



The Code of School Behaviour

Better Behaviour
Better Learning

Sharon State School

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

1. Purpose

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

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

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

2. Consultation and data review

Sharon State School developed this plan in collaboration with our school community. A review of school data sets relating to attendance, absenteeism, school disciplinary absences and behaviour (both positive and incident records) also informed the development process. Collated student behaviour data will be used to communicate our high expectations to all relevant stakeholders. Systematic reviews will be conducted by the Positive Behaviour for Learning (PBL) team to ensure the purpose of the behaviour plan is actioned. This Plan has been endorsed by the Principal and the President of the P&C and will be reviewed as required.

3. Learning and behaviour statement

All areas of Sharon State School are teaching and learning environments. We consider behaviour management to be an opportunity for valuable social learning as well as a means of maximising the success of academic education programs. We are implementing the research validated 'Positive Behaviour for Learning' framework to achieve our identified social behaviour and academic outcomes - reflected in the core elements of the school's learning approach to behaviour:

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

Our Responsible Behaviour Plan outlines our system for facilitating positive behaviours, preventing new cases of problem behaviours and responding to unacceptable behaviours. Through our school plan, shared expectations for student behaviour (our 'Behaviour Curriculum' in the form of a matrix) are plain to everyone, assisting Sharon 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 broad school expectations to teach and promote our high standards of responsible behaviour:

- **CARE FOR YOURSELF, OTHERS AND THE ENVIRONMENT**

These expectations provide the 'umbrella' for our Behaviour Curriculum under which students meet our four core behaviour values:

- **C** – Confidence
- **A** – Assisting Others
- **R** – Responsibility
- **E** – Engagement in Learning

Sharon State School recognises education as being a partnership involving the collective cooperation of the staff, parents, children and community. For the school to operate effectively it requires the support of all involved.

All students and staff have the right to pursue **excellence in the workplace, free from any actions by others**. This school's environment facilitates the right of all students to learn, all teachers to teach, and the right of all to be safe in the workplace.

The Responsible Behaviour Plan for Students reinforces these values and goals.

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

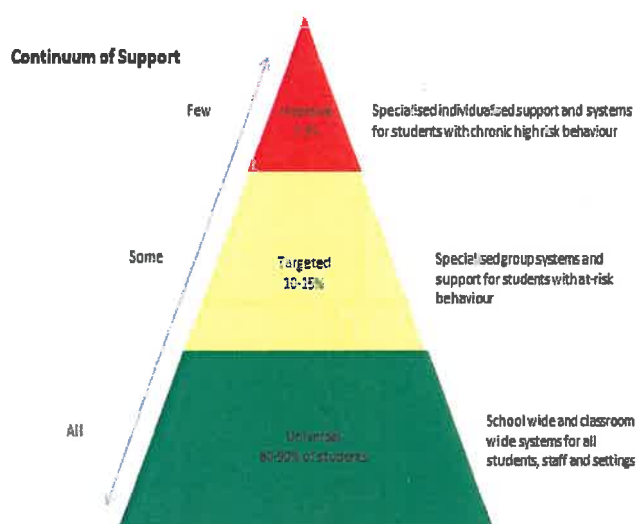
4. Processes for facilitating standards of positive behaviour and responding to unacceptable behaviour

A set of behavioural expectations in specific settings has been attached to each of our four core behaviour values. This matrix (p.3) outlines our Behaviour Curriculum – our agreed to rules and positive behaviour definitions of appropriate behaviours in all school settings.

At Sharon State School we CARE about Learning

	ALL SETTINGS	CLASSROOMS/LIBRARY	TRANSITIONS/LINING UP	EATING AREAS/TUCKSHOP	BEFORE AND AFTER SCHOOL	PLAY AREAS	TOILETS
I AM CONFIDENT	Have a go and show a positive attitude	I am an active participant	I model appropriate behaviour to my peers		I know how I am leaving school/getting home and I leave promptly	Be a problem solver	I ask politely to go to the toilet
	Wear school uniform with pride	I ask for help when needed	I use self-control		I have pride in my school and walk/ride respectfully in the community	Join in play with others	
	I ask for help when needed	I set goals for my work and work habits				Be a team player	
	I never give up (persevere)	I offer my ideas during class discussions					
	I bounce back (resilience)	I accept feedback to improve my learning					
I ASSIST OTHERS	I solve problems with words	I work hard to achieve my best					
	I use self-control						
	I encourage and assist others to do their best	I help and encourage others	I keep hands, feet and objects to myself	I sit and eat in my designated area	I sit where I can see my parents arrive at the gate	Play fairly	I respect the privacy of others
	I care for others	I share and take turns	I respect others' personal space	I keep my lunch box and eating area tidy	I ask permission to leave the gate	I teach others new games, activities and rules	I report damage and inappropriate behaviour
	I speak kindly and use my manners	I work without disrupting others	I walk quietly so others can continue learning	I only eat my own lunch	I report to the teacher on bus duty to have my name marked on the roll	I share equipment and take turns	
I AM RESPONSIBLE	I respect my own and others' personal space	I accept differences	I wait quietly outside of classrooms	I wait my turn at tuckshop		I invite others to join in games	
	I cooperate and with others	I follow one voice at a time rules and listen when others speak	I enter and exit buildings in an orderly manner	I use my manners		I show good sportsmanship	
	I am honest	I respect own and others' property		I speak politely to tuckshop staff			
	I show whole body listening	I value learning time					
	I allow teachers to teach and I allow others to learn						
I AM ENGAGED IN LEARNING	I am an active listener	I complete set tasks within given timeframes	I walk on pathways	I order my tuckshop before school when needed	I sit in the undercover area until 8:15am	I borrow equipment correctly from sports captains	Wash hands with soap
	I am in the right place at the right time everyday	I keep my workspace tidy	I walk safely in 'walk only' grass zones	I have a drink, use toilet and wash hands before lining up	I sign and out of the office if I arrive late or leave early	I return equipment to sports shed correctly	Use toilets appropriately
	I follow all instructions when given	I am organised and ready to learn	I stop when asked	I eat my lunch in eating time	I walk safely to my car and enter from the school side	I wear my hat when I am outside	I am responsible with water and paper towels
	I participate in all activities to the best of my ability	I do work first, then play	I follow teacher directions	I place my rubbish in the appropriate bin	I walk my bike in school grounds	I use equipment safely	
	I attend school regularly	I learn and let others learn			I enter with my bike through back school gate		
I AM ENGAGED IN LEARNING	I task responsibility for my actions/choices	I think before acting					
	I report unsafe equipment or actions	I take responsibility for my own learning					
	I respect my own and others' equipment	I complete homework every week/read every night					
	I ask permission to leave any setting	I attempt every task					
	I stay on task and do my best	I take pride in my work and achievements	I sit quietly in two lines with legs crossed, eyes forward	I wait for instructions to line up	I wait in line for bus to stop	I learn new games and activities	I go and return from toilets promptly so I can return to leaving
I AM ENGAGED IN LEARNING	I ask for help in learning	I attend all lessons and have a go at all tasks	I stay with the group	I wait for my teacher before returning to class	I wait for teacher's instruction to walk out to bus	I participate in year level activity days	
	I am prepared and organised for learning each day	I ensure all tasks are completed	I stop at checkpoints when walking through the school	I follow instructions of all staff	I have my bus pass ready for the bus driver		
	I set goals for my own work and work habits	I am a learner	I return to class promptly				
	I make good choices to help me learn	I take an active role in classroom activities					
	I am open to different ideas, activities and ways of learning	I set goals to achieve improvements in my learning					
I AM ENGAGED IN LEARNING	I am a problem solver						
	I am an active listener and participant in learning						

The PBL framework uses a three-tiered continuum of evidenced based supports (**Tier 1 'Universal'**; **Tier 2 'Targeted'**, and **Tier 3 'Intensive'** levels of support services) to facilitate standards of positive behaviour and to respond to unacceptable behaviour.



Universal, targeted and intensive behaviour support includes:

- quality learning and teaching practices;
- a balanced, relevant and engaging curriculum;
- supportive and collaboratively developed procedures;
- the implementation of evidence-based programs;
- regular monitoring and review of school procedures and programs;
- professional development for all members of the school community consistent with the school's evidence-based approach to promoting positive behaviour;
- adoption of practices that are non-violent, non-coercive and non-discriminatory; and
- a continuum of whole school positive preventative action for all students.

Tier 1 'Universal' Behaviour Support

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

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

- Behaviour lessons conducted by classroom teachers;
- Reinforcement of learning through instructional feedback at School Assemblies and during active supervision by staff during classroom and non-classroom activities

Sharon 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.
- Positive Behaviour Leadership / SWPBS team members' regular provision of information to staff and parents, and support to others in sharing successful practices.
- Comprehensive induction programs in the Sharon State School's Responsible Behaviour Plan for Students delivered to new students as well as new and relief staff.
- Individual support profiles developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings.

Reinforcing Expected School Behaviour

At Sharon State School communication of our key messages about behaviour is backed up with reinforcing 'instructional feedback' for engaging in expected student behaviour. This is supported by the use of our School Behaviour Mascot – **CATO the Koala**. Students are encouraged to be "**Cool like Cato**" each day by following school expectations and demonstrating our four core behaviour values (Confidence, Assisting Others, Responsibility, and Engagement in Learning). Instructional feedback ranging from non-verbal and verbal acknowledgements linked to expected behaviours in the environment in which the expected behaviour occurs is supplemented with tangible recognition in classroom and non-classroom settings, on assemblies, in newsletters and on the website, as well as contact with an individual student's parents or carers by phone/email/dojo communication. Tangible student positive reinforcers are recorded on Oneschool.

Free and Frequent Rewards:

- **Gumleaf Rewards** – recognition of students consistently following behaviour expectations. Students can earn up to a maximum 5 leaves per day (1 per session (total of 3) + 1 for lunchbreaks and a bonus for correct school uniform each day). These are recorded on Gumleaf gallery and are tallied at end of term for determination of levelled reward. (Failure to follow school/classroom expectations will result in a deduction of a leaf each time).

GOLD	SILVER	BRONZE
235 - 250 leaves <ul style="list-style-type: none">• No behaviour issues• Allowance of 3 days absence/term (to meet school attendance goal of 95%)• Correct school uniform worn everyday	210 - 234 leaves <ul style="list-style-type: none">• Allowance – 15% reduction from Gold level	175 – 209 leaves <ul style="list-style-type: none">• Allowance – 30% reduction from Gold level• Students without correct school uniform can still achieve this level

- **Cool Cards:** cards to recognise "Cool like Cato" behaviour. Tallied on Class DOJO and used to work towards class activity (number achieved and activity decided at individual class level and may vary across the school due to class developmental age).

Medium Term Rewards

- **Student of the Week Awards:** linked to weekly behaviour focus and colour coded to match core values on behaviour matrix.

Long and Strong Rewards

- **Celebration Days:** recognition of achievement in Gold, Silver and Bronze levels. Activities are subject to change but will reflect Bronze level as base level and Gold as top level of activity. Students have the ability to earn any level in any term and this is not reliant on previous terms achievements.

Responding to Unacceptable Behaviour

Tier 1 'Universal' behaviour support:

Re-directing low-level and infrequent problem behaviour

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

Major problem behaviours are referred to the Principal.

Our preferred way of re-directing low-level problem behaviour encourage the child to reflect whether they are following our four core values (ie. "Are you making a responsible choice?", "How could you assist others in a more positive way?"). 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.

Tier 2 'Targeted' behaviour support:

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

Features of these Tier 2 supports could include:

- use of behaviour data to accurately identify students requiring Tier 2 supports
- a school based referral process for teachers seeking assistance to support the identified students
- a team approach to supporting students on targeted programs
- use of data decision rules for evaluation and exits from targeted support programs
- making adjustments for individual needs

With the support of their parents, students or groups of students may also be referred for Guidance Officer support, and/or support from regional behaviour personnel including staff from the Early Engagement in Learning centre.

Students whose behaviour does not respond to participation in these Tier 2 targeted practices, or whose previous behaviour indicates a need for specialised intervention, are provided with Tier 3 intensive behaviour supports.

Tier 3 'Intensive' behaviour support:

Sharon State School is committed to educating all students, including those with the highest behavioural support needs. We recognise that students with highly complex and challenging behaviours need comprehensive systems of support. The Intensive Behaviour Support Team:

- works with other staff members to develop appropriate behaviour support strategies;
- monitors the impact of support for individual students through ongoing data collection;
- makes adjustments as required for the student;
- works with the School Behaviour Leadership Team to achieve continuity and consistency;
- can access support from education specialists outside the school; and
- can access support from agencies within the wider community.

In addition to students being identified through current school behaviour data, the Intensive Behaviour Support Team has a simple and quick referral system in place. Following referral, a team member contacts parents and any relevant staff members to form a support team and begin the assessment and support process. In many cases the support team also includes individuals from other agencies already working with the student and their family, a representative from the school's administration and regional behavioural support staff.

Physical Restraints: (Individual Plan)

Where an individual plan includes the use of physical restraints to prevent self-harming behaviours, plans will:

- be approved by the principal with a copy provided to the principal's supervisor
- include strategies to reduce the frequency and severity of inappropriate behaviours and increase socially appropriate and positive behaviours
- not use physical restraint processes in isolation
- develop procedures with support personnel, parents and relevant staff including medical practitioners and the like where applicable
- identify strategies to reduce and eliminate the need for physical restraint. Prevention strategies could include:
 - restoring safety in other practicable ways such as removing harmful objects;
 - employing responses such as increased monitoring and support within classrooms and /or referral to appropriately trained staff; and
 - use of movement limiting and / or protective devices at times of high risk.

Where an individual plan includes the use of physical restraints to prevent self-harming behaviours, staff will:

- be provided with physical restraint training and professional development that is documented
- complete the required documentation following a physical restraint
- employ responses to support all staff and students involved in, including witnesses to, an incident of self-harm
- establish a regular review process to monitor effectiveness of planned strategies and procedures.

5. Emergency or critical incident responses

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

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

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

Basic defusing strategies

1. **Avoid escalating the problem behaviour:** Avoid shouting, cornering the student, moving into the student's space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language.
2. **Maintain calmness, respect and detachment:** Model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, avoid humiliating the student, be matter of fact and avoid responding emotionally.
3. **Approach the student in a non-threatening manner:** Move slowly and deliberately toward the problem situation, speak privately to the student/s where possible, speak calmly and respectfully, minimise body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates.
4. **Follow through:** If the student starts displaying the appropriate behaviour briefly acknowledge their choice and re-direct other students' attention towards their usual work/activity. If the student continues with the problem behaviour then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour).
5. **Debrief:** Help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations.

Physical Intervention and Restraints – Immediate or Emergency Response

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

Appropriate physical intervention may be used to ensure that Sharon 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.

Staff will:

- give clear verbal instruction before physical intervention is used, unless the urgent nature of the situation makes this impractical
- call for assistance from another member of the school staff and make arrangements to ensure that other students in the vicinity are safe and properly supervised
- notify the principal (if not directly involved) and the student's parent of the incident detailing:
 - the behaviour that preceded the use of physical restraint
 - the type and duration of restraint used
 - staff members and other witnesses present during the period of the restraint
 - student's physical condition before and after the period of physical restraint
 - planned future action to prevent further incidents of the behaviour

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 and the underlying function of the behaviour.

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

- school disruption;
- refusal to comply;
- verbal threats;
- property destruction, unless severe; and
- leaving a classroom or the school, unless student safety is clearly threatened.

Any physical intervention made must:

- be reasonable in the particular circumstances;
- be in proportion to the circumstances of the incident;
- always be the minimum force needed to achieve the desired result; and
- take into account the age, stature, disability, understanding and gender of the student.

Debriefing

Following each instance involving the use of physical intervention:

- debriefing to be provided for the student and any other students after a suitable interval of time has elapsed
- a debriefing meeting with the relevant staff members to be held
- an individual plan to be developed if physical restraint is deemed necessary as an ongoing strategy

Record Keeping

Each instance involving the use of physical intervention must be formally documented. The processes can be found at <http://ppr.det.qld.gov.au/corp/hr/workplace/Pages/Health-and-Safety-Incident-Recording,-Notification-and-Management.aspx> online. Following each instance involving the use of physical intervention, the following records are to be maintained:

- Physical Intervention Incident Report (Appendix 4)
- Debriefing Report (Appendix 5)

6. Consequences for Unacceptable Behaviour

Sharon 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.

Teachers are encouraged to record minor and major behaviour issues on OneSchool. While it is not practical for all minor incidents to be recorded, repetition of similar minor incidents might indicate a more serious issue. All major incidents must be recorded on OneSchool.

Specific policies have been developed to address:

- The Use of Personal Technology Devices at School (Appendix 1);
- Procedures for Preventing and Responding to Incidents of Bullying (Appendix 2); and
- Appropriate Use of Social Media (Appendix 3).
- Work together to keep knives out of school (Appendix 7)

Minor and Major behaviours

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

- **Minor** problem behaviour is handled by staff members at the time it happens.
- **Major** problem behaviour is referred directly to the school Administration team.

Minor behaviours are those that:

- are minor breeches of the school rules;
- do not seriously harm others or cause you to suspect that the student may be harmed;
- do not violate the rights of others in any other serious way;
- are not part of a pattern of problem behaviours; and
- do not require involvement of specialist support staff or Administration.

Minor problem behaviours may result in the following consequences:

- Staff will use Essential Skills for Classroom Management to correct students exhibiting minor behaviours (least to most intrusive)
- A re-direction procedure. The staff member takes the student aside and:
 1. Names the behaviour that the student is displaying;
 2. Asks the student to name expected school behaviour expectation
 3. States and explains expected school behaviour if necessary; and
 4. Gives positive verbal acknowledgement for expected school behaviour.
- Time Out: (Removal to a buddy class / removal from the playground). Time Out procedures may be used:
 - as one of a range of options for students to manage their own behaviour
 - in order to assist a student in the calming down process
 - as a strategy to reduce the frequency of a particular behaviour

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

- giving the student opportunity to rejoin class at regular intervals
- provide the student with opportunities to complete assessments to fulfil educational requirements
- ensure when using Time Out as a management technique that it is consistent with:
 - developmental stage of the student
 - any special needs that the student may have
- ensuring the student is safe and under supervision at all times ensuring emergency procedures are in place for students 'out of class'
- the regular review of time out procedures, frequency of use with particular students, and effectiveness of the strategy measured using data.

Major behaviours are those that:

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

Major behaviours result in an immediate referral to Administration because of their seriousness. When major problem behaviour occurs, staff members calmly state the major problem behaviour to the student and remind them of the expected school behaviour. The staff member then refers the student to the Principal.

Major problem behaviours may result in the following consequences:

- **Level One:** Time in detention, alternate lunchtime activities, loss of privilege, restitution, loss of break times, warning regarding future consequence for repeated offence, referral to Tier 2 'Targeted' behaviour supports; AND/OR
- **Level Two:** Parent contact, referral to Guidance Officer, referral to Intensive Behaviour Support Team, suspension from school: and/or
- **Level Three:** Students who engage in very serious problem behaviours such as major violent physical assault, or the use or supply of weapons or drugs can expect to be recommended for exclusion from school following an immediate period of suspension.

Detentions may be used to prevent the escalation of inappropriate behaviour or as a last resort alternative to suspension or exclusion.

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

The following table outlines examples of minor and major problem behaviours:

	Area	Minor	Major
Caring for Yourself	Movement around school	<ul style="list-style-type: none"> • Running on concrete or around buildings 	
	Play	<ul style="list-style-type: none"> • Not wearing a hat • Not playing school approved games • Playing in toilets • Climbing trees 	<ul style="list-style-type: none"> • Throwing objects likely to cause significant injury/damage to people and/or property • Possession of weapons • Serious physical aggression • Fighting
	Class Tasks	<ul style="list-style-type: none"> • Not completing set tasks • Not giving best effort • Cheating 	
	Other	<ul style="list-style-type: none"> • Sharing or swapping food • Telling lies 	<ul style="list-style-type: none"> • Possession of alcohol or cigarettes • Possession or selling of drugs
	Being in the right place	<ul style="list-style-type: none"> • Not being punctual (e.g. lateness after breaks) • Not in the right place at the right time 	<ul style="list-style-type: none"> • Leaving class without permission (out of sight) • Leaving school without permission
	Follow instructions	<ul style="list-style-type: none"> • Failure to respond to adult request • Non-compliance • Uncooperative behaviour 	
	Valuables	<ul style="list-style-type: none"> • Mobile phone kept in possession of left in school bag through the school day • Bringing valuable items to school without prior approval 	<ul style="list-style-type: none"> • Using a mobile phone in any part of the school during school hours for voicemail, email, text messaging or filming purposes without authorisation
Caring for others	Language	<ul style="list-style-type: none"> • Inappropriate language (written/verbal) • Calling out • Poor attitude • Disrespectful tone 	<ul style="list-style-type: none"> • Offensive language • Aggressive language • Verbal abuse / directed profanity
	Property	<ul style="list-style-type: none"> • Petty theft • Minor damage to property 	<ul style="list-style-type: none"> • Repeated stealing / major theft • Deliberate major property damage • Using a mobile phone in any part of the school during school hours for voicemail, email, text messaging or filming purposes without authorisation
	Others	<ul style="list-style-type: none"> • Not playing fairly • Minor disruption to class • Minor defiance • Minor bullying / harassment • Sharing or swapping food 	<ul style="list-style-type: none"> • Major bullying / harassment • Major disruption to class • Blatant disrespect • Major defiance
Caring for Environment	Rubbish	<ul style="list-style-type: none"> • Littering • Placing items in incorrect bin 	
	Property	<ul style="list-style-type: none"> • Minor vandalism 	<ul style="list-style-type: none"> • Major vandalism
	Grounds	<ul style="list-style-type: none"> • Walking/running in the garden • Harassing animals 	<ul style="list-style-type: none"> • Deliberately injuring animals

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.

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

Ensuring consistent responses to problem behaviour

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

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

7. Network of student support

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

- | | |
|------------------------|--|
| • Parents | • Advisory Visiting Teachers |
| • Teachers | • Positive Learning Centre Staff |
| • Support Staff | • Senior Guidance Officer |
| • Administration Staff | • School Chaplain/Student welfare worker |
| • Guidance Officer | |

External 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
- Neighbourhood Centre.

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.

Sharon 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 students' age, gender, disability, cultural background, socioeconomic situation and their emotional state

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

9. Related legislation

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

10. Related policies and procedures

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

11. Some related resources

- Bullying. No Way!
- Code of Conduct for School Students Travelling on Buses
- Positive Behaviour for Learning

Endorsement


Principal


P&C President

Effective Date: November 2017 – December 2019

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.

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

Certain personal technology devices banned from school

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

Confiscation

Permitted personal technology devices (mobile phones) 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 (e.g. mobile phones), they must be taken to the office before school and collected after the school day has ended.

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

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

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

Even where consent is obtained for such recording, the school will not tolerate images or sound captured by personal technology devices on the school premises or elsewhere being disseminated to others, if it is done for the purpose of causing embarrassment to individuals or the school, for the purpose of bullying or harassment, including

racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur.

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

Students should note that the recording or dissemination of images that are considered indecent (such as nudity or sexual acts involving children) are against the law and if detected by the school will result in a referral to QPS.

Text communication

The sending of text messages that contain obscene language and/or threats of violence may amount to bullying and or harassment or even stalking, and will subject the sender to discipline and possible referral to QPS. Students receiving such text messages at school should ensure they keep the message as evidence and bring the matter to the attention of the school office.

Assumption of cheating

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

Recording private conversations and the *Invasion of Privacy Act 1971*

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

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

Special circumstances arrangement

Students who require the use of a personal technology device in circumstances that would contravene this policy (for example to assist with a medical condition or other disability or for a special project) should negotiate a special circumstances arrangement with the Deputy Principal or Principal.

Appendix 2

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

Purpose

Sharon 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.

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

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

Bullying may be related to:

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

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

Rationale

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

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

Prevention

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

This will ensure that:

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

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

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

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

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

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

Appendix 3

Appropriate use of social media

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

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

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

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

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

This policy reflects the importance of students at Sharon State School engaging in appropriate online behaviour.

Role of social media

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

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

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

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

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

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

Appropriate use of social media

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

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

- Thinking about what they want to say or post, and how it could be interpreted by others, before putting it online. Remember, once content is posted online you lose control over it. Students should not post content online that they would be uncomfortable saying or showing to their parents' face or shouting in a crowded room.
- Remembering that it can be difficult to work out whether messages typed on social media sites and apps are meant to be funny or sarcastic. Tone of voice and context is often lost which can lead to unintended consequences. If students think a message may be misinterpreted, they should be cautious and make the decision not to post it.
- Never provoking, or engaging with, another user who is displaying inappropriate or abusive behaviour. There is no need to respond to a cyberbully. Students should report cyberbullying concerns to a teacher and allow the teacher to record and deal with the online concern.

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

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

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

Laws and consequences of inappropriate online behaviour and cyberbullying

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

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

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

- Unlawful stalking.
- Computer hacking and misuse.
- Possession of child exploitation material.
- Involving a child in making child exploitation material.
- Making child exploitation material.
- Distribution of child exploitation material.
- Criminal Defamation.

There are significant penalties for these offences.

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

Sharon State School

Behaviour Referral form/s – minor and major

Student Name:			Location (please tick)	
Date:	Time:	Class:	Playground	
Referring staff member :			Specialist Lesson	
			Classroom	
			Other	

Problem Behaviour			
Minor (Please tick)		Major (Please tick)	
Defiance/Disrespect Low intensity, brief failure to follow directions.		Defiance/Disrespect Continued refusal to follow directions, talking back and / or socially rude interactions.	
Physical Contact Student engages in non-serious but inappropriate physical contact.		Physical Aggression Actions involving serious physical contact where injury may occur (eg hitting, punching, hitting with an object, kicking, scratching etc).	
Inappropriate language Low intensity language (eg shut up, idiot etc).		Inappropriate /Abusive language Repeated verbal messages that involve swearing or use of words in an inappropriate way directed at other individual or group.	
Disruption Low intensity but inappropriate disruption.		Disruption Repeated behaviour causing an interruption in a class or playground. (eg. Yelling or screaming, noise with material, disrupting games, sustained out of seat behaviour etc).	
Property Misuse Low intensity misuse of property.		Vandalism Student engages in an activity that results in substantial destruction or disfigurement of property.	
Dress Code Student wears clothing that is near, but not within, the dress code guidelines defined by the school.		Dress Code Refusal to comply with school dress code.	
Safety Student engages in brief or low-level safety violation not involving hurting any other individuals or groups.		Safety Student engages in frequent unsafe activities where injury may occur.	
Dishonesty Student engages in minor lying/cheating not involving any other person.		Major Dishonesty Student delivers message that is untrue and / or deliberately violates rules and/or harms others.	
Other		Harassment / Bullying Repeated teasing, physical and verbal intimidation of a student.	
		Other	

School Expectation Category		CARE FOR SELF		CARE FOR OTHERS		CARE FOR THE ENVIRONMENT	
I AM CONFIDENT		I ASSIST OTHERS		I AM RESPONSIBLE		I AM ENGAGED IN LEARNING	

Others involved in incident							
None		Peers		Staff		Other	

Appendix 5

Physical Restraint / Intervention Report

Initial Report Compiled by		Date and Time Report Completed	
Signed			
Details of Student			
Name	Class	Teacher	
Details of Staff involved in Incident			
Name	Role		
Name	Role		
Name	Role		
Name	Role		
Reason for restraint: Emergency Response <input type="checkbox"/> OR Individual Student Plan <input type="checkbox"/> (Select One)			
To cease the physical assault of another student or staff member			<input type="checkbox"/>
To avert an immediate danger to him/herself or to others			<input type="checkbox"/>
To avoid serious property damage			<input type="checkbox"/>
Other (enter detail of the serious incident)			
Details of Incident			
Date	Time	Initial Location	
Initial Staff involved			
Restraint Location			
Duration of Restraint			
Type of Restraint			
Student Removed to			
De-Escalation Strategies used prior to Restraint			
Distraction	Change of face, place, activity	Offer choices	Cool down time, place
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Physical condition of Student before Restraint			
Physical condition of Student after Restraint			
Details of any Injury			
Injury to Student	Yes <input type="checkbox"/> No <input type="checkbox"/>	Incident Report Completed	Yes <input type="checkbox"/> No <input type="checkbox"/>
Details of Injury			
Injury to Staff Name:	Yes <input type="checkbox"/> No <input type="checkbox"/>	Incident Report completed	Yes <input type="checkbox"/> No <input type="checkbox"/>
Details of Injury			
Details of Damage			
Details of Trauma			

Notifying Procedures				
Incident Reported to				
Parent / Carer contacted				
Name		Time and Date		
Student/s: Post Incident Discussion / Debrief				
Location		Time and Date		
Present				
Details				
Other Forms Completed				
OneSchool				

Follow Up Report – to be completed by Form Recipient (Admin/Delegate)

Follow-up Call				
Made by:		Made to:		
Post Investigation				
Necessary <input type="checkbox"/> Not <input type="checkbox"/>	Completed by:		Recorded in:	
Review of individual behaviour management plan (to reduce need for use of restrictive practices)				
Necessary <input type="checkbox"/> Not <input type="checkbox"/>	Completed by:		Recorded in:	
Review of classroom/school management practices (emergency use of restrictive practices)				
Necessary <input type="checkbox"/> Not <input type="checkbox"/>	Completed by:		Recorded in:	
Damage Repair				
Necessary <input type="checkbox"/> Not <input type="checkbox"/>	Organised by:			
Entered on MYHR / WHS				
Necessary <input type="checkbox"/> Not <input type="checkbox"/>	Completed by:			
Entered on OneSchool				
Necessary <input type="checkbox"/> Not <input type="checkbox"/>	Completed by:			
As Contact	Completed by:		One Student Profile of	
As single student incident:	Completed by:		One Student Profile of	
As multiple student incident:	Completed by:		One Student Profile of	
Other Forms completed				
Debrief Report <input type="checkbox"/>	Physical restraint / Intervention record <input type="checkbox"/>	Individual Plan including Physical Restraint <input type="checkbox"/>		
Signed:				

Appendix 6

Debriefing Report

Formal debriefing

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

- reverse or minimise the negative effects of physical intervention;
- prevent the future use of physical intervention; and/or
- address organisational problems and make appropriate changes.

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

Debriefing should provide information on:

- who was involved;
- what happened;
- where it happened;
- why it happened; and
- what we learned.

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

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

Questions for staff

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

Questions for student

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

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

Appendix 7

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

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

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

What kinds of knife are banned?

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

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

What will happen if I bring a knife to school?

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

How can I help to keep Sharon State School safe?

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

How can parents help to keep Sharon State School safe?

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

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