Sunnybank Hills State School
Responsible Behaviour Plan

LEARNER
ACTIVE
EMPATHETIC
SAFE

[Image of a seal balancing four colored circles on its head: Learner, Active, Empathetic, Safe]
Responsible Behaviour at Sunnybank Hills

Purpose

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

This Responsible Behaviour Plan for Students is designed to facilitate high standards of behaviour so that the learning and teaching in our school can be effective and students can participate positively within our school community.

Consultation and Data Review

Sunnybank Hills State School has developed this plan in collaboration with our school community. Consultation with parents, staff and students was undertaken and a review of school data sets was also used to inform the development process.

The Plan was endorsed by the Principal and the President of the P&C.

Learning and Behaviour Statement

All areas of Sunnybank Hills State School are learning and teaching environments. We consider behaviour management to be an opportunity for valuable social learning as well as a means of maximising the success of academic education programs. Our school-wide framework for managing behaviour is School-wide Positive Behaviour Support.

Our Responsible Behaviour Plan outlines our system for facilitating positive behaviours, preventing problem behaviours and responding to unacceptable behaviours. Through our school plan, shared expectations for student behaviour are plain to everyone, assisting Sunnybank Hills State School to create and maintain a positive and productive learning and teaching environment, where ALL school community members have clear and consistent expectations and understandings of their role in the educational process.

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

- I am safe
- I am empathetic
- I am active
- I am a learner

To encourage students to remember and be able to articulate the four expectations, the first letter of each expectation has been used to form the acronym ‘SEAL’. The SEAL has now been adopted as the school’s brand.

Our school expectations 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, and are on display in every classroom.
Responsible Behaviour at Sunnybank Hills

Mission Statement

Our school motto is ‘Strive for Knowledge’. At Sunnybank Hills State School this translates into the pursuit for social, emotional, cultural, physical and academic intelligence and excellence. Our four school expectations: ‘I am safe, I am empathetic, I am active and I am a learner’, reflect the school’s mission to nurture global citizens with a shared motivation to create their best self and the best school possible. This joint pursuit is captured by the school’s creed: ‘We’re safe, empathetic, active, learners; working together to make ourselves and our school the best they can be.’

School Creed

The school creed is recited daily in class and on Whole School Assemblies: At Sunnybank Hills we strive for knowledge by being Safe, Empathetic, Active, Learners. We are the Sunnybank Hills SEALS!

Processes for Facilitating Positive Standards of Behaviour and Responding to Unacceptable Behaviour

Universal Behaviour Support

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

A set of behavioural expectations in specific settings has been attached to each of our four school expectations. The School-wide Behavioural Expectations Teaching Matrix (Form A) outlines our agreed expectations and specific behaviours in all school settings.

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

1. Behaviour lessons conducted by classroom teachers (Forms G)
2. Reinforcement of learning from behaviour lessons at School Assemblies and during active supervision by staff during classroom and non-classroom activities.

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

1. Operation of the SEAL Room (located in the SEP)
2. Provision of a Social Skilling program for identified students
3. Implementation of a class buddy system
4. Implementation of a flow chart for responding to positive and negative behaviours (Form B)
5. Use of a classroom behaviour ladder and target
6. Fortnightly ‘Student Needs Meetings’ to review applications for behaviour support, and make recommendations for SEP support and individualised behaviour plans
7. 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
8. The formation of the SWPBS Committee which meets fortnightly, and regularly feeds to staff and parents updates on developments and priorities impacting the management of behaviour via the school newsletter and scheduled meetings
9. Provision of the Essential Skills package for new and beginning teachers. This package unpacks ten essential skills to effective behaviour management
10. Extension of the Essential Skills package to Teacher Aides
Form A: Sunnybank Hills State School-wide Behavioural Expectations Matrix
(The following matrix articulates what each of the expectations looks like in different locations of the school.)

<table>
<thead>
<tr>
<th>Location</th>
<th>Safe</th>
<th>Empathetic</th>
<th>Active</th>
<th>Learners</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom</td>
<td>• Use equipment appropriately</td>
<td>• Work collaboratively (turn taking &amp; sharing)</td>
<td>• Actively follow instructions</td>
<td>• Be a problem solver</td>
</tr>
<tr>
<td></td>
<td>• Respect personal space</td>
<td>• Communicate kindly and respectfully</td>
<td>• Use whole body listening and being an enthusiastic contributor</td>
<td>• Be organised and prepared</td>
</tr>
<tr>
<td></td>
<td>• Move safely</td>
<td></td>
<td>• Participate – have-a-go, try your best</td>
<td>• Be responsible for your own learning</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Playground</td>
<td>• Play and use equipment safely</td>
<td>• Include all and be a friend</td>
<td>• Participate and have a go</td>
<td>• Learn new skills</td>
</tr>
<tr>
<td></td>
<td>• Practise sun safety</td>
<td>• Encourage others</td>
<td>• Use social strategies</td>
<td>• Learn and using social skills</td>
</tr>
<tr>
<td></td>
<td>• Wait for a supervisor</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eating</td>
<td>• Sit and eat</td>
<td>• Eat your own food and spend only your money</td>
<td>• Keep areas clean</td>
<td>• Go at the right times</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Talk kindly</td>
<td>• Arrive/Leave on time</td>
<td></td>
</tr>
<tr>
<td>Toilets</td>
<td>• Use facilities correctly</td>
<td>• Respect privacy</td>
<td>• Keep facilities clean</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Walk directly to toilet</td>
<td>• Respect facilities</td>
<td>• Wash hands</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Learn correct use of technology</td>
</tr>
<tr>
<td>Learning Areas (PAC, Hall, eLearning, Library)</td>
<td>• Enter when a teacher is present</td>
<td>• Respect property</td>
<td>• Prepare the room for the next lesson</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Use equipment appropriately</td>
<td>• Maintain appropriate voice and behaviour</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Familiarise yourself with school expectations</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• School song</td>
</tr>
<tr>
<td>Around the School</td>
<td>• Be in the right place at the right time</td>
<td>• Respect school grounds</td>
<td>• Wear school uniform with pride</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Walk on concrete</td>
<td>• Moving quietly around school – consider others</td>
<td>• Be prepared at the tuckshop</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Line up safely</td>
<td>• Use manners</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Arrive at school punctually</td>
</tr>
<tr>
<td>Before and after school</td>
<td>• Wait in the morning area until 8:15am</td>
<td>• Respect class preparation time</td>
<td>• Follow pick up procedures</td>
<td>• Be alert and in the right place</td>
</tr>
<tr>
<td></td>
<td>• Wait near the classroom until school begins</td>
<td></td>
<td>• Quiet activities</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Follow drop off/pick up zone procedures</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Responsible Behaviour at Sunnybank Hills

Reinforcing Expected School Behaviour

At Sunnybank Hills 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.

Recognising Positive Behaviour

At Sunnybank Hills State School there are various means for responding to positive behaviours, both within and outside the classroom.

A) Inside the Classroom

**Behaviour Ladder and Target**

Every class teacher has a Behaviour Ladder and Target. The ladder is used to track both positive and negative behaviour choices the students make. Those who make a positive behaviour choice (at the teacher’s discretion) permitted to move their avatar/name up from ‘START’ to the top section of the yellow section is titled ‘You’re a Star’. After reaching Star’, the student is qualified to move their name in one space on the class Target. Each time the students moves their the target, the teacher makes a Positive Behaviour Record in OneSchool.

The Target has twenty concentric rings. When a student reaches the middle of the target, they have earned themselves a coloured wrist band. The colour of the wrist band corresponds to the colour of the focus behaviour for the term e.g. SAFE – red, EMPATHETIC – yellow, ACTIVE – green, LEARNER – blue. At the end of the year, any student who has received all four wrist bands (equivalent to eighty inward movements on the target) qualifies to become a member of the ‘Super Club’. Members of this club are issued a rainbow coloured wrist band.

Each time a student reaches the middle of the target a parent email is generated. Families can then celebrate the success in their own way. Specialist and support teachers (including the librarian) also have a target. They use the target to track and reward whole class behaviour. A target of 80% of students reaching the centre of the target has been set. Any class that reaches this target has earned the privilege to negotiate a class reward.

**Free and Frequent**

Teachers also provide student with ‘Free and Frequent’ rewards. These are personalised to the classroom teacher and may take the form of verbal praise, stickers, minutes of free time, points, etc. Regardless of the system used, a student who has been rewarded five ‘Free and Frequent’ automatically moves their name to the yellow section of the ladder.

**Student of the Month**

Each month one students per class is selected as ‘Student of the Month’. The identified student epitomises the school’s expectations on what it is to display exemplary social, emotional, physical, cultural or academic behaviour. The behaviour is recorded in OneSchool and a certificate generated. Parents are notified and a list of recipients is advertised in the school’s newsletter.

B) Outside the Classroom

**Raffle Tickets**

Raffle tickets are rewarded for exemplary behaviour. Students are required to write their name on the issued raffle ticket and place it in their house box – Pinyali, Banjora, Nurranja, Biaga. At the end of the month Student Council representatives count the raffle tickets. The house with the most tickets is recognised and announced on parade. The house flag is then flown on the school’s flag pole for the month.
On Assembly a winning name is drawn from each of the House Boxes. These four winners receive a tuckshop voucher in recognition of their efforts.
Form B: Sunnybank Hills State School Positive and Negative Behaviours Flow Chart

(The following Flow Chart articulates the agreed process for recognising and managing classroom behaviour at Sunnybank Hills SS)

### Positive Behaviour

**SUNNYBANK HILLS' BEHAVIOUR LADDER**

- **YOU'RE A STAR!**
- **START**
- **REMINDER 1**
- **REMINDER 2**

**NOTE:**
A student who has reached 'You're a star!' during the day is NOT exempt from being moved backwards in the event they misbehave. A student on 'You're a star!' moves directly to 'Reminder 1' if their behaviour significantly deteriorates.

At the end of the 2015, any student who has attained all four wristbands, will be given a rainbow band in recognition of their exemplary behaviour.

- Student exhibits exemplary behaviour. Teacher opts to give student a 'free but frequent' reward (e.g., verbal praise, points, sticker, raffle ticket).

- After a class agreed number of 'free but frequent' rewards, the student is permitted to shift their name to 'You're a Star!' position on the ladder.

- At the end of the day, the teacher makes a record of who reached 'You're a star!' (simply a tally mark beside their name on a roll).

When a student has reached 'You're a star!' they move their name in one ring on the Class Behaviour Chart. The student's consistent behaviour can also be recorded as a Positive Behaviour in OneSchool.

### Negative Behaviour

**SUNNYBANK HILLS’ BEHAVIOUR LADDER**

- **YOU'RE A STAR!**
- **START**
- **REMINDER 1**
- **REMINDER 2**

**NOTE:**
1. A student who has moved to 'Reminder 1' does not return to 'Start' if they suddenly start to behave. The student remains on the REMINDER until the next day. This avoids the student engaging in a cycle of misbehaving, behaving, misbehaving etc. (Prep and Year 1 students, however, do have the opportunity to move back up the ladder if their behaviour improves).
2. Any student who has attended Buddy Class three times in a term is to be referred to the DP. A record of their persistent behaviour will be recorded in OneSchool.
Responding to Unacceptable Behaviour

1. **Re-directing low-level and infrequent problem behaviour**
When a student exhibits a low-level and infrequent problem behaviour, the first response of school staff members is to issue ‘Reminder 1’ articulating the expected school behaviour, and directing a change in behaviour which aligns with the school’s expectations.

The preferred way of re-directing low-level problem behaviour is to ask the student how they might be able to act more safely, more empathetically, more actively or be a better learner. 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 the school community. The student is asked to move their name/avatar to the orange space on the class behaviour ladder.

When the same student exhibits a second low-level, in-class behaviour the student receives an additional reminder. The teacher’s response is heightened. As well as issuing a reminder of the desired behaviour, the student is asked to move to time-out to reflect further upon the expectations of the class and the school, consider the impact of their actions on the learning of others and contemplate how they may change their behaviour to comply with expectations. The students is warned that a further infringement will result in removal from the class and relocation with a buddy class. The student is asked to move their name/avatar to the red space on the behaviour ladder.

A third infringement results in a ‘Buddy Class’ intervention. The offending student is informed they, “Have chosen to leave the class,” and must move to their buddy class. At ‘Buddy Class’, the supervisory teacher offers no interaction. The withdrawn student completes set work, and after a minimum of thirty minutes returns to their home class to debrief. The class teacher again reinforces the class expectation and solicits from the student how they intend to behave in the future.

In the case a student refuses to go to Buddy Class, becomes obstinate or defiant the Office is contacted and a Deputy Principal is deployed to remove the student. A OneSchool entry is then made, and discussions between the offending student and the DP entered into.

2. **Targeted behaviour support: SEAL Program**
Each year a small number of students at Sunnybank Hills are identified through our data as needing extra targeted behavioural support. In most cases, the problem behaviours of these students may not be immediately regarded as severe, but the frequency of their behaviours may put these students’ learning and social success at risk if not addressed in a timely manner.

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

The SEAL Program is coordinated by a school-based team with active administrator support and staff involvement. All staff members are provided with continuous professional development consisting of an overview of the program, the referral and response process, and the reporting responsibilities of staff and of the students being supported. Students whose behaviour does not improve after participation in the SEAL Program, or whose previous behaviour indicates a need for specialised intervention, are provided with intensive behaviour support.

3. **Intensive behaviour support: Behaviour Support Team**
Sunnybank Hills State School is committed to educating all students, including those with the highest behavioural support needs. We recognise that students with highly complex and challenging behaviours need comprehensive systems of support. The **Intensive Behaviour Support Team** has a simple and quick referral system in place. Following referral, a team member contacts parents and any relevant staff members to form a support team and begin the assessment and support process. In many cases the support team also includes individuals from other agencies already working with the student and their family, a representative from the school’s administration and behaviour support staff.
Responsible Behaviour at Sunnybank Hills

Consequences for Unacceptable Behaviour

Sunnybank Hills 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. An office referral form (Form H) is used to record all minor and major problem behaviour. 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 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
- do not require involvement of specialist support staff or Administration

Minor problem behaviours may result in the following consequences:

- a minor consequence that is 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, restitution or detention for work completion
- a re-direction procedure. The staff member takes the student aside and names the behaviour that the student is displaying and asks the student to name expected school behaviour, states and explains expected school behaviour if necessary; and gives positive verbal acknowledgement for expected school behaviour.

Major behaviours are those that:

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

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

Major problem behaviours may result in the following consequences:

Level One: Time in office, removal to withdrawal room, alternate lunchtime activities, loss of privilege, restitution, loss of break times, warning regarding future consequence for repeated offence, referral to Respond Program;

Level Two: Parent contact, referral to Guidance Officer, referral to Intensive Behaviour Support Team, suspension from school: and/or

Level Three: Students who engage in very serious problem behaviours such as major violent physical assault, or the use or supply of weapons or drugs can expect to be recommended for exclusion from school following an immediate period of suspension.
**Form C: Sunnybank Hills State School Major and Minors**

(The following is a summary of what is classified as a major and minor incident and the consequences incurred for infringements)

<table>
<thead>
<tr>
<th>Behaviour</th>
<th>Minor</th>
<th>Consequence</th>
<th>Major</th>
<th>Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Movement around school</td>
<td>• running on concrete or around buildings</td>
<td>• rule reminder</td>
<td>• leaving the school grounds without permission</td>
<td>• parent contact/referral to DP</td>
</tr>
<tr>
<td></td>
<td>• not walking bike/scooter in school out of bounds/going under building</td>
<td>• rule reminder</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• out of bounds/going under building</td>
<td>• rule reminder</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Play</td>
<td>• incorrect use of equipment</td>
<td>• rule reminder/confiscation</td>
<td>• rough play resulting in injury</td>
<td>• referral to DP/parent contact</td>
</tr>
<tr>
<td></td>
<td>• rough play</td>
<td>• rule reminder/time out</td>
<td>• throwing rocks/sticks with intent</td>
<td>• referral to DP/parent contact</td>
</tr>
<tr>
<td></td>
<td>• playing contact sports</td>
<td>• rule reminder/time out</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• playing in toilets</td>
<td>• rule reminder/move on from area</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• leaving the school grounds without permission</td>
<td>• rule reminder/confiscation</td>
<td>• referral to DP/parent contact</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• parent contact/referral to DP</td>
<td>• rule reminder/time out</td>
<td>• referral to DP/parent contact</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• rule reminder/time out</td>
<td>• referral to DP/parent contact</td>
<td></td>
</tr>
<tr>
<td>Physical Misconduct</td>
<td>• minor physical contact (pushing/shoving/tripping)</td>
<td>• apology</td>
<td>• fighting</td>
<td>• referral to DP/SEAL room</td>
</tr>
<tr>
<td></td>
<td>• unsafe behaviour (climbing tree)</td>
<td>• rule reminder/time out</td>
<td>• serious physical aggression</td>
<td>• referral to DP/SEAL room</td>
</tr>
<tr>
<td>Attire</td>
<td>• failure to wear hat/correct hat</td>
<td>• directed to shaded area/no play</td>
<td>• physical bullying</td>
<td>• referral to DP/GO</td>
</tr>
<tr>
<td></td>
<td>• lack of shoes outside</td>
<td>• no play</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eating</td>
<td>• throwing food</td>
<td>• clean up area</td>
<td>• spitting at another person (↑Yr 3)</td>
<td>• referral to DP</td>
</tr>
<tr>
<td></td>
<td>• spitting/throwing water (↓Yr 3)</td>
<td>• apology/time out</td>
<td>• deliberate food contamination – person with anaphylaxis</td>
<td>• referral to DP/possible suspension</td>
</tr>
<tr>
<td></td>
<td>• moving around during eating time</td>
<td>• rule reminder</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Electronic devices</td>
<td>• public display of affection (↓Yr 3)</td>
<td>• rule reminder/confiscation</td>
<td>• use of an electronic device to film and upload images of a fight</td>
<td>• referral to DP/parent contact</td>
</tr>
<tr>
<td></td>
<td>• unwittingly bringing inappropriate belongings to school</td>
<td>• confiscation of the item/parent contact</td>
<td>• inappropriate use of personal devices or social networking sites</td>
<td>• referral to DP/parent contact</td>
</tr>
<tr>
<td>Verbal</td>
<td>• swearing (frustration/non-directive)</td>
<td>• discussion with teacher/apology</td>
<td>• smoking</td>
<td>• referral to DP/parent contact/possible suspension</td>
</tr>
<tr>
<td></td>
<td>• minor name calling</td>
<td>• apology</td>
<td>• possession/selling drugs</td>
<td>• referral to DP/police involvement</td>
</tr>
<tr>
<td></td>
<td>• minor dishonesty</td>
<td>• rule reminder/apology</td>
<td>• possession of banned weapons</td>
<td>• referral to DP/parent/police contact/SEAL</td>
</tr>
<tr>
<td></td>
<td>• disrespectful tone</td>
<td>• rule reminder/apology</td>
<td>• offence of a sexual nature</td>
<td>• referral to DP/parent/police contact/GO</td>
</tr>
<tr>
<td></td>
<td>• poor attitude</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Theft</td>
<td>• minor stealing (taking a )</td>
<td>• return of stolen object/apology</td>
<td>• abusive, directive swearing</td>
<td>• referral to DP/parent contact/SEAL</td>
</tr>
<tr>
<td></td>
<td>• taking without asking</td>
<td>• rule reminder/confiscation</td>
<td>• verbal bullying/threat</td>
<td>• referral to DP/parent contact/GO</td>
</tr>
<tr>
<td></td>
<td>• taking without asking</td>
<td>• rule reminder/confiscation</td>
<td>• serious verbal abuse of students, teacher or other staff</td>
<td>• referral to DP/parent contact/SEAL</td>
</tr>
<tr>
<td></td>
<td>• taking with asking</td>
<td>• rule reminder/confiscation</td>
<td>• blatant disrespect</td>
<td>• referral to DP/parent contact/GO</td>
</tr>
<tr>
<td></td>
<td>• blatant lying impacting others</td>
<td>• rule reminder/confiscation</td>
<td>• referral to DP/parent contact/SEAL</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• theft</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>• public display of affection (↓Yr 3)</td>
<td>• rule reminder/confiscation</td>
<td>• referral to DP/parent contact</td>
<td></td>
</tr>
<tr>
<td>Behaviour</td>
<td>Minor</td>
<td>Consequence</td>
<td>Major</td>
<td>Consequence</td>
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<td>-----------</td>
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</tr>
<tr>
<td><strong>Active</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Participation</td>
<td>• refusal to participate</td>
<td>• repetition of request/take-up time</td>
<td>• blatant and repeated refusal to participate</td>
<td>• referral to DP/parent contact</td>
</tr>
<tr>
<td></td>
<td>• refusal to go to specialist lesson</td>
<td>• repetition of request/take-up time</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• refusal to leave the room at breaks</td>
<td>• repetition of request/take-up time</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• disengagement</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• repetition of request/take-up time</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Being in the right place</td>
<td>• not being punctual (late after breaks)</td>
<td>• reminder of bell times/catch-up work in own time</td>
<td>• truancy during classes</td>
<td>• referral to DP/parent contact/SEAL</td>
</tr>
<tr>
<td></td>
<td>• not in the right place at the right time</td>
<td>• reminder of where to be</td>
<td>• leaving class without permission</td>
<td>• referral to DP/parent contact/SEAL</td>
</tr>
<tr>
<td></td>
<td>• repeatedly late for school/classes</td>
<td>• parent contact</td>
<td>• hiding from class teacher</td>
<td>• referral to DP/parent contact/SEAL</td>
</tr>
<tr>
<td>Disrupting</td>
<td>• incessant calling out</td>
<td>• revised seating plan/buddy class</td>
<td>• major disruption</td>
<td>• referral to DP/parent contact/SEAL</td>
</tr>
<tr>
<td></td>
<td>• incessant talking</td>
<td>• revised seating plan/buddy class</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Following instructions</td>
<td>• low intensity failure to respond to adult request</td>
<td>• redirection</td>
<td>• major defiance</td>
<td>• referral to DP/parent contact/SEAL</td>
</tr>
<tr>
<td></td>
<td>• non-compliance</td>
<td>• rule reminder/buddy class</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• uncooperative behaviour</td>
<td>• rule reminder/buddy class</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class tasks</td>
<td>• work refusal</td>
<td>• repeat request/take-up time/buddy class</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• failure to complete set tasks that are ability appropriate</td>
<td>• complete task in own time/movement to buddy class</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Homework</td>
<td>• failure to complete homework</td>
<td>• complete unfinished work in own time/contact parent if recurring</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• defaced homework</td>
<td>• redo the set homework task in own time</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• repeated failure to complete/submit homework</td>
<td>• parent contact</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Responsible Behaviour at Sunnybank Hills

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
- 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 Sunnybank Hills State School, staff members authorised to issue consequences for problem behaviour are provided with appropriate professional development and/or training (Non-Crisis Intervention). 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.

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

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

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

Basic defusing strategies

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

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

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

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

5. Debrief: Help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations.
Responsible Behaviour at Sunnybank Hills

Physical Intervention

Staff may make legitimate use of physical intervention if all non-physical interventions have been exhausted and a student is:

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

Appropriate physical intervention may be used to ensure that Sunnybank Hill’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
- 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
- take into account the age, stature, disability, understanding and gender of the student

Record keeping


Network of student support

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

- Parents
- Teachers
- Heads of Curriculum
- Administration staff
- AVTs

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
Responsible Behaviour at Sunnybank Hills

Consideration of Individual Circumstance

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.

Sunnybank Hills State School considers the individual circumstances of students when applying support and consequences by:

- promoting an environment which is responsive to the diverse needs of its students
- establishing procedures for applying fair, equitable and non-violent consequences for infringement of the code ranging from the least intrusive sanctions to the most stringent
- recognising and taking into account students’ age, gender, disability, cultural background, socioeconomic situation and their emotional state
- recognising the rights of all students to:
  - express opinions in an appropriate manner and at the appropriate time
  - work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation, and
  - receive adjustments appropriate to their learning and/or impairment needs.
Form D: Sunnybank Hills State School Responsible Behaviour Plan
(The following plan is to be completed for individuals requiring behaviour support)

Classroom Rules:

- I am safe
- I am empathetic
- I am active
- I am a learner

Acknowledgement Plan:

- Praise/encouragement
- Free time for completed tasks
- Hands-on extension activities

CLASS BEHAVIOUR MANAGEMENT PLAN:

Class:

Teacher:

Correction Plan:

- Non-verbals – proximity, signals
- Low key verbal methods – call student’s name, curriculum redirection
- Reminder 1, Reminder 2, Buddy Class

Restitution Plan:

- Completion of missed work
- Replacement of damaged equipment
- Private apology to victims
- Completion of a behaviour reflection sheet

Crisis Plan:

- Contact the Office/DP
- Remove rest of class from issue

IS STUDENT COOPERATIVE?

APPROPRIATE BEHAVIOUR?

SAFE?

MANAGEABLE?

YES

NO

NO

YES
### Form E: Sunnybank Hills State School Action Plan - SWPBS

(The following is an outline of the intended actions, timeline and persons responsible for the Behaviour Improvement Agenda)

<table>
<thead>
<tr>
<th>What</th>
<th>How</th>
<th>When</th>
<th>Who</th>
</tr>
</thead>
</table>
| **SWPBS** | - Staff vote to adopt SWPBS  
- Develop an SWPBS Committee who meet regularly  
- Development and promotion of four expectations SEAL - SEAL Competition  
- Development of a Behaviour Expectations Matrix  
- Development of a Flow Chart to show how positive and negative behaviours are dealt with  
- Focus on greater communication with the community through the school newsletter, P&C  
- Completion of School Behaviour Plan | January PFD  
February 2014  
April-July 2014  
Twilight – August 12  
August 2014  
September 2014  
August 2014 | SWPBS Committee  
Yvette  
Judith  
Yvette |
| **Uniform** | - Expectation that only school colours be worn – no coloured socks, tights, jumpers  
- Introduce wearing of black school shoes  
- Promote wearing correct uniform on parade  
- Identification of Wearing Uniform with pride as the rule for the month of July | Ongoing  
Kaye Dalus |
| **Attendance** | - Track late attendances and absences  
- Introduce class trophy for different sectors – least absences  
- Recognise the importance of attendance in newsletter – what one day per week equates to | June onwards  
June Assembly  
Ongoing  
Judith Forrest |
| **A-D Behaviour Matrix** | - Develop a Behaviour Matrix to assist teachers with the A-D allocation on SHSS report card  
- Develop a common understanding of behaviour grade – not a reflection of studies, but interactions with other people | October 2014  
October 2014  
Yvette |
| **House Recognition** | - Promote ticket system for recognition of exemplary behaviour – currently predominantly students from the junior school  
- Install new flag poles in a position students can see them – current location is at the front of the school in the out of bounds area  
- New flags have been ordered. Winning house flag will be flown for the month | July 2014  
August 2014  
August 2014  
Kaye Dalus |
| **Positive Behaviour Record** | - Student of the Month certificates to be generated in OneSchool  
- Focus on recording Positive Behaviours in OneSchool – categories for a drop-down menu to be developed by the staff | February 2014  
Twilight – August 12  
Yvette |
| **Explicit Lesson Plans** | - Lessons on what it looks like to be safe, empathetic, active and learners to be developed and rolled out to teachers | August-September 2014  
Yvette |
| **Branding** | - Soft Fill Playground outside Year 1 to have SEAL imprinted  
- Banners to be ordered with the four expectations printed on them  
- Development of school creed and song | June 2014  
September 2014  
Ongoing  
Judith and Geoff  
Maria Mavritsky  
Alexis Morgan |
Form F: Sunnybank Hills Free and Frequent, Short Term and Long Term Rewards
(The following matrix articulates the levels of rewards existent across the school)

<table>
<thead>
<tr>
<th>Reward</th>
<th>In the Classroom</th>
<th>In the Playground</th>
<th>In Specialist Lessons</th>
</tr>
</thead>
<tbody>
<tr>
<td>Free and Frequent</td>
<td>➢ verbals – praise</td>
<td>➢ verbals – praise</td>
<td>➢ verbals - praise</td>
</tr>
<tr>
<td></td>
<td>➢ non-verbals – smile, nod, thumbs up</td>
<td>➢ non-verbals – smile, nod, thumbs up</td>
<td>➢ non-verbals – smile, nod, thumbs up</td>
</tr>
<tr>
<td></td>
<td>➢ points</td>
<td>➢ time with teacher</td>
<td>➢ selected as class leader</td>
</tr>
<tr>
<td></td>
<td>➢ free time</td>
<td></td>
<td>➢ first to have a turn</td>
</tr>
<tr>
<td></td>
<td>➢ extension activity</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>➢ seat placement – next to a friend</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>➢ positive Behaviour entry in OneSchool</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>➢ visit to DP or Principal</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>➢ seat placement – next to a friend</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>➢ leader for the day</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>➢ positive Behaviour entry in OneSchool</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>➢ visit to DP or Principal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Short Term</td>
<td>➢ stickers</td>
<td>➢ raffle tickets (placed in house box and counted)</td>
<td>Movement of class on target</td>
</tr>
<tr>
<td></td>
<td>➢ movement of name on the class ladder</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>➢ movement of name on the class target</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>➢ Deputy Principal/Principal sticker</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Long Term</td>
<td>➢ Student of the Month recognition on parade and certificate</td>
<td>➢ House flag flown for the month</td>
<td></td>
</tr>
<tr>
<td></td>
<td>➢ Student of the Month trophy</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix 1
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, Tamagotchi®, laptop computers, PDAs, Blackberrys®, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile telephones, IPods® and devices of a similar nature.

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

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

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

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

Personal technology device etiquette
Bringing personal technology devices to school is not encouraged by the school because of the potential for theft and general distraction and/or disruption associated with them. However, if they are brought to school, they must be turned off and out of sight during assemblies or classes. Personal technology devices may be used at morning tea and lunch breaks and 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 Sunnybank Hills State School. Students using personal technology devices to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks etc) for the purpose of dissemination among the student body or outside the school, by any means (including distribution by phone or internet posting) builds a culture of distrust and disharmony.

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

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

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

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

Students should note that the recording or dissemination of images that are considered indecent (such as nudity or sexual acts involving children) are against the law and if detected by the school will result in a referral to QPS.
Text communication
The sending of text messages that contain obscene language and/or threats of violence may amount to bullying and or harassment or even stalking, and will subject the sender to discipline and possible referral to QPS. Students receiving such text messages at school should ensure they keep the message as evidence and bring the matter to the attention of the school office.

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

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

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

Special circumstances arrangement
Students who require the use of a personal technology device in circumstances that would contravene this policy (for example to assist with a medical condition or other disability or for a special project) should negotiate a special circumstances arrangement with the Deputy Principal or Principal.
Appendix 3

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

Purpose

Sunnybank Hills State 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

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

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

Bullying may be related to:

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

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

Rationale

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

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

Prevention

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

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

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

All students have been or are being taught the specific routines in the non-classroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms.

All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the non-classroom areas of the school.

A high level of quality active supervision is a permanent staff routine in the non-classroom areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the non-classroom areas.

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

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

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

Research indicates that a common outcome of anti-bullying programming is an improvement in understanding of bullying but little change in the frequency or nature of actual bullying behaviour. One of the reasons cited for this outcome is the lack of behavioural rehearsal in the programming. The anti-bullying process at Sunnybank Hills 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’.

Sunnybank Hills State School records inappropriate behaviour and uses behavioural data for decision-making. This data is entered into our database on a daily basis and can be recalled as summary reports at any time. This facility allows the school to track the effectiveness of its anti-bullying process, to make any necessary adjustments, and to identify specific bullying behaviours that may need to be revisited or revised in the instructional process.
Appendix 4a

Sunnybank Hills State School Reflection Sheet Lower

What happened?

What were you thinking at the time?

What have you thought about since?

Who has been affected by what you have done? In what way?

What do you think you need to do to make things right?
Appendix 4b

Sunnybank Hills State School Reflection Sheet Middle and Upper

What happened?

What were you thinking at the time?

What have you thought about since?

Who has been affected by what you have done? In what way?

What do you think you need to do to make things right?
Appendix 5

Sunnybank Hills State School Seal of Approval

Seal of Approval

Your son/daughter has reached the middle of the class target, and has earned a coloured wrist band. Sunnybank Hills State School congratulates them!