



## The Code of School Behaviour

Better Behaviour  
Better Learning

# Responsible Behaviour Plan for Students

## 1. Purpose

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

The Caningeraba School community is committed to achieving the best possible educational outcomes for our students through engaging them in a futures-oriented curriculum, within a supportive learning environment.

We believe a supportive school environment is characterised by positive interpersonal relationships and each individual having a sense of safety and belonging.

Using the nine core values of the 'National Framework for Values Education in Australian Schools' (\* Care and Compassion \* Doing Your Best \* Fair Go \* Freedom \* Honesty and Trustworthiness \* Integrity \* Respect \* Responsibility \* Understanding, Tolerance and Inclusion) as a guide, we aim to foster just such an environment in order to assist our learners to develop into confident, self-managing individuals who can become independent, happy, productive members of society.

To achieve this, we believe it is essential for our learners to develop the ability to exercise self-control. This ability must develop from within rather than be imposed from outside, so this plan aims to encourage responsibility, self-discipline and social competency.

It is the responsibility of everyone in the school community to assist students to develop appropriate self-discipline. Therefore, parents/caregivers have a joint responsibility with the school to encourage students to be accountable for their actions.

This partnership between student, family and school is central to the maintenance of our core school values – **Learning, Teamwork and Respect.**

## 2. Consultation and data review

This Responsible School Behaviour Plan has been developed in consultation with the Caningeraba school community and endorsed by the Principal and President of the P&C. When reviewing school data relating to behaviour management, it was noted that 94.7% of parents and 92.4% of students who responded to the 2012 School Opinion Survey felt that student behaviour is well managed at Caningeraba State School. Both of these figures are above the average for both 'like' schools and all other state schools.

## 3. Learning and behaviour statement

The following beliefs about behaviour and learning guide the operations of our school:

- Education is a life-long process.
- Children learn at different rates.



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- Children have a variety of learning styles that need to be catered for by facilitating a variety of learning experiences.
- Everyone has the right to learn or teach to his/her full potential without interference from others, in a safe and supportive environment.
- Students, parents and teachers are part of a team.
- Courtesy and respect toward all individuals should always be encouraged and expected.
- The learner's self-esteem is central to his/her social, emotional and academic development.
- The actions of an individual must not impinge upon the personal rights of others.

The school aims to maximise the educational opportunities for all students by:

- Being responsive to the needs of individuals as well as groups.
- Providing an inclusive curriculum that maximises student participation.
- Operating within a framework that promotes accountability.
- Ensuring that learning and teaching continually improve through a cycle of reflection and review of practices and procedures.

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

A crucial element in engendering a supportive school environment is the encouragement of positive behaviours that allow all individuals to learn or to teach to their full potential without interference from others.

Central to our school's approach to encouraging and maintaining a supportive school environment are the '**Are you being Fair?**' rules. (appendix 1) We believe if our learners adhere to these rules then 'a fair go' can be had by all and effective teaching and learning will be enhanced. The Canningeraba State School Parent Handbook outlines these school rules, as well as other school policies that also contribute to the maintenance of a supportive school environment for all.

As a group, our students have a range of support needs in relation to following the 'Are you being fair?' rules. Most students respond to our **whole school behaviour support** strategies that support and recognise appropriate behaviours. However, some students may need additional support and timely intervention on some occasions. For these students our school has put in place appropriate **targeted behaviour support strategies**. For a variety of reasons a small number of students may not respond to these strategies, so our school has strategies in place to implement **intensive behaviour support** if required.

##### • Universal behaviour support

These proactive and preventive whole-school processes and strategies are designed to:

- facilitate the development of acceptable standards of behaviour to create a caring, productive and safe environment for learning and teaching
- promote an effective learning and teaching environment that allows positive

aspirations, relationships and values to develop

- foster mutual respect
- encourage all students to take increasing responsibility for their own behaviour.



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### Processes

- Praise/Encouragement (verbal/non-verbal/written)
- Public display of work (classroom, assembly, foyer, newsletter)
- Individual class-level rewards (stickers, stamps, free time, student choice activities etc)
- 'Student of the Week' awards presented at assemblies
- Phone calls to parents
- Sharing work with others (Principal, Associate Principal, other classes)
- Principal's/Associate Principals' awards
- Rewards days

#### • Targeted behaviour support

Targeted intervention by teachers is both planned and incidental, according to the relevant context of the student's behaviour. Teachers aim to develop a good rapport with their students, while also promoting good work habits and social skills.

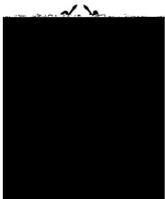
Targeted support occurs where students consistently fail to abide by the school's 'Are you being fair?' rules, individual classroom rules or other school policies (as outlined in the Caningeraba State School Parent Handbook). Teachers support students through the following interventions:

- Relationship building with students through one on one support with curriculum work
- Frequent, explicit reminders about behavioural expectations at the commencement of activities, and praise for appropriate behaviour at the conclusion of activities
- Staying in close proximity to students during group work and independent activities
- Contact with parents/caregivers when problems persist, using a positive approach with the aim of building a productive partnership.
- Close playground supervision in specified area

#### • Intensive behaviour support

Intensive behaviour support is required for students who demonstrate persistent challenging behaviour. These students are supported through the following interventions:

- Referral to Guidance Officer via Special Needs Committee for assessment and preliminary interview and counselling. Follow-up sessions for counselling and social skills development are scheduled as required.
- Guidance Officer, Teacher, Administration, parents/caregivers, student involved in development of personal behaviour goals for student. Referral to outside agencies or alternative education settings for further support if required.
- Teacher (for classroom behaviour) or Administration (for playground behaviour) monitors student behaviour against set goals and liaises with Guidance Officer. Feedback given to student, parents/caregivers and outside agencies if involved.





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### 5. Emergency responses or critical incidents

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 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

##### *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).

##### *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 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, withdraw if the situation escalates).

##### *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).

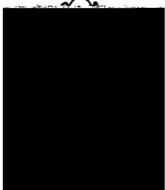
##### *Debrief*

(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**

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.





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Appropriate physical intervention may be used to ensure that Caningeraba State School's duty of care to protect students and staff from foreseeable risks of injury is met. The use of physical intervention is only considered appropriate where the immediate safety of others 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.

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 student.

## 6. Consequences for unacceptable behaviour

### Classroom Processes

Teachers should regularly remind students of classroom and school rules, and verbally or non-verbally prompt students, giving positive reinforcement as appropriate, before and during activities to assist them to behave appropriately. Physical proximity can also be used to assist certain students to think about their behaviour.

**Should proactive measures not have the desired effect, teachers will observe the following steps:**

**Step 1** – Warning: Redirection of behaviour and reminder of classroom rules.

**Step 2** – Teacher to implement in-class consequences (**eg time-out, loss of privilege, completion of work for homework or at recess, note or phone call to parent**) and counselling of student. Repeated inappropriate behaviour at this level over a period of days will result in classroom teacher liaising with parents/caregivers to address the student's behaviours and formulate a plan to encourage appropriate behaviour.

**Step 3** – Continued inappropriate behaviour will result in **removal from classroom to office**. Form outlining behaviour (Appendix 2) to be completed by teacher and sent with student. (*Circumstances will sometimes dictate that it is impractical for parents to be contacted before a teacher refers a student to administration. Eg repeated inappropriate behaviours in the same day.*)

\* Step 3 will result in counselling from an administrator, **and may lead to a detention, or number of detentions, at recess or after school**. Other consequences (**eg withdrawal from interschool sport and other extracurricular activities**) may be implemented as deemed appropriate.

\* **In more serious circumstances steps 1 & 2 are bypassed.**

\* **Repeated referrals to administration will result in parents/caregivers being contacted by administration to discuss behaviour goals for the student.** Administration may consult with the school Guidance Officer to determine if referral for Guidance Officer support is applicable.



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**Step 4** – If inappropriate behaviours continue, the **student may be placed on a restricted classroom access program within the school.**

**Step 5** - If inappropriate behaviours continue after above steps, **formal suspension/exclusion processes begin.**

**NOTE:**

*\*Particularly serious incidents such as high-level physical or verbal assault, smoking, drug related incidents and significant property damage may result in any or all of steps 1 - 4 being bypassed.*

*\*Student disciplinary absences are to be used after consideration has been given to all other responses.*

### Playground Processes

**Step 1** – Warning: rule reminder and minor incident form (appendix 3) lodged at office to be recorded.

**Step 2** – 3 minor incidents within a term (or equivalent time) will result in **the student being referred to administration for counselling and possible detention at recess.**

\* For major incidents (appendix 4) the student will be referred directly to administration. Consequences appropriate to the level of misbehaviour (**eg time-out, detention, at recess or after school, or loss of other privileges**) may be implemented.

**Step 3**– Multiple visits to the detention room, or individual incidents that are more serious, will result in administration contacting parents/caregivers to discuss behaviour goals for the student. The student may be referred to the School Guidance Officer, who will become involved in the goal setting process if appropriate.

**Step 4**– If behaviour goals are not achieved, the student may be placed on a **restricted playground access program** for an extended period of time. Other consequences, such as **withdrawal from extra-curricular activities or after-school detention**, may be implemented as deemed appropriate.

**Step 5** – If inappropriate behaviour continues after above steps, **formal suspension/exclusion processes may begin.**

**NOTE:**

*\*Particularly serious incidents such as high-level physical or verbal assault, smoking, drug related incidents and significant property damage may result in any or all of steps 1 - 4 being bypassed.*

*\*Student disciplinary absences are to be used after consideration has been given to all other responses.*

### 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 personal technology devices like cameras, IPODS, digital video cameras or MP3 players to school as there is a risk of damage or



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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 action. ( Please Note: Mobile phones that are brought to school by students must be handed in at the office immediately upon the students' arrival at school, and collected from the office by the students after school.)

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

### Recording voice and Images

Every member of the school community should feel confident about participating fully and frankly in all aspects of school life without concern that their personal privacy is being invaded by them being recorded without their knowledge or consent.

We uphold the value of trust and the right to privacy at Caningeraba. 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.

A student at school who uses a personal technology device to record private conversations, ordinary school or classroom 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>1</sup> or harassment, including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur.**

#### Students involved in:

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

**are in breach of this policy and may be subject to school disciplinary procedures (including suspension and recommendation for exclusion).**

The recording or dissemination of images that are considered indecent is against the law and if detected by the school will result in a referral to QPS.

#### Text communication

The sending of text messages at school that contain obscene language and/or threats of violence may amount to bullying and or harassment or even stalking,

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<sup>1</sup> Education Queensland does not tolerate bullying behaviour at schools. This includes bullying conducted by electronic means.



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and will subject the sender to disciplinary action 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.

### **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 he or she 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 Principal.

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

## **Procedures for preventing and responding to incidents of bullying (including cyberbullying)**

### **Purpose**

1. Caningeraba State School strives to create positive, predictable environments for all students at all times of the day. The disciplined learning environment that we strive to maintain is essential to:
  - facilitate effective teaching and learning
  - promote equality and diversity and
  - ensure the safety and well-being of all members of the school community.
2. There is no place for bullying at Caningeraba. 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 Caningeraba 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 and spreading hurtful and untruthful rumours.
4. At Caningeraba 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



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speculation on the intent of the behaviour. 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

5. 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 responses to bullying, in such a way that those who bully are not socially reinforced for demonstrating it.
6. The anti-bullying procedures at Caningeraba are in 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

7. 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 school rules and have been taught the expected behaviours relating 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 positive reinforcement for demonstrating expected behaviours.
8. Teachers engage students in regular revision of the school's 3-step process to be used by all students when experiencing bullying behaviour, and the important role of bystanders in reducing bullying behaviour.
9. Caningeraba State School uses behavioural data for decision-making. This data is entered into our database when incidents of significant inappropriate behaviour occur and can be recalled as summary reports at any time.

(The Full Caningeraba State School Bullying Policy can be viewed on the school web site at [www.caningerss.eq.edu.au](http://www.caningerss.eq.edu.au) .)

### **Knives at school**

We can work together to keep knives out of school. At Caningeraba:

- Every student has the right to feel safe and be safe at school.



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- 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 a 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.

The principal can take tough 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 including suspension and exclusion.
- 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 Caningeraba 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.

## 7. Network of student support

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

- School teaching staff



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- Special Needs Committee
- School learning support staff (referral via Special Needs Committee)
- School Guidance Officer and District Senior Guidance Officer (referral via Special Needs Committee or Administration)
- School Chaplain (referral via Guidance Officer or Administration)
- External agencies such as Child Youth Mental Health Service, Dept of Communities, Dept of Child Safety and Juvenile Aid Bureau. (referral via Guidance Officer or Administration)

### 8. Consideration of individual circumstances

Consequences for breaking school or classroom rules may vary according to a number of factors which may include:

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

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

### 9. Related legislation

- [Commonwealth Disability Discrimination Act 1992](#)
- [Commonwealth Disability Standards for Education 2005](#)
- [Education \(General Provisions\) Act 2006](#)
- [Education \(General Provisions\) Regulation 2006](#)
- [Criminal Code Act 1899](#)
- [Anti-Discrimination Act 1991](#)
- [Commission for Children and Young People and Child Guardian Act 2000](#)
- [Judicial Review Act 1991](#)
- [Workplace Health and Safety Act 2011](#)
- [Workplace Health and Safety Regulation 2011](#)
- [Right to Information Act 2009](#)
- [Information Privacy \(IP\) Act 2009](#)

### 10. Related departmental procedures

- [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**

- [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](#)

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**Endorsement**

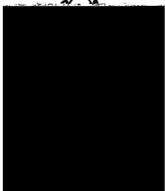
\_\_\_\_\_  
Principal

\_\_\_\_\_  
P&C President or  
Chair, School Council

\_\_\_\_\_  
Principal's Supervisor

Date effective:

from ..... to .....





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### Appendix 1

The following rules are to be displayed in every classroom.

#### Are You Being Fair

##### 1. Fair Communication Rule

Raise your hand and wait to be called upon before commenting on, answering or asking a question. Do not talk loudly over others' talking.

##### 2. Fair Language Rule

Swearing, name calling, put downs teasing and sarcasm are not part of this school.

##### 3. Fair Property Rule

All property, school and other, is to be used and cared for appropriately.

##### 4. Fair Treatment Rule

Keep hands, feet and objects to yourself.

##### 5. Fair Direction Rule

Follow all reasonable directions the first time they are given.

##### 6. Fair Learning and Play Rule

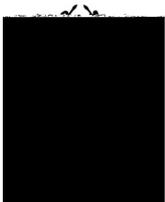
All will engage in behaviours which enable children to learn and play, and teachers to teach.

##### 7. Fair/Safe Movement Rule

All children will walk in rooms and on paths in a safe, orderly manner. Bikes will be walked to and from the bike racks. Skates and similar items will not be used at school.

##### 8. Sun Safe Rule

Hats are to be worn when working or playing in areas without shade.





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APPENDIX 2

**INCIDENT REPORT FORM – CLASSROOM**

**STUDENT:**

**TEACHER:**

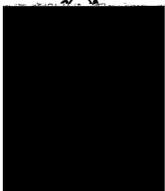
**CLASS:**

**DATE:**

Which of the following behaviours were observed? –

- |   |   |
|---|---|
| <input type="checkbox"/> Abuse – sexual/verbal/physical | <input type="checkbox"/> Unacceptable language            |
| <input type="checkbox"/> Truancy/lateness               | <input type="checkbox"/> Unacceptable classroom behaviour |
| <input type="checkbox"/> Spitting/biting                | <input type="checkbox"/> Property damage                  |
| <input type="checkbox"/> Fighting                       | <input type="checkbox"/> Breaching safety guidelines      |
| <input type="checkbox"/> Stealing                       | <input type="checkbox"/> Ignoring teacher's instructions  |
| <input type="checkbox"/> Harassment                     | <input type="checkbox"/> Throwing dangerous Objects       |
| <input type="checkbox"/> Other                          |   |

**INCIDENT COMMENT:**



## APPENDIX 3



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### **MINOR INCIDENT REPORT FORM – PLAYGROUND**

**Student's Name:** \_\_\_\_\_ **Class:** \_\_\_\_\_ **Date:** \_\_\_\_\_

No hat (H)

Out of bounds (O)

Eating out of Area (E)

Climbing Tree/Fence/Port Rack etc (C)

Running on Concrete (R)

On Bike (B)

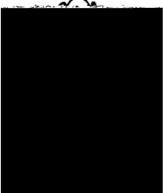
Littering (L)

Unsafe Play (S)

Other (OT) - Specify: \_\_\_\_\_

- Record to be kept
- 3 listings/warnings in a term warrants a detention
- Each term to start with a 'clean slate'
- Incident report forms to be lodged at the office by the end of the day, please.

Teacher: \_\_\_\_\_





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## APPENDIX 4

### MAJOR INCIDENT REPORT FORM – PLAYGROUND

- |   |  |
|---|--|
| <input type="checkbox"/> Abuse – sexual/verbal/physical | <input type="checkbox"/> Unacceptable/offensive language                           |
| <input type="checkbox"/> Spitting/biting                | <input type="checkbox"/> Property damage   |
| <input type="checkbox"/> Fighting                       | <input type="checkbox"/> Disrespectful behaviour/<br>ignoring teacher instructions |
| <input type="checkbox"/> Harassment                     | <input type="checkbox"/> Throwing dangerous objects                                |
| <input type="checkbox"/> Stealing                       | <input type="checkbox"/> Breaching safety guidelines                               |
| <input type="checkbox"/> Other: Specify _____           |  |

DETAILS: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

TEACHER: \_\_\_\_\_

DATE: \_\_\_\_\_

