



**The Code of  
School  
Behaviour**  
Better Behaviour  
Better Learning

## **Belmont State School**

### **Responsible Behaviour Plan for Students**

Based on *The Code of School Behaviour*

#### **1. Purpose**

Belmont 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 data review**

Belmont State School developed this plan in collaboration with our school community. Consultation with parents, staff and students was undertaken through ongoing Positive Behaviour for Learning (PBL) processes throughout Term 4, 2017 and Term 1, 2018.

The Plan was endorsed by the Principal, the President of the P&C and the Chair of the School Council in March 2018, and will be reviewed prior to March 2021 as required in legislation.

#### **3. Learning and behaviour statement**

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

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 Belmont State School to create and maintain a positive and productive learning and teaching environment, where ALL school community members have clear and consistent expectations and understandings of their role in the educational process.

Our school community has identified the following four school rules, through PBL, to teach and promote our high standards of responsible behaviour:

- **Be safe**
- **Be a learner**
- **Be responsible**
- **Be respectful**

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

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

##### **• Universal behaviour support**

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



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A set of behavioural expectations in specific settings has been attached to each of our four school values. The Belmont State School "School-Wide Expectations Teaching Matrix" (Appendix 1) outlines our agreed rules and specific behavioural expectations in all school settings.

These expectations are communicated to students and parents via a number of strategies, including:

- Behaviour lessons conducted by classroom teachers;
- Reinforcement of learning from behaviour lessons on school assemblies and active supervision by staff during classroom and non-classroom activities.

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

- A dedicated section of the school newsletter, enabling parents to be actively and positively involved in school behaviour expectations.
- School Behaviour Leadership team members' regular provision of information to staff and parents, and support to others in sharing successful practices.
- Induction programs in the Belmont State School's Responsible Behaviour Plan for Students delivered to new students as well as new and relief staff.
- Individual support plans and profiles developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings.
- Development of specific policies, including the Bullying Policy (Appendix 2) and Personal Electronic Devices Policy (Appendix 3).

### Reinforcing expected school behaviour

At Belmont State School communication of our key messages about behaviour is backed up through reinforcement, which provides students with feedback for engaging in expected school behaviour. A formal recognition and monitoring system has been developed. This reinforcement system is designed to increase the quantity and quality of positive interactions between students and staff. All staff members are trained to give consistent and appropriate acknowledgement and rewards.

### Belmont State School "Gotchas"

Staff members hand "Gotchas" (Appendix 5) out each day to students they observe following school rules in both classroom and non-classroom areas. This reinforcement occurs continuously throughout the day. When they observe a student following the rules they can choose to give them a "Gotcha". When students collect 10 "Gotchas", they are awarded a "Belmont Star" certificate (Appendix 6) which is then brought to Administration for recognition and signing. Students also earn 1 point for each "Belmont Star" certificate which goes towards their house cumulative points. At the end of the year, the winning house is announced and their house name added to the trophy. A trial of cumulative "Belmont Star" certificate rewards – Bronze (5), Silver (10), and Gold (15) wristbands – to further positively reinforce good behaviour continues to be undertaken.

As well as "Gotchas", a range of classroom based positive behaviour reinforcement systems are used at Belmont State School to acknowledge positive behaviour by an individual, small group or whole class. Such systems include (but are not limited to) "raffle tickets", "marbles in a jar", stickers and similar.

### Re-directing low-level and infrequent problem behaviour

When a student exhibits low-level and infrequent problem behaviour, the first response of school staff members is to remind the student of expected school behaviour, then ask them to change their behaviour so that it aligns with our school's expectations.

Our preferred way of re-directing low-level problem behaviour is to employ a range of essential skills for behaviour management, including but not limited to cuing, proximity and verbal redirection. The student may be asked to think of how they might be able to act more safely, more respectfully or more responsibly. This encourages students to reflect on their own behaviour, evaluate it against expected school behaviour, and plan how their behaviour could be modified so as to align with the expectations of our school community.



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### • Targeted behaviour support

Each year a small number of students at Belmont State School are identified through our data as needing additional targeted behavioural support. In most cases the problem behaviours of these students may not be immediately regarded as severe, but the frequency of their behaviours may put these students' learning and social success at risk if not addressed in a timely manner.

Students requiring additional targeted behaviour support attend their normal scheduled classes and activities with appropriate adjustments if required. However they may have increased daily opportunities to receive positive contact with adults, additional support from check-in/check-out coaches and increased opportunities to receive positive reinforcement. Where required, adjustments are made through academic support, adult mentoring or intensive social skills training.

Additional targeted behaviour support is coordinated by a small school-based team with active administrator support and staff involvement. All staff members are provided with continuous professional development consisting of an overview of the program, the referral and response process, and the reporting responsibilities of staff and of the students being supported.

Students whose behaviour does not improve after the provision of additional targeted behaviour support or whose previous behaviour indicates a need for specialised intervention, are provided with intensive behaviour support.

### • Intensive behaviour support

Belmont State School is committed to educating all students, including those with the highest behavioural support needs. We recognise that students with highly complex and challenging behaviours may need comprehensive systems of support that require regular reviews in consultation with parents/ caregivers and other relevant specialist staff. The school based team:

- works with other staff members to develop appropriate behaviour expectations and strategies
- monitors the impact of support for individual students through continuous data collection
- provides consistent strategies and adjustments outlined within the Individual Learning Plan, and
- works with the School Leadership Team to achieve continuity and consistency.

This school based team contacts parents and any relevant staff members to form a support team and begin the assessment and support process. In many cases the support team also includes individuals from other agencies already working with the student and their family, a representative from the school's administration and specialist behaviour services staff. Options may be discussed which include both support at a school level as well as support for the student and their family from community based networks.

## 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.

Each situation would be treated according to its circumstances and severity, however some general responses would include the following:

Basic defusing strategies



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### *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).

### Possession of Weapons

No weapons, including all forms of knives, are allowed to be brought into the school. In the instance of a report that a child has brought a weapon to school, Administration staff can search the student's belongings and temporarily remove the item from the student's possession. Possession of a weapon at school is a major behaviour which would result in consequences from Level 1-3 as outlined below (depending on the circumstances). If appropriate, where a student was threatening others and was in possession of a dangerous weapon, the Police would be contacted and critical incident processes put in place.

### 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 Belmont 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.

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





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- 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 achieve the desired result, and
- 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.

## 6. Consequences for unacceptable behaviour

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

### Minor and Major behaviours

When responding to problem behaviour the staff member first determines if the problem behaviour is “Minor” or “Major” (Appendix 4), with the following agreed understanding:

#### Minor 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 problem behaviours
- do not require involvement of specialist support staff or Administration.

Minor problem behaviours may result in the following consequences (which often include logical connection to the problem behaviour): removal from an activity or event for a specified period of time, partial removal (time away), individual meeting with the student, apology, restitution, contacting parent/carer. “Minor” problem behaviour is handled by the staff member at the time. In classrooms, teachers may use structures such as “traffic lights”, moving “pegs”, turning “behaviour cards” or similar to communicate and reinforce minor behaviour choices to students. A “Minor Behaviour Form” (Appendix 7) may be used by staff to record any minor problem behaviours.

Minor problem behaviours may also involve the use of a re-direction procedure. The 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 referral to Administration because of their seriousness. When a major problem behaviour occurs, the staff member calmly states the major problem behaviour and reminds the student of expected school behaviour. If appropriate, the staff member fills out a “Major Behaviour Referral Form” (Appendix 8) and directs or escorts the student to Administration. For more serious behaviours, contact with or referral to Administration may take place.

Major problem behaviours may result in the following consequences:



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**Level One:** Parent/Carer contact, lunchtime detention, restitution, warning regarding future consequence for repeated offence, referral to Targeted Behaviour Support Team.

**Level Two:** Parent/Carer contact, after school detention, removal from classroom, time/work away from classroom, loss of break times, removal of privileges, referral to Guidance Officer or Intensive Behaviour Support Team.

**Level Three:** Parent/Carer contact, suspension, behaviour improvement condition, exclusion (after consideration has been given to all other responses).

#### Relate problem behaviours to expected school behaviours

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

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

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

#### Ensuring consistent responses to problem behaviour

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

Students also receive training about how to respond when other students display problem behaviour, and the courteous way to respond when a staff member re-directs their behaviour or consequences are applied for problem behaviour.

Student Disciplinary Absences are used after consideration has been given to all other responses.

### **7. Network of student support**

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

- Parents
- Teachers
- Support Staff
- Administration Staff
- Guidance Officer
- Advisory Visiting Teachers
- Senior Guidance Officer

Support is also available through the following government and community agencies:

- Disability Services Queensland
- Child and Youth Mental Health
- Queensland Health
- Department of Communities (Child Safety Services)
- Police
- Local Council

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

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



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- recognising and taking into account students' age, gender, disability, cultural background, socioeconomic situation and their emotional state
- recognising the rights of all students to:
  - express opinions in an appropriate manner and at the appropriate time
  - work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation, and
  - receive adjustments appropriate to their learning and/or impairment needs.

Consideration of individual circumstances is given when dealing with inappropriate behaviour at Belmont State School. Students always have the opportunity to discuss their behaviour with an Administrator and the appropriate consequence. Discussions will also occur with support staff and Parent/s if appropriate/necessary, to assist in informing decision making. Student Disciplinary Absences are used after consideration has been given to all other responses.

### 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](#)

Date effective: **from March 2018 to March 2021**



Mr Anthony Palmer  
Principal  
Belmont State School

Mrs Melissa Wortel  
P&C President  
Belmont State School

Mr Carl Smith  
School Council Chair  
Belmont State School

**BELMONT STATE SCHOOL BEHAVIOUR EXPECTATIONS**

<b>STAFF STUDENTS PARENTS</b>	<b>At All Times/Learning Areas/Classrooms</b>	<b>Eating Time</b>	<b>Toilets</b>	<b>Bus/Pick Up/Drop Off Areas</b>	<b>Walkways/ Verandas/ Port Racks</b>	<b>Covered Areas</b>	<b>Playground Oval</b>	<b>Tuckshop/ Uniform Shop</b>	<b>OSHC Helping Hands</b>	<b>Excursions/ Incursions</b>
<b>RESPECTFUL</b>	<ul style="list-style-type: none"><li>➤ I use my manners.</li><li>➤ I use appropriate language.</li><li>➤ I move in appropriate ways.</li><li>➤ I wear my school uniform with pride.</li><li>➤ I respect others right to learn.</li><li>➤ I respect other people's property.</li><li>➤ I will speak respectfully to adults and other students.</li><li>➤ I will answer respectfully to all staff, parents and students when spoken to.</li></ul>	<ul style="list-style-type: none"><li>➤ I listen to the person on duty.</li></ul>	<ul style="list-style-type: none"><li>➤ I look after the school's property.</li><li>➤ I keep the area clean and tidy.</li><li>➤ I recognise other people's privacy.</li></ul>	<ul style="list-style-type: none"><li>➤ I sit/stand quietly while waiting for my bus or person to collect me.</li><li>➤ I walk quickly when the bus arrives.</li></ul>	<ul style="list-style-type: none"><li>➤ I keep to the left when walking.</li><li>➤ I walk quickly and in an orderly fashion.</li><li>➤ I keep out of gardens.</li><li>➤ I keep my hands in my own space.</li><li>➤ I use the correct pathways to move to and from the oval.</li></ul>	<ul style="list-style-type: none"><li>➤ I keep the area free of any litter.</li><li>➤ I understand that seats are for sitting.</li></ul>	<ul style="list-style-type: none"><li>➤ I respond politely to adults' requests.</li><li>➤ I speak politely to all students.</li><li>➤ I share the space.</li><li>➤ I respect the environments eg. Plants in gardens, wildlife around the school.</li></ul>	<ul style="list-style-type: none"><li>➤ I quietly wait in line for my turn.</li></ul>	<ul style="list-style-type: none"><li>➤ I listen to the carer.</li><li>➤ I look after OSHC property.</li><li>➤ I use nice words when speaking to others.</li></ul>	<ul style="list-style-type: none"><li>➤ I wait for my turn.</li><li>➤ I listen to the presenter</li></ul>
<b>RESPONSIBLE</b>	<ul style="list-style-type: none"><li>➤ I use self control.</li><li>➤ I report any problems</li><li>➤ I follow directions and instructions.</li><li>➤ I keep my body to myself.</li><li>➤ I am on time.</li><li>➤ I will line up quietly outside the classroom when the second bell rings.</li><li>➤ Teachers will be at their class rooms by the 2<sup>nd</sup> bell.</li><li>➤ I am aware of school start times.</li></ul>	<ul style="list-style-type: none"><li>➤ I eat my own food.</li><li>➤ I put my rubbish and scraps in the bin.</li><li>➤ I clean up any mess I make.</li><li>➤ I sit in my year level area.</li><li>➤ I ask for permission to leave the area for a drink or toilet break.</li></ul>	<ul style="list-style-type: none"><li>➤ I wash my hands.</li><li>➤ I understand that toilets are not play areas.</li><li>➤ I report damage or problems.</li><li>➤ I use the soap, toilet paper and hand towels responsibly.</li></ul>	<ul style="list-style-type: none"><li>➤ I wait in the correct area until the bus comes or I am collected.</li><li>➤ I am looking for my parents.</li><li>➤ I remain seated on the bus.</li><li>➤ I walk to the correct bus.</li><li>➤ I walk my bike/scooter until I am outside the school grounds.</li><li>➤ I arrive promptly.</li></ul>	<ul style="list-style-type: none"><li>➤ I keep my bag closed.</li><li>➤ I stay away from verandas and port racks at playtime.</li><li>➤ I use the pathways when walking around the school.</li><li>➤ As a class, we walk in two straight, quiet lines, walking directly behind the child in front of us.</li></ul>	<ul style="list-style-type: none"><li>➤ I move sensibly on the concrete.</li><li>➤ I play quiet games, e.g. skipping, hopscotch, colouring-in.</li><li>➤ I use good sportsmanship in games.</li></ul>	<ul style="list-style-type: none"><li>➤ I wear a sunsafe hat, shoes and socks for outside play.</li><li>➤ I return any equipment at the first bell.</li><li>➤ I keep the area free of any litter.</li><li>➤ I understand that dangerous objects must remain on the ground.</li><li>➤ I play safely.</li><li>➤ I am a good sport.</li><li>➤ I report to the adult on duty anything that may cause harm.</li></ul>	<ul style="list-style-type: none"><li>➤ I know what I want to buy.</li><li>➤ I have my money ready to give to the tuckshop workers.</li><li>➤ I sit and eat my food.</li><li>➤ I will sit and eat my food that is purchased in the tuckshop area.</li></ul>	<ul style="list-style-type: none"><li>➤ I look after my belongings</li><li>➤ I'm responsible for my own actions</li><li>➤ I'm helpful to other carers and children.</li><li>➤ If arriving at school before 8am without an adult I will go to OSHC.</li><li>➤ I will hand in my mobile phone to the office on arrival.</li></ul>	<ul style="list-style-type: none"><li>➤ I look after my belongings.</li><li>➤ I'm responsible for my own actions.</li><li>➤ I'm helpful to others.</li><li>➤ I keep my hands away from animals, plant or displays unless invited to.</li></ul>
<b>A LEARNER</b>	<ul style="list-style-type: none"><li>➤ I am prepared.</li><li>➤ I manage my time.</li><li>➤ I do my best.</li><li>➤ I complete all my work.</li><li>➤ I listen actively.</li><li>➤ I complete all homework and assignments.</li><li>➤ I respect others right to learn.</li></ul>	<ul style="list-style-type: none"><li>➤ I can identify healthy foods in my lunch.</li><li>➤ I recognise foods which are treats.</li><li>➤ I understand that food gives me energy and helps me with my learning.</li></ul>	<ul style="list-style-type: none"><li>➤ I am water wise.</li><li>➤ I know how germs are spread.</li></ul>	<ul style="list-style-type: none"><li>➤ I am aware of the road rules.</li></ul>	<ul style="list-style-type: none"><li>➤ I understand the need for safe, sensible movement around the school.</li><li>➤ I understand that I need to move quietly around the school during class time.</li></ul>	<ul style="list-style-type: none"><li>➤ I am eager to learn and follow the rules of games.</li></ul>	<ul style="list-style-type: none"><li>➤ I am eager to learn and follow the rules of games.</li><li>➤ I always play in my correct area.</li></ul>	<ul style="list-style-type: none"><li>➤ I understand the need to sit and eat my food.</li><li>➤ I need to make healthy choices.</li><li>➤ I wait for my turn.</li></ul>	<ul style="list-style-type: none"><li>➤ I'm ready to participate.</li><li>➤ I have my books, equipment and lunch on arrival at school.</li></ul>	<ul style="list-style-type: none"><li>➤ I'm ready to participate in activities.</li><li>➤ I use my manners when responding.</li></ul>
<b>SAFE</b>	<ul style="list-style-type: none"><li>➤ I know to keep my body to myself.</li><li>➤ I show self control.</li><li>➤ I use equipment and handle equipment appropriately and carefully.</li><li>➤ I wear appropriate footwear/uniform.</li><li>➤ I know to report any problems.</li><li>➤ I sit on chairs with four legs on the floor.</li><li>➤ I know to be in the right place for the right activity.</li><li>➤ I follow directions.</li><li>➤ I know to ask permission to leave the room.</li></ul>	<ul style="list-style-type: none"><li>➤ I follow Playground Duty teacher's directions.</li><li>➤ I eat my own food without sharing.</li><li>➤ I walk in lunch area.</li><li>➤ I wash my hands.</li><li>➤ I sit down when eating.</li><li>➤ I know spitting is a health hazard.</li><li>➤ I know to eat my food and put my rubbish in the bin.</li></ul>	<ul style="list-style-type: none"><li>➤ I wash my hands.</li><li>➤ I know to stay with my buddy during class time.</li><li>➤ I know to inform the office of unsafe incidents.</li><li>➤ I know to keep the floor dry.</li><li>➤ I do what I have to and get out.</li></ul>	<ul style="list-style-type: none"><li>➤ I stay off the road.</li><li>➤ I use walkways.</li><li>➤ I line up quietly.</li><li>➤ I follow teacher instructions.</li><li>➤ I follow road rules.</li><li>➤ I look where I am going.</li><li>➤ I know to keep all of my body inside the bus.</li><li>➤ I know to always walk to the bus.</li><li>➤ I know that older children are to be good role models and be responsible for younger children.</li></ul>	<ul style="list-style-type: none"><li>➤ I always walk.</li><li>➤ I know to move quickly and safely to classes.</li><li>➤ I keep to the left.</li><li>➤ I know to stay off the port racks.</li><li>➤ I know not to interfere with others.</li></ul>	<ul style="list-style-type: none"><li>➤ I always walk.</li><li>➤ I play only games appropriate to the area.</li><li>➤ I know seats/tables are for sitting on/at not standing or jumping on or over.</li></ul>	<ul style="list-style-type: none"><li>➤ I stay within the school grounds at all times.</li><li>➤ I play in the appropriate area for my year level.</li><li>➤ I know to use equipment for intended purposes.</li><li>➤ I know to participate in school approved games only.</li><li>➤ I know to see the Teacher on duty if I have any problems.</li><li>➤ I know to be Sunsmart.</li><li>➤ I will stay out of trees.</li></ul>	<ul style="list-style-type: none"><li>➤ I wait patiently</li><li>➤ I line up and keep my body to myself.</li><li>➤ I line up between the rails with my feet on the ground.</li><li>➤ I know to move carefully if I have hot food.</li><li>➤ I know to place rubbish in the bin.</li></ul>	<ul style="list-style-type: none"><li>➤ I stay in the right areas.</li><li>➤ I wash my hands before and after eating.</li><li>➤ I sit while I'm eating</li><li>➤ I show self control.</li><li>➤ I use equipment safely and appropriately.</li><li>➤ I pack away equipment when asked.</li><li>➤ I put my bag in the designated area</li><li>➤ I walk on concrete</li><li>➤ I am fair to others.</li><li>➤ I remain seated until the first bell rings.</li><li>➤ I keep my hands and feet to myself.</li><li>➤ I stay away on playground equipment before or after school.</li></ul>	<ul style="list-style-type: none"><li>➤ I stay in the right areas.</li><li>➤ I sit while I'm eating</li><li>➤ I show self control.</li><li>➤ I use equipment safely and appropriately.</li><li>➤ I go to the toilet with a buddy.</li><li>➤ I wash my hands after the toilet</li><li>➤ I am fair to others.</li><li>➤ I stay on the pathways.</li><li>➤ I stay with my group/leader/ helper.</li></ul>



**In order to build and maintain a supportive environment that fosters our 'Strive to Excel' motto, bullying is not tolerated in our school community.**

### **What is bullying?**

Bullying is the conscious and on-going desire to hurt, threaten or frighten others. It may take many forms and the *National Centre Against Bullying* has identified five types of bullying:

- **Physical bullying:** The use of physical actions to bully, such as hitting, poking, tripping or pushing. Repeatedly and intentionally damaging someone's belongings is also physical bullying.
- **Verbal bullying:** Repeated or systematic name calling, insults and verbal abuse.
- **Social (covert) bullying:** Indirect actions, such as lying about someone, spreading rumours, playing a nasty joke that make the person feel humiliated or powerless, mimicking or deliberately excluding someone.
- **Psychological bullying:** For example, threatening, manipulating or stalking someone.
- **Cyber bullying:** This is a method of bullying using technology, such as email, mobile phones, chat rooms and social networking sites to bully verbally, socially or psychologically.

The students at Belmont State School are also taught strategies to solve problems and manage issues, including the Hi-5 strategy:

1. **Ignore**
2. **Move away**
3. **Say "Stop! I don't like what you are doing"**
4. **Stop! Say "I told you I don't like that and if you don't stop I will report you"**
5. **Tell a teacher immediately.**

Parents can work together with the school by speaking to your children using the school's rules (be safe, be a learner, be responsible, be respectful) when reflecting about the activities of the school day and activities at home. It is important for children to see the connection between school and home. Children need to practice how to manage a range of situations. Parents can work together with the school assisting their child to practice what to say and do, using the Hi-5 strategy.



It is important that positive, open lines of communication are maintained between school and home in order to achieve productive outcomes. Parents are encouraged to contact Teachers or Administration with any issues of concern.

### **What can I do if my child is being bullied?**

It is natural for parents and siblings to feel very upset when a child is affected by school bullying. Parents may feel anger, fear, confusion, frustration, embarrassment and powerlessness however it is important for parents to remain positive and focussed on trying to find a solution.

The way children relate to each other is complex and the bullying situation can change regularly or unexpectedly. At Belmont State School we recommend parents use the following general strategies to support their child in issues of bullying:

- **Talk to your child in a calm and supportive manner**, focussing on finding a solution to the problem. Discuss with your child some immediate strategies to deal with the bullying.
- **Up-skilling your child** on how to use words or actions in a variety of situations and most importantly practicing these by setting up imaginary situations-
  - pretending not to be bothered or frightened by teasing or bullying,
  - making a quick retort or response to surprise or disarm the other child,

- using a humorous response,
- Use the Hi-5 strategy.
- **Do not advise your child to fight** with the other child as this can only escalate the situation, and your child may be reprimanded for their involvement in a fight.
- If your child is being bullied through electronic media, you can **manage/limit the access to technology**. It is important to monitor your child's use of media, especially with social networking sites, ensuring that they use these sites in a supervised capacity and within legal boundaries.
- **Work with school staff** by-
  - gathering information about the bullying,
  - contacting or meeting with school staff, stay calm and discuss the situation,
  - come to an agreement on a plan of action to deal with the bullying,
  - keep the lines of communication open and regular,
  - encourage your child to try the agreed strategies at school and reinforce them at home.

*Adapted from 'Working Together: A toolkit for parents to address bullying'*

### **What are the consequences for bullying?**

The consequences will vary for each individual situation. Students should report any issues with other students to their classroom teacher or the teacher on playground duty. Where appropriate, the teacher will refer the matter to Administration for investigation. This could include out of school behaviour (including online) that affects the school's good order and management.

A range of consequences may be given to students involved, consistent with the school's Responsible Behaviour Plan for Students.

**For more information on defining bullying, visit the following links to watch Dr Michael Carr-Gregg's 'Six Quick Tips for Parents about Bullying'.**

**What is Bullying?** [http://www.youtube.com/watch?v=b597hE4k\\_ic](http://www.youtube.com/watch?v=b597hE4k_ic)

**What are the Signs of Bullying?** <http://www.youtube.com/watch?v=PFFK2awComI>

**How to Support your Child if bullied?** [http://www.youtube.com/watch?v=BDfjMHIS\\_9A](http://www.youtube.com/watch?v=BDfjMHIS_9A)

**How can You Work with the School?** <http://www.youtube.com/watch?v=6hbwDQmvi8A>

**What if your child is the Bully?** <http://www.youtube.com/watch?v=iSZBLOBrehU>

**What is Cyberbullying?** <http://www.youtube.com/watch?v=rcYK7A2JS1s>

**Parents can access further information about bullying and how to support their child at the following websites:**

Bullying. No Way! <http://www.bullyingnoway.com.au/>

National Centre Against Bullying <http://www.ncab.org.au/>

Kids Helpline <http://www.kidshelp.com.au/>

CyberSmart <http://www.cybersmart.gov.au/>

**Personal electronic devices include, but are not limited to:**

- Mobile phones
- Smart phones (iPhone, etc.)
- Tablets (iPad, etc.)
- Laptop computers
- Music players (iPod, MP3, etc.)
- Gaming devices (Nintendo, etc.)
- Cameras

**At Belmont State School students must adhere to the following guidelines regarding personal electronic devices:**

- Students who need to carry a personal electronic device with them for emergency, security or other reasons are required to leave the device at the office during school hours.
- The device is to be turned off and handed in at the office upon arrival to school and collected upon dismissal at 3:00pm. Students complete the 'sign in' and 'sign out' process accordingly. No items can be collected by students during the day unless the student is going home early.
- No liability will be accepted by Belmont State School in the event of the loss, theft or damage of any personal electronic device if a student does not follow the aforementioned guidelines and leaves the item in their school bag during school hours.
- Consequences may be issued for students who refuse to comply with the above guidelines and are found using a personal electronic device during school time. This may include having the item confiscated, parent phone call, detention or another consequence in line with the Belmont State School Responsible Behaviour Plan for Students.
- Consequences will also be issued to any student who photographs, films or records other individuals without their consent, with their consent during school hours (unless for a set learning activity) or who sends harassing or threatening messages during school hours.
- Parents who need to contact their children during school hours are advised to do so through the school office.

## MINOR BEHAVIOURS

Dealt with by the staff member present at the time.

May result in redirection, reminders or the issuing of a **purple** “minor behaviour referral form”.

<i>Behaviour</i>	<i>Definition</i>
<b>Inappropriate Language</b>	Student uses non-threatening verbal or gestural messages within conversation that may include swearing, name calling, teasing, or use of words in an inappropriate way.
<b>Physical Acting Out</b>	Student uses non-threatening physical interactions (play fighting, throwing objects as a game, etc.).
<b>Minor Property Misuse</b>	Student participates in an activity that results in disfigurement or damage of property.
<b>Defiance/disrespect</b>	Student refuses to follow classroom or school rules, or staff directions, talking back and/or socially rude interactions.
<b>Disruption</b>	Student intentionally causes an interruption in class or activity. Disruption may include loud talk, noise with materials or body parts, or repeatedly getting out of seat.
<b>Lying/Cheating</b>	Student delivers message that is untrue and/or deliberately violates rules.

***Major behaviours will always result in Parent/Carer contact, and may also result in the use of one or more of the following consequences:***


Lunchtime detention, restitution, warning regarding future consequence for repeated offence, referral to Targeted Behaviour Support Team.  
 After school detention, removal from classroom, work at office, loss of break times, removal of privileges, referral to Guidance Officer or Intensive Behaviour Support Team.  
 Suspension, behaviour improvement condition, exclusion (after consideration has been given to all other responses).

## MAJOR BEHAVIOURS

Referred to a member of the Leadership Team.

May result in the issuing of an **orange** “major behaviour referral form”.

<i>Behaviour</i>	<i>Definition</i>
<b>Abusive/Inappropriate Interactions with Peers and Adults</b>	Student uses threatening verbal or gestural interactions with peers or staff that are directed toward someone that may include swearing, name calling, verbal bullying or use of words or gestures in an inappropriate way.
<b>Fighting/Physical Aggression</b>	Student acts with intent involving serious physical contact where injury may occur (e.g. hitting, punching, hitting with objects, kicking, hair pulling, scratching, biting, spitting, etc.).
<b>Major Property Misuse/ inappropriate Technology use</b>	Student uses school or own property in unauthorised and/or inappropriate ways, including technology (e.g. downloading software/sites/pictures, changing device settings, breach of internet access agreement).
<b>Property Damage/Vandalism</b>	Student participates in an activity that results in substantial destruction or disfigurement of property.
<b>Forgery/Theft</b>	Student is in possession of, having passed on, or being responsible for the removal without permission of an item or has used identifying information from another person.
<b>Possession of a Dangerous Weapon</b>	Student is in possession of knives or guns (real or look alike), or other objects readily capable of causing bodily harm, or creating the impression (such as a fake gun or grenade) of causing bodily harm.
<b>Persistent disruptive and/or non-compliant behaviour</b>	Student repeatedly refuses to follow classroom or school rules or staff directions and/or repeatedly refuses to complete work, which may also cause constant disruption to others and the learning environment.
<b>Continuous and ongoing Minor Behaviours</b>	Student exhibits continued minor offences with seemingly little or no regard for consequences.
<b>Use/Possession of Drugs, Tobacco, Alcohol</b>	Student is in possession of, caught using, or under the influence of illegal drugs, tobacco products or alcohol.




# GOTCHA

Name: \_\_\_\_\_

Class: \_\_\_\_\_

<input type="checkbox"/>	Being Safe
<input type="checkbox"/>	Being a Learner
<input type="checkbox"/>	Being Respectful
<input type="checkbox"/>	Being Responsible




# GOTCHA

Name: \_\_\_\_\_

Class: \_\_\_\_\_

<input type="checkbox"/>	Being Safe
<input type="checkbox"/>	Being a Learner
<input type="checkbox"/>	Being Respectful
<input type="checkbox"/>	Being Responsible




# GOTCHA

Name: \_\_\_\_\_

Class: \_\_\_\_\_

<input type="checkbox"/>	Being Safe
<input type="checkbox"/>	Being a Learner
<input type="checkbox"/>	Being Respectful
<input type="checkbox"/>	Being Responsible




# GOTCHA

Name: \_\_\_\_\_

Class: \_\_\_\_\_

<input type="checkbox"/>	Being Safe
<input type="checkbox"/>	Being a Learner
<input type="checkbox"/>	Being Respectful
<input type="checkbox"/>	Being Responsible




# GOTCHA

Name: \_\_\_\_\_

Class: \_\_\_\_\_

<input type="checkbox"/>	Being Safe
<input type="checkbox"/>	Being a Learner
<input type="checkbox"/>	Being Respectful
<input type="checkbox"/>	Being Responsible




# GOTCHA

Name: \_\_\_\_\_

Class: \_\_\_\_\_

<input type="checkbox"/>	Being Safe
<input type="checkbox"/>	Being a Learner
<input type="checkbox"/>	Being Respectful
<input type="checkbox"/>	Being Responsible




# GOTCHA

Name: \_\_\_\_\_

Class: \_\_\_\_\_

<input type="checkbox"/>	Being Safe
<input type="checkbox"/>	Being a Learner
<input type="checkbox"/>	Being Respectful
<input type="checkbox"/>	Being Responsible



# GOTCHA

Name: \_\_\_\_\_

Class: \_\_\_\_\_

<input type="checkbox"/>	Being Safe
<input type="checkbox"/>	Being a Learner
<input type="checkbox"/>	Being Respectful
<input type="checkbox"/>	Being Responsible





# *BELMONT STAR CERTIFICATE*

This certificate is awarded to

---

for receiving 10 GOTCHA awards.

**CONGRATULATIONS!**

Class: 3A  
Teacher: Miss White

Leadership Team:

- |                                 |                                 |
|---------------------------------|---------------------------------|
| <input type="checkbox"/> Arunta | <input type="checkbox"/> Canara |
| <input type="checkbox"/> Jilka  | <input type="checkbox"/> Nankin |



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| <input type="checkbox"/> Jilka  | <input type="checkbox"/> Nankin |



**Belmont State School**  
**Strive to Excel**  
**Minor Behaviour Form**



**NAME:** \_\_\_\_\_

**CLASS:** \_\_\_\_\_ **DATE:** \_\_\_\_\_ **TIME:** \_\_\_\_\_

**LOCATION:**

- |  |   |
|--|---|
| <input type="checkbox"/> Class         | <input type="checkbox"/> Playground: Area _____ |
| <input type="checkbox"/> Before School | <input type="checkbox"/> After School           |

**BEHAVIOUR:**

- |   |  |
|---|--|
| <input type="checkbox"/> Inappropriate Language | <input type="checkbox"/> Physical Acting Out |
| <input type="checkbox"/> Minor Property Misuse  | <input type="checkbox"/> Defiance/Disrespect |
| <input type="checkbox"/> Disruption             | <input type="checkbox"/> Lying/Cheating      |

**ADDITIONAL INFORMATION:**

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**REFERRING STAFF MEMBER:** \_\_\_\_\_



**Belmont State School**  
**Strive to Excel**  
**Major Behaviour Referral Form**



**NAME:** \_\_\_\_\_

**CLASS:** \_\_\_\_\_ **DATE:** \_\_\_\_\_ **TIME:** \_\_\_\_\_

**LOCATION:**

- |  |   |
|--|---|
| <input type="checkbox"/> Class         | <input type="checkbox"/> Playground: Area _____ |
| <input type="checkbox"/> Before School | <input type="checkbox"/> After School           |

**BEHAVIOUR:**

- ☐ Abusive/Inappropriate Interactions with Peers and Adults
- ☐ Fighting/Physical Aggression
- ☐ Major Property Misuse/Inappropriate Technology use
- ☐ Property Damage/Vandalism
- ☐ Forgery/Theft
- ☐ Possession of a Dangerous Weapon
- ☐ Persistent disruptive and/or non-compliant behaviour
- ☐ Continuous and ongoing Minor Behaviours

**ADDITIONAL INFORMATION:**

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**REFERRING STAFF MEMBER:** \_\_\_\_\_

(Admin: Parent contacted: \_\_\_\_\_ Entered on OneSchool: \_\_\_\_\_)