RESPECT FOR SELF
RESPECT FOR OTHERS
RESPECT FOR THE SCHOOL
What is You Can Do It! Education? 
Mission, Theory, Practice and Programs

Mission of You Can Do It! Education

You Can Do It! Education’s (YCDI’s) main purpose is to support communities, schools, and homes in a collective effort to optimise the social, emotional, and academic outcomes of all young people. Its unique contribution is in identifying the social and emotional capabilities that all young people need to acquire in order to be successful in school, experience wellbeing, and have positive relationships including making contributions to others and the community (good citizenship).

YCDI’s mission is realised through the following beliefs and actions:

• YCDI’s focus is on building social, emotional, and motivational capacity of young people rather than on their problems and deficits. It encourages prevention, promotion, and intervention efforts (school, home and community) in order to build the social and emotional strengths of young people.

• As a strength-building approach, YCDI also seeks to build the capabilities of adults (community, school, home) associated with positive outcomes in young people, including positive, caring relationships with young people, providing for their safety, high expectations for achievement and behavior, involving young people in decision-making and providing them with special responsibility, accommodating young people’s interests, communicating and modeling of social and emotional capabilities including values and resilience, and a high quality academic program that provides young people with multiple opportunities for success.

• YCDI sees the development of social and emotional capacity of “at risk” and disadvantaged youth as a means to “level the playing field.” However, it is clear that in order to change the developmental trajectory of young people with poor mental health (emotional, social and behavioral challenges) and learning outcomes and to accelerate their social and emotional development, it is vital that schools, homes and communities be transformed so that the responsibility for supporting and educating, including quality social and emotional learning experiences and caring relationships, is shared throughout the community.

Theory of You Can Do It! Education

Social and Emotional Learning for All Students: Prevention and Promotion of Success and Social-Emotional Well-Being

You Can Do It! Education (YCDI) has over the past two decades (e.g., Bernard, 1997a, 1997b, 2003a, 2003b, 2003c, 2003d, 2004a, 2004b, 2004c, 2004d, 2005, 2006a, 2006b, 2006c; Bernard & Cronan, 1999; Bernard, Ellis, & Terjesen, 2006; Bernard & Hajzler, 1987; Bernard & Joyce, 1984) evolved into a distinctive theory that defines and explains the social and emotional competences children and adolescents need to achieve to the best of their ability and experience social-emotional well-being (positive emotions and behavior; absence of significant emotional and behavior difficulties). Figure 1 below illustrates the main focus of YCDI’s educational programs; namely the social and emotional characteristics of students (The Five Foundations) and supporting Habits of the Mind (Ways of Thinking) that all young people need to achieve the objectives which appear at the top of the triangle (see Table 1 following References).
The triangle illustrate that while the world (home, school and community) in which young people grow up plays an important role in their supporting success and well-being, unless young people have the following social and emotional strengths, their achievement and adjustment will not be fully realized: Confidence, Persistence, Organisation, Getting Along and Resilience.

Below the triangle is a rectangle containing 12 positive Habits of the Mind (Ways of Thinking) that nourish and support the 5 Foundations. In YCDI, the patterns of thinking that enable young people to manage their own learning, emotions and behavior represented by the 5 Foundations are made explicit. Extensive theory and research of Albert Ellis, Martin Seligman and other cognitive-behavioural scientists reveals that what fundamentally determines how children achieve and adjust is the “mind-set” they bring with them to life’s experiences. Some bring with them a positive mind-set consisting of well-developed positive Habits of the Mind and associated patterns of positive thinking, feeling and behaving referred to as the “5 Foundations.”

Many of the Habits of the Mind are re-namings of Albert Ellis’ rational beliefs (e.g., Ellis & Bernard, 2006) in more child-friendly language. Other positive Habits of the Mind derive from other cognitive-behavioural
Theories including cognitive therapy (e.g., Beck, 1993), attributional theory (e.g., Dweck & Elliott, 1983), learned optimism (e.g., Seligman, 1975, 1991), self-efficacy (e.g., Bandura, 1986, 1997; Pajares, 1996: Zimmerman, 1991), goal setting (e.g., Schunk, 1996), internal motivation (e.g., Spaulding, 1992), academic procrastination (e.g., Solomon & Rothblum, 1984), and interpersonal cognitive problem solving (e.g. Spivack & Shure, 1974; Spivack, Platt & Shure, 1976).

The range of YCDI programs are designed to help strengthen the five social-emotional strengths of all students.

**Students with Behavioral, Emotional and Achievement Difficulties: Eliminating the Social-Emotional “Blockers”**

Unique to YCDI theory is the identification of not only five social and emotional strengths that contribute to positive student outcomes, but also of the following five social and emotional difficulties ("the 5 Blockers) that contribute to extreme under-achievement, behavior problems and low levels of social and emotional well-being: Feeling Down (depressed), Feeling Anxious, Procrastination (feeling lazy), Not Paying Attention-Disturbing Others and Feeling Angry-Behaving Poorly.

The definitions and descriptions of the 5 Blockers include reference to different negative Habits of the Mind ("blocker thinking") that contribute to the five negative patterns of thinking, feeling and behaving referred to as the 5 Blockers (see Table 2 following References.).

YCDI theory takes cognition of the view of Albert Ellis that all human being have a propensity for both rational and irrational ways of thinking (Habits of the Mind) and that in order to help young people achieve positive outcomes and avoid negative outcomes parents and teachers need to help restructure negative, irrational patterns of thinking into more positive, rational ways of thinking.

The relationship of the 5 Blockers to negative outcomes of young people is represented in the Barrier Model (see Figure 2).

**Figure 2. The 5 Blockers Leading to Negative Student Outcomes: The Barrier Model**

- **The 5 Blockers**
  - Feeling Very Angry-Misbehaving
  - Not Paying Attention-Disturbing Others
  - Procrastination
  - Feeling Very Worried
  - Feeling Very Down

- **Negative Habits of the Mind**
  - Social Irresponsibility
  - Being Intolerant of Limits
  - Acting Without Thinking
  - Being Intolerant of Others
  - Planning Time Poorly
  - Having No Goals
  - Giving Up
  - I Can't Be Bothered
  - I Can't Do It
  - Needing Approval
  - Needing To Be Perfect
  - Self-Downing

- **Positive Habits of the Mind**
  - Social Responsibility (Values of Character)
  - Playing by the Rules
  - Thinking First
  - Being Tolerant of Others
  - Planning My Time
  - Setting Goals
  - Giving Effort
  - Working Tough
  - I Can Do It
  - Being Independent
  - Taking Risks
  - Accepting Myself

- **The 5 Foundations**
  - Getting Along
  - Organisation
  - Persistence
  - Confidence
  - Resilience

**Young People’s…**
- poor relationships
- under-achievement
- poor mental health

**Young People’s…**
- positive relationships
- success
- well-being
The goal of You Can Do It! Education is to provide teachers and parents with things they can say and do including use of activities from Program Achieve (see lesson 4 in Ready, Set, You Can Do It!) to weaken the 5 Blockers. Activities from Program Achieve introduce students of all ages to not only the five keys to their success and well-being but also to the five blockers.

You Can Do It! Education Practices and Programs

Over the past decade, Michael Bernard and his colleagues have developed a four-level approach to providing all young people with the social-emotional capabilities needed for success and well-being and for helping to reduce the social-emotional difficulties associated with negative outcomes in children and adolescents.

I. YCDI Student Social-Emotional Learning Curricula Programs

Over the years a variety of curriculum programs (lessons with activities) designed to be taught to classroom groups of students by teachers, counselors, psychologists and other educators have been written, evaluated and revised that focus on developing students’ Positive Mindset (the 5 Foundations) and eliminating students’ Negative Mindset (the 5 Blockers). Chief amongst these are:

The You Can Do It! Education Early Childhood Curriculum (ages 4 – 7)
Program Achieve: A Social-Emotional Learning Curriculum (6 vols. grades 1-2, 3-4, 5-6, 7-8, 9-10, 11-12)

II. YCDI Classroom and School-Wide Methods

a. You Can Do It! Education Classrooms (good teaching practices)

A variety of practices have been developed for teachers in order to infuse and integrate the 5 social-emotional Foundations into their daily teaching including: the "resilient classroom", use of behaviour-specific feedback, explicit communication/visual display of 5 Foundations and 12 Habits of the Mind, regular formal assessment of student progress in demonstrating 5 Foundations, instruction in how the 5 Foundations can aid students in achieving academic targets, and weekly goal setting that targets increases in one or more of the 5 Foundations. For more information, refer to:

Providing All Children with the Foundations for Success, Well-Being and Positive Relationships
The YCDI Images CD Resource Program (over 100 colorful illustrations for display)

b. Developing a School-Wide Culture of Achievement and Emotional Well-Being

Some of the different components of full-scale implementation of the YCDI system include:

1. YCDI parent education (e.g., classes, school-home communication, parent-teacher-student conferences surrounding 5 Foundations)
2. YCDI images presented/displayed throughout school grounds (e.g., illustrations, signs, artwork that communicate explicitly and implicitly 5 Foundations and 12 Habits of the Mind)
3. Professional learning/staff development opportunities for learning about YCDI
4. Regular assessment of students’ social-emotional capabilities
5. Incorporation of social-emotional competence as part of behavior management planning
6. Early identification and intervention for students identified as delayed in social-emotional learning

III. YCDI Parent Education

YCDI views school-home collaboration as a key for promoting student achievement and social-emotional-behavioral well-being. A variety of parent education programs (e.g., “Investing in Parents”) have been developed based on what the research indicates as the actions that parents can take at home that support their children’s achievement in school. The material in these programs form the basis of parent information sessions including back-to-school nights, parent education classes and school-home notes. Two of the most well-received YCDI parent talks are:
IV. YCDI Programs for Students with Behavioural, Social, Emotional and Learning Difficulties

For students identified with social-emotional and learning difficulties, YCDI has developed programs that focus on strengthening one or more of their social-emotional competencies. Ideally, identified students would spend time in 1:1 or small group counseling/mentoring where they would receive in addition to relationship support, direct instruction/coaching in the use of their social-emotional competencies in different areas of their lives. Additionally, their teacher(s) and parents would receive support from school personnel and things they can do to strengthen the young person’s social-emotional competence. For more detailed information, refer to:

*The You Can Do It! Education Mentoring Program*

*Strengthening the Social and Emotional Capabilities of Young People with Achievement and Behaviour Problems: A Guide for Working with Teachers and Parents*
References


Table 1. The Five Core Social and Emotional Capabilities ("5 Foundations") Supporting Positive Social-Emotional and Achievement Outcomes

**Confidence** means knowing that you will likely be successful and that people will like you. It means not being afraid to make mistakes or to try something new. It means looking and sounding confident. Examples of confident behaviour are raising your hand in class to answer a hard question, doing hard work without asking for help, sharing a new idea with a teacher or the class, starting a conversation with a new classmate and standing up straight and speaking with a firm voice.

**Positive Habits of the Mind that help develop a young person’s Confidence include:**
- **I Can Do It** - thinking that I’m more likely to be successful than I am to fail.
- **Accepting Myself** - not thinking badly about myself when I make a mistake.
- **Taking Risks** - thinking that it’s good to try something new even though I might not be able to do it.
- **Being Independent** - thinking that it’s important to try new activities and to speak up even if my classmates think I’m silly or stupid.

**Persistence** means trying hard to do your best and not giving up when something feels like it’s too difficult or boring. Examples of persistent behaviour are continuing to try even when school work is hard, not being distracted by others and checking work when it’s finished to make sure it’s correct.

**Positive Habits of the Mind that help develop a young person’s Persistence include:**
- **I Can Do It** - thinking that I’m more likely to be successful than I am to fail.
- **Giving Effort** - thinking that the harder I try, the more successful I will be, and knowing that success is not caused by external factors (luck, ease of task), but by internal factors (effort).
- **Working Tough** - thinking that in order to be successful in the future, I sometimes have to do things that are not easy or fun in the present.

**Organisation** means setting a goal to do your best in your school work, listening carefully to your teacher’s instructions, planning your time so that you are not rushed, having all your supplies ready and keeping track of your assignments’ due dates. Examples of organised behaviour include making sure you understand the teacher’s instructions before you begin work, having all your school supplies ready at a neat desk, recording your assignments and their due dates, and planning when you’re going to do your homework so that you have enough time.

**Positive Habits of the Mind that help develop a young person’s Organisation include:**
- **Setting Goals** - thinking that setting a goal can help me to be more successful at a task.
- **Planning My Time** - thinking about how long it will take me to do my schoolwork and planning enough time to get it done.

**Getting Along** means working well with teachers and classmates, resolving disagreements peacefully, following the rules of the classroom and making positive contributions to school, home and the community including protecting the rights of others and looking after the environment. Examples of getting along behaviour are being helpful when working in a group, listening and not interrupting when someone else is speaking, talking rather than fighting when someone acts unfairly, not breaking classroom rules, helping others in need, volunteering for a worthy causes and cleaning up the environment.

**Positive Habits of the Mind that help develop Getting Along behaviour in a young person include:**
- **Being Tolerant of Others** - accepting that everyone acts unfairly towards others some of the time, and not making overall judgments of people’s character ("good person," “bad person”) based on their differences or behavior.
- **Thinking First** - thinking that when someone treats me badly I need to think about different ways I can react, the consequences of each, and the impact of my actions on the other person’s feelings.
- **Playing by the Rules** - thinking that by following important school and home rules, I will live in a better world where everyone’s rights are protected.
- **Social Responsibility** - thinking that it’s important to be caring, to try hard to do my best, to be fair to others, to make sure that everyone has the freedom to say what they think and feel without fear, to be honest and tell the truth, to have integrity by making sure that I do what I say I am going to do, to respect others and have nice manners, to act responsibly by making good choices, sorting out problems without fighting, caring about nature and other living things, and to be understanding and including others who are different.
Resilience means knowing how to stay calm and being able to stop yourself from getting extremely angry, down, or worried when something "bad" happens. It means being able to calm down and feel better when you get very upset. It also means being able to control your behavior when you are very upset so that you bounce back from difficulty and return to work or play.

Examples of Resilience:
- when someone treats you unfairly, inconsiderately, or disrespectfully, you can stop yourself from getting too angry and lashing out
- when you make mistakes, do not understand something, get a bad school report, or are teased or ignored, you can stop yourself from getting very down and withdrawing
- when you have an important test or activity to perform, you can stop yourself from getting extremely worried
- when you want to meet someone new, you can stop yourself from getting extremely worried
- when someone is putting pressure on you to do the wrong thing, you can stop yourself from getting extremely worried about what that person will think if you stand up and say "no"

Resilience Skills to Strengthen Resilience
- Finding something fun to do
- Finding someone to talk to
- Relaxation
- Exercise
- Being assertive
- Changing negative to positive self-talk
- Not blowing things out of proportion
- Figuring out how to solve the problem

Rational Ways to Think to Increase Resilience
- "It's Not as Bad as You Think It Is" thinking – for example, "It's not the worst thing that could happen to me."
- "I Can Stand It" thinking – for example, "I don't like it, but I can stand it."
- "Accepting Myself" thinking – for example, "When I make mistakes or people don't want to be around me, I know that I am not a loser. I am still me, capable and likeable."
- "Taking Risks" thinking – for example, "It's OK to make mistakes when learning new things."
- "Being Independent" thinking – for example, "I don't care that much what people think of me. It's important to do what I want and to be me."
- "I Can Do It" thinking – for example, "I'm more likely to be successful than to fail."
- "Being Tolerant of Others" thinking – for example, "When people do the wrong thing or when they are different from me in custom or appearance, I do not condemn them as being bad or inferior."
- "Working Tough" thinking – for example, "To achieve success, everyone has to do things they do not feel like doing."
Table 2. The Five Core Social and Emotional Difficulties ("5 Blockers") Leading to Low Levels of Social-Emotional Well-Being including Under-Achievement Outcomes

Feeling Very Down means that when something negative happens to you — such as when someone is mean to you, you have a break-up with a friend, you have not achieved a good result in your school work, sport or other extra curricula area, and you feel very unhappy — you can, at these times, feel lonely. You might feel hopeless and inadequate believing that everything is bad and will always stay that way. Sometimes, if you feel very down for a long time, you can lose your motivation to work, lose your appetite, and find it hard to get out of bed.

Negative Habits of the Mind that Lead to Feeling Very Down include:
• Self-Downing — thinking that I am a total failure or useless when I have been rejected or have not achieved a good result.
• Needing to be Perfect — thinking that I have to be successful in everything important I do and that it’s horrible when I’m not.
• Needing Approval — thinking that I need people (parents, teachers, peers) to approve of what I do and that, when they don’t, it’s the worst thing in the world.
• I Can’t Do It — when I have not been successful at something, thinking I am not good at anything and never will be; thinking that when someone I like or respect seems not to like me, there is nothing I can do to make things better.
• Giving Up — thinking that I have no control over what happens to me (good or bad) and that there is little point in trying anything because I’ll never be successful.

Feeling Very Worried means that you worry a lot about whether other people like you and what your friends and others think about you. You can also feel anxious about your school work or other achievements and you can spend a lot of time worrying about mistakes or having to do things perfectly.

Negative Habits of the Mind that Lead to Feeling Very Worried include:
• Needing to be Perfect — thinking that I have to be successful in everything important I do and that it’s horrible when I’m not.
• Needing Approval — thinking that I need people (parents, teachers, peers) to approve of what I do and that, when they don’t, it’s the worst thing in the world.
• I Can’t Be Bothered — thinking that life should always be fun and exciting, and that I can’t stand it when things are frustrating, boring, or uncomfortable.

Procrastination ("Feeling Lazy") means that you put off doing tasks and chores because they are frustrating, boring, or hard even though you see the disadvantages of delaying. You give up easily after having started something that is difficult or boring to do. You may rush to finish your work so that you can do fun things.

Negative Habits of the Mind that Lead to Procrastination include:
• I Can’t Be Bothered — thinking that life should always be fun and exciting, and that I can’t stand it when things are frustrating, boring, or uncomfortable.
• Having No Goals — thinking that it’s pointless to have any goals associated with being successful for anything I do.
• Planning Time Poorly — thinking that it’s pointless to plan my time; thinking that things will somehow get done; thinking, "When is the latest I can start?" when approaching some chore or task that isn’t fun.
• Needing to be Perfect — thinking that I have to be successful in everything important I do and that it’s horrible when I’m not.
• Needing Approval — thinking that I need people (parents, teachers, peers) to approve of what I do and that, when they don’t, it’s the worst thing in the world.

Not Paying Attention - Disturbing Others means that you may have trouble paying attention for a long period of time, listening and following instructions, and may find yourself easily distracted. You may or may not have a lot of energy with the result that you may be fidgety, move around the classroom at inappropriate times, or talk excessively, and you may have difficulty working or playing quietly. You may blurt out answers, interrupt others, begin an assignment without waiting for instructions, and have trouble waiting your turn.
Negative Habits of the Mind that Lead to Not Paying Attention - Disturbing Others include:

- **Acting Without Thinking** – (this Habit of the Mind can be defined by the absence of reflection about different ways to handle interpersonal conflict, the consequences of different course of action and how someone else will feel after you have chosen to act in a certain way)
- **Being Intolerant of Others** – thinking that people should always treat me fairly and considerately and in the way I treat them, and when they do not, I can’t stand it and they are totally bad.
- **Having No Goals** – thinking that it’s pointless to have any goals associated with being successful for anything I do.
- **Planning Time Poorly** – thinking that it’s pointless to plan my time; thinking that things will somehow get done; thinking, “When is the latest I can start?” when approaching some chore or task that isn’t fun.
- **I Can’t Be Bothered** – thinking that life should always be fun and exciting, and that I can’t stand it when things are frustrating, boring, or uncomfortable.
- **Self-Downing** – thinking that I am a total failure or useless when I have been rejected or have not achieved a good result.
- **I Can’t Do It** – when I have not been successful at something, thinking I am not good at anything and never will be; thinking that when someone I like or respect seems not to like me, there is nothing I can do to make things better.
- **Giving Up** – thinking that I have no control over what happens to me (good or bad) and that there is little point in trying anything because I’ll never be successful.

**Feeling Very Angry - Misbehaving** means that you may lose your temper easily when faced with people who block you from getting what you want. You may act defiantly towards people in authority. You may break important rules at home and school even if property is destroyed or people get hurt.

Negative Habits of the Mind that Lead to Feeling Very Angry - Misbehaving include:

- **Being Intolerant of Others** – thinking that people should always treat me fairly and considerately and in the way I treat them, and when they do not, I can’t stand it and they are totally bad.
- **Acting Without Thinking** – (this Habit of the Mind can be defined by the absence of reflection about different ways to handle interpersonal conflict, the consequences of different course of action and how someone else will feel after you have chosen to act in a certain way)
- **Being Intolerant of Limits** – thinking that I should be able to do what I want, that nobody should be able to tell me what to do, and that I can’t stand having to follow rules.
- **Social Irresponsibility** – thinking that I only have to be concerned about me and that it is not important to be a good citizen and to help make contributions to my community. It also means that I do not need to concern myself with others who are less fortunate, nor do I need to be sensitive to the feelings of others, act honestly, and to treat others – especially those from different backgrounds – with respect.
The 5 Blockers
Feeling Very Angry-Misbehaving
Not Paying Attention-Disturbing Others
Procrastination
Feeling Very Worried
Feeling Very Down

Negative Habits of the Mind
Social Irresponsibility
Being Intolerant of Limits
Acting Without Thinking
Being Intolerant of Others
Planning Time Poorly
Having No Goals
Giving Up
I Can't Be Bothered
I Can't Do It
Needing Approval
Needing To Be Perfect
Self-Downing

Positive Habits of the Mind
Social Responsibility (Values of Character)
Playing by the Rules
Thinking First
Being Tolerant of Others
Planning My Time
Setting Goals
Giving Effort
Working Tough
I Can Do It
Being Independent
Taking Risks
Accepting Myself

The 5 Foundations
Getting Along
Organisation
Persistence
Confidence
Resilience

Young People's...
• poor relationships
• under-achievement
• poor mental health

Young People's...
• positive relationships
• success
• well-being
Windsor State School
Positive Behaviour System

**LEVEL**

<table>
<thead>
<tr>
<th>Gold</th>
<th>How do I move UP a level?</th>
<th>How do I move DOWN a level?</th>
<th>Benefits/Rewards</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>A Level Two Behaviour (Orange Slip) while on Gold moves you back to Silver</td>
<td>Certificates Gold Badge Rewards Eligibility for School Leadership positions &amp; Student Council</td>
</tr>
<tr>
<td>Silver</td>
<td>Apply to move UP to Gold after <strong>six weeks</strong> of good behaviour at Silver Level</td>
<td>A Level Two Behaviour (Orange Slip) while on Silver moves you back to Bronze</td>
<td>Certificates Silver Badge Rewards</td>
</tr>
<tr>
<td>Bronze</td>
<td>Apply to move UP to Silver after <strong>four weeks</strong> of good behaviour at Bronze Level</td>
<td>Three Level Two Behaviours in a two week period moves you DOWN to Unacceptable</td>
<td>Minimum Expected standard</td>
</tr>
</tbody>
</table>

**WARNING!!**
Unacceptable NOT MAKING GOOD CHOICES

Automatic move back UP to Bronze after **two weeks** of good behaviour/appropriate choices whilst at this level.

See Consequences for Unacceptable Behaviour (Minor>Level 1>2>3)
Windsor State School
Positive Behaviour System

Appendix 5

GOLD
Certificates
Gold Badges
Rewards

6 Weeks

SILVER
Certificates
Silver Badges
Rewards

4 Weeks

BRONZE
Satisfactory
Expected!

2 Weeks of Good choices

Level 2 (Orange Slip)
Level 2 (Orange Slip)
Three Level 2 Behaviours

WARNING!
# Gold & Silver Student Application

**Name:**

**Class:**

**Appendix 6**

## Respect for Self

### Bronze (C)
- Satisfactory

- **Usually Generally**
  - Working independently and trying my best to get finished.
  - "Having a go" and trying new activities with confidence.
  - Being positive and not worried when I make mistakes and try again.

### Silver (B)
- Very Good

- **Often Frequently**
  - Working independently and trying my best to get finished.
  - "Having a go" and trying new activities with confidence.
  - Being positive and not worried when I make mistakes and try again.

### Gold (A)
- Excellent

- **Consistently Constantly**
  - Working independently and trying my best to get finished.
  - "Having a go" and trying new activities with confidence.
  - Being positive and not worried when I make mistakes and try again.

## Respect for Others

### Bronze (C)
- Satisfactory

- **Usually Generally**
  - Rising to challenges with my best efforts.
  - Trying harder even when work is hard or frustrating.
  - Being motivated to keep going even when the rewards are small.

### Silver (B)
- Very Good

- **Often Frequently**
  - Rising to challenges with my best efforts.
  - Trying harder even when work is hard or frustrating.
  - Being motivated to keep going even when the rewards are small.

### Gold (A)
- Excellent

- **Consistently Constantly**
  - Rising to challenges with my best efforts.
  - Trying harder even when work is hard or frustrating.
  - Being motivated to keep going even when the rewards are small.

## Respect for the School

### Bronze (C)
- Satisfactory

- **Usually Generally**
  - Setting goals to help me be successful at tasks.
  - Being prepared for work and putting things where they belong.
  - Thinking about how long things will take and planning enough time to get finished.
  - Getting all my homework finished.

### Silver (B)
- Very Good

- **Often Frequently**
  - Setting goals to help me be successful at tasks.
  - Being prepared for work and putting things where they belong.
  - Thinking about how long things will take and planning enough time to get finished.
  - Getting all my homework finished.

### Gold (A)
- Excellent

- **Consistently Constantly**
  - Setting goals to help me be successful at tasks.
  - Being prepared for work and putting things where they belong.
  - Thinking about how long things will take and planning enough time to get finished.
  - Getting all my homework finished.

## Social Responsibility

### Bronze (C)
- Satisfactory

- **Usually Generally**
  - Using my manners.
  - Being a good role model to others.
  - Caring for others.
  - Considering others' feelings and needs.
  - Cooperating with everyone.
  - Showing self-control and resolving conflicts without fighting.
  - Showing tolerance of others' differences.
  - Taking responsibility for my actions.

### Silver (B)
- Very Good

- **Often Frequently**
  - Using my manners.
  - Being a good role model to others.
  - Caring for others.
  - Considering others' feelings and needs.
  - Cooperating with everyone.
  - Showing self-control and resolving conflicts without fighting.
  - Showing tolerance of others' differences.
  - Taking responsibility for my actions.

### Gold (A)
- Excellent

- **Consistently Constantly**
  - Using my manners.
  - Being a good role model to others.
  - Caring for others.
  - Considering others' feelings and needs.
  - Cooperating with everyone.
  - Showing self-control and resolving conflicts without fighting.
  - Showing tolerance of others' differences.
  - Taking responsibility for my actions.

## It's Not the End of the World!

### Bronze (C)
- Satisfactory

- **Usually Generally**
  - Staying calm when I am upset.
  - Not "catastrophising!"  "Bouncing back" from difficult situations.
  - Being positive in hard times.
  - Accepting consequences and the decisions of adults.

### Silver (B)
- Very Good

- **Often Frequently**
  - Staying calm when I am upset.
  - Not "catastrophising!"  "Bouncing back" from difficult situations.
  - Being positive in hard times.
  - Accepting consequences and the decisions of adults.

### Gold (A)
- Excellent

- **Consistently Constantly**
  - Staying calm when I am upset.
  - Not "catastrophising!"  "Bouncing back" from difficult situations.
  - Being positive in hard times.
  - Accepting consequences and the decisions of adults.

---

1. **Classroom Teacher** (must sign first):
2. **Specialist Teacher** (e.g. HPE; LOTE):
3. **Playground Staff** (must know):
4. **Student's Signature:**

---

**Reason for Action:**

Signed: Principal/Deputy Principal
**GOLD & SILVER STUDENT APPLICATION**

**Name:**

**Class:**

**Appendix 7**

**RESPECT FOR SELF**

<table>
<thead>
<tr>
<th>BRONZE (C)</th>
<th>SILVER (B)</th>
<th>GOLD (A)</th>
</tr>
</thead>
<tbody>
<tr>
<td>SATISFACTORY</td>
<td>VERY GOOD</td>
<td>EXCELLENT</td>
</tr>
</tbody>
</table>

I am proud that I choose to be happy and successful, in the classroom and playground, by:

- working independently and trying my best to get finished.
- "having a go" and trying new activities with confidence.
- being positive and not worried when I make mistakes and try again.

<table>
<thead>
<tr>
<th>USUALLY</th>
<th>GENERALLY</th>
<th>OFTEN</th>
<th>FREQUENTLY</th>
<th>CONSISTENTLY</th>
<th>CONSTANTLY</th>
</tr>
</thead>
</table>

- rising to challenges with my best efforts.
- trying harder even when work is hard or frustrating.
- being motivated to keep going even when the rewards are small.

- setting goals to help me be successful at tasks.
- being prepared for work and putting things where they belong.
- thinking about how long things will take and planning enough time to get finished.
- get all my homework finished.

- using my manners.
- being a good role model to others.
- caring for others.
- considering others’ feelings and needs.
- cooperating with everyone.
- showing self-control and resolving conflicts without fighting.
- showing tolerance of others’ differences.
- taking responsibility for my actions.

- staying calm when I am upset
- not “catastrophising”
- "bouncing back" from difficult situations.
- being positive in hard times.
- accepting consequences and the decisions of adults.

<table>
<thead>
<tr>
<th>BRONZE</th>
<th>SILVER</th>
<th>GOLD</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCEPTED</td>
<td>ACCEPTED</td>
<td>ACCEPTED</td>
</tr>
<tr>
<td>NOT ACCEPTED</td>
<td>NOT ACCEPTED</td>
<td>NOT ACCEPTED</td>
</tr>
</tbody>
</table>

1. CLASSROOM TEACHER (must sign first):

2. SPECIALIST TEACHER (e.g. HPE; LOTE):

3. PLAYGROUND STAFF (must know):

4. STUDENT’S SIGNATURE:

Signed: Principal/Deputy Principal
## Examples of Inappropriate Classroom Behaviour

### Minor Behaviours
1. Nudging
2. Name calling
3. Littering
4. Late for class
5. Not using internet as instructed by staff
6. Other Inappropriate behaviour (Staff Judgement)

### Level 1 Behaviours
1. Pushing/shoving
2. Minor bullying (teasing/threatening/putting down)
3. Disobedience/refusal to follow instructions
4. Disruptive behaviour
5. Repeatedly not using internet as instructed by staff
6. Other Inappropriate behaviour (Staff Judgement)

### Example Consequences
- Small time out eg thinking chair
- Reminded of rule

### Level 2 Behaviours
1. Intent to hurt another student
2. Swearing at or about someone
3. Continued insolence
4. Throwing objects at other people
5. Inappropriate email content medium
6. Other Inappropriate behaviour (Administrator Judgement)

### Example Consequences
- Class time out/Buddy Class
- Notifying parents
- Catch up on work
- Inappropriate use of social networks medium
- Noted on Orange Slip and put in the Orange Slip Box
- Parents contacted – letter, email, phone

### Level 3 Behaviours
1. Physical or sexual abuse/assault/harassment
2. Verbal abuse/harassment
3. Stealing
4. Vandalism substance abuse
5. Gross inappropriate email content
6. Other Inappropriate behaviour

### Example Consequences
- Continuous minor bullying
- Bullying medium level
- Persistent obscene language
- Persistent calling out
- Stealing
- Gross disobedience
- Wilful defiance
- Inappropriate use of technological devices
- playground restriction cards
- Office time Out
- Restorative Justice
- Suspension
- Exclusion
- Individual Behaviour Plan

Numbers relate to behaviour codes for reporting: 1 Physical 2 Verbal 3 Non compliance 4 Anti Social Behaviour & Vandalism 5 IT Abuse 6 Other
<table>
<thead>
<tr>
<th>Minor Behaviours</th>
<th>Level 1 Behaviours</th>
<th>Level 2 Behaviours</th>
<th>Level 3 Behaviours</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Nudging</td>
<td>1. Rough play-</td>
<td>1. Fighting – with</td>
<td>1. Physical or</td>
</tr>
<tr>
<td></td>
<td>pushing/shoving/tackle</td>
<td>intent to hurt</td>
<td>sexual abuse/assault/</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Minor bullying</td>
<td>harassment</td>
</tr>
<tr>
<td></td>
<td></td>
<td>– threatening</td>
<td>Severe bullying</td>
</tr>
<tr>
<td>2. Name calling</td>
<td>2. Minor bullying</td>
<td>2. Swearing at or</td>
<td>2. Verbal abuse/</td>
</tr>
<tr>
<td></td>
<td>(teasing/threatening/putting</td>
<td>about someone</td>
<td>harassment</td>
</tr>
<tr>
<td></td>
<td>down)</td>
<td></td>
<td>Swearing at a</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>teacher</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>to follow</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>instructions</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>ground</td>
<td>behaviour</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Interfering with</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>other’s game</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>5. Not using</td>
<td>5. Repeatedly not</td>
<td>5. Gross inap</td>
</tr>
<tr>
<td></td>
<td>internet as</td>
<td>using internet as</td>
<td>propriate email</td>
</tr>
<tr>
<td></td>
<td>instructed by</td>
<td>instructed by staff</td>
<td>content medium</td>
</tr>
<tr>
<td></td>
<td>staff</td>
<td>Not handing mobile</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>phones into the</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>office</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>6. Other Inappropriate</td>
<td>Other Inappropriate</td>
<td>6. Other Inappropriate</td>
</tr>
<tr>
<td></td>
<td>behaviour</td>
<td>behaviour</td>
<td>behaviour</td>
</tr>
<tr>
<td></td>
<td>(Staff Judgement)</td>
<td>(Staff Judgement)</td>
<td>(Administrator</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Judgement)</td>
</tr>
</tbody>
</table>

**Example Consequences**
- Pick up papers
- Small time out in playground
- With teacher or in set area
- Demonstrate how to move appropriately
- Sent to a shaded area
- }

Numbers relate to behaviour codes for reporting: 1 Physical 2 Verbal 3 Non compliance 4 Anti Social Behaviour & Vandalism 5 IT Abuse 6 Other
### My Responsible Thinking Plan

<table>
<thead>
<tr>
<th>Name:</th>
<th>What did I do?</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Bullying</th>
<th>Fighting</th>
<th>Kicking</th>
<th>Being rude/nasty</th>
<th>Ignoring</th>
<th>Losing my temper</th>
</tr>
</thead>
<tbody>
<tr>
<td>Calling out</td>
<td>Breaking things</td>
<td>Arguing</td>
<td>Having a tantrum</td>
<td>Playing dangerously</td>
<td>Running</td>
</tr>
<tr>
<td>Chair swinging</td>
<td>Hitting/pushing</td>
<td>Upsetting others</td>
<td>Not listening</td>
<td>Laughing unkindly</td>
<td>Disrupting and annoying</td>
</tr>
</tbody>
</table>

I was __________________________ when I should have been ____________________________
**My Responsible Thinking Goals**

**What am I going to do to make things better?**

<table>
<thead>
<tr>
<th>Goals</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. be polite and use good manners!</td>
<td>![Image of two people shaking hands]</td>
</tr>
<tr>
<td>2. co-operate with everybody!</td>
<td>![Image of people sharing]</td>
</tr>
<tr>
<td>3. be kind and caring to others!</td>
<td>![Image of heart]</td>
</tr>
<tr>
<td>4. play safely!</td>
<td>![Image of person sitting on a chair]</td>
</tr>
<tr>
<td>5. keep my hands and feet to myself</td>
<td>![Image of hands]</td>
</tr>
<tr>
<td>6. work quietly!</td>
<td>![Image of person writing]</td>
</tr>
<tr>
<td>7. listen carefully!</td>
<td>![Image of person listening]</td>
</tr>
<tr>
<td>8. consider others!</td>
<td>![Image of people in a circle]</td>
</tr>
<tr>
<td>9. put my hand up!</td>
<td>![Image of person raising hand]</td>
</tr>
<tr>
<td>10. Put my rubbish in the bin!</td>
<td>![Image of a trash can]</td>
</tr>
</tbody>
</table>

---

**I need to**

---

**I will follow the rules!**

☐ Yes! ☐ No!

Signed ____________  Time Out Staff ____________  Referring Teacher ____________
MY RESPONSIBLE THINKING PLAN (YEAR 4-7)

WHAT DID I DO?
I was __________________________ when I should have been __________________________.

WHAT RULE DID I BREAK?
The rule I broke was: Always __________________________. It is important to remember this rule because __________________________.

When I break the rules I am:
- [ ] not being courteous to others.
- [ ] not respecting the rights of others.
- [ ] not showing consideration towards others.
- [ ] not cooperating with my teachers.
- [ ] not showing good common sense.

When I break the rules I need to:
- [ ] think about my actions and how they have an effect on others.
- [ ] understand that I am responsible!
- [ ] admit and accept responsibility for my actions.
- [ ] think about the future consequences of my actions and wrong choices.
  (e.g. suspension; exclusion from school; missing out on playtime)

Have I thought about these consequences and what may happen to me if I don’t make good choices?  [ ] YES!  [ ] NO!  [ ] Need more timeout

Do I want these things to happen again?  [ ] YES!  [ ] NO!

To make things better I need to work on some goals.  [ ] YES!  [ ] NO!
My Goal

My goal is:

1. I need to ________________________________

To make this goal happen...

1. I will ________________________________

2. I will ________________________________

3. I will ________________________________

★ ★ ★ If I am successful in reaching my goals I will ________

To catch up on the work I have missed I will do:

________________________________________ on/at ____________________________

I have thought about my behaviour and know that it is important to follow the rules! I am ready to think responsibly and make good choices!

Signed ____________________________ (Student)

☐ Classroom Behaviour ☐ Playground Behaviour

Discussed with ________________________(Timeout STAFF)

Discussed with _______________________(REFERRING TEACHER)

Date ___________________________
Appendix 13
Windsor State School
Level 2: Inappropriate Behaviour Record

* Issuing Staff Member: 

* Student’s Name: 

* Date of Incident: 

Date Behaviour Room Detention will occur: 

* Period/Time: 

* Location: 

Subject: 

Time spent at Detention: 1:20pm to 1:50pm

* Incident details:

* Behaviour Categories:
  - ☐ Verbal Aggression
  - ☐ Physical Aggression
  - ☐ Non-Compliance
  - ☐ Vandalism
  - ☐ Anti-social behaviour
  - ☐ IT Abuse
  - ☐ Other (specify)

* Consequences/Strategies:

Parental Contact: 
  - ☐ Phone Call
  - ☐ e-mail
  - ☐ Letter
  - ☐ Interview

Referred to: 
  - ☐ Class Teacher
  - ☐ Admin
  - ☐ Other

Detention: 
  - ☐ Completed
  - ☐ Not completed
  - ☐ Follow Up

Entered onto OneSchool (Completed) ☐ YES Date:

Detach orange slip notice to send home to parents

ORANGE SLIP NOTICE
/
/20

Dear Parents/Caregivers,
This letter is to inform you that _______________ in class _______ has been referred for inappropriate behaviour. The details are as follows:

The consequence for inappropriate behaviour, in this instance, is Detention on __________________________.

This letter is to keep you informed about your child’s behaviour at school. We will maintain our monitoring of his/her behaviour. We ask that you reinforce our school rules of:

Respect for Self Respect for Others Respect for the School

It is important that you reinforce these with your child and the need to make appropriate choices to encourage the growth of responsibility and self-control.

Please sign the form below and return it to the school as a record that you are aware of this incident. Please contact your child's class teacher if you wish to discuss the matter further.

Yours faithfully

Orange Slip Signed by Parent/Caregiver

As the Parent/Caregiver of _______________ in class _______ I acknowledge receipt of the Orange Slip letter regarding my child’s inappropriate behaviour at school.

I acknowledge that he/she will be attending detention on ______________________________________.

Signed: ____________________________________ Date: ____________________________
Appendix 14

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

**Purpose**

1. Windsor 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 Windsor 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 contradiction to our school community’s goals and efforts for supporting all students.

3. Bullying behaviours that will not be tolerated at Windsor 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 Windsor 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**

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 response 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 Windsor State School are an addition to our already research-validated 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

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 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 school values and 5 keys to success and happiness have been taught the expected behaviours attached to each of these 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 Cybersafety 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.

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

10. Through the Pastoral Care program, the school addresses bullying and strategies for students to identify legitimate bullying and respond to it.

11. Windsor State School will take part in the Harmony Day Celebrations which coincide with the National Day of Action Against Bullying and Violence on the third Friday of March each year. This is to highlight the importance of diversity and acceptance and bullying issues within our school community and what our school is doing to prevent this.

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

13. Windsor 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.
WORKING TOGETHER TO KEEP WINDSOR STATE SCHOOL SAFE

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

- Every student has the right to feel safe and be safe at school.
- No knives are allowed to be taken to school by students.
- There is no reason for a student to have a knife at school, and it is against the law for a student to have a knife at school.

If a student has a knife a school, they can expect serious consequences, such as fines and possibly jail. Longer jail sentences can be given to young people if someone is injured with a knife during an assault.

What kinds of knife are banned?

- 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 Principal can take action against a student who brings a knife to school.

- If a student has a knife at school, principals can inform the police.
- Possessing a knife at school may result in serious disciplinary consequences (e.g. detention, suspension, exclusion)
- Police can search a student and their property at school if they suspect a student has a knife.
- A student may be charged with a criminal offence and may face serious consequences if convicted, including a fine or jail.
- School property such as desks or lockers may be searched if the principal suspects that a student has a knife on or in school property.
- If the principal suspects the student has a knife in their bag, the bag may be temporarily confiscated until police arrive.
- If the student does have a knife at school, it can be confiscated by the principal and given to the police.

How can parents help to keep Windsor State School safe?

- Make sure your child knows what the laws and rules are about knives.
- Do not include knives or knife tools in children’s lunch boxes, pencil cases or craft kits.
- Contact your school principal if you believe your child is being bullied or threatened at school.
- If you want to talk about students and knives at school, please contact the Principal on 07 3866 4333 or the.principal@windsorsss.eq.edu.au
Use the traffic lights framework to identify these scenarios

<table>
<thead>
<tr>
<th>What action should adults take?</th>
</tr>
</thead>
<tbody>
<tr>
<td>All children and adolescents have the right to be safe</td>
</tr>
</tbody>
</table>

Expressing sexuality through sexual behaviour is natural, healthy, and a basic aspect of being human. Sexual behaviour which makes children or adolescents vulnerable or causes harm to another requires adult intervention to provide support and protection.

Adults do not have to do it alone

Talking about concerns helps to remove secrecy and prevent harm or abuse. Concerns might be discussed with a trusted friend, family member, teacher, support worker, the youth worker, the Department of Child Safety, Child Safety Queensland, Family Planning Queensland, Community Health or the police.

Helping yourself

Recognizing that a behaviour is inappropriate or the first step in a process. In helping a change in behaviour is complex and involves many factors including time, patience and commitment. Children and adolescents need adults to maintain clear and consistent boundaries. Adults need to recognize that managing difficult situations can have a personal impact. Adults need to develop an awareness of how they are able to look after children and adolescents.

References
Mississippi Department of Family Services, Understanding and responding to the sexual behaviour of children: The range of sexual behaviour of children.

Sexual behaviours are integral to a person's identity and developed throughout life, from birth to death. Sexual behaviour is influenced by an individual's experiences and social, emotional, physical, cultural, economic and political factors. It is natural for people of all ages to express their sexuality through their lives.

Sexual behaviour may be expressed in a variety of ways including language, touch, exploring one's own body or another's, sexual activity, games and interactions.

APPENDIX 16

A guide for adults to IDENTIFY, ASSESS and RESPOND to sexual behaviours which cause concern

| The table on the next page lists specific examples of red, orange and green light indicators relevant to current sex education.
| Red light indicators - Sexual behaviour is likely to cause harm to the person involved or another person, or is not appropriate or safe.
| Orange light indicators - Sexual behaviour is likely to cause harm to the person involved or another person, or is not appropriate or safe.
| Green light indicators - Sexual behaviour is safe and appropriate.

The following steps 1 to 3 adults can learn to identify, assess and respond to sexual behaviour in children and adolescents.

1. IDENTIFY: What is the behaviour? |

Sexual development is influenced by many factors. When using the traffic lights framework to categorise behaviour, it is necessary to consider the current social, cultural and familial context.

Where to get help

| Parent Line: 1300 301 300 |
| Lifeline: 13 11 14 |
| DIAL: 13 22 46 or 1800 177 120 |
| (Disability Information and Awareness Line) |
| Family Planning Queensland: 07 3250 0240 |

Contact us:
| Disability Information and Awareness Line (DIAL) 13 22 46 or 1800 177 120 |
| Family Planning Queensland 07 3250 0240 |

Phone: 07 3250 0240

www.fpq.com.au

Promoting Healthy Sexuality

Promoting Healthy Sexuality

Promoting Healthy Sexuality

Promoting Healthy Sexuality

Practical professional and personal advice. A guide for adults to identify, assess and respond to sexual behaviours which cause concern.
Appendix 17

Appropriate Use of Mobile Telephones and other Electronic Equipment by Students

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.

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 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 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 Windsor 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 of this policy may be subject to discipline (including suspension and proposal/recognition 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 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 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 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.

\(^1\) *Education Queensland does not tolerate bullying behaviour at schools. This includes bullying conducted by electronic means.*
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.*
Appendix 18 – Individual Student Profile Document

WINDSOR STATE SCHOOL

Student Profile

Insert photo

PERSONAL DETAILS

NAME
ADDRESS
DATE OF BIRTH
PARENT/CAREGIVER
NATURE OF IMPAIRMENT
ALLERGIES
MEDICAL ISSUES
HEALTH CARE PLAN
INDIVIDUAL BEHAVIOUR MANAGEMENT PLAN

BEHAVIOUR/ LEARNING ISSUES

TYPES OF BEHAVIOURS: - (Tick behaviours shown by student)

<table>
<thead>
<tr>
<th>Verbally abusive</th>
<th>Spitting</th>
<th>Leaving Classroom</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kicking</td>
<td>Property Damage</td>
<td>Head Butting</td>
</tr>
<tr>
<td>Persistent refusal to follow instructions</td>
<td>Pushing</td>
<td>Tantrum</td>
</tr>
<tr>
<td>Hitting</td>
<td>Pinching</td>
<td>Threatening behaviour</td>
</tr>
<tr>
<td>Kicking</td>
<td>Biting</td>
<td>Throwing Objects</td>
</tr>
<tr>
<td>Excessive Noise</td>
<td></td>
<td>Obsessive/Revengeful</td>
</tr>
</tbody>
</table>
**PREFERRED ACTION/DE-ESCALATION:** (Tick most appropriate techniques)

<table>
<thead>
<tr>
<th>Verbal advice and support</th>
<th>Sensory break</th>
<th>Visual support</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appropriate Humour</td>
<td>Distraction</td>
<td>Buddy Teacher</td>
</tr>
<tr>
<td>Persuasion</td>
<td>Time Out Room</td>
<td></td>
</tr>
<tr>
<td>Time Out Directed</td>
<td>Planned Ignoring</td>
<td></td>
</tr>
<tr>
<td>Staff Changeover</td>
<td>Calm talking</td>
<td></td>
</tr>
<tr>
<td>Reassurance</td>
<td>Choices</td>
<td></td>
</tr>
</tbody>
</table>

**ACTIONS TO AVOID**


**TRIGGERS**


**PRIORITY IEP GOALS**


**SIGNATURES:**

**STUDENT:**

**PARENT:**

**TEACHER:**

**HOSES/PRINCIPAL:**

**DATE:**