Responsible Behaviour Plan for Students
based on The Code of School Behaviour as at 19.03.19

1. Purpose
Baringa State Primary 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.

Our school fosters a supportive environment where all students are happy and where optimal learning can take place. Baringa State Primary School ensures that all children will learn and develop within the school environment without disruptive behaviour hindering success and enjoyment of learning.

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
Baringa State Primary School developed this plan in collaboration with our school community.

3. Learning and behaviour statement
At Baringa State Primary School we value ‘Commitment’ – striving to achieve our best through persistence and determination.

Our school is committed to the school rules- ‘The 4 C’s’
- Courtesy
  Excellence of manners, politeness and respect for self and others
- Cooperation
  Working together respectfully to achieve a goal
- Consideration
  Thoughtfulness towards others
- Common Sense
  Making good judgements to behave in a sensible and safe manner

We believe that a safe and supportive environment protects the rights of all community members. That is, the rights of...
- students to learn
- teachers to teach
- everyone to be safe

All areas of Baringa State Primary 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 is grounded in the belief that the practices and behaviours of teachers and other adults at the school influence student behaviours. In order to facilitate appropriate standards of behaviour the school provides:
- A positive whole school culture with clearly defined Expectations and Consequences
- Quality researched based learning and teaching practices
- A balanced, relevant, differentiated and engaging curriculum
- Supportive and collaboratively developed programs and procedures
- Proactive social skills programs
- Managed professional development and/or information sessions for all members of the school community

19 March 2019
Our school rules have been agreed upon and endorsed by all staff. 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 Baringa State Primary 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.

A set of behavioural expectations (Appendix 1) in specific settings has been attached to each of our four school rules. The Schoolwide Expectations Teaching Matrix outlines our agreed rules and specific behavioural expectations in all school settings.

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

- **Care Class**: each week all students prep-year 6 will participate in Care Class for 30 minutes. Each Care Class is a multi-age group of students. The preps will be supported by yr. 6 students. The teacher will teach the rule/focus of the week for 30 minutes to a mixed aged group of students.
- All families given an Expectations Matrix on enrolment;
- Behaviour lessons conducted by classroom teachers;
- Reinforcement of learning from behaviour lessons on School Assembly and during active supervision by staff during classroom and non-classroom activities;
- Acknowledging students demonstrating the school rules and rewarding this behaviour with Gotcha Tickets;
- Recognising students adhering to our school rules with acknowledgement awards on assembly and excellence certificates each semester;
- Level 1 Reward Days Celebration activities- conclusion of each term- Term 1 and 3 Teacher responsibility, Term 2 and 4 Administration responsibility;
- Posters in all learning areas promoting appropriate behaviour;
- Postcards to students/parents to acknowledge positive behaviours.

**Whole School Behaviour Support**
Baringa State Primary School implements the following proactive and preventative processes and strategies to support student behaviour:

- A dedicated section of the school newsletter and regular communication in school Facebook page, enabling parents to be actively and positively involved in school behaviour expectations.
- School Behaviour team members’ regular provision of information to staff and parents, and support to others in sharing successful practices.
- Comprehensive induction programs in the Baringa State Primary School 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.

Specific policies have been developed to address:

- The Use of Personal Technology Devices at School (Appendix 2);
- Procedures for Preventing and Responding to Incidents of Bullying (Appendix 3); and
- Appropriate Use of Social Media (Appendix 4).
Reinforcing expected school behaviour
At Baringa State Primary 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.

“Gotcha Tickets”
Staff members hand ‘Gotcha Tickets’ out each day to students they observe following the 4C’s in both classroom and non-classroom areas. This reinforcement occurs continuously throughout the day. When they ‘catch’ a student following the 4C’s they can choose to give them a ‘Gotcha Ticket’. When students are given a ‘Gotcha Ticket’ they drop the card in their classroom collection box. They pull the ‘Gotcha Ticket’ apart into two parts- one to take home and share with parents and one to put in the collection box. There will be 4 ‘Gotcha Tickets’: for each of the 4C’s Courtesy, Cooperation, Consideration and Common Sense.

Each week on assembly, 2 x Gotcha Tickets from each class are drawn out and those children receive a small prize. E.g. ice block voucher

Environmental Award
Each week the school cleaners will nominate one class who have worked cooperatively to keep their classroom environment clean. The class will keep a special ‘trophy’

Morning Tea with the Principal (Recorded on OneSchool)
At the completion of each term, 2 x students from each class are randomly drawn from the class Gotcha Tickets box. These students will attend a special ‘Morning Tea with the Principal’.

Baringa Student of the Week Awards (Recorded on OneSchool)
Each week teachers will nominate students who have demonstrated the 4C’s. These students will be acknowledged with a certificate on assembly. Teachers may also nominate students who have excelled in other areas e.g. academics or sporting pursuits.

Postcards Home
Teachers will be able to send postcards home to students acknowledging students following the 4C’s or other personal achievements. Postcards will be hand written and addressed to students. Two postcards will be sent home per student each year.

Responding to unacceptable behaviour
All Baringa State Primary School staff are trained in Essential Skills of Classroom Management.

The core elements that allow for successful learning are: teachers setting clear expectations; acknowledging appropriate behaviour; and the timely correction of inappropriate behaviour (Richmond c. 2007). The 10 Essential Skills provide teachers with a framework for developing these core elements of effective teaching.
1. Establishing expectations
2. Giving instructions
3. Listening and scanning
4. Cuing with parallel acknowledgment
5. Body language encouraging
6. Descriptive encouraging
7. Selective attending
8. Redirecting to the learning
9. Giving a choice
10. Following through

Essential Skill | Description
--- | ---
1. Establishing expectations | Making rules
2. Giving instructions | Telling students what to do
3. Listening and scanning | Stopping to assess what is happening
4. Cuing with parallel acknowledgment | Praising a particular student to prompt others
5. Body language encouraging | Smiling, nodding, gesturing and moving near
6. Descriptive encouraging | Praise describing behaviour
7. Selective attending | Not obviously reacting to some bad behaviour
8. Redirecting to the learning | Prompting on-task behaviour
9. Giving a choice | Describing the student’s options and likely consequences of their behaviour
10. Following through | Doing what you said you would

a) **Re-directing low-level and infrequent problem behaviour (Step 8)**

When a student exhibits low-level and infrequent problem behaviour, the first response of school staff members is to apply the Essential Skills of Classroom Management as above.

If the behaviour persists the staff member will need 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 ask them 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.

b) **Targeted behaviour support: Respond program**

A small number of students at Baringa State Primary School may be identified through our data as requiring targeted behaviour 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 further support are presented at Baringa State Primary School’s Student Wellbeing Committee Meetings, which are held fortnightly. Prior to the meeting, the class teacher gathers all relevant information and parent / carer consent to present at the meeting. Upon reviewing all the relevant information, a course of action is devised on how to best support the student, teacher or parent.

**Educational Support**
- *Education Adjustment Profiles for Students With Disabilities*
- *Education Support Plans for Students in Care of the State*
- *Literacy & Numeracy Intervention Programs*
- *Referral for support through Student Support Committee*
- *Learning Support Programs*
- *Targeted teacher aide support*
- *Individual Curriculum Programs*

**Behaviour Support**
- *Individual Behaviour Support Plans for identified students*
- *Mediation – G.O. & Peer*
- *Early parent contact with regular follow up meetings*
- *Chill Out Card or similar*
- *Alternative lunch time activities*
- *Social Skills programs*
- *Play Plans*
- *Lunchtime Clubs*
- *Guidance Officer support*
- *Class Time Out*
- *Check in Check Out Monitoring Book*
- *Chaplaincy support*
- *Community agency involvement*
- *Buddy class*
Teachers keep a record of the student’s behaviour and the targeted support in order to gauge if/when more intensive support is warranted.

c) Intensive behaviour support: Behaviour Support Team
Baringa State Primary 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 following strategies may be implemented for students requiring more intensive support and/or flexible learning options to assist them to continue with their learning.

<table>
<thead>
<tr>
<th>Intensive Intervention and Behaviour Support</th>
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<tbody>
<tr>
<td>- Regular involvement of parents/carers in support for student</td>
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<td>- Administration Case Management for individual students</td>
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<td>- Referral to Student Wellbeing</td>
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<td>- Individual Behaviour Support Plan</td>
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<tr>
<td>- Involvement of outside agencies – CYMHS; Minds Alive, Z-12</td>
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<td>- AVT- Inclusive Education</td>
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<td>- Negotiated entry/re entry to school</td>
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<tr>
<td>- Baringa Behaviour Team</td>
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<tr>
<td>- Teacher “buddy”</td>
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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. It is essential to ensure that staff relocate nearby students who may be in an unsafe situation and call for assistance.

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

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

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

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

Debrief
Help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations.
Physical Intervention
Staff may make legitimate use of physical intervention if all non-physical interventions have been exhausted and a student is:

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

Appropriate physical intervention may be used to ensure that Baringa State Primary 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 and the underlying function of the behaviour.

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

- property destruction;
- school disruption;
- refusal to comply;
- verbal threats; 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.

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. This will be uploaded to OneSchool.

Physical Intervention Incident Report (Appendix 5)

6. Level System
The Level System
The aim of Baringa State Primary School's Level System is to create an environment where every member of the school community is able to function to the best of his / her ability. Our level based system focuses on the development and maintenance of self-discipline. The level system applies to all students enrolled at Baringa State Primary School; however adjustments are made to meet the requirements of individuals requiring targeted or intensive support.

Movement between levels is outlined in the Baringa State Primary School's Level System Flow Chart. (Appendix 6)

Level System Operation
Behaviour is to be defined as one of four (4) levels with Level 1 being the most desirable that a student chooses to exhibit.

The student's level of behaviour indicates the number of people who are needed to support that student in managing his / her behaviour. Each student needs to be encouraged, supported and guided by our school community to be fully responsible for his / her behaviour. (See appendix 11)
Level 1 - Green (1 person)

People involved: Student only

Student is able to manage their own behaviour. Students who work, play and participate responsibly, meeting school wide expectations, remain on Level 1.

Responses:

- Level 1 Excellence Certificate presented if student has remained on Level 1 for whole of semester.
- Level 1 Certificate presented if on Level 1 for end of semester but had a level drop previously in the semester.
- Encouragement Certificates may be issued to students ineligible for Level 1 certificates, but whose behaviour has progressively improved throughout the semester. This is at the discretion of the classroom teacher.
- Students at this level will participate in the Level 1 Reward Activity each term.
- Considered for position of responsibility (eg School Captains, School Councillors, Sports Captains) or to represent the school in prominent leadership positions. Such students need to consistently show self-discipline and high standards of behaviour. Year 5 students applying for positions of responsibility will need to have had their Year 5 teacher sign their nomination to indicate that the student’s current behaviour is Level 1 and take into consideration previous term’s behaviour levels of the student.

Issuing of Certificates (Recorded on OneSchool)

All teachers are encouraged to present general certificates for good work and good behaviour (following 4C’s) during the course of the school week. ‘Student of the Week’ awards are given to one child from each class on assembly each week. Level 1 and Encouragement Certificates are sent home with students at the completion of each semester.

Level 1 Reward Activity

The level colour system is a visible, motivational tool designed to encourage, maintain and reward high standards of behaviour. As a reward for being on Level 1 at the end of term, students are entitled to participate in a range of organised Level 1 Reward Activities including discos, magic shows and class cooking sessions.

Level 1 Reward Activity Operation

- Each student starts the term off at Level 1 and she / he is issued with a Green Level 1 Card. To be eligible to attend the Level 1 Reward Activity, a student must be on Level 1 at the time of the Level 1 Reward Activity.
- Every class is to have a school wide system for monitoring the behaviour levels of students. This is a chart system understood by students in all classrooms.
- When a student moves down a behaviour level from Level 1 to Level 2, the student loses his / her Green Level 1 Card.
- After 2 weeks, the student’s behaviour is reviewed and the Green Level Card will be reinstated if appropriate behaviours have been exhibited by the student in the 2 week review period.
- If, during this 2 week review period, another ‘timeout’ referral is issued, the student will drop another level and will have a 2 week review period commence from the date of the “timeout”.
- If, during the 2 week review period, a student received 1 or 2 yellow cards, they will stay on their current level and will have an additional 2 week review period.
- Students who do not hold a green Level 1 card on the Level 1 Reward Activity Day will be ‘buddied’ out to another classroom whilst Level 1 students participate in the Level 1 Reward Activity.
LEVEL 2 - Orange (2 people)

People involved:  

*Student and teacher*

Student needs teacher intervention to help manage his / her behaviour.

Responses:

- Parent contacted via email or phone call by **class teacher**. Class teacher enters OneSchool entry and records contact. Time out issued by class teacher. Teacher refers OneSchool entry to sector leader.
- After 2 weeks, the student’s behaviour is reviewed and their Green Level 1 card will be reinstated if appropriate behaviour has been exhibited.
- However, if the student received a “time out” referral during this 2 week period, they will drop another level to Level 3.
- The student can attend Level 1 Reward Activity if they make it back to Level 1 and has been negotiated with the classroom teacher.
- To return to level above, no yellow cards can be received for two (2) weeks.

LEVEL 3 - RED (3 people)

People involved:  

*Student, teacher and another adult intervention (e.g. another teacher, administrator or parent)*

Behaviour that warrants the student, with teacher and another adult’s intervention (could be another teacher, parent or administrator) to manage his / her own behaviour.

Responses:

- Class teacher enters in OneSchool entry and refer Sector Leader in. Sector Leader contacts parents/ carers. Time out issued (could be several days).
- After 2 weeks, the student’s behaviour is reviewed and if no incidents have occurred they will drop back to level 2. After an additional two weeks without any incidents they then they will drop back to level 1. However, if they receive a “time out” referral during this 2 week period, they will drop another level.
- Student can attend Level 1 Reward Activity if they make it back to Level 1 and has been negotiated with the classroom teacher.
- To return to the level above, no yellow cards can be received for two (2) weeks.

Possible consequences:

- Non-attendance of extra curricula activities in and outside of school grounds
- Monitoring Book (Staff discretion)
- “Time out” room
- Class withdrawal
- Admin support
LEVEL 4 - WHITE (4 people)

People involved: Student with teacher, administrator and parent. Intervention needed for student to manage his / her own behaviour. More serious behaviour that parents are to be aware of, and are involved in corrective procedures.

Possible Responses:
- Class teacher enters in OneSchool entry and refer Sector Leader in. Sector Leader contacts parents/ carers. Time out issued (could be several days).
- After 2 weeks, the student’s behaviour is reviewed to determine their current level. Students can progressively move up a level after each two week period.

Possible Consequences:
- Class Withdrawal
- “time out” room
- Non-attendance of extra curricula activities in and outside of school grounds
- Monitoring Book (staff discretion)
- Possible suspension

7. Consequences for unacceptable behaviour
Baringa State Primary 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 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.
Individual class teachers will be primarily responsible for dealing with minor behaviours. Strategies to implement supportive, fair, logical and consistent consequences include:

<table>
<thead>
<tr>
<th>Behaviour</th>
<th>Consequence</th>
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</thead>
<tbody>
<tr>
<td>• Running on concrete or around buildings</td>
<td>• Restate/ Rule reminder</td>
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<tr>
<td>• Playing in toilets</td>
<td>• Warning</td>
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<tr>
<td>• Not playing school approved games</td>
<td>• Chill Out Chair/Area</td>
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<tr>
<td>• Non compliance</td>
<td>If persistent a yellow card may be issued (warning card)</td>
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<tr>
<td>• Inappropriate language (written/verbal)</td>
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<td>• Out of bounds</td>
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<tr>
<td>• Swinging/ climbing on building structures</td>
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<tr>
<td>• Bad sportsmanship</td>
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<tr>
<td>• Spitting/ chewing gum</td>
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<tr>
<td>• Lateness from lunch breaks</td>
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<tr>
<td>• Incorrect use of equipment e.g. bike, skateboard, pencils, sporting equipment, iPad misuse e.g. air dropping, misuse in class</td>
<td>• Restate Rule Reminder</td>
</tr>
<tr>
<td>• If persistent a yellow card may be issued (warning card)</td>
<td>• Equipment confiscated is persistent</td>
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<tr>
<td>• Not completing set tasks</td>
<td>If persistent a yellow card may be issued (warning card)</td>
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<tr>
<td>• Refusing to work</td>
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<tr>
<td>• Disrupting the learning of others</td>
<td>• Rule reminder</td>
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<tr>
<td>• Not wearing a hat in playground</td>
<td>• Warning</td>
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<tr>
<td>• Not wearing shoes outside</td>
<td>• Chill Out Chair</td>
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<tr>
<td>• If persistent a yellow card may be issued (warning card)</td>
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<tr>
<td>• Littering</td>
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<tr>
<td>• Throwing sticks/stones (not at people)</td>
<td>• Community service</td>
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<tr>
<td>• Minor hands on or rough play</td>
<td>If persistent a yellow card may be issued (warning card)</td>
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<td></td>
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<tr>
<td>Major behaviours are those that:</td>
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<tr>
<td>• significantly violate the rights of others;</td>
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<tr>
<td>• put others / self at risk of harm; and</td>
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<tr>
<td>• require the involvement of school Administration.</td>
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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 completes a OneSchool entry notifying their sector leader.
Major problem behaviours may result in the following consequences:

<table>
<thead>
<tr>
<th>Behaviour</th>
<th>Possible Consequence</th>
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<tbody>
<tr>
<td>Physical aggression</td>
<td>The Principal (or delegate) will investigate thoroughly and apply consequences that are fair and consistent. This may include:</td>
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<tr>
<td>Sexual assault</td>
<td>• “time out” Room referral</td>
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<tr>
<td>Fighting</td>
<td>• Alternate lunchtime activities</td>
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<tr>
<td>Throwing objects at people</td>
<td>• Loss of privilege</td>
</tr>
<tr>
<td>Possession of weapons</td>
<td>• Parent contact</td>
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<tr>
<td>Leaving school without permission</td>
<td>• Referral to Guidance Officer</td>
</tr>
<tr>
<td>Inappropriate use of electronic devices e.g. e-mail, social media, inappropriate websites</td>
<td>• Referral to Intensive Behaviour Support Team</td>
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<tr>
<td>Aggressive language/verbal abuse/swearing</td>
<td>• Suspension from school</td>
</tr>
<tr>
<td>Stealing / major theft</td>
<td>• Exclusion</td>
</tr>
<tr>
<td>Wilful property damage</td>
<td>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.</td>
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<tr>
<td>Vandalism</td>
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<td>Possession or selling of illegal substances</td>
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<td>Major bullying / harassment</td>
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<td>Major disruption to class</td>
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<td>Bringing knives to school</td>
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<td>Persistent minor behaviour</td>
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<tr>
<td>Refusal to follow staff members' directions</td>
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<tr>
<td>Outside school incidents that affects the good order and management of the school such as cyberbullying, school bus misconduct</td>
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**Strategies to Deal with Unacceptable Behaviour**

**Step 1 - Highly Effective Strategies (Essential Skills 1-7)**
The teacher responds to low level misbehaviour and classroom disturbance by following the ‘Essential Skills of Classroom Management’ including giving clear directions, reinforcing positive behaviour, cueing with parallel acknowledgement and using non-verbal messages to alert or cue the student.

**Step 2 - Restatement, Rule Reminders (Essential Skills 8-10)**
The teacher may then add a combination of the following strategies to address the student’s behaviour: restatement of the rule, giving a specific direction, giving the student a choice - such as, to work/play appropriately OR move to the ‘chill out chair’.

**Step 3 - Chill Out Chair**
The student is directed to a different part of the current classroom, to sit at in isolated desk until they are willing and able to comply. Posters relating to positive behaviour are displayed at this desk, and paper is supplied if students would like to draw as part of their cool down time. After a minimum of five minutes, if students are ready to re-enter the class group, they may raise their hand or under the direction of the teacher. It is critical that teachers support re-entry in a planned, solution focused, non-punitive manner. **If a student is sent to the Chill Out Chair a yellow card (warning card) is filled in.**

**Step 4 - Buddy Class**
If a student returns to the class after spending time at the Chill Out Chair and continues to be disruptive, or refuses to use the Chill Out Chair teachers will direct the student to go to their Buddy Class. This is another classroom, which has a separate desk and chair positioned in a non-threatening area, away from the whole group. Students stay at the Buddy Class until they are ready to follow instructions and demonstrate understanding of the Baringa State Primary School rules. The teacher at the Buddy Class is not punitive or judgmental. They are providing a safe and supportive environment for students to reflect on their own choices. **All incidents where a buddy class is required, the student will drop a level as this is now a**
major incident and they will be required to attend the “time out” room. Teachers/ staff member to record on OneSchool and notify sector leader to issue consequence.

**Step 5- Administration Referral**
If a student still continues to disrupt the learning of others, this becomes a “Major behaviour” and the student is referred to the Administration. If a student’s behaviour continues to infringe upon the rights of others in the classroom and/or playground, a plan of action is developed by all stakeholders- including the teacher and student, parents/carers and Administrations.

**Teacher Debrief**
After a student has been sent to the chill out chair, sent to buddy time out, time out room or referred to Administration, **staff members have a critical role to debrief one on one with the student**. Staff at Baringa SPS continually aim to build relational trust with students in a supportive and non-threatening environment. Once the situation is defused and the student is calm, the staff member meets one on one with student and discusses the behaviour by asking the following questions: What happened? How did this make you feel? What will you do differently next time? Specialist teachers are also expected to debrief with students when required if an incident occurs in their class. A staff member may use a template to debrief with students (see Appendix 7).

**BSPS Playground and Outside School Management for Inappropriate Behaviour**

**Step 1- Highly Effective Strategies (Essential Skills 1-7)**
The teacher responds to low level misbehaviour and playground disturbance by following the ‘Essential Skills of Classroom Management’ including giving clear directions, reinforcing positive behaviour, cueing with parallel acknowledgement and using non-verbal messages to alert or cue the student.

**Step 2- Restatement, Rule Reminders (Essential Skills 8-10)**
The teacher may then add a combination of the following strategies to address the student’s behaviour: restatement of the rule, giving a specific direction, giving the student a choice - such as, to work/play appropriately OR move to the ‘chill out chair’.

**Step 3- Chill Out Chair**
The student is directed to a different part of the playground to sit in an isolated spot until they are willing and able to comply. After a minimum of 5 minutes, if students are ready to re-enter the playground safely they will be directed by the teacher. It is critical that teachers support re-entry in a planned, solution focused, non-punitive manner. **If a student is sent to the Chill Out Chair a yellow card (warning card) is filled in by the staff member on duty.**

**Step 4 - Administration Referral**
If the student still continues to break rules after the chill out chair or if the infringement is more serious e.g. physical misconduct this becomes a “Major behaviour” and the student is referred to the office and a “time out” (level drop) will be issued by sector leader. Staff will have a playground duty folder which will contain a variety of materials including a HELP card. If a major behaviour incident has occurred (e.g. physical fighting) or a student is continuing to display inappropriate behaviour after being sent to the Chill Out Chair the HELP card will be sent to the office for Administration support.

**Yellow Cards**
Yellow cards are minor warning cards. They are issued for misbehaviour in the playground / classroom that is considered to be persistent minor behaviour.

- Yellow cards are stored in students’ classroom behaviour record chart
- When a student receives three yellow cards, the teacher records the details including the dates on OneSchool. When completing this task the teacher will notify their sector leader. A “time out”
A “time out” referral is issued by the sector leader and the student attends “time out” during a lunchbreak. The student incurs a level drop.

- A “time out” referral is recorded on One School.
- For each multiple of three yellow cards a student receives in a term, a new “time out” referral is issued.
- For Term 1, Prep students obtain five yellow cards before receiving a “time out” referral and associated level drop.
- If a minor incident has occurred in a specialist lesson and a yellow card is issued, the specialist teacher communicates with this with the classroom teacher and fills in the yellow card.

**See appendix 8**

**“Time Out” Room**
The “Time Out” Room is a whole school facility provided at first break each day. The Principal, Deputy Principal or Behaviour Team Member is on duty in the designated room. The purpose of the “time out” Room is to provide a consequence for major behaviour. Data is collected through One School on frequency and nature of inappropriate behaviours displayed per student. This data is analysed regularly by the Behaviour Management Team.

- A “Time Out” is issued for 3 x yellow cards or if a major behaviour has occurred.
- “Time Out” Referral means an automatic drop in the behaviour level assigned to that child.
- “Time Out” Referral means that the student misses their play time in first break.
- The student’s name is written in a specific folder by the sector leader booking him/her into the “Time Out” room.
- Specialist teachers communicate to sector leaders, classroom teachers and complete a OneSchool entry if a major behaviour occurs during their lesson.
- The student presents him / herself at the “Time Out Room” promptly at first break after the eating bell.
- Late arrival means an extra day’s “Time Out”.
- If the student chooses not to attend “Time Out”, an extra day is imposed.
- If a student is referred by the sector leader during playtime, the student attends the “Time Out” Room the next day.
- If a child is issued with a “Time Out”, the sector leader will contact the child’s parents via phone.
- If a student chooses inappropriate behaviour in the “Time Out” Room, extra time is imposed. In the first instance this will be an extra day given.
- Continual non-compliance in the “Time Out” Room could result in a suspension.

**Behaviour Monitoring Booklet (At staff discretion)**
The Behaviour Monitoring Booklet is divided into the three classroom sessions of the day and two play breaks. A staff member/teacher evaluates behaviour at the end of each section of time. A member of Administration checks this each afternoon and it is taken home each evening. Staff rate students 1-3. 1- excellent, 2- satisfactory and 3 unacceptable

**Play Plan (At staff discretion)**
Some students may be placed on a ‘Play Plan’ which identifies where students are to play. Failure to adhere to the ‘Play Plan’ could result in a level drop and “time out” Room.

**See Appendix 9**
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 Baringa State Primary School, staff members are authorised to issue consequences for problem behaviour and 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.

Suspension and exclusion may be considered in serious situations however other consequences will be considered prior to suspension and exclusion.

Example Grounds for Suspension
- Disobedience
- Misconduct or
- Other conduct of the student that is prejudicial to the good order and management of the school.

Possible Suspension from school (1 – 5 days)
- Smoking
- Swearing
- Harassment
- Physical assault/ violence
- Extensive bullying
- Graffiti
- Inappropriate use of electronic device
- Non-compliance and disruptive behaviour
- Repeated other conduct prejudicial to the good order of the school

Possible Suspension from school (6 – 20 days)
- High level assault, bullying, high misconduct
- Dangerous unlawful violent behaviour
- Repeated other conduct prejudicial to the good order of the school

Notification will be made to student and parents in writing, giving full reasons for the decision relating to the selected School Disciplinary Absence.
Period of time a student can be suspended from school.

- For not more than five school days, or
- If the principal is satisfied the student behaviour was so serious that the suspension should be longer than five school days, for not more than twenty school days.

Re-entry

A planned re-entry to school is convened after enforcing a suspension to minimise recurrence of unacceptable behaviour and disruption to the student’s education. Parties who may be involved in this process: **Principal, parent / carer, student, Guidance Officer, Deputy Principal, teacher and relevant support staff.**

- Re-entry interview and procedures are completed.
- Individual Behaviour Support Plan may be implemented or reviewed at this time.
- A monitoring book may be issued to the student.
- Re-entry at **Level 3.**

7. Network of student support

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

- Parents
- Teachers
- Support Staff
- Administration Staff
- Guidance Officer
- Advisory Visiting Teachers
- Positive Learning Centre Staff
- Senior Guidance Officer
- School Chaplain/Student welfare worker
- School Based Police Officer
- School Based Youth Health Nurse
- Youth Support Coordinator.

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.

Baringa State Primary 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!
- Schoolwide Positive Behaviour Support
- Code of Conduct for School Students Travelling on Buses

Endorsement

Principal

P&C President or Chair, School Council

Effective Date: 1 January 2018
## Appendix 1 Matrix

### MATRIX OF EXPECTED BEHAVIOIRS

<table>
<thead>
<tr>
<th>ALL SETTINGS</th>
<th>4C’s FOR SELF</th>
<th>4C’s FOR OTHERS</th>
<th>4C’s FOR LEARNING</th>
<th>4C’s FOR SCHOOL ENVIRONMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>4C’s FOR SELF</strong></td>
<td></td>
<td>Keep hands and feet to yourself. Use appropriate language and speak kindly. Use manners and show respect. Follow directions Encourage diversity Solve disagreements using the High5 Co-operate with others and use teamwork. Treat people with respect</td>
<td>Keep in the right place at the right time Try your best with all tasks and show commitment towards your learning goals Try new games and activities</td>
<td>Keep prohibited items at home Care for property Wear correct school uniform Report problems to a teacher</td>
</tr>
<tr>
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<td></td>
</tr>
</tbody>
</table>

### LEARNING ENVIRONMENTS

| **Walk quietly in the room** | Speak at appropriate times only Encourage and support others Listen to others without interrupting Use a quiet voice | Be prepared for learning and have all of your equipment organised Complete work on time Ask for help respectfully when needed Take pride in your work Use computers and internet appropriately | Look after school property and use it appropriately Clean up after yourself Be a responsible team member Return items you borrow in good order |
| **Ask permission to leave the classroom** | Only go in the room when a teacher is present | Be prepared for learning and have all of your equipment organised Complete work on time Ask for help respectfully when needed Take pride in your work Use computers and internet appropriately | Look after school property and use it appropriately Clean up after yourself Be a responsible team member Return items you borrow in good order |
| **Only go in the room when a teacher is present** | | Be prepared for learning and have all of your equipment organised Complete work on time Ask for help respectfully when needed Take pride in your work Use computers and internet appropriately | Look after school property and use it appropriately Clean up after yourself Be a responsible team member Return items you borrow in good order |
| **Sit on chairs safely** | | Be prepared for learning and have all of your equipment organised Complete work on time Ask for help respectfully when needed Take pride in your work Use computers and internet appropriately | Look after school property and use it appropriately Clean up after yourself Be a responsible team member Return items you borrow in good order |

### EATING TIME

| **Eat enough healthy foods for Brain Break and Lunch** | On the eating bell raise your hand and wait to be dismissed by a staff member Only eat your own food | Make healthy food choices to help your brain and body | Put litter in the bin Put lunchboxes in tubs |
| **Sit when eating** | On the eating bell raise your hand and wait to be dismissed by a staff member Only eat your own food | Make healthy food choices to help your brain and body | Put litter in the bin Put lunchboxes in tubs |
| **Be on time** | On the eating bell raise your hand and wait to be dismissed by a staff member Only eat your own food | Make healthy food choices to help your brain and body | Put litter in the bin Put lunchboxes in tubs |
| **Wash hands** | On the eating bell raise your hand and wait to be dismissed by a staff member Only eat your own food | Make healthy food choices to help your brain and body | Put litter in the bin Put lunchboxes in tubs |

### PLAY TIMES

| **Play safely** | Respect others Include others Play school approved games Use play equipment safely Be fair Walk on concrete areas | Think of different ways to solve problems Stop play when the bell rings and pack up equipment Listen and do as the teacher on duty tells you | Look after school play equipment and pack it up when asked Stay out of gardens and trees Treat insects, birds and other animals kindly Put all rubbish in bins Report any property damage Leave sticks, stones, sand and bark stay on the ground |
| **Wear a hat, sun safe clothes and shoes at all times** | Respect others Include others Play school approved games Use play equipment safely Be fair Walk on concrete areas | Think of different ways to solve problems Stop play when the bell rings and pack up equipment Listen and do as the teacher on duty tells you | Look after school play equipment and pack it up when asked Stay out of gardens and trees Treat insects, birds and other animals kindly Put all rubbish in bins Report any property damage Leave sticks, stones, sand and bark stay on the ground |
| **Play in the correct area** | Respect others Include others Play school approved games Use play equipment safely Be fair Walk on concrete areas | Think of different ways to solve problems Stop play when the bell rings and pack up equipment Listen and do as the teacher on duty tells you | Look after school play equipment and pack it up when asked Stay out of gardens and trees Treat insects, birds and other animals kindly Put all rubbish in bins Report any property damage Leave sticks, stones, sand and bark stay on the ground |
| **Report injuries to the teacher on duty** | Respect others Include others Play school approved games Use play equipment safely Be fair Walk on concrete areas | Think of different ways to solve problems Stop play when the bell rings and pack up equipment Listen and do as the teacher on duty tells you | Look after school play equipment and pack it up when asked Stay out of gardens and trees Treat insects, birds and other animals kindly Put all rubbish in bins Report any property damage Leave sticks, stones, sand and bark stay on the ground |
| **Show self-control** | Respect others Include others Play school approved games Use play equipment safely Be fair Walk on concrete areas | Think of different ways to solve problems Stop play when the bell rings and pack up equipment Listen and do as the teacher on duty tells you | Look after school play equipment and pack it up when asked Stay out of gardens and trees Treat insects, birds and other animals kindly Put all rubbish in bins Report any property damage Leave sticks, stones, sand and bark stay on the ground |

### USE OF eLEARNING Devices

| Follow steps on the BYoD agreement Be Cybersafe and Cybersmart when using the Internet Keep account names and password safe and secure | Mobile phones are to be kept in school bag or in pocket during school day- not to come out All Cloud applications will be turned off at school Demonstrate etiquette when using devices | Use the Baringa SPS internet to download only audio/video, website content and programs related to learning | Store BYoD devices in locked classrooms during lunch breaks |
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### TOILETS

| Use the correct toilets Wash your hands after using the toilet One person per cubicle Close the door when in the toilet | Wait outside for your partner Respect other people’s personal space Use a quiet voice Play away from the toilets | Go to the toilet before school and during lunch breaks | Be water wise Leave the area clean Put paper in the bin Use soap and towels sensibly Flush after use |
| **Use the correct toilets** | Wait outside for your partner Respect other people’s personal space Use a quiet voice Play away from the toilets | Go to the toilet before school and during lunch breaks | Be water wise Leave the area clean Put paper in the bin Use soap and towels sensibly Flush after use |
| **Wash your hands after using the toilet** | Wait outside for your partner Respect other people’s personal space Use a quiet voice Play away from the toilets | Go to the toilet before school and during lunch breaks | Be water wise Leave the area clean Put paper in the bin Use soap and towels sensibly Flush after use |
| **One person per cubicle** | Wait outside for your partner Respect other people’s personal space Use a quiet voice Play away from the toilets | Go to the toilet before school and during lunch breaks | Be water wise Leave the area clean Put paper in the bin Use soap and towels sensibly Flush after use |
| **Close the door when in the toilet** | Wait outside for your partner Respect other people’s personal space Use a quiet voice Play away from the toilets | Go to the toilet before school and during lunch breaks | Be water wise Leave the area clean Put paper in the bin Use soap and towels sensibly Flush after use |

### CANTEEN

<p>| Wait your turn Buy/ eat your own food Follow the ordering procedure Eat food in eating areas | Line up orderly | Make healthy food choices | Put all rubbish in the bin |
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| <strong>Buy/ eat your own food</strong> | Line up orderly | Make healthy food choices | Put all rubbish in the bin |
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| <strong>Eat food in eating areas</strong> | Line up orderly | Make healthy food choices | Put all rubbish in the bin |</p>
<table>
<thead>
<tr>
<th><strong>TRANSITION TIMES</strong></th>
<th><strong>BEFORE/ AFTER SCHOOL</strong></th>
<th><strong>CAR PARK SAFETY</strong></th>
<th><strong>OUT OF SCHOOL</strong></th>
</tr>
</thead>
</table>
| Sit down in lining up area after breaks  
Hold equipment responsibly  
Use stairs responsibly | Wear a helmet if riding a bike or scooter  
Follow road rules  
Play safe in designated active areas until the  
morning bell  
Travel directly to and from school  
Respect members of the community | Follow crossing supervisors directions  
Cross the road in safe zones | Travel safely to and from school  
Stay with your school group (ie. Sports, excursions)  
Be organised and bring required items (ie. water bottle and hat for sport) |
| When moving, walk quietly and responsibly in  
two lines | Walk your bike or scooter in the school grounds | Be considerate of others when waiting | Abide by all road rules  
Follow the bus ‘code of conduct’  
Listen to Crossing Supervisors  
Demonstrate sportsmanship |
| Ensure you are to class on time  
Stop play on the first bell, visit toilet/drink and line up | Arrive on time to be prepared  
Take home things you need (homework, lunch box, notes) | | Complete all homework activities  
Charge BYoD at night time ready for the next school day |
| Use the pathways  
Return all equipment to sheds and classrooms  
Walk quietly through corridors | Use the pathways  
Leave the port racks tidy  
Respect the gardens | Stay on the path near pick up area  
Stay in designated waiting area when getting picked up | Wear full school uniform to and from school  
Present a good image of the school in the community |
Appendix 2

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.

Statement of intent

Mobile phones (with cameras, internet connection and recording mechanisms) and other electronic devices are an integral part of modern living. They have become a convenient and useful mode of communication and entertainment. They serve an important role in enhancing contact with the world, providing immediate access to information, giving families a sense of security and providing individuals with hours of entertainment. Acknowledging the above, the number of mobile phones and other electronic devices in society has increased in recent years. If students bring a mobile phone or electronic device to school then they must comply with the school policy.

These rules exist because:
- Undisciplined mobile phone and electronic device use during lessons disturbs the process of teaching, learning and assessment;
- Undisciplined use of devices before school and during breaks can cause physical damage (hearing loss), emotional stress, and anti-social behaviour and therefore requires supervision of use;
- Visibility of new mobile phone technology and electronic devices encourages theft from school bags, causing stress, conflict and financial hardship when items go missing.

Mobile phones are not necessary for school as students have access to a telephone in the Administration and in class via teacher permission, if they need to contact their home in case of emergency. If family members need to contact their student, they must ring the Administration and staff will see that the message is received by the individual in question.

Policy statement

1. Any mobile phone or electronic device brought to the school is to be turned off and out of sight unless use is directed by the classroom teacher.
2. Staff members have the right to question students on the use of their device. If the teacher believes there is any concern to themselves or others, they will refer concerns to the office for clarification and action. Refusal to comply with teacher instructions will not be tolerated.
3. If students require urgent access to a phone they should report to the administration building, or classroom telephones via teacher permission to use a school phone.
4. Devices with built-in cameras are not to be used anywhere, unless instructed by teachers for learning activities. It would be considered inappropriate to use any device in change rooms or toilets.
5. Students must not take photographs or images of teachers, ancillary staff, other students or visitors to the school without their consent and knowledge.
6. Students must not make/send harassing or threatening calls/messages.
7. The playing of music, through any device e.g. iPad, phone etc. or via external speakers is not permitted on school grounds.
8. The school discourages students from bringing mobile phones and other electronic devices (except school approved BYOD iPad device to school, and as such will not be responsible for loss
or damage to mobile phones or electronic devices. No liability will be accepted by the school in the event of loss, theft or damage to any device.

**Consequences for breaching the school’s mobile and electronic device policy are:**

- **1st offence** – Mobile phone or electronic device used inappropriately, or during class lessons, or any other occasion will be required to be handed in at Administration for a 3pm collection. Parents will be advised. If a students’ BYOD iPad is involved in a minor breach (e.g. used during eating time) a rule reminder is issued to the student.

- **2nd offence** – Mobile phones or electronic device used inappropriately, or during class lessons, or any other occasion will be required to be handed in at Administration where the devices will be kept and must be collected by a parent. This includes persistent minor breaches of BYOD iPads. Persistent breaches will result in a yellow card issued to the student.

- **3rd offence** – possible suspension with parents to collect the offending device. Refusal to comply with teacher instructions to hand the offending device in at the office may result in an automatic suspension with the parent to collect the item. Inappropriate use of mobile phone or electronic device during breaks (e.g. viewing inappropriate imaging, playing violent games, filming other students, cyber bulling or nuisance calling/texting, etc.) will result in consequences outlined in the school’s responsible behaviour plan. Victims of abusive, threatening, bullying messaging, or inappropriate video/photo imaging will be advised to make a complaint to the Queensland Police.

Any student who places an image / words on the internet which have a negative impact on the good standing of the School, its staff or students will be dealt with according to the school’s responsible behaviour plan.

**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 3

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

Purpose
1) Baringa State Primary School strives to create positive, predictable environments for all students at all times of the day. The disciplined and teaching environment that we are creating is essential to:
   - achieving overall school improvement, including the effectiveness and efficiency of our student support procedures
   - raising achievement and attendance
   - promoting equality and diversity and
   - ensuring the safety and well-being of all members of the school community.

2) There is no place for bullying in Baringa State Primary 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.

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

4) Bullying may be related to:
   - race, religion or culture;
   - disability;
   - appearance or health conditions;
   - sexual orientation;
   - sexist or sexual language;
   - children acting as carers; or
   - children in care.

5) At Baringa State Primary 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 one or several times, and whether or not the persons involved cite intimidation, revenge, or self-defence as a motive, the behaviour will be responded to in similar fashion, that is, as categorically unacceptable in the school community.

Rationale
6) 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.

7) The anti-bullying procedures at Baringa State Primary 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**

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

This will ensure that:

- Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour.
- All students know the 4 school rules and have been taught the expected behaviours attached to each rule in all areas of the school.
- All students have been or are being taught the specific routines in the non-classroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms.
- All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the non-classroom areas of the school.
- A high level of quality active supervision is a permanent staff routine in the non-classroom areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the non-classroom areas.

9) 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.

10) 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.

11) 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.

12) 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 Baringa State Primary 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’.

13) Baringa State Primary 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.
14) At Baringa SPS all teachers explicitly teach their students the ‘high 5’ strategy. (See OneNote)
Appendix 4

Appropriate use of social media

Baringa State Primary 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.

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

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

As is set out in the school policy for preventing and responding to incidents of bullying (including cyberbullying) found at Appendix 3, it is unacceptable for students to bully, harass or victimise another person whether within Baringa State Primary School grounds or while online. Inappropriate online behaviours can have a negative impact on student learning and the good order and management of Baringa State Primary School, whether those behaviours occur during or outside school hours.

This policy reflects the importance of students at Baringa State Primary 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 Baringa State Primary 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 Baringa State Primary 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.

Baringa State Primary 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.

Baringa State Primary School strives to create positive environments for all students at all times of the day, including while online. To help in achieving this goal, Baringa State Primary School expects its students to engage in positive online behaviours.
# Physical Intervention Incident Report

**Student’s Name:** ________________________  **Date:** _____________________________

**Name of Person Completing form:** _____________________________________________

<table>
<thead>
<tr>
<th>Name Problem Behaviour:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Date of Incident</th>
<th>Time Incident Started</th>
<th>Time Incident Ended</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Where was the student when the incident occurred?</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Who was working with the student when the incident occurred?</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Where was staff when the incident occurred?</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Who was next to the student when the incident occurred?</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Who else was in the immediate area when the incident occurred?</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>What was the general atmosphere like at the time of the incident?</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>What was the student doing at the time of the incident?</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>What occurred immediately before the incident? Describe the activity, task, event.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Describe what the student did during the incident?</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Describe the level of severity of the incident (e.g. damage to self/ others).</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Describe who or what the incident was directed at?</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>What action was taken to de-escalate or redirect the problem?</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Briefly give your impression of why the student engaged in the above-described incident (e.g. was angry because I asked…..)</th>
</tr>
</thead>
</table>
All students start each term on Level 1.

Teacher completes OneSchool entry and notifies sector leader. Sector leader contacts parents to communicate level drop.

Students may drop to Level 3 in a term if they receive multiple 'time out' referrals over a term.

Once students have reached level 3, it is at the discretion of the teacher, Deputy Principal and Principal, if the student will attend any extra curricula events and activities.

This decision is made by considering safety and duty of care of students and staff.

Students may drop to Level 3 in a term if they receive multiple 'time out' referrals over a term.

Teacher completes OneSchool entry and notifies sector leader. Sector leader contacts parents to communicate level drop. 2 week review for chance to return to level 1.

Level 3 communication book may be issued.

Level 4

Teacher completes OneSchool entry and notifies sector leader. Sector leader contacts parents to communicate level drop. 2 week review for chance to return to level 3.

Possible consequences: Loss of privileges, no-attendance at extra-curricular events, suspension, expulsion

Re-entry at level 3 following suspension

19 March 2019
## Yellow Warning Card

**Name:** ______________________________

**Class:** ________ **Date:** ________ **Time:** ________

**Card issued by:** ______________________________

<table>
<thead>
<tr>
<th>Description of behaviour (tick 1 box)</th>
<th>Location of incident (tick the box)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Verbal misconduct</td>
<td>Classroom</td>
</tr>
<tr>
<td>Physical misconduct</td>
<td>Specialist class</td>
</tr>
<tr>
<td>Threats to others</td>
<td>Discovery Centre</td>
</tr>
<tr>
<td>Prohibited items</td>
<td>Robotics Lab</td>
</tr>
<tr>
<td>Participation refusal</td>
<td>SEP</td>
</tr>
<tr>
<td>Property misconduct</td>
<td>Playground</td>
</tr>
<tr>
<td>Disruptive behaviour</td>
<td>Toilets</td>
</tr>
<tr>
<td>Misconduct involving an object</td>
<td>Eating area</td>
</tr>
<tr>
<td>Lying/cheating</td>
<td>Outside school</td>
</tr>
<tr>
<td>Defiant behaviour</td>
<td>Canteen</td>
</tr>
<tr>
<td>iPad minor misuse</td>
<td>Hall</td>
</tr>
<tr>
<td>Non-compliance with routine</td>
<td>Oval</td>
</tr>
<tr>
<td>Other: (give details)</td>
<td>Out of bounds</td>
</tr>
<tr>
<td></td>
<td>Oval</td>
</tr>
<tr>
<td></td>
<td>Walkways</td>
</tr>
<tr>
<td></td>
<td>Other: (give details)</td>
</tr>
</tbody>
</table>

**Action Taken:**

- [ ] Chill Out Chair  
- [ ] Other

---

3 Yellow Cards: Teacher to enter details on OneSchool and notify Admin.  
Consequences: (optional)
## Mary’s Play Plan

<table>
<thead>
<tr>
<th></th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Break</strong></td>
<td>“time out” Room</td>
<td>Library Chess with Mr Smith</td>
<td>“time out” Room</td>
<td>Library with Mrs Jones</td>
<td>Oval with Mr Rogers</td>
</tr>
<tr>
<td><strong>Second Break</strong></td>
<td>Play</td>
<td>Play</td>
<td>Play</td>
<td>Play</td>
<td>Play</td>
</tr>
</tbody>
</table>

### Monitoring Book

For ______________________________

**Behaviour Goals for Week ____**

1. ______________________________________

2. ______________________________________

3. ______________________________________

Check in with ______________________________
Appendix 10

Levels of Behaviour Management

1. Everyone starts the term on Level 1 and is eligible to go to the end of Term Reward Activity.
   However if you receive a Time Out you go to Level 2.
   **People Involved:** Yourself
   Attendance at Level 1 Reward Activity guaranteed.

2. After two weeks your behaviour is reviewed and your Green Level 1 will be reinstated if appropriate behaviour has been exhibited.
   However if you receive a Time Out during these two weeks you will drop another level.
   If you receive 1 or 2 yellow cards you will remain on the same level.
   **People Involved:** Yourself & Teacher

3. After two weeks your behaviour is reviewed. However if you receive a Time Out during these two weeks you will drop another level.
   **People Involved:** Yourself, Teacher & Another Adult
   Can attend Level 1 Reward Activity if you make it back to level 1.

4. After two weeks your behaviour is reviewed to determine your current level.
   **People Involved:** Yourself, Teacher, Administrator, Parent

19 March 2019
Appendix 11

Baringa State Primary School Procedures

Responding to all students the same way with our practices

1. **Before School**
   - Stay in designated activity zones before school e.g. playgrounds, handball courts, under cover areas. Several staff members are rostered on to patrol the playgrounds.
   - Students can drop their bag off to bag racks, but then must move to an activity zone.
   - No students are to be in hallways after dropping their bag off.

2. **Lining Up on 8:55am bell**
   - Students to assemble in two (2) lines – seated in a predetermined area for each class.
   - Teachers take charge of own class prior to second bell.
   - Walk students to classroom.

Alternatively, if teachers prefer to have students in their classrooms before school, teachers must open their doors significantly before 8:55am to avoid students moving up the stairs in mass. Additionally, teachers must actively supervise students in the classroom and they must not be in the hallways.

3. **Getting Ready for the School Day**
   - Reinforce that students are required to:
     i. Have pencils sharpened and ready for use
     ii. Put chairs down including those of absent students
     iii. Open windows (if no air con in use)
     iv. Attend to the tuckshop box/ lunch tubs

4. **Eating Areas**
   - Require students to be seated to eat.
   - Require students to be seated until released by the duty teacher.
   - Release students only when satisfied area is tidy.
   - Emphasise that eating may only occur in the eating area – not in transit or in the playground.
   - Lunch boxes must be placed in class tubs.
   - Students to walk from the eating area via pathways.
   - Line up at the canteen only after the play bell has sounded.
   - Ensure playground area is free of litter before you leave duty.
   - Eating on the oval/ Discovery Centre/ Playgrounds is not permitted.

5. **Movement**
   - Walk with class, having told leaders where to stop. Indicated stopping points should preferably not be near classrooms. Require any speaking to be at a low level of volume.
   - Require two (2) lines.
   - Instruct class to keep to the left when on paths.

6. **Manners**
   - Model good manners.
   - Reinforce good manners.

7. **Toilets**
   - Encourage students to go only during breaks.
   - Require students to go with a partner. Applies to all ex-classroom errands.
   - Remind students to flush toilet, wash and dry hands, use litter bin.
8. **Play Areas**

- Regularly reinforce play areas. In particular, emphasise the following to students:
  - Stay in own areas.
  - Go to a covered play area if without a hat.
  - Do not climb trees.
  - Game equipment and big play balls must only be used on the oval or basketball court.
  - Games like ‘Brandy’ are not permitted.
  - Tackling, pushing and rough play are not permitted—only touch football not 1,2,3 grab.
  - All fighting including play fighting is forbidden.
  - Sticks and stones are to remain on the ground.
  - Take turns when waiting to use equipment.
  - Take care of gardens. Do not enter a garden bed.
  - Students must never leave the school grounds without the permission of a teacher or teacher aide.
  - Students are not permitted to take shoes off to play.
  - Play is not permitted without a hat. Students are to play in the undercover area.
  - Only play in safe zones. Do not go out of bounds.

9. **Playground Duty**

- Be punctual.
- If delayed, contact the office urgently.
- Remain in duty area until relieved. Resolve issue later if concern exists.
- Wear a hat for own safety and as an example to students.
- Be mobile within duty area.
- Periodically check student toilets as applicable.
- Actively monitor playground conduct.
- Use ‘Walk with Me’ as a technique to defuse emergence of inappropriate conduct or as a consequence of a minor breach.

10. **Others**

- Reinforce importance of 4C’s at all time. Acknowledge incidents where these occur.
- Reinforce expectation that litter either be placed in bins or returned home in lunchboxes.
- Monitor canteen lines for orderly conduct and courtesy to tuckshop personnel.
- Bicycles and skateboards must not be ridden within the school grounds.

11. **Dress Code**

- Wearing of full school uniform is expected at all times.
- Nail polish is not to be worn.
- Long hair must be tied back if it is identified as a safety issue during school activities (both male & female students).
- The wearing of jewellery is to be kept to a minimum—see uniform policy.
### Appendix 12
Gotcha Tickets

<table>
<thead>
<tr>
<th>Courtesy Gotcha</th>
<th>Cooperation Gotcha</th>
<th>Common Sense Gotcha</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellence of manners, politeness and respect for self and others</td>
<td>Working together respectfully to achieve a goal</td>
<td>Making good judgements to behave in a sensible and safe manner</td>
</tr>
<tr>
<td>Courtesy Gotcha</td>
<td>Cooperation Gotcha</td>
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<td>Working together respectfully to achieve a goal</td>
<td>Making good judgements to behave in a sensible and safe manner</td>
</tr>
<tr>
<td>Consideration Gotcha</td>
<td>Thoughtfulness towards others</td>
<td></td>
</tr>
<tr>
<td>----------------------</td>
<td>--------------------------------</td>
<td></td>
</tr>
<tr>
<td>Consideration Gotcha</td>
<td>Thoughtfulness towards others</td>
<td></td>
</tr>
</tbody>
</table>