school environment for all students, staff and parents;
- Help students to develop positive self-esteem by getting to know and understand themselves better; and
- Assist students and the community to develop the means to determine appropriate human responses to real-life situations.

The emphasis is on encouraging and rewarding positive behaviours – achieving *The Sherwood Best*, whilst realigning the actions of students who exhibit inappropriate behaviours. Processes and procedures are reviewed regularly to evaluate their effectiveness in meeting our goals. Comprehensive collection and evaluation of behaviour data creates the basis upon which any change and modification will take place. The following are examples of processes that may be used to promote appropriate behaviours across the whole school setting.

### **Positive Reinforcement**

The school maintains a systematic approach to reinforce positive behaviours. The system operates on three levels:

**Short Term** – On a daily basis in class and in the playground

**Medium Term** – On a weekly basis

**Long Term** – On a term-by-term basis

### **Social Skilling**

A systematic, detailed and developmentally-sequenced social and emotional development program, *You Can Do It!*, is adopted across the school and emphasises:

- Care and compassion
- Doing our best
- Fair go
- Honesty and trustworthiness
- Freedom
- Integrity
- Responsibility
- Respect and understanding
- Tolerance and inclusion



Through this program the school enforces and embraces the school values of The Sherwood Best.

**Classroom management and expectations:**

- Reflect the Sherwood Best and the values of Sherwood State School community;
- Embody our key messages and a common language;
- Recognise and focus on positive practices and behaviours;
- Are fair, clear and framed in a positive way;
- Are developed collaboratively with the class and often revisited;
- Are modelled by staff; and
- Are implemented in a consistent, fair and just manner.

**Strategies for staff:**

- Be pro-active in implementing our behaviour management strategies;
- Communicate openly and honestly with students and parents;
- Ensure effective communication using verbal and non-verbal cues at all stages including prevention, intervention and follow-up;
- Remain calm and in control;
- Establish and publish classroom and playground rules with clear expectations and consequences;
- Ensure that student understand and are familiar with all aspects of the Responsible Behaviour Plan;
- Know students, their patterns of behaviour, needs and triggers for misbehaviour;
- Reinforce, reward and praise appropriate behaviour;
- Address children’s concerns immediately, or at an appropriate time and place, recording details in OneSchool where necessary;
- Respectfully confront children involved in inappropriate behaviour;
- Share responsibility with all staff for all students;
- Use fair and consistent strategies that are in line with the school’s values and beliefs;
- Engage in professional development to help foster good behaviour in children;
- Recognise the difference between developmental issues and behavioural issues; and
- Identify triggers for non-compliant behaviour and give children positive coping strategies to deal with these.

**Specific Procedures to Encourage Expected Behaviour and Respond to Inappropriate Behaviour**

**Responding to and Valuing Appropriate Behaviours**

<b>Child in Classroom</b>	<b>Playground</b>
Important self-actualisation and self-esteem Classroom negotiated awards including stickers, Lucky Dip, Auctions, Parent Communication, Visual Reminders	Green Ticket: Parade presentations: Certificate and Tuckshop Token
<b>Whole Class</b>	<b>Whole School</b>
Special Event Sausage Sizzle	Parent communication <ul style="list-style-type: none"> <li>• Term 1 Social skills and Work Habits Report</li> <li>• Term 3 Student Leadership Framework Report</li> <li>• Semester 1 &amp; 2 Student Reports</li> <li>• Newsletter, Webpage, local press</li> </ul>



### Minor and major behaviours

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

- Minor behaviour incidents are handled by staff members at the time it happens
- Major behaviour incidents are referred directly to the school Administration team

Minor problem behaviours are those that:

- are minor breaches 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 inappropriate behaviours
- do not require involvement of specialist support staff or Administration.

Minor problem behaviours may result in the following consequences:

- a minor consequence logically connected to the inappropriate behaviour, such as complete removal from an activity or event for a specified period of time, partial removal (time away), individual meeting with the student, apology, restitution or detention for work completion.
- a re-direction process where a staff member takes the student aside and:
  1. names the behaviour that student is displaying
  2. asks student to name expected school behaviour
  3. states and explains expected school behaviour if necessary
  4. gives positive verbal acknowledgement for expected school behaviour.

Major behaviours are those that:

- significantly violate the rights of others
- put others / self at risk of harm
- require the involvement of school Administration.

Major behaviours result in an immediate referral to school Administration because of their seriousness. When major unacceptable behaviour occurs, staff members calmly state the behaviour and remind the student of expected school behaviour. The staff member then escorts the student to Administration. A report of the student's behaviour is recorded on OneSchool.

Major unacceptable behaviours may result in the following consequences:

- Level One: Time out, detention (see Safe, Supportive and Disciplined School Environment procedure for guidelines), loss of privilege, restitution, warning regarding future consequence for repeated or persistent inappropriate behaviour

AND/OR

- Level Two: Parent contact, referral to Guidance Officer, referral to school based Team, referral for specialist behaviour services, suspension from school, behaviour improvement conditions.
- Level Three: Students who engage in serious unacceptable behaviours such as major violent physical assault or the use/supply or possession of weapons (including knives) or drugs may receive a Behaviour Improvement Condition or a School Disciplinary Absence (suspension or proposal/recommendation for exclusion) as a consequence of unacceptable behaviour.



**Definition of consequences\***

<b>Time out</b>	A principal or school staff may use time out as a strategy for students to manage their own behaviour and to assist the student to calm down.  During time out, student is to be supervised and given an opportunity to rejoin class in intervals of no more than 10 minutes.
<b>Detention</b>	A principal or teacher may use detention as a consequence for disobedience, misconduct, or other breaches of school expectations.  A detention is no more than 20 minutes during school lunch or 30 minutes after school (parent will be contacted before the <i>after school detention</i> is imposed).
<b>Temporary Removal of Property</b>	A principal or staff member of Sherwood State School has the power to temporarily remove property from a student, as per the procedure <i>Temporary Removal of Student Property by School Staff</i> .
<b>School Disciplinary Absences (SDA)</b>	
<b>Suspension</b>	A principal may suspend a student from school under the following circumstances: <ul style="list-style-type: none"> <li>▪ disobedience by the student</li> <li>▪ misconduct by the student</li> <li>▪ other conduct that is prejudicial to the good order and management of the school.</li> </ul>
<b>Behaviour Improvement Condition</b>	A principal may impose a behaviour improvement condition if the principal is reasonably satisfied that the student has engaged in behaviour that warrants the grounds for exclusion or other conduct that is so serious that suspension of the student from school is inadequate to deal with the behaviour.  <i>A Behaviour Improvement Condition</i> requires the student to undertake a behaviour management program arranged by the school's principal. The program must be: <ul style="list-style-type: none"> <li>▪ reasonably appropriate to the challenging behaviour</li> <li>▪ conducted by an appropriately qualified person</li> <li>▪ designed to help the student not to re-engage in the challenging behaviour</li> <li>▪ no longer than three months.</li> </ul>
<b>Proposed exclusion or recommended exclusion</b>	A student may be suspended pending a decision to exclude when the student's behaviour is so serious that suspension of the student from the school would be inadequate to deal with the behaviour. A student may be suspended or excluded for the following reasons: <ul style="list-style-type: none"> <li>▪ disobedience</li> <li>▪ misconduct</li> <li>▪ other conduct that is prejudicial to the good order and management of the school, or</li> <li>▪ breach of Behaviour Improvement Conditions.</li> </ul>
<b>Cancellation of enrolment</b>	The enrolment of a post compulsory school age student may be cancelled if the student's behaviour amounts to a refusal to participate in the educational program provided at the school.

\*Refer to departmental procedure Safe, Supportive and Disciplined School Environment for further details.

The following table outlines examples of minor and major behaviour incidents\*

	Area	Minor	Major
<b>Being Safe</b>	Movement around school	<ul style="list-style-type: none"> <li>▪ Running on concrete or around buildings</li> <li>▪ Running on stairs</li> <li>▪ Not walking bike in school grounds</li> </ul>	
	Play	<ul style="list-style-type: none"> <li>▪ Incorrect use of equipment</li> <li>▪ Not playing school approved games</li> <li>▪ Playing in toilets</li> </ul>	<ul style="list-style-type: none"> <li>▪ Throwing objects at another person</li> <li>▪ Possession of weapons</li> </ul>
	Physical contact	<ul style="list-style-type: none"> <li>▪ Minor physical contact (eg: pushing and shoving, spitting)</li> <li>▪ Inappropriate touching</li> </ul>	<ul style="list-style-type: none"> <li>▪ Serious physical aggression</li> <li>▪ Fighting</li> <li>▪ Sexual harassment</li> </ul>
	Correct Attire	<ul style="list-style-type: none"> <li>▪ Failing to comply with school dress code</li> <li>▪ Not wearing a sun-safe hat in playground</li> <li>▪ Not wearing shoes outside</li> </ul>	
	Other		<ul style="list-style-type: none"> <li>▪ Possession or selling of drugs</li> <li>▪ Weapons including knives and any other items which could be considered a weapon being taken to school</li> </ul>



			<ul style="list-style-type: none"> <li>▪ Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school</li> </ul>
<b>Being Responsible</b>	Class tasks	<ul style="list-style-type: none"> <li>▪ Not completing set tasks that are at an appropriate level</li> <li>▪ Refusing to work</li> <li>▪ Repeated failure to arrive in class prepared</li> </ul>	
	Being in the right place	<ul style="list-style-type: none"> <li>▪ Not being punctual (eg: lateness after breaks)</li> <li>▪ Not in the right place at the right time.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Leaving class without permission (out of sight)</li> <li>▪ Leaving school without permission</li> </ul>
	Follow instructions	<ul style="list-style-type: none"> <li>▪ Low intensity failure to respond to adult request</li> <li>▪ Non compliance</li> <li>▪ Unco-operative behaviour</li> </ul>	
	Accept outcomes for behaviour	<ul style="list-style-type: none"> <li>▪ Minor dishonesty</li> </ul>	<ul style="list-style-type: none"> <li>▪ Major dishonesty that impacts on others</li> </ul>
	Rubbish	<ul style="list-style-type: none"> <li>▪ Littering</li> </ul>	
	Mobile Phone or personal technology devices	<ul style="list-style-type: none"> <li>▪ Mobile phone switched on in any part of the school at any time without authorisation (written permission from an authorised staff member)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Use of a mobile phone in any part of the school for voicemail, email, text messaging or filming purposes without authorisation</li> <li>▪ Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school</li> </ul>
<b>Being Respectful</b>	Language	<ul style="list-style-type: none"> <li>▪ Inappropriate language (written/verbal)</li> <li>▪ Calling out</li> <li>▪ Poor attitude</li> <li>▪ Disrespectful tone</li> </ul>	<ul style="list-style-type: none"> <li>▪ Offensive language</li> <li>▪ Aggressive language</li> <li>▪ Verbal abuse / directed profanity</li> <li>▪ Sexual and/or racial harrasment</li> </ul>
	Property	<ul style="list-style-type: none"> <li>▪ Petty theft</li> <li>▪ Lack of care for the environment</li> </ul>	<ul style="list-style-type: none"> <li>▪ Stealing / major theft</li> <li>▪ Wilful property damage</li> <li>▪ Vandalism</li> </ul>
	Others	<ul style="list-style-type: none"> <li>▪ Not playing fairly</li> <li>▪ Minor disruption to class</li> <li>▪ Minor defiance</li> <li>▪ Minor bullying</li> </ul>	<ul style="list-style-type: none"> <li>▪ Major bullying</li> <li>▪ Major disruption to class</li> <li>▪ Blatant disrespect</li> <li>▪ Major defiance</li> <li>▪ Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school</li> </ul>
<ul style="list-style-type: none"> <li>▪ Repeated persistent minor inappropriate behaviour may be considered a major inappropriate behaviour.</li> </ul>			

\*Please note that this is not an exhaustive list. Other behaviours will be dealt with as appropriate.

### Targeted behaviour support

Targeted behaviour support occurs around a specific setting, issue, student or groups of students. Development and implementation of target support is team based and develops strategies that prevent or minimise occurrence. Where targeted or individual support occurs in the classroom setting this support is in alignment with our whole school positive behaviour support approach and procedures.

Behaviour Team personnel are also key personnel providing support and guidance to assist the school team with individual and group behaviour issues.

### Time-Out Room

The Time-Out Room is used if a student is *disobeying a playground rule* or as approved specifically by one of the Administration Team.

The time in this room provides an opportunity for students to reflect and develop a plan that will assist them to make more appropriate choices in the future.

A behaviour card<sup>1</sup> must accompany the student to the Time-Out Room. There are two behaviour cards:

Yellow – Group 1 (Minor) inappropriate behaviours and

<sup>1</sup> Internal school form



Orange – Group 2 (Major) inappropriate behaviours (Staff member on duty MUST inform Admin)

A student referred immediately to one of the Administration team because of inappropriate behaviour MUST be accompanied by a RED card (see appendix).

### **Individual Behaviour Plan**

Students identified as requiring targeted support may require an Individual Behaviour Plan. Administration, Teachers, Behaviour Team Personnel and Parent/Carers are involved in the collaborative process of preparing the Individual Behaviour Plan. Teachers are made aware of teaching strategies and acceptable goals for the student. A review of the Plan is an ongoing process involving all stakeholders.

It is the classroom teacher's responsibility to liaise with specialist teachers who work with the child to inform them of the specifics of the plan.

### **Intensive Behaviour Support**

Students identified as needing intensive behaviour support are those who have had targeted support through the above strategies and are still at risk of significant educational underachievement or injury to themselves or others due to their inappropriate behaviours.

A functional analysis approach to assessing behavioural problems is adopted involving an approach that looks at the 'whole' child.

### **Case Management:**

The case manager for each student who is identified as *seriously at risk* should be the class teacher. However, a supportive team approach is adopted with staff working together collaboratively. Students, who are considered to be at risk and/or have experienced an array of serious management strategies such as suspension or exclusion, should proceed through a systematic assessment procedure in preparation for the Individual Behaviour Plan. This may include:

- Review of data which gives an overview of (a) problematic behaviour and (b) consequences that have resulted from previous inappropriate behaviours;
- Referral for discussion and positive action by the school Special Needs Advisory Committee (held weekly);
- Referral to Guidance Officer for assessment and preliminary behavioural support;
- Referral to AVT Behaviour Support for consultation and/or support;
- Referral to Therapists – speech, occupational, UQ, Mater, QUT Kelvin Grove.

The final Individual Behaviour Plan outlines an approach to support the development of appropriate behaviours whilst reducing or eliminating inappropriate behaviours. The process of developing the plan brings together parents, professional and student (where appropriate) to consider the student's current level of performance and to determine needs and priorities. It promotes:

- Shared Responsibility;
- Consensus about behavioural and educational goals of the student;
- Focus on a small number of Key behaviours;
- Collective accountability for outcomes;
- Opportunity for communication;
- Classroom support for developmental issues e.g. fine motor; and
- Ongoing and open communication with parents throughout process.



The Individual Behaviour Plan is reviewed regularly.

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

### **5. Consequences for inappropriate behaviour**

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Individual circumstances and actions of the student and the needs and rights of the school community members are considered at all times when considering consequences for inappropriate behaviour.

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

- **Teacher** reflects on own class practices.
- **Classroom Management** - The teacher responds to low level misbehaviour and classroom disturbance by reminding students of classroom rules and their consequences, giving clear directions, reinforcing positive behaviour and using non verbal messages to alert or cue the student.
- It is the classroom teacher's responsibility to liaise with specialist teachers who work with the child to inform them of the specifics of the plan.
- **Rule Reminders** – The teacher adds a combination of the following strategies to address the student's behaviour:
  - restating the rule
  - giving the student a choice
  - giving a specific direction
- **Time Away/Time Out** – The student is sent to a different part of the classroom, another classroom or the office until the student is willing and able to comply. Continual or serious disturbances may result in the student being referred to Administration. Parents/carers may be contacted.
- **Teacher and Student Plan of Action** – If a student's behaviour continues to infringe upon the rights of others in the classroom and/or playground, a plan of action is developed by the teacher and the student. Parent/carers are contacted. If additional support is required to implement the plan the teacher will make a referral to the school's Special Needs Advisory Committee.
- **School Intervention and Recording of student Inappropriate Behaviour** - Inappropriate behaviour is recorded in playground duty folders. Classroom behaviour is recorded on pink forms. This information may be recorded in a relevant database (One School) that is then used to inform further planning and decision-making. The school provides counselling if required and makes genuine attempts to involve the student in the resolution of serious conflicts and problems that arise.
- **External Assistance** - A behaviour assessment is completed in consultation with the relevant people such as parents/carers, teachers, the student, behaviour support specialists and relevant external agencies. This assessment is used to inform the development of an Individual Behaviour Support Plan
- **Monitoring and Review** - Monitoring and follow up of the formal Individual Behaviour Support Plan may involve a series of case conferences with staff members, parents/carers, the class teacher, specialist personnel and external support agencies, as necessary.



**In exceptional circumstances of serious and/or repeated unacceptable or dangerous behaviour the following may be used:**

- Suspension Procedures - This is implemented in line with Education Queensland policy SM-16 Student Disciplinary Absences;
- Recommendation for Exclusion - This is implemented in line with the Education Queensland policy SM-16 Student Disciplinary Absences.

## **6. Emergency Responses or Critical Incidents**

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It is important that all staff have a consistent understanding of how to respond to emergency situations or critical incidents involving severe unacceptable behaviour. This consistency ensures that actions taken are responsive to the safety and well-being of students and staff.

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 unacceptable behaviour is defined as behaviour of such intensity, frequency, or duration that the physical safety and well-being of the student or others is likely to be placed at serious risk.

### **Immediate Strategies**

- Avoid escalating the unacceptable 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.
- 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.
- Approach the student in a non-threatening manner
- Move slowly and deliberately toward the situation or incident, 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, withdraw if the situation escalates.

### **Reinforcement and Correction Strategies**

- 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 unacceptable behaviour then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour.

### **Follow Up Strategies**

- Restore normal school operations as soon as possible.
- Provide post incident opportunities that include:
  - Assisting any distressed student/s to access appropriate support, e.g. Guidance Officer.
  - Assisting the individual 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.



- Recording a reflection or individual learning plan to assist the student to develop a personal framework of expectations and appropriate actions.

### **Physical Intervention**

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

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

Appropriate physical intervention may be used to ensure that Sherwood State School staff demonstrate a duty of care to protect students and staff from foreseeable risks of injury. The use of physical intervention is only considered appropriate where the immediate safety of a person is threatened and the strategy is used to prevent injury.

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

### **It is important that all staff understand:**

- physical intervention cannot be used as a form of punishment
- physical intervention must not be used when a less severe response can effectively resolve the situation
- the underlying function of the behaviour.

### **Physical intervention is not to be used as a response to:**

- property destruction
- school disruption
- refusal to comply
- verbal threats
- 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 reduce the risk of harm to self or others
- take into account the age, stature, disability, understanding and gender of the student.

### **Record keeping**

Each instance involving the use of physical intervention must be formally documented. The following records must be maintained:

- School Incident Report
- Student Record of Incident (as per process for Natural Justice).

## **7. Networks of student support**

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The network for support at Sherwood State School includes the involvement of a team of personnel and agencies. This network includes, but is not limited to:

- School teaching and support staff including teacher aides and office staff
- School administration
- Parents
- School guidance officer
- District guidance officer
- Advisory Visiting Teacher – Behaviour
- Special Needs Advisory Committee

The Special Needs Advisory Committee meets weekly and provides support to students who require more targeted or intensive support. The Committee consists of the school Guidance Officer, STLaN, Key Teacher, Principal and Deputy Principal.

Government agencies such as local Child Youth Mental Health Service, Department of Communities, Department of Child Safety, Queensland Health Services and Juvenile Aid Bureau also work closely with the school to provide support where necessary.

## **8. Consideration of individual circumstances**

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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.

Sherwood State School considers the individual circumstances of students when applying support and consequences by:

- Promoting an environment which is responsive to the diverse needs of its students
- Establishing procedures for applying fair, equitable and non-violent consequences for infringement of the code ranging from the least intrusive sanctions to the most stringent
- Recognising and taking into account information relevant to the students' age, gender, disability, cultural background, socioeconomic situation, mental health and wellbeing, emotional state (such as individualised learning plan or individual education plan), and
- 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
- receive adjustments appropriate to their learning and/or impairment needs
- provide written or verbal statements that will be taken into consideration in the decision making processes
- ensure that processes maintain the dignity, respect, privacy and confidentiality of the student, consistent with the rights of the rest of the community.

Achieving a school environment that is safe, respectful and disciplined is founded on strong partnerships between students, staff and parents. All staff must take responsibility to support student success socially and emotionally – we are all demonstrating our Sherwood Best to ensure a strong school community that achieves the very best outcomes for all of our students.

### 9. Related legislation

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- 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
- Weapons Act 1990
- Work Health and Safety Act 2011
- Work Health and Safety Regulation 2011
- Right to Information Act 2009
- Information Privacy (IP) Act 2009

### 10. Related Policies

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- 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

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- Schoolwide Positive Behaviour Support



- *Code of Conduct for School Students Travelling on Buses*
- *National Safe Schools Framework*
- *National Safe Schools Framework Resource Manual*
- *Working Together resources for schools*
- *Cybersafety and schools resources*
- *Bullying. No way!*
- *Take a Stand Together*



**Endorsement**

This Sherwood State School *Responsible Behaviour Plan (revised 2012)* was undertaken in consultation with the school community.

**Dr Greg Nelson  
Principal**

**David Goydie  
President – Parents and  
Citizens Association**

**Mike Kelly  
Assistant Regional  
Director**



### Appendixes

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#### **Appendix 1: 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 unless at the student has the explicit permission of a teacher 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 disciplinary consequences.

#### **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 when necessary before and after school but not during school unless a student has the explicit permission of a teacher.

### **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 Sherwood State School. Students using personal technology devices to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks etc) to disseminate to others (including distribution by phone or internet posting) build 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 school student 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<sup>2</sup>, 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.

Breach of this policy may be subject to discipline (including suspension and proposal/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 the Queensland Police Service (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.

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



### **Assumption of cheating**

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

### **Recording Private Conversations and the *Invasion of Privacy Act 1971***

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

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

### **Special Circumstances Arrangement**

Students who require the use of a personal assistive 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.

### **Inappropriate behaviour outside of school hours**

Students may receive disciplinary consequences for bullying or cyberbullying or other inappropriate online behaviour that occurs out of school hours, and affects the good order and management of the school.

*\* Personal Technology Devices include, but are not limited to the following devices; portable gaming devices, the iPhone, iPod, iPod Touch or iPad, Tamagotchi® and similar games, laptop computers, PDAs, Blackberries®, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile telephones and devices of a similar nature.*



### **Appendix 2: Procedures for Preventing and Responding to Incidents of Bullying (including Cyberbullying)**

#### **Purpose**

1. Sherwood State School strives to create positive, predictable environments for all students at all times of the day. The disciplined 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.
2. There is no place for bullying in Sherwood State School. Research indicates that both those being bullied and those who bully are at risk for behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community's goals and efforts for supporting all students.
3. Bullying behaviours that will not be tolerated at Sherwood 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.
4. Bullying may be related to:
  - race, religion or culture
  - disability
  - appearance or health conditions
  - sexual orientation
  - sexist or sexual language
  - young carers or children in care.
5. At Sherwood 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**

6. Research indicates that many problem behaviours are peer-maintained. That is, peers react to bullying in ways that may increase the likelihood of it occurring again in the 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 response to all problem behaviour, including bullying, in such a way that those who bully are not socially reinforced for demonstrating it.

7. The anti-bullying procedures at Sherwood State School are an addition to our already research-validated 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

8. 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 High Five** and **The Sherwood Best** and have been taught the expected behaviours 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.
9. Cyberbullying often does not occur at school. Students are explicitly taught Cybersafety for example how to safely conduct and internet search, what cyberbullying is and what they should do if they receive unwanted messages including for example:
  - Not to respond to messages but keep them to report to parents and/or teachers immediately
  - Report any instances they see as a bystander of cyberbullying to parents and/or teachers immediately.

Sherwood State School will then investigate and respond to any incident of cyberbullying.

10. The student curriculum modules of the anti-bullying process and pro-social You Can Do It! program are taught by all teachers in all classrooms. At all times school-wide instruction is our goal, in order to maintain consistency of skill acquisition across the school.



11. An initial introductory lesson is delivered, which teaches **The High Five** and **The Sherwood Best** to be used by all students when experiencing bullying behaviour either as a person being bullied, the person bullying or bystander.





### **Appendix 3: Working Together to Keep Sherwood State School Safe**

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

- Every student has the right to feel safe and be safe at school.
- No knives are allowed to be taken to school by students.
- There is no reason for a student to have a knife at school, and it is against the law for a student to have a knife at school.

If a student has a knife at school, they can expect serious consequences, such as fines and possibly jail. Longer jail sentences can be given to young people if someone is injured with a knife during an assault.

#### **What kinds of knife are banned?**

- No knives of any type are allowed at school, including flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives or craft knives, or any item that can be used as a weapon, for example a chisel.
- Knives needed for school activities will be provided by the school, and the use of them will be supervised by school staff.
- In circumstances where students are required to have their own knives or sharp tools for particular subjects or vocational courses, the school will provide information about the procedures for carrying and storing these items at school.

#### **Dr Greg Nelson can take action against a student who brings a knife to school**

- If a student has a knife at school, principals can inform the police.
- Possessing a knife at school may result in serious disciplinary consequences
- Police can search a student and their property at school if they suspect a student has a knife.
- A student may be charged with a criminal offence and may face serious consequences if convicted, including a fine or jail.
- School property such as desks or lockers may be searched if the principal suspects that a student has a knife on or in school property.
- If the principal suspects the student has a knife in their bag, the bag may be temporarily confiscated until police arrive.
- If the student does have a knife at school, it can be confiscated by the principal and given to the police.

#### **How can parents help to keep Sherwood 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 Dr Greg Nelson.



Appendix 4: Student Leadership Developmental Framework



# Sherwood State School

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Sherwood, Brisbane, Q 4075

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Principal: Greg Nelson Dip.T., B.Ed., Ph.D.  
Deputy Principal: Sian Daley Dip.T., B.Ed

## Student Leadership Developmental Framework – Years 4 to 7

### Term Three

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Class: \_\_\_\_\_

The five dimensions of our Student Leadership Developmental Framework help to make our school expectations clear. At Sherwood we are building on students’ leadership potential to support responsible and active citizenship. These five dimensions are at the heart of our Student Leadership Program in the Middle Years.

### Student Progress

	Consistently Demonstrates			Still Developing	
Care and empathy for others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Service and initiative	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Effective Communication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Personal organisation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Responsible role model	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

\_\_\_\_\_  
Teacher

\_\_\_\_\_  
Dr Greg Nelson  
Principal



## Student Leadership Developmental Framework

The following descriptors are indicative of the behaviours that Sherwood staff value and expect of student leaders. In this Report, these behaviours provide an indication that students will be able to fulfil their student leadership roles appropriately. The indicators provide a guide only to the professional judgments made by teachers in completing the Student Leadership Developmental Framework. In completing the Report, all teachers confer with specialist teachers and others staff, and the Reports are moderated across the Year levels.

### Care and empathy for others

- Follows the school courtesy code - care, consideration, courtesy and cooperation
- Offers help to those in need in and out of classroom settings
- Is sensitive to the feelings of others and responds appropriately
- Shows consideration for the property of others
- Recognises and celebrates the success of others

### Service and initiative

- Volunteers to help in class and other school settings
- Involves herself or himself in extra-curricula activities
- Seeks to improve the school environment
- Demonstrates positive behaviours during excursions and camps
- Has the capacity to identify real-life problems and seeks to find solutions

### Communication

- Speaks considerately and respectfully to other students and adults
- Presents ideas logically and persuasively including both in oral and written form
- Demonstrates effective speaking and listening skills in a range of settings
- Demonstrates a capacity to think independently to articulate ideas of their own and others
- Has a capacity to work effectively as a member of a team both in the classroom and elsewhere

### Personal organisation

- Organises her or his own classroom space effectively
- Organises bookwork and other school equipment appropriately
- Follows through with commitments
- Demonstrates intrinsic motivation
- Able to plan ahead and manage time efficiently

### Responsible role model

- Demonstrates ability to follow school rules and instructions
- Shows self-respect, diligence, and care and respect for others
- Makes the right decision, not necessarily the popular decision
- Sets an appropriate standard of personal hygiene and dress
- Interacts appropriately with younger students



Appendix 5: Aim Higher – *The Sherwood Best*

## *Aim Higher - The Sherwood Best*

Care for yourself and others

Be a helper

Listen well and speak respectfully to others

Be ready to learn

Keep trying your best



## Appendix 6: Courtesy Chart

# COURTEOUS BEHAVIOUR

A chart containing examples of courteous behaviour expected in all situations at school is displayed in all classrooms.

- Always remember to say..... *'Please'*, *'May I...'*, *'Thank you'* and *'Excuse me....'*
- Always give-way to adults...never push in front.
- Don't interrupt when others are talking...apart from extremely urgent situations
- Always knock at a door then wait for a response before entering. Say *'Excuse me Mr or Mrs or Ms.'*... before passing on the message
- Say *'Hello'/'Good Morning'* to adults and other Sherwood students
- Speak politely using clear speech and good voice projection whilst maintaining good eye contact



Appendix 7: Internal Behaviour Referral Form
SHERWOOD STATE SCHOOL
OFFICE REFERRAL FORM – BEHAVIOUR



Arrival time at office \_\_\_\_\_

- Classroom Behaviour, Playground Behaviour, Lining Up Behaviour, Amenities Area/Toilet Behaviour, Other

Table with 2 columns: STUDENT/S INVOLVED, WITNESS(ES). Rows for Name(s) and Class(es).

REASON(S) FOR REFERRAL

- Deliberate Disobedience, Aggressive Behaviour, Bullying, Wilful Damage to Property, Persistent Misbehaviour, Offensive Language, Persistent Non-Completion of Class/Homework, Other

SPECIFIC DETAILS

ACTION ALREADY TAKEN BY REPORTING TEACHER

- Redirection/Warning, Time Out, Extended Time Out, Class detention, Counselling, Parents notified, Referred to SNAC/BAT, Other

BEHAVIOUR PRIOR TO THIS REFERRAL

- Excellent, Good, Satisfactory, Cause for Concern, Unacceptable

SIGNED: \_\_\_\_\_ TIME: \_\_\_\_\_ DATE: \_\_\_\_/\_\_\_\_/\_\_\_\_

ADMINISTRATION ONLY

ADMINISTRATOR INVOLVED: [ ] Principal [ ] Deputy Principal

ACTION TAKEN:

- Counselling, Warning, Severe Warning, Out of Play, Before School, Kept at office, M/T Break, Parents notified by Telephone/Letter (circle one), Lunch Break, Other, After School

DETAILS:

SIGNED \_\_\_\_\_



A behaviour card must accompany the student to this room. There are three behaviour cards:

Yellow – Group 1 Minor inappropriate behaviour

Orange – Group 2 Major inappropriate behaviour (Administration **MUST** be informed) and

Red – Student referred immediately to the Office for Major inappropriate behaviour

<b>TIME OUT</b>
Student's Name: .....
Date: ..... Time: .....
INCIDENT: .....
.....
Signed: .....

<b>TIME OUT</b>
Student's Name: .....
Date: ..... Time: .....
INCIDENT: .....
.....
Signed: .....

A RED card should accompany the student for an Administration referral.

<b>OFFICE REFERRAL</b>
Student's Name: .....
Date: ..... Time: .....
INCIDENT: .....
.....
Signed: .....

<b>OFFICE REFERRAL</b>
Student's Name: .....
Date: ..... Time: .....
INCIDENT: .....
.....
Signed: .....



A Green Card should be given to students in the playground who are demonstrating one of The Sherwood Best. The Green Card is then taken to the Office by the student and placed in the House Box from which awards are drawn at Parade. The Green Cards are located in the Duty Folders.

Congratulations \_\_\_\_\_

Class: ..... **B R S**

You were noticed:

- Caring about yourself and other people
- Being a helper
- Listening well and speaking kindly to others
- Being ready to learn
- Trying your best



Congratulations \_\_\_\_\_

Class: ..... **B R S**

You were noticed:

- Caring about yourself and other people
- Being a helper
- Listening well and speaking kindly to others
- Being ready to learn
- Trying your best





## How can I be – The Sherwood Best?

### A plan for how I can make the school a better place

Care for ourselves and care for others

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---

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Be a helper

---

---

---

Listen well and speak respectfully to others

---

---

---

Be ready to learn

---

---

---

Keep trying our best

---

---

---



**Timeout Reflection Sheet**

**NAME:** .....

**Date:**.....



What I did.....	What happened then.....
What I should have done .....	What I will choose to do next time.....