East Brisbane State School

Student Code of Conduct

2020-2023

Every student succeeding

Every student succeeding is the shared vision of Queensland state schools. Our vision shapes regional and school planning to ensure every student receives the support needed to belong to the school community, engage purposefully in learning and experience academic success.

Queensland Department of Education
State Schools Strategy 2020-2024

Contents

Purpose

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

The East Brisbane State School Student Code of Conduct sets out the responsibilities and processes we use in our school to promote a productive, effective whole school approach to discipline.

Its purpose is to facilitate high standards of behaviour from all in the school community, enabling students to experience success through teaching and learning which is prioritised and differentiated, and all staff to enjoy a safe workplace.

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Endorsement

Principal Name:	Lauren Sturges
Principal Signature:	
Date:	
P/C President and-or School Council Chair Name:	
P/C President and-or School Council Chair Signature:	
Date:	

Principal's Foreword

The community of East Brisbane State School is committed to a deeply respectful and optimistic approach to learning. We believe all students deserve a supportive and cooperative educational environment, regardless of recognised individual differences. Our school fosters a warm, secure setting where students can be happy and where optimal learning can take place.

A major part of the teacher's role is to ensure that children will have every opportunity to fulfil their academic potential, without disruptive behaviour hindering their advancement and enjoyment of learning. It is also expected that students will respect teachers' fundamental right to teach, without disruptive behaviours hindering their professional enjoyment of teaching.

We also acknowledge that if students are to become productive members of society, teachers must help them to develop responsibility for their actions, by both teaching explicitly and practising problem solving skills.

The maintenance of good discipline in our school depends upon both school personnel and parents working towards the same goals and insisting on acceptable standards of behaviour being upheld in order to achieve strengthened outcomes for our students and our school.

All areas of East Brisbane State School are learning and teaching environments. We consider learning and behaviour to be a valuable opportunity to develop important social skills, as well as a means of maximising the success of academic education programs.

Our Student Code of Conduct outlines our system for supporting positive behaviours, preventing problem behaviour and responding to unacceptable behaviours. Through our school plan, shared expectations for student behaviour are plain to everyone, assisting East Brisbane 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.

Where School Community appears throughout the document, it represents the partnership involving the individual, the school, the home and the community.

As a school community we hold the following beliefs about learning and behaviour:

- Facilitating responsible behaviour involves three stages of support and teaching: **supportive, preventative** and **responsive**.

- Learning and behaviour is enhanced by quality curriculum, differentiation and interpersonal relationships and by effective school organisation.

- There must be respect for the roles, rights and responsibilities of all members of the school community.

Effective learning and teaching:

- Effective learning and teaching is founded on an understanding of the learner.

- Effective learning and teaching enhances and is enhanced by a supportive classroom and school environment.

- Effective learning and teaching is enhanced through productive learning partnerships.

- Effective learning and teaching shapes and responds to social and cultural contexts.

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

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

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.

Support Network

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

- Parents
- Teachers
- Administration Staff
- Teacher Aides
- Inclusion Staff
- School Chaplain (from 2021)
- Guidance Officer and Senior Guidance Officer
- Advisory Visiting Teachers
- School Based Police Officer

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

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

Consideration of Individual Circumstances

To ensure alignment with the Student Code of Conduct 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.
East Brisbane 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, socio-economic 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
  - receive adjustments appropriate to their learning and/or impairment needs
  - provide written or verbal statements that will be taken into consideration in the decision-making processes
  - ensure that processes maintain the dignity, respect, privacy and confidentiality of the student, consistent with the rights of the rest of the community.

Processes for supporting 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 East Brisbane State School, we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school. Communicating behavioural expectations is a form of universal behaviour support - a strategy directed towards **all** students, designed to prevent problem behaviour and providing a framework for responding to unacceptable behaviour.

A set of behavioural expectations of our four school rules is set out below. The Schoolwide Expectations below outline our agreed rules and specific behavioural expectations in **all** school settings.

Be safe
Always act and play in a safe manner.
Be aware of the safety of others.
Obey safety instructions.

Be respectful
Always respect yourself.
Treat others with respect.
Respect the property and equipment of others and the school.
Respect the school environment.

Be responsible
Take responsibility for your learning and behaviour.
Take responsibility for your own personal property and resources belonging to the school or others.
Act in a manner that promotes a good public image of yourself and our school.

Be a learner
Always try your hardest to succeed.
Persevere through all challenges.

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

- Explicitly taught behaviour lessons conducted by classroom teachers which outline the school rules in relation to areas of the school, e.g. classrooms, playgrounds, toilets & other buildings.
- Weekly reminders on Monday mornings – go over school rules, expectations, the use of the Zones of Regulation, How Big is Your Problem Scale.
- Each classroom group formulating a set of behavioural expectations for our four school rules, suited to the age level of the class….*and…*
- Reinforcement of learning from behaviour lessons on School Assemblies and during active supervision by staff during classroom and non-classroom activities.

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

- The school-wide use of 'Zones of Regulation'. (see Appendix)
- The school-wide use of 'How Big is Your Problem?' scale. (see Appendix)
- A section of the school newsletter enabling parents to be actively and positively involved in school behaviour expectations.
- School Leadership team members' regular provision of information to staff and parents, and support to others in sharing successful practices
- Comprehensive induction programs in the East Brisbane State School Student Code of Conduct for Students delivered to new students as well as new and relief staff.
- Individual Behaviour Support Plans (IBSP) developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings.
- Development of specific policies to address:
  - The Use of Mobile Phones and Other Devices at School
  - Procedures for Preventing and Responding to Incidents of Bullying
  - Temporary Removal of Student Property
  - Appropriate Use of Social Media

PROACTIVE:

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

East Brisbane State School – Gotcha Awards

Staff members hand **Gotcha Award** cards out each day to students they observe following school rules in both classroom and *non-classroom areas*. This reinforcement occurs continuously throughout the day. When they 'catch' a student following the rules they can choose to give them a **Gotcha Award** card. When students are given a **Gotcha Award** card, they drop the card in the designated collection point in the School's Administration Block. At each assembly, each classroom teacher draws one name from the **Gotcha Awards** Box and these students are rewarded with a prize from the rewards basket. Each week, OneSchool Positive Behaviour Data is entered for all students who have received a Gotcha Award card.

Student of the Week Awards

Each week on assembly there is one student selected from each class to receive the 'Student of the Week' award. Recipients are nominated through OneSchool entries populated by class teachers. These students are recognised at Assembly and presented with a certificate. Their names are also displayed in the fortnightly newsletter.

Buddy Chairs

Each play area has a painted buddy bench. This concept is centred on student social and emotional wellbeing and relies on all students to apply the school rule of 'being respectful' for it to work.

If a student sits on a buddy bench seat it signifies that they are in need of a friend or are feeling lonely. This then promotes awareness for other students to help out by asking students on the Buddy Bench to join in to their games, or simply sit with them to have a chat.

Whole-school behaviour support (In Class)

The EBSS Way system is used in all classes, including specialist classes.
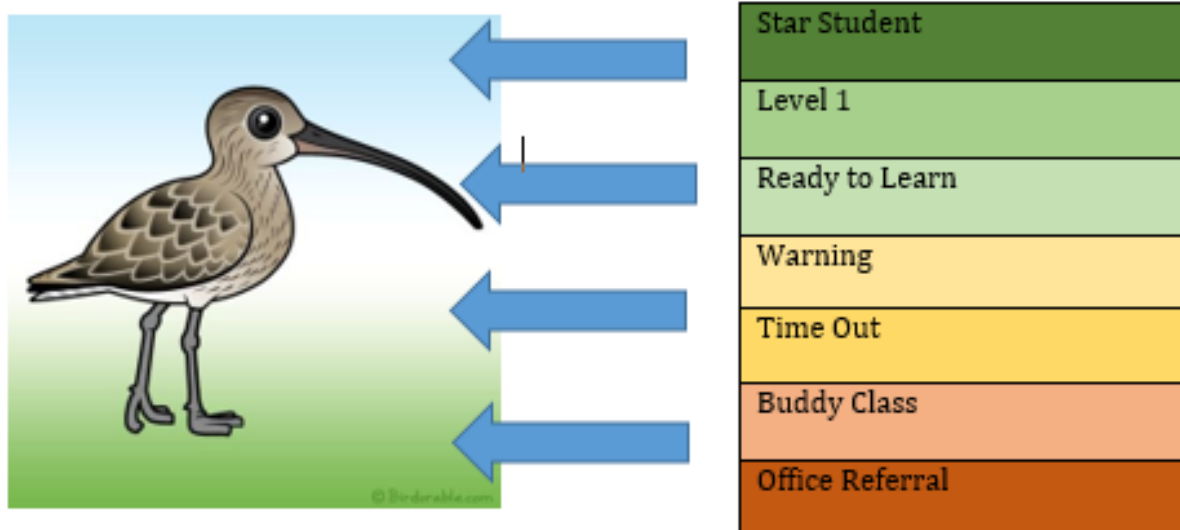
The EBSS Way system is made up of two distinct parts; the Proactive section and the Responsive section. Each class display will contain a set of names belonging to the students in the class. Each day, students will begin on the 'Ready to Learn' section of the chart.

When students display behaviour that is in line with the school behaviour system (four school rules), their name will be moved up to the first step and again to Star Student if their positive behaviour continues. At the end of each day, teachers will award 2 points for students who have reached 'Star Student' level and 1 point for reaching 'Step 1'.

Points will be tallied over time by a method determined by the teacher. On an ongoing basis, students will move up 'Captain Curlew' reaching a new level for 20, 40, 60 and 80 points. Upon receiving 80 points, students will be presented with a 'Curlew Cap' and receive a pre-determined reward which students have had a role in selecting. Upon receiving a 'Curlew Cap' the students will move back to the bottom of chart to begin the process again.

Responding to unacceptable behaviour

Students come to school to learn. Behaviour support represents an important opportunity for learning how to get along with others.

Re-directing low-level and infrequent problem behaviour:
When a student exhibits low-level and infrequent problem behaviour, the first response of school staff members is to remind the student of expected school

behaviour, then ask them to change their behaviour so that it aligns with our school's expectations from the four school rules.

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 is an opportunity for teaching and learning, not negotiation). This encourages students to reflect on their own behaviour, evaluate it against the expected school behaviour, and plan how their behaviour could be modified so as to align with the expectations of our school community.

If a student displays behaviour that is not in line with the school rules, they will move their name down one step to Time-Out. If they continue to display behaviour that is not aligned with the school rules, they will move their name down accordingly. At the end of every school day, names in the responsive section are moved back to the 'Ready to Learn' square to start afresh the next day.

Whole School Behaviour Support (In Playground)

Responding to unacceptable behaviour

Students come to school to learn. Behaviour support represents an equally important opportunity for learning how to get along with others.

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

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, more caringly, more considerately or more responsibly (This is an opportunity for teaching and learning not negotiation). This encourages students to reflect on their own behaviour, evaluate it against the expected school behaviour, and plan how their behaviour could be modified so as to align with the expectations of our school community. The following steps are to be used for all minor and persistent inappropriate behaviours in the playground.

1. Redirection
2. Walk and Talk
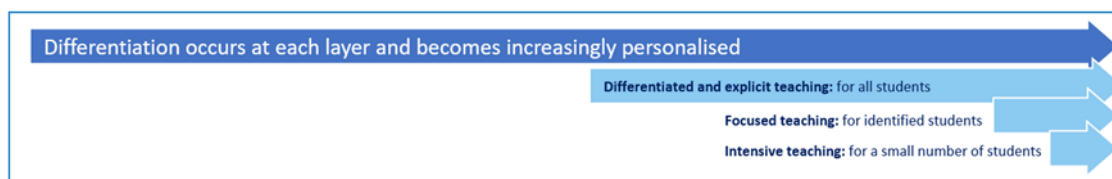3. Time out (5 minutes at a time)

Differentiation

Differentiated and Explicit Teaching:

East Brisbane State School is a disciplined school environment that provides differentiated teaching to respond to the learning needs of all students. This involves teaching expected behaviours and providing opportunities for students to practise these behaviours. Teachers reinforce expected behaviours and provide feedback, correction, and opportunities for practise.

Teachers at East Brisbane State School vary what students are taught, how they are taught, and how students can demonstrate what they know as part of this differentiated approach to behaviour. These decisions about differentiation are made in response to data and day-to-day monitoring that indicate the behavioural learning needs of students. This enables our teachers to purposefully plan a variety of ways to engage students and assist them to achieve the expected learning and to demonstrate their learning.

There are three main layers of differentiation, as illustrated in the diagram below. This model is the same used for academic and pedagogical differentiation.

Differentiation occurs at each layer and becomes increasingly personalised

Differentiated and explicit teaching: for all students

Focused teaching: for identified students

Intensive teaching: for a small number of students

Focused Teaching or Support:

In any school or classroom, students may require additional support to meet behaviour expectations, even after being provided with differentiated and explicit teaching. These students may have difficulty meeting behavioural expectations in a particular period of the day or as part of a learning area/subject, and focused teaching is provided to help them achieve success.

Focused teaching involves revisiting key behavioural concepts and/or social skills and using explicit and structured teaching strategies in particular aspects of a behaviour skill. Focused teaching provides students with more opportunities to practise skills and multiple opportunities to achieve the intended learning and expected behaviour.

This support is coordinated by the Student Advancement Team (SAT), a school-based Committee with support from the Principal and staff involvement. All staff members are provided with continuous professional development consisting of an overview of

the program, the referral and response process, and the reporting responsibilities of staff and of the students being supported.

Inclusion staff work collaboratively with class teachers at East Brisbane State School to provide focused teaching. Focused teaching is aligned to our Core Values or specific social skills and student progress is monitored by the classroom teacher/s to identify those who:
- no longer require the additional support
- require ongoing focussed teaching
- require intensive teaching

Students whose behaviour does not improve after action by the SAT Team, or whose previous behaviour indicates a need for specialised intervention, are provided with intensive behaviour support.

Intensive Teaching or Support:

East Brisbane 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 Behaviour Support Team *(Inclusion staff, GO, Regional Behaviour Support, Principal and Class Teacher)*:
- works with other staff members to develop appropriate behaviour support strategies
- monitors the impact of support for individual students through continuous data collection
- makes adjustments as required for the student
- works with the staff to achieve continuity and consistency

The Behaviour Support Team has a simple and quick referral system in place. Following a child's referral to the Support Team, through the SAT referral process, parents receive notification and relevant staff members may assist the support team and begin the assessment and support process. In many cases the support team may also include individuals from other agencies already working with the student and their family, a representative from the school's administration, and regional-based behavioural support staff.

Intensive support involves frequent and explicit instruction, with individuals or in small groups, to develop mastery of basic behavioural concepts, skills and knowledge. Some students may require intensive teaching for a short period, for particular behaviour skills. Other students may require intensive teaching for a more prolonged period. Decisions about the approach will be made based on data collected from their teacher or teachers, and following consultation with the student's family.

For a small number of students who continue to display behaviours that are deemed complex and challenging, individualised, function-based behaviour assessment and

support plans and multi-agency collaboration may be provided to support the student. This approach will seek to address the acute impact of barriers to learning and participation faced by students who are negotiating a number of complex personal issues.

Students who require intensive teaching will be assigned a Case Manager from the school that will oversee the coordination of their program, communicate with stakeholders and directly consult with the student

Disciplinary Consequences

East Brisbane 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.

As part of a proactive and responsive approach, East Brisbane State School has implemented a **Responsible Thinking Room**, (known as RTR). The RTR is a supervised quiet area designed to provide students with the opportunity to reflect on their behaviour. When a child has been referred by a staff member to a member of the Administration Team and loss of play consequence is given, the student will go to RTR for this consequence. During this time, students reassess their choices and focus on behaving more appropriately by completing a Behaviour Reflection Sheet. This room is only used during second break.

An Incident Report form can be used to record major problem behaviours (particularly that occur in play times). **The recording of three minor behaviours constitutes a major 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 school Leadership/Admin team.

Minor behaviours are those that:
- are minor breaches of the school rules
- do not seriously harm others or cause you to suspect that the student may be harmed
- do not violate the rights of others in any other serious way
- are not part of a pattern of problem behaviours

- do not require involvement of specialist support staff or Administration.

Minor problem behaviours may result in the following consequences:
- a minor consequence logically connected to the problem behaviour, such as complete removal from an activity or event for a specified period of time, partial removal (time away), individual meeting with the student, apology or restitution.

- a re-direction procedure. The staff member takes the student aside and:
    1. names the behaviour that student is displaying,
    2. directs student to name expected school behaviour,
    3. states and explains expected school behaviour if necessary
    4. gives positive verbal acknowledgement for expected school behaviour.

Major behaviours are those that:
- significantly violate the rights of others
- put others / self at risk of harm
- require the involvement of the Principal.

Major behaviours result in an immediate referral to Leadership/Admin team because of their seriousness. When a major problem behaviour occurs, staff members calmly state the major problem behaviour and remind the student of expected school behaviour. The staff member then fills out the office referral form and escorts the student to the Administration building.

Major problem behaviours may result in the following consequences:
- Time out or office, alternate lunchtime activities, loss of privilege, restitution, loss of break times, warning regarding future consequence for repeated offence or referral for support
AND/OR
- Parent contact, referral to Guidance Officer, referral to Behaviour Support Team through the SAT referral process, suspension from school. A behaviour monitoring plan for supported re-entry to school may be part of a re-entry behaviour improvement condition e.g. Check-In/Check-Out Book.

- Students who engage in serious unacceptable behaviours such as major violent physical assault or the use/supply or possession of weapons (including knives) or drugs may receive a Behaviour Improvement Condition or a School Disciplinary Absence (suspension or proposal/recommendation for exclusion) as a consequence of unacceptable behaviour.

Definition of consequences*

Time out	A Principal or school staff may use time out as a strategy for students to manage their own behaviour and to assist the student to calm down.
	During time out, student is to be supervised and given an opportunity to re-join class in intervals of no more than 10 minutes.

Detention	A Principal or teacher may use detention as a consequence for disobedience, misconduct, or other breaches of school expectations. A detention is no more than 20 minutes during school lunch or 30 minutes after school (parent will be contacted before after school detention is imposed).
Temporary Removal of Property	A Principal or staff member of East Brisbane State School has the power to temporarily remove property from a student, as per the procedure *Temporary Removal of Student Property by School Staff*.
School Disciplinary Absences (SDA)	
Suspension	A Principal may suspend a student from school under the following circumstances: ▪ disobedience by the student ▪ misconduct by the student ▪ other conduct that is prejudicial to the good order and management of the school.
Behaviour Improvement Condition	A Principal may impose a behaviour improvement condition if the Principal is reasonably satisfied that the student has engaged in behaviour that warrants the grounds for exclusion or other conduct that is so serious that suspension of the student from school is inadequate to deal with the behaviour. A *Behaviour Improvement Condition* requires the student to undertake a behaviour management program arranged by the school's Principal. The program must be: ▪ reasonably appropriate to the challenging behaviour ▪ conducted by an appropriately qualified person ▪ designed to help the student not to re-engage in the challenging behaviour ▪ no longer than three months.
Proposed exclusion or recommended exclusion	A student may be suspended pending a decision to exclude when the student's behaviour is so serious that suspension of the student from the school would be inadequate to deal with the behaviour. A student may be suspended or excluded for the following reasons: ▪ disobedience ▪ misconduct ▪ other conduct that is prejudicial to the good order and management of the school, or ▪ breach of Behaviour Improvement Conditions.
Cancellation of enrolment	The enrolment of a post compulsory school age student may be cancelled if the student's behaviour amounts to a refusal to participate in the educational program provided at the school.

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

Behaviour	Definition	Trivial	Minor Inappropriate		Major Inappropriate	
			Example	Non Example	Example	Non Example
Bullying/ harassment	Purposely hurting or overpowering another physically &/emotionally continually		Bullying is never a minor behaviour	Refer to non-examples in the major behaviour and the bullying definition	Sustained targeting (physical, verbal, written, texting of the same person; staring repeatedly at specific part of body	One off fighting, name calling, written notes; commenting about another's looks
Defiant/ threats to adults	Verbal or physical gesture that is intended to harm and/or cause fear	Playing in wrong area; 'No, 1 don't want to'	Not paying attention Refusal to work	Speaking too loudly during tasks	Using offensive language directed to adults, refusal comments like, "You can't make me"	Student swearing after stubbing their toe, or a comment like, "1 can't do this. This is stupid"
Disruptive	Behaviour that results in an interruption in the class, school routines or school activity	Petty interruptions; joke telling, noises, moving around	Calling out Interfering with neighbour Leaving seat without permission	Getting up and sharpening a pencil	Sustained yelling, out of seat behaviour to interrupt activities	Moving or seeking/avoiding sensory input without interrupting the learning
Dress Code	Students wearing inappropriate clothing to school or for an activity	Wearing a hair tie that is not green or gold	Different coloured leggings	Wearing shorts or jumper that is a minor different shade of green	Offensive Clothing or Jewelry	Different coloured leggings
IT misconduct	Inappropriate use of any electronic devices	Being on a game instead of completing the task set by the teacher	Persistently visits inappropriate websites	Accidentally clicking onto a banned website Sharing of passwords Logging on using other's passwords	Posting photos of other students with the intention to embarrass them Posting inflammatory comments	Making posts about others with no intent to embarrass but without their awareness
Late	Late from lunch breaks or activities outside of the	The bus being late Sick or upset	Administrative discretion	Administrative discretion	Administrative discretion	Administrative discretion
Lying/ Cheating	Student delivers message that is untrue and/or deliberately violates rules and/or harms	Student states they have completed a task when they haven't	Lie affects others and causes an escalation of behaviours Plagiarism	Lying about reason for not completing a task/homework	Staff accused of physical/verbal assault but found with evidence that the incident did not	Offering information as a 'witness' where info is based on hearsay only
Misconduct involving object	Inappropriate use of an object for the non-intended purpose of that object	Throwing a stick at the tree to get a ball down	Chasing someone with a stick, or other object with the intention to hurt	Swinging a pencil case or lunchbox around	Using an object to deliberately cause injury	Rough play
Non-compliant with routine	Behaving in a way that does not comply with classroom and playground routines	Do not enter this category on One School, Please use other categories (e.g. defiance, disruptive) to define the non-compliance	Do not enter this category on One School. Please use other categories (e.g. defiance, disruptive) to define the non-compliance	Do not enter this category on One School. Please use other categories (e.g. defiance, disruptive) to define the non-compliance	Do not enter this category on One School. Please use other categories (e.g. defiance, disruptive) to define the non-compliance	Do not enter this category on One School. Please use other categories (e.g. defiance, disruptive) to define the non-compliance
Other conduct prejudicial to the good order and management of school	Do not enter this category on One School	Do not enter this category on One School	Do not enter this category on One School	Do not enter this category on One School	Do not enter this category on One School	Do not enter this category on One School
Physical misconduct	Fighting or actions that involve physical contact	Petty or non-consensual contact, tripping into another	Contact without injury: tripping, pushing into others	Student touches others waiting in line, pushing in	Hurting another; lunching, head Jutting, choking, scratching, spitting	Landing on another during a game

Possess prohibited items	Possessing on their person or in their bag an item declared by the school as prohibited	Do not use, refer 'Prohibited Items'	Do not use, refer 'Prohibited Items'	Do not use, refer 'Prohibited Items'	Do not use, refer 'Prohibited Items'	Do not use, refer 'Prohibited Items'
Prohibited items	Using an item declared by the school as prohibited	Bringing to school: chewing gum, trading cards, games, toys	Being in possession of an object capable of causing bodily harm (e.g. pocket	Have a knife to cut up their fruit	Using an item as a weapon to harm or threaten to harm	Bringing a cultural item to school for a curriculum task (which could be considered a weapon)
Property misconduct	Participating in an activity that results in damage, destruction or disfigurement of property	Breaking own belongings	Throwing, kicking or breaking someone else's belongings or school property	Falling and breaking a fall	Deliberately impairs the usefulness of property; kicking hole in wall, throwing/breaking	Falling/being pushed into a wall, break a window while playing
Refusal to participate in program of instruction	Non-Verbally or verbally refusing to participate in activities or engage in tasks	Student is unwell or emotionally upset	Continual refusal to participate in tasks	Change behaviour after being given choices/take up time	Disruptive to the class and/or leaving the room without permission	Student self regulates without permission, but returns to task
Substance misconduct involving illicit substance	Student is under the influence of or is in possession of illegal substances	Administrative discretion	Administrative discretion	Administrative discretion	Administrative discretion	Administrative discretion
Substance misconduct involving tobacco and other legal substances	Student is under the influence of or is in possession of legal substances	Administrative discretion	Administrative discretion	Administrative discretion	Administrative discretion	Administrative discretion
Third minor referral	3 minor incidents referred to buddy room or reflection				Buddy class is 3 times per week and reflection room 3	Refer to Behaviour Flow Chart
Threat/s to others	Any verbal or non-verbal threat to a person's physical or emotional wellbeing	Saying things in the heat of the moment without intention to follow through	Saying/doing something you know will cause a reaction 'Fight, fight,	'All boys are stupid' -general comments not particularised	Saying/doing something you know will cause a reaction: 'Fight, fight, fight', 'Don't listen to them' and violence occurs	Spreading rumors and gossip
Truant/skip class	Unexplained absence with or without parent's knowledge		At school but absent from lessons without approval	Arriving late and can't find the class	Truanting	Fail to notify the school of an absence
Verbal misconduct	Any spoken, written or non-verbal communication that insults, mocks, belittles or slanders another	Infrequent, random comments; 'four eyes, fatso', shouting back at a staff member	Comments or gestures directed at a person targeting race, religion, gender, disability: sped, loser, not playing because you stink, teasing, name calling	Student hollering at another student Calling out to a teacher across the room/oval	Using offensive, threatening, sexual connotation words or gestures directed at another: 'I'll scratch, bash you, f***in liar, your mother is...., stop showing your £***'	'See that (black: fellow, slope, fatty) over there, he's my mate Words between friends - 'Let's go and play big arse'
Other	To be completed only by administration	To be completed only by administration	To be completed only by administration	To be completed only by administration	To be completed only by administration	To be completed only by administration

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

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

Critical Incidents

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

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

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

Immediate Strategies:

- Avoid escalating the unacceptable behaviour -
  Avoid shouting, cornering the student, moving into the student's space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language.

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

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

Reinforcement and Correction Strategies:

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

Follow Up Strategies:

- Restore normal school operations as soon as possible.
- Provide post-incident opportunities that include:
  - Assisting any distressed student/s to access appropriate support, e.g. Guidance Officer.
  - Assisting the individual student to identify the sequence of events that led to the unacceptable behaviour, pinpointing decision-making moments during the sequence of events, evaluating decisions made, and identifying acceptable decision options for future situations.
  - Recording a reflection or individual learning plan to assist the student to develop a personal framework of expectations and appropriate actions.

Restrictive Practices

School staff at East Brisbane State School need to respond to student behaviour that presents a risk of physical harm to the student or others. It is anticipated that most instances of risky behaviour can be de-escalated and resolved quickly. On some rarer occasions, a student's behaviour may continue to escalate and staff will need to engage immediately with positive and proactive strategies aimed at supporting the student to manage their emotional state and behaviour.

In some very rare situations, where there is immediate risk of physical harm to the student or other people, and when all other alternative strategies have failed to reduce the risk, it may be necessary for staff to use restrictive practices.

The use of restrictive practices will always be as a last resort, when there is no other available option for reducing immediate risk to the student, staff or other people. Restrictive practices are not used for punishment or as a disciplinary measure.

The department's Restrictive Practices Procedure is written with consideration for the protection of everyone's human rights, health, safety and welfare. There are six fundamental principles:

1. Regard to the human rights of those students
2. Safeguards students, staff and others from harm
3. Ensures transparency and accountability
4. Places importance on communication and consultation with parents and carers
5. Maximises the opportunity for positive outcomes, and
6. Aims to reduce or eliminate the use of restrictive practices.

Very rarely restrictive practices will be planned and staff will employ, when necessary, pre-arranged strategies and methods (of physical restraint/ mechanical

restraint/ clinical holding) which are based upon behaviour risk assessment or clinical health need and are recorded in advance. The use of planned strategies will only be where there is foreseeable immediate risk consistent with the Restrictive Practices Procedure.

Seclusion will not be used as a planned response and will only be used in serious circumstances for managing an unforeseeable situation in an emergency. It will be used for the shortest time possible and in a safe area that presents no additional foreseeable risk to the student. In such emergencies, a staff member will observe the student at all times and seclusion will cease as soon as possible.

Following the use of any restrictive practice, a focused review will help staff to understand how they responded to the risk in any incident that involved the use of a restrictive practice. Staff will consider whether there are other options for managing a similar situation in the future. This strategy works well for reducing the use of restrictive practices.

All incidents of restrictive practices will be recorded and reported in line with departmental procedures.

The Use of Mobile Phones and Other Devices at School

This policy reflects the importance the school places on students displaying courtesy, consideration and respect for others whenever they are using personal technology devices.

Certain Personal Technology Devices Banned From School

Students must not bring valuable personal technology devices like cameras, phones, 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 disciplinary consequences.

Confiscation

Permitted personal technology devices used contrary to this policy on school premises will be confiscated by school staff. They will be made available for collection from the school office at the end of the school day unless required to be kept for purposes of disciplinary investigation, when it will only be returned in the presence of a parent.

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

Students who have a personal technology device confiscated more than once will not be permitted to have a personal technology device at school for at least one month, or longer if deemed necessary by the Principal.

Personal Technology Device Etiquette

Bringing personal technology devices to school, other than a students' laptop for our BYOD program, is not encouraged because of the potential for theft and general distraction and/or disruption associated with them. However, if they are brought to school, they must be handed in to the office (this includes any device capable of making calls or taking still/video footage). Personal technology devices may be used before and after school.

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 East Brisbane State School. Students using personal technology devices to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks etc.) to disseminate to others (including distribution by phone or internet posting) build a culture of distrust and disharmony.

Students must not record images anywhere that recording would not reasonably be considered appropriate (e.g. in change rooms, toilets or any other place where a reasonable person would expect to be afforded privacy).

Recording of events in class is not permitted unless express consent is provided by the class teacher.

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

Even where consent is obtained for such recording, the school will not tolerate images or sound captured by personal technology devices on the school premises or elsewhere being disseminated to others. If it is done for the purpose of causing embarrassment to individuals or the school, for the purpose of bullying[1], including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur.

Students involved in:

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

Breach this policy and may be subject to discipline (including suspension and proposal/recommendation for exclusion).

Students should note that the recording or dissemination of images that are considered indecent (such as nudity or sexual acts involving children), is against the

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[1] *Education Queensland does not tolerate bullying behaviour at schools. This includes bullying conducted by electronic means.*

law and if detected by the school will result in a referral to the Queensland Police Service.

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 only be used by students at exams or during class assessment when expressly permitted by staff. Staff will assume students in possession of such devices during exams or assessments are cheating. Disciplinary action will be taken against any student who is caught using a personal technology device to cheat during exams or assessments.

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

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

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

Special Circumstances Arrangement

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

Inappropriate behaviour outside of school hours

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

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

Procedures for Preventing and Responding to Incidents of Bullying (including Cyberbullying)

<u>**Purpose**</u>

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

2. There is no place for bullying in East Brisbane State School. Research indicates that both those being bullied and those who bully are at risk for behavioural, emotional and academic problems. These outcomes are in direct contravention of our school community's goals and efforts for supporting all students.

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

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

5. At East Brisbane 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 being categorically unacceptable in the school community.

Rationale

6. Research indicates that many problem behaviours are peer-maintained. That is, peers react to bullying in ways that may increase the likelihood of it occurring again in the future. Reactions include joining in, laughing, or simply standing and watching, rather than intervening to help the person being bullied. Whilst our school would never encourage students to place themselves at risk, our anti-bullying procedures involve teaching the entire school a set of safe and effective 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 East Brisbane State School are an addition to our already research-validated schoolwide positive behaviour support processes. This means that all students are being explicitly taught the expected school behaviour responses and receiving high levels of social acknowledgement for displaying them. 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. Cyberbullying often does not occur at school. Students are explicitly taught Cyber safety, for example how to safely conduct and internet search, what cyberbullying is, and what they should do if they receive unwanted messages including for example:

   - Not to respond to messages but keep them to report to parents and/or teachers immediately
   - Report any instances they see as a bystander of cyberbullying to parents and/or teachers immediately.

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

10. 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.

11. 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.

12. 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.

13. 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 East Brisbane 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'.

14. East Brisbane State School 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.

Temporary Removal of Student Property

The removal of any property in a student's possession may be necessary to promote the caring, safe and supportive learning environment of the school, to maintain and foster mutual respect between all state school staff and students. The **Temporary removal of student property by school staff procedure** outlines the processes, conditions and responsibilities for state school Principals and school staff when temporarily removing student property.

In determining what constitutes a reasonable time to retain student property, the Principal or state school staff will consider:
- the condition, nature or value of the property
- the circumstances in which the property was removed
- the safety of the student from whom the property was removed, other students or staff members
- good management, administration and control of the school.

The Principal or state school staff determine when the temporarily removed student property can be returned, unless the property has been handed to the Queensland Police Service.

The following items are explicitly prohibited at East Brisbane State School and will be removed if found in a student's possession:

- illegal items or weapons (e.g. guns, knives*, throwing stars, brass knuckles, chains)
- imitation guns or weapons
- potentially dangerous items (e.g. blades, rope)
- drugs** (including tobacco)
- alcohol
- aerosol deodorants or cans (including spray paint)
- explosives (e.g. fireworks, flares, sparklers)
- flammable solids or liquids (e.g. fire starters, mothballs, lighters)
- poisons (e.g. weed killer, insecticides)
- inappropriate or offensive material (e.g. racist literature, pornography, extremist propaganda).

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

** The administration of medications to students by school staff is only considered when a prescribing health practitioner has determined that it is necessary or when there is no other alternative in relation to the treatment of a specific health need. Schools require medical authorisation to administer any medication to students (**including over-the-counter medications such as paracetamol or alternative medicines**).

Responsibilities

State school staff at East Brisbane State School:
- do not require the student's consent to search school property such as lockers, desks or laptops that are supplied to the student through the school;
- may seize a student's bag where there is suspicion that the student has a dangerous item (for example, a knife) in their school bag, prior to seeking consent to search from a parent or calling the police;
- will seek consent from the student or parent before examining or otherwise dealing with the temporarily removed student property. For example, staff who temporarily remove a mobile phone from a student are not authorised to unlock the phone or to read, copy or delete messages stored on the phone;
- may, under emergency circumstances, deem it is necessary to search a student's property without the student's consent or the consent of the student's parents (e.g. to access an EpiPen for an anaphylactic emergency);
- will gain consent from the student or parent is required to search the person of a student (e.g. pockets or shoes). If consent is not provided and a search is considered necessary, the police and the student's parents should be called to make such a determination.

Parents of students at East Brisbane State School:
- ensure your children do not bring property onto school grounds or other settings used by the school (e.g. camp, sporting venues) that:
  - is prohibited according to the East Brisbane State School's Student Code of Conduct
  - is illegal
  - puts the safety or wellbeing of others at risk
  - does not preserve a caring, safe, supportive or productive learning environment
  - does not maintain and foster mutual respect;
- collect temporarily removed student property as soon as possible after they have been notified by the Principal or state school staff that the property is available for collection.

Students of East Brisbane State School:
- do not bring property onto school grounds or other settings used by the school (e.g. camp, sporting venues) that:

- o is prohibited according to the East Brisbane State School Code of Conduct
- o is illegal
- o puts the safety or wellbeing of others at risk
- o does not preserve a caring, safe, supportive or productive learning environment
- o does not maintain and foster mutual respect;
- collect their property as soon as possible when advised by the Principal or state school staff it is available for collection.

The Appropriate Use of Social Media

The internet, mobile phones and social media provide wonderful opportunities for students to network and socialise online. While these technologies provide positive platforms for sharing ideas, they also have the potential to cause pain and suffering to individuals, groups or even whole communities.

It's important to remember that sometimes negative comments posted about the school community have a greater impact than expected. This guide offers some information about how to use social media in relation to comments or posts about the school community. Reputations of students, teachers, schools, Principals and even parents can be permanently damaged — and in some cases, serious instances of inappropriate online behaviour are dealt with by police and the court system.

Being aware of a few simple strategies can help keep the use of social media positive and constructive:

• Before you post something online, ask yourself if the community or individual really need to know. Is it relevant, positive and helpful?

• Remember that what you post online is a direct reflection of who you are. People will potentially form lasting opinions of you based on what you post online.

• Be a good role model. If things get heated online consider logging out and taking a few moments to relax and think. Hasty, emotive responses could inflame situations unnecessarily.

• Be mindful when commenting, try to keep general and avoid posting anything that could identify individuals.

• A few years ago parents may have discussed concerns or issues with their friends at the school gate. Today with the use of social media, online discussions between you and your close friends can very quickly be shared with a much wider audience, potentially far larger than intended.

• Taking a few moments to think about the content you are about to post could save upset, embarrassment, and possible legal action.

- As a parent you have a role in supervising and regulating your child's online activities at home and its impact on the reputation and privacy of others. Parents are their child's first teachers — so they will learn online behaviours from you.

Is it appropriate to comment or post about schools, staff or students?

Parental and community feedback is important for schools and the department. If you have a compliment, complaint or enquiry about an issue at school, the best approach is to speak directly to the school about the matter, rather than discussing it in a public forum.

While many schools use social media to update parents of school notices, the department prefers that parents contact schools directly with a compliment, complaint or enquiry due to privacy considerations. Imagine if your doctor, accountant or banking institution tried to contact you to discuss important matters via Facebook.

If you have raised an issue with a school or know that another person has, consider refraining from discussing those details on social media, particularly the names of anyone involved.

Keep comments calm and polite, just as you would over the telephone or by email. If you encounter negative or derogatory content online which involves the school, hinders a child's learning and/or affects the school community at large, contact the school Principal.

Possible civil or criminal ramifications of online commentary

A serious instance of inappropriate online behaviour may constitute a criminal offence and become a police matter. For example, online content may substantiate the offence of 'using a carriage service to menace, harass or cause offence' (Criminal Code Act 1995 (Cth) s. 474.17). School staff may contact their union or obtain personal legal advice if they feel that online content seriously impacts their reputation. Defamatory online content may give rise to litigation under the Defamation Act 2005 (Qld).

What about other people's privacy?

If you upload photos of your children, be mindful of who might be in the background. You might be happy to share your child's successes with your friends and family via social media, but some parents are not. If you are tagging or naming students, consider that other parents may not want their child's name attached to images online.

What if I encounter problem content?

Taking the following steps may help resolve the issue in a constructive way:

- refrain from responding

- take a screen capture or print a copy of the concerning online content

- if you consider problem content to be explicit, pornographic or exploitative of minors, you should keep a record of the URL of the page containing that content but NOT print or share it. The URL can be provided to the school Principal, or police, as needed for escalation of serious concerns

- block the offending user

- report the content to the social media provider.
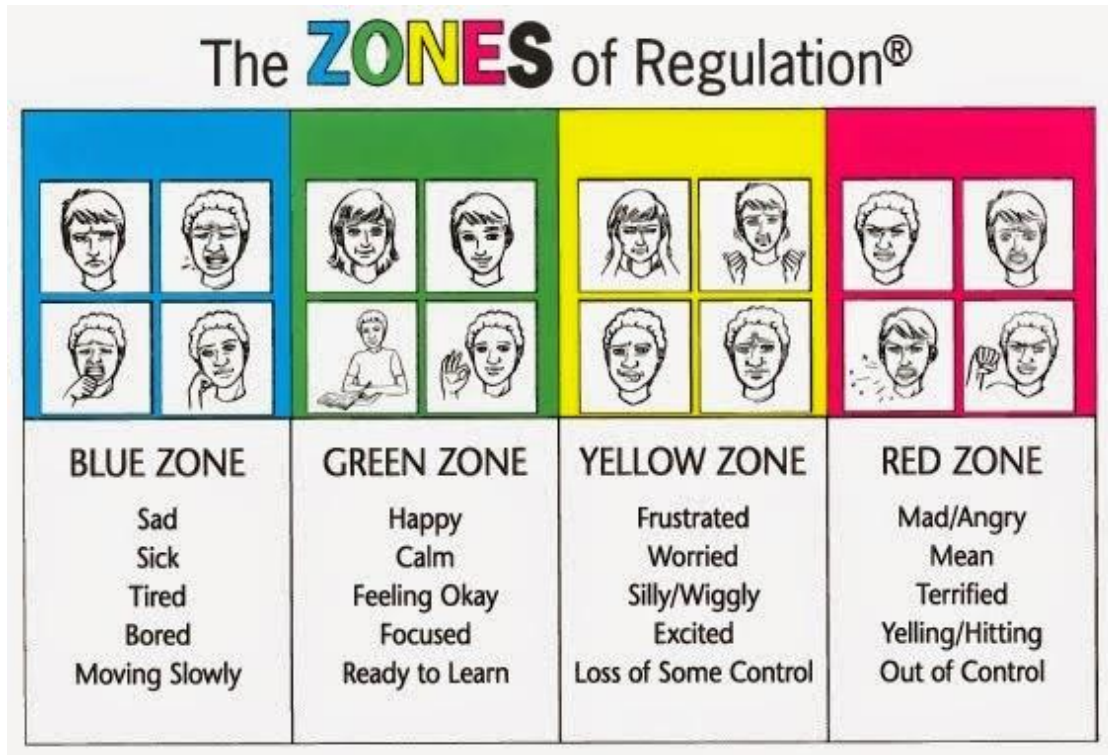
Related Procedures and Guidelines

- *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

Resources

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

Zones of Regulation:

The ZONES of Regulation®

BLUE ZONE	GREEN ZONE	YELLOW ZONE	RED ZONE
Sad	Happy	Frustrated	Mad/Angry
Sick	Calm	Worried	Mean
Tired	Feeling Okay	Silly/Wiggly	Terrified
Bored	Focused	Excited	Yelling/Hitting
Moving Slowly	Ready to Learn	Loss of Some Control	Out of Control

How Big is My Problem?

Catastrophe Scale

Emergency

Big Problem

Medium Problem

Minor Problem

No Problem

When we use the scale, and help our friends
use the scale too, we are keeping our school
a safe and happy environment by working
cooperatively and supporting our peers.