



The Code of
**School
Behaviour**
Better Behaviour
Better Learning



Bunker's Hill State School

Responsible Behaviour Plan for Students

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1. Purpose

Bunker's Hill State School is committed to nurturing a **learning community** based on **respect** and **honesty** amongst all its members, where the **courage** to do the right and be truthful is valued and fostered.

Our school aims to foster a safe and supportive learning environment for our students, where students can be happy and optimal learning can take place.

A safe and supportive learning environment is important so that:

- children can learn and develop without disruptive behaviour hindering their success and enjoyment of learning;
- children gain the confidence to take risks in their learning;
- children have the confidence to take responsibility for their actions, and in turn learn from the consequences of these; and
- teachers, staff and volunteers enjoy their work and are motivated to bring the best out of children.

A safe and supportive learning environment depends on cooperation and a positive relationship between the school and the home.

Our Responsible Behaviour Plan outlines our system for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours. Our plan helps to create clear and consistent expectations for student behaviour across the school.

2. Consultation and data review

Bunker's Hill State School developed this plan in collaboration with our school community. A committee of parents and staff worked together to review the existing plan and make changes where appropriate in April 2016.

The Plan was endorsed by the Principal and the President of the P&C in May 2016, and will be reviewed next in 2019 to monitor its effectiveness.





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3. Learning and behaviour statement

Our School Motto is "Truth Always Conquers."

Learning is a search for truth: truth is fundamental to all learning. When conflict arises between people, telling the truth saves time, provides clear directions forward, and enables relationships to be repaired.

Our School Creed is:

I am proud to be a member of Bunker's Hill State School. I will always strive to do my best, and bring honour to my school, my family and myself.

Students, staff and community members recite the school creed every week on school assembly. It reminds all that every individual has an important role to play in our learning community.

Our School Values

These values form the foundation for all activity in the school. They are aligned with the Queensland Department of Education's Code of School Behaviour.

Each value is linked to rights and responsibilities for all members of the school community. The school rules are based on these responsibilities.

VALUES	RIGHTS	RESPONSIBILITIES (School Rules)
COMMUNITY	To work and play with others in a safe, supportive environment.	Work and play with others positively. Keep the school safe and enjoyable for everybody.
COURAGE	To believe in yourself.	Do what is right, not what is easy. Encourage others.
RESPECT	To be treated with respect.	Treat others as you would like to be treated.
HONESTY	To experience the benefits of telling the truth. To be told the truth.	Tell the truth. Take responsibility for your actions.
LEARNING	To enjoy learning at school.	Try your best. Help others to learn.





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Beliefs About Learning:

- All students can learn.
- Learning includes academic, physical, emotional and social learning.
- Learning is lifelong, and can transform learners.
- Learners progress through developmental stages.
- Learning involves taking risks. This needs to be encouraged and respected.
- Learners have different abilities, and learn in different ways and at different rates.
- All environments are learning and teaching environments. At school, this means that all areas of the school provide opportunities for learning.
- Behaviour choices provide an opportunity for valuable social learning.
- Students learn best when they:
 - know what they are expected to learn;
 - enjoy learning, and want to learn;
 - are in a safe and supportive learning environment;
 - take responsibility for their own learning;
 - are appropriately challenged;
 - experience success, and receive meaningful feedback.

Beliefs About Behaviour:

- All students are able to behave in socially acceptable ways.
- Self-discipline is more effective and lasting than imposed discipline.
- Students make choices about their behaviour, and need guidance in making these choices. All behaviour has a reason behind it.
- Fundamentally all students want to belong and be accepted.
- All students have strengths that can be identified and nurtured.
- It takes courage to stand up for what is right, and to accept responsibility for mistakes.
- Disputes can be resolved with open communication and consequences that are fair and reasonable.

Beliefs About the Role of Parents and Carers:

- Responsible student behaviour is best achieved through a cooperative, supportive partnership between the home and the school.
- Parents and carers have the primary responsibility for teaching their children how to behave politely and responsibly.
- Parents and carers make choices about what their children experience outside school, and it is the parents' responsibility to ensure their children have the knowledge and skills to behave appropriately and respond appropriately to these experiences.
- Parents and teachers sharing the same values and expectations for a child is a great benefit to the child.
- Open, honest, respectful communication between parents and staff encourages positive student behaviour and student learning. This involves parents and staff acknowledging student's behaviour.





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

The most effective teaching and learning takes place when all students maintain positive behaviour and contribute to a supportive learning environment. The implementation of this Responsible Behaviour Plan aims to:

- develop a safe, happy and peaceful learning community;
- develop students' ability to manage their own behaviour and to resolve conflicts effectively;
- foster full participation in learning;
- help achieve effective learning outcomes; and
- develop socially acceptable behaviour as the norm for all school members at all times they are representing the school. This includes when children are in school uniform out of school hours.

The plan is implemented on three levels:

- **Universal behaviour support**, where behaviour expectations are communicated to all students, good behaviour is rewarded, and **minor problem behaviour** is dealt with and discouraged.
- **Targeted behaviour support**, where specific students or groups of students undertake programs to curb **moderate problem behaviour** and develop strategies and skills for making more positive choices.
- **Intensive behaviour support**, aimed at specific students who display challenging, **serious problem behaviour**.

Ensuring consistent responses to problem behaviour

At Bunker's Hill State School, all staff members read the Responsible Behaviour Plan for Students and work together to develop consistent responses to problem behaviour across the school. A staff meeting is dedicated to reviewing student behaviour once per term.

Individual staff may access extra training in classroom or playground management. New staff read the plan as part of their induction.

Students also receive training in how to implement this plan in Term One of each year. New students' families receive a copy of the plan to read, as well as an overview for quick reference.





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• Universal behaviour support

Communicating behaviour expectations to all students aims to prevent problem behaviour and encourage positive behaviour. This communication occurs:

- on school parade,
- on school excursions and
- in the playground,
- in the classroom.

The school curriculum also specifically addresses positive behaviour expectations in the following ways:

- Semester One: Review the school values, rights and responsibilities; teach specific routines for both inside and outside the classroom.
- Semester Two: Sexuality Education, building positive relationships.

Communicating behaviour expectations to all members of the school community helps to build effective partnerships between home and the school. Means of communication include:

- The school newsletter and website;
- Formal and informal conversations and sharing of ideas;
- Induction programs for new students, families, and staff;
- Specific school policies, including Use of Personal Technology Devices at School (Appendix 1), Preventing and Responding to Incidents of Bullying (Appendix 2), and School Uniform Policy.

Reinforcing and rewarding expected school behaviour

Positive behaviour is recognised and rewarded in both formal and informal ways. A formal recognition system has been established in the school.

- “Student of the Week” awards are given for specific behaviours that support the school values. It is expected that all students in the school will display behaviour worthy of this award at least once every term.
- “Gold Certificates” are awarded to students who **consistently** display a specific school value. These are much harder to achieve, and not all students will receive a Gold Certificate across the scope of a school year. These certificates are accompanied by an extra prize as a reward.
- Principal’s Awards are given to students who have been referred to the principal for outstanding behaviours and achievements.

“Student of the Week” awards and “Gold Certificates” are recorded on the OneSchool database and presented at weekly parades.

Reporting unacceptable behaviour

In many cases, unacceptable behaviour is not witnessed by a school staff member. The behaviour may be reported to a staff member by a student, or by a student’s parent or carer. Where such behaviour is reported, the response by staff will be to investigate the event (or refer it to the principal to investigate), and apply appropriate consequences and support as outlined in this plan.

Reports from parents and carers are welcome, as they often provide more detail and relevant background information to school staff. It is important for parents to report unacceptable behaviour before it becomes a source of stress at home.

Responding to unacceptable behaviour

When a student fails to meet expected standards of behaviour, consequences must be applied. These include steps to restore positive relationships between members of the school community, following the principles of restorative justice.

Minor problem behaviour is dealt with by all school staff as part of the school’s universal behaviour support.





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Consequences for minor problem behaviour

Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour.

Minor problem behaviour is problem behaviour that has minor effects on others, on school and personal property, and on the perpetrators themselves. Minor problem behaviours will usually result in a minor consequence logically connected to the problem behaviour. These consequences are usually administered by staff members at the time it happens.

Consequences may include:

- reminding the student of expected school behaviour and asking them to change their behaviour;
- removal from an activity or event for a period of time. This may include sending students to “Buddy Class” for a period of time.
- allocation of extra tasks at play time;
- individual meeting with the student;
- apology to an affected person;
- repair or replacement of property (this is for minor effects); or
- detention for work completion.

Staff members will follow this up incidentally, usually by acknowledging and encouraging when they see a positive alternative for the problem behaviour being used.





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• Targeted behaviour support

When a student displays moderate problem behaviour, targeted behaviour support is required. Moderate problem behaviours generally result in a referral to the principal.

To support the student in meeting acceptable standards of behaviour, the child's parents or carers are contacted and the incident is discussed. Support staff, such as the school's Learning Support Teacher or Guidance Officer, may also be consulted.

Strategies used for targeted behaviour support include:

- curriculum support
- student reflection on their own behaviour
- communication with parents about positive and negative behaviours
- specific responsibilities for the student
- informal contact with adults with whom the student has a positive relationship
- assignment of tasks to repair the harm caused by the student's behaviour, again implementing the principles of restorative justice.

Support must also be provided to other students or community members affected, who may require counselling or other supportive measures.

Moderate problem behaviours are those that have a detrimental effect on others, on property, or on the students perpetrating the behaviour. This detrimental effect can be from a one-off behaviour, from repetition of a minor behaviour, or from an aggregation of several minor behaviours. ***Moderate problem behaviour includes bullying (See Appendix 2).***

Responsible Thinking Room

The school has established a Responsible Thinking Room to manage lunchtime detentions. Children whose behaviours warrant a detention will report to the room, where they will be supervised by a teacher and discuss strategies to avoid repeating the behaviour which got them into trouble. If a child is referred to the Responsible Thinking Room, a report of their behaviour will be sent home to parents, who will be asked to acknowledge receipt of this by returning the green slip attached to the report. You are also very welcome to contact the school to discuss the incident or incidents involved, and work with us to ensure your child is happy and successful at school. **(See Appendix 3 and 4)**

Moderate problem behaviours will usually result in more formal consequences, including disciplinary measures. These consequences are usually initiated by the class teacher and administered by the Responsible Thinking Room staff or the school Principal.

Consequences include:

- behaviour is recorded on school database (OneSchool);
- referral to the Responsible Thinking Room
- parents or carers are notified of the behaviour by a copy of the One School Behaviour report.
- removal from school activities, or loss of privileges, will be considered;
- written apology to an affected person (or people), if appropriate;
- conference with affected people to sort out differences;





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- parents or carers may agree to make financial compensation for property damage, and apply relevant consequences at home.

Follow-up to these consequences may include developing strategies to prevent the behaviour in the future, and checking in with affected persons to ensure the behaviour has ceased.

• Intensive behaviour support

This level of support is required for those students displaying serious problem behaviour.

We recognise that students with highly complex and challenging behaviours need comprehensive systems of support. These systems are overseen by the principal or a delegated case manager.

- **A support team is formed** which will usually include the principal, the child's parents or carers, and the child's class teacher. In many cases the support team also includes individuals from other agencies already working with the student and their family, or with the school.
- The student is referred to the school Guidance Officer (if no earlier referral has been made).
- If appropriate, the student is referred for a Learning Support assessment.
- The student may also be referred to the School Chaplain.
- A behaviour support plan is written, which outlines the adjustments needed to support the student consistently across all classroom and non-classroom settings. All staff affected by this plan are advised of their responsibilities. This plan is recorded in the OneSchool database.
- The effectiveness of this plan is monitored by the support team at regular intervals.

Support must also be provided to other students or community members affected, who may require counselling or other supportive measures.

Serious problem behaviours are those that significantly violate the rights of others, put others or the student at risk of harm, or cause serious damage to property. Serious problem behaviours can be a one-off behaviour, a repetition of a moderate behaviour, or an aggregation of several moderate behaviours. ***Bullying may be classified as serious problem behaviour (See Appendix 2).***

Serious problem behaviours will bring about formal consequences, and may result in suspension or exclusion from the school. These consequences are administered by the school principal.

Consequences include:

- student is escorted to the school principal, or the principal escorts the student to the school office;
- parents or carers are contacted and an interview is arranged;
- detention, removal from school activities, and loss of privileges;
- behaviour is recorded on school database (OneSchool);
- conference with affected people (if considered appropriate for the affected person);
- apology and other form of restitution to the affected person or people;
- financial compensation for property damage may be pursued;
- suspension and/or exclusion from the school may result.





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Follow-up to these consequences is the writing, implementing and monitoring of a behaviour support plan for the student.

Exclusion from the school

Students who engage in **severe problem behaviours** such as major violent physical assault, severe bullying, or the use or supply of weapons or drugs, can expect to be excluded from school following an immediate period of suspension.

5. Emergency responses or critical incidents

A **critical incident** is defined as an occurrence that is sudden, urgent, and usually unexpected, or an occasion requiring immediate action. In these situations, an **emergency response** may be required to ensure the safety of school members and the good order and management of the school. Where this situation is brought about through **severe problem behaviour**, any emergency response will have immediate consequences for the student involved. Longer-term consequences will be determined through the school's Intensive Behaviour Support processes (see previous page)

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

It is important that all staff take a consistent approach to the management of critical incidents and their responses to them. The process for dealing with critical incidents is outlined below:

- *Avoid escalating the problem behaviour.*
- *Maintain calmness, respect and detachment.*
- *Focus on stopping the problem behaviour as quickly as possible.*
- *Try to calm the student.*
- *Get the student's side of the story about what led to the incident. Investigate this further until reasonably confident of the actual circumstances of the incident.*
- *Follow through, and be seen to follow through, on the findings from the incident.*
- *Strive for a restorative outcome. Have students recognise the harm they have caused or could have caused, accept responsibility for this, and make restitution.*
- *Debrief with the student. Help the student to recognise their responses that led to the incident, and develop alternative strategies for future situations.*

Physical Intervention

Staff may make legitimate use of appropriate physical intervention if non-physical interventions prove ineffective in resolving the situation. Appropriate physical intervention may be used to ensure that Bunker's Hill State School's duty of care towards students and staff is met.

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.





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Any physical intervention made must:

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

6. Network of student support

The school is able to access support both within the Department of Education and Training and from the wider community. An outline of some support services include:

SCHOOL BASED SERVICES	DISTRICT & OTHER E.Q. SERVICES	COMMUNITY SERVICES
<ul style="list-style-type: none"> ▪ Parents ▪ Teachers ▪ Ancillary Staff ▪ Learning Support Teacher ▪ Special Education Teacher ▪ Administration Staff ▪ School Chaplain ▪ Guidance Officer ▪ Advisory Visiting Teachers 	<ul style="list-style-type: none"> ▪ Denis Kable Unit – Behaviour Support ▪ Senior Guidance Officers ▪ Behaviour Management Funding ▪ Management of Young Children Program 	<ul style="list-style-type: none"> ▪ Disability Services Queensland (National Disability Insurance Scheme) ▪ Child and Youth Mental Health ▪ Queensland Health ▪ Department of Communities (Child Safety Services) ▪ Police ▪ Child Protection Investigation Unit ▪ Kids Help Line

7. Consideration of individual circumstances

Every child has the right to be in a safe and supportive learning environment.

This includes children who are affected by problem behaviour, but also the children perpetrating the problem behaviour.

When applying consequences, the school strives to consider all the factors contributing to a student's behaviour.

Consequences imposed must be appropriate to the individual child involved, and focused on stopping problem behaviour and preventing it recurring. They must also take into account the safety and learning of other children.





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8. Related legislation

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

9. Related policies and procedures

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

10. Some related resources

- National Safe Schools Framework
- Working Together resources for schools
- Cybersafety and schools resources
- Bullying. No way!
- Take a Stand Together
- Safe Schools Hub

Endorsement

Principal

P&C President

Date effective: from9th May, 2016..... to31st May, 2019.....





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Appendix One:

The Use of Technology Devices at School

(ii) The Use of Personal Technology Devices at School

Personal Technology Devices include, but are not limited to, mobile telephones, gaming devices, laptop computers, cameras and/or voice recording devices, iPods® and devices of a similar nature.

Personal technology devices have become widespread in recent years, with many primary school age children owning a mobile phone or similar device.

Unfortunately, with their increasing popularity, the incidence and intensity of “cyber bullying” has taken on large and, in some cases, very disturbing proportions. This policy aims to prevent the incidence of “cyber-bullying”, as well as to protect valuable devices from damage or theft.

At Bunker's Hill State School, we strive to prevent bullying in all its forms.

Students are not permitted to have Personal Technology Devices at the school, or at school activities, including school camps and excursions. It is considered that all emergency communication can be accomplished on school phones, either fixed phones or mobile phones if the communication is required during an out-of-school activity. The one exception is cameras, which may be allowed on school camps and excursions at the supervising teachers' discretion.

There may be occasions when a student needs to bring a personal technology device to school, for example where they will be going to an event after school and will have to contact their parents from there. In these instances, the Personal Technology Device must be presented at the school office on the student's arrival at school, and collected when the student leaves school that day. Students are not to keep these devices on their persons or in their schoolbags during the school day.

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 Principal.

Confiscation

Personal technology devices used contrary to this policy on school premises will be confiscated by school staff. When this occurs, the device will only be returned to a parent or carer.

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.





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Appendix Two:

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

The following summary of research into school bullying is taken from the Queensland Government Queensland Schools Alliance Against Violence document, ***Working together: A toolkit for effective school based action against bullying.***

What is bullying?

Dr Ken Rigby (Rigby, 2010) defines bullying in the following way:

“Bullying is a systematic and repeated abuse of power. In general bullying may be defined as:

- *dominating or hurting someone*
- *unfair action by the perpetrator(s) and an imbalance of power*
- *a lack of adequate defence by the target and feelings of oppression and humiliation.”*

Bullying can take many forms. The *National Centre Against Bullying* identifies five kinds of bullying:

1. Physical bullying

This is when a person (or group of people) uses physical actions to bully, such as hitting, poking, tripping or pushing. Repeatedly and intentionally damaging someone's belongings is also physical bullying.

2. Verbal bullying

Repeated or systematic name calling, insults, homophobic or racist remarks and verbal abuse.

3. Covert bullying

Such as lying about someone, spreading rumours, playing a nasty joke that make the person feel humiliated or powerless, mimicking or deliberately excluding someone.

4. Psychological bullying

For example, threatening, manipulating or stalking someone.

5. Cyber bullying

Using technology, such as email, mobile phones, chat rooms, social networking sites to bully verbally, socially or psychologically.





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Within the *Safe to Learn* (DCSF, 2007) resource it is identified that students can be bullied for a variety of reasons. Specific types of bullying may relate to:

- race, religion or culture
- appearance or health conditions
- sexual orientation
- home and family circumstances
- learning needs or disabilities
- gender or sexual bullying.

Just as bullying can take many different forms, it can also occur between students, staff and parents/carers. While these instances of bullying are serious and need to be addressed, the focus of this policy is on actions to address bullying among students.

What behaviours are not bullying

While it is important to understand and define what bullying is, it is also important to be clear to the school community, what behaviours are NOT bullying. Dr Rigby (2010) identifies that for some people the term 'bullying' is a highly emotive term and its use may lead to an over-reaction.

The *National Centre Against Bullying* acknowledges that while the following behaviours are often upsetting to those involved, they do not constitute bullying:

- mutual arguments and disagreements (where there is no power imbalance)
- not liking someone or a single act of social rejection
- one-off acts of meanness or spite
- isolated incidents of aggression, intimidation or violence.

While these behaviours would not be considered bullying (because they do not involve deliberate and repeated harm and a power imbalance) they need to be addressed in the same way as other inappropriate student behaviours.

What do we know about students who bully?

The research shows that students who bully are not necessarily the physically dominant student with self esteem issues. McNamara (1997) identifies students who bully as often:

- popular
- having good leadership skills
- thoughtless in their actions.

In the *Action Against Bullying* Education Series, Dr Michael Carr-Gregg identified other characteristics of bullies, for example they often have:

- high energy
- good verbal skills and an ability to talk themselves out of trouble
- a high estimation of their own ability
- an ability to manipulate individuals or groups
- an enjoyment of conflict and aggression
- a delight in getting their own way
- the appearance of being popular but often disliked.





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What roles can students play in bullying behaviour?

Not all students play a clear role as either the student who is bullying or the student who is being bullied. Students may take on different roles in different circumstances (for example a student who is being bullied in one context, may do the bullying in another or a student who acts as a bystander may intervene and act as a protector if the ring-leader is not around). The *Safe to Learn* (DCFS, 2007) publication identifies the different roles as:

- **Ring Leader:** students who through their social power can direct bullying activity.
- **Associates:** students who actively join in the bullying (sometimes because they are afraid of the ring-leader).
- **Reinforcers:** students who give positive feedback to the student doing the bullying, for example through comments, by smiling or laughing.
- **Outsiders/Bystanders:** students remain silent or watch and therefore appear to condone the bullying behaviour or who want to keep themselves safe by not drawing attention to themselves out of fear of the bully.
- **Defenders:** students who try to intervene to stop the bullying or comfort students who experience bullying

Preventing and Responding to Bullying at Bunker's Hill State School

- Bunker's Hill State School strives to create positive, safe environments for all students at all times of the day. There is no place for bullying in Bunker's Hill State School.
- Our universal behaviour support practices aim to prevent the incidence of inappropriate behaviour, including bullying.
- Bullying is categorised as moderate or serious problem behaviour according to our Responsible Behaviour Plan for Students. Consequences for bullying are applied, and support is put in place to prevent further bullying.
- Those affected by the bullying are also supported.
- A high level of active supervision is maintained in the playground. Staff members on duty are constantly moving, scanning and positively interacting with students as they move through the playground.
- Reported incidents are investigated and acted upon.
- Bunker's Hill State School utilises behavioural data in decision-making. Data is entered into our database and can be reviewed at any time. This facility allows the school to identify specific patterns which may constitute bullying, and to check the effectiveness of anti-bullying measures, consequences and support.





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**Appendix Three: Parent Notification Slip (green) of
visit to Responsible Thinking Room**

Date: _____

Dear Parents,

Today, your child, _____, was sent to the Responsible Thinking Room for poor behaviour choices they have made. A report of the incident (or incidents) is attached. I have discussed the behaviour with your child, and helped them develop some strategies to avoid this behaviour in the future.

Please acknowledge receipt of the behaviour report by signing and returning this slip. If you wish to discuss the incident or any other aspect of your child's schooling, please do not hesitate to contact the school on 4698 5333.

I hope we can work together to ensure _____ is happy and successful at school.

Regards,

Signed: _____

Date: _____






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**Appendix Four: Student Behaviour Record Sheet for
Responsible Thinking Room**

	Bunker's Hill State School	Record of Behaviour								
		Date: _____								
	Student Name: _____	Year level: _____								
	What did I do? _____									
	When did I do this? <input type="checkbox"/> first break <input type="checkbox"/> during class <input type="checkbox"/> second break <input type="checkbox"/> after school									
	Which school value/values do I need to be reminded about?									
	Honesty	Respect Courage Community Learning								
	What could I have done differently? _____									
	What will I do now to make things right? _____									
	Teacher Action: Discussion about behaviour _____									
	Student signature: _____									
	Teacher signature: _____									
	<table border="1" style="display: inline-table; border-collapse: collapse;"> <tr><td colspan="2">Parents Contacted</td></tr> <tr><td style="text-align: center;">Yes</td><td style="text-align: center;">No</td></tr> </table>	Parents Contacted		Yes	No	<table border="1" style="display: inline-table; border-collapse: collapse;"> <tr><td colspan="2">Recorded on One School</td></tr> <tr><td style="text-align: center;">Yes</td><td style="text-align: center;">No</td></tr> </table>	Recorded on One School		Yes	No
Parents Contacted										
Yes	No									
Recorded on One School										
Yes	No									

