Wondai State School

2015

RESPONSIBLE BEHAVIOUR PLAN

YES! YES! YES!

You can do it! Expect success! School is cool!

OUR EXPECTATIONS:

Be RESPONSIBLE

Be RESPECTFUL

Be SAFE
Responsible Behaviour Plan for Students - 2015
based on The Code of School Behaviour / Strengthening Discipline

1. Purpose
Wondai State School is committed to providing a safe, respectful and disciplined learning environment for students and staff, where students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong well-being.

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

2. Learning and behaviour statement
All areas of Wondai State School are learning and teaching environments. We consider behaviour management to be an opportunity for valuable social learning as well as a means of maximising each child’s academic success. Our Plan captures our school-wide beliefs where we say YES! – You can do it, Expect success and School is cool.

Our Responsible Behaviour Plan outlines our system for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours. Through our school plan, shared expectations for student behaviour are clear to everyone, assisting Wondai State School to create and maintain a positive and productive learning and teaching environment.

Our expectations promote our high standards of behaviour:
• Be responsible
• Be respectful
• Be safe

Our school expectations have been agreed upon and endorsed by all staff and our school P&C. They are aligned with the values, principles and expected standards outlined in the Code of School Behaviour.

Wondai State School has a commitment to the explicit teaching of behavioural expectations, and combines this with social and emotional learning - Program Achieve. See SELEF, Appendix 7. Our school is a School-wide Positive Behaviour School (SWPBS) and the community refers to this as GOOD CHOICES. Our school Anti-bullying program Stop Walk Talk was launched in Term 1, 2014 (See SELEF, Appendix 7).

3. Parents and Community
• The Department of Education and Training is committed to taking all reasonable steps to provide a safe environment for staff, volunteers, students, parents and visitors at State educational institutions. Section 5 of the Education (General Provisions) Regulation 2006 (Qld) makes a principal responsible for the safety and overall management of state instructional institutions.

Parents are required to uphold DETE’s code of Behaviour. As such, the expectations are that all parents and carers:
• value and respect all school community members
• role model self-managing behaviours
• ensure children are equipped for school, arrive and depart punctually
• ensure children attend school daily unless ill
• show an active interest in their child's schooling and progress
• cooperate with the school to achieve the best outcomes for their child
• support school staff in maintaining a safe and respectful learning environment for all students
• initiate and maintain constructive communication and relationships with school staff regarding their child’s learning, wellbeing and behaviour  e.g. report any incidents to class teacher or Administration
• contribute positively to behaviour support plans that concern their child.

4. Consultation and data review
Wondai State School developed the Plan through consultation with parents, staff and students in 2009. A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents from 2006-2009 informed the process. The SWPBS committee oversees data analysis and data is shared with staff, students and parents weekly, via meetings, displays and newsletters. (See below).

Wondai State School's original Plan was endorsed by the Principal, P & C President, Executive Director, Schools in December 2009. This document is the recently revised Plan (2014) as required in legislation.
5. Processes for facilitating standards of positive behaviour and responding to unacceptable behaviour

Universal Behaviour Support
The first step in facilitating standards of positive behaviour is communicating those standards to all students. At Wondai State School we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school. Communicating behavioural expectations is a form of universal behaviour support - a strategy directed towards all students designed to prevent problem behaviour and provides a framework for responding to unacceptable behaviour. A set of behavioural expectations in specific settings has been attached to each of our three school expectations. The Schoolwide Expectations Teaching Matrix (below), outlines our agreed expectations and specific behavioural expectations in all school settings.

<table>
<thead>
<tr>
<th>SCHOOLWIDE EXPECTATIONS TEACHING MATRIX – GOOD CHOICES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ALL AREAS - I:</strong></td>
</tr>
<tr>
<td>I am respectful when I am saying and doing kind things</td>
</tr>
<tr>
<td>• use polite language</td>
</tr>
<tr>
<td>• wait my turn</td>
</tr>
<tr>
<td>• am on time</td>
</tr>
<tr>
<td>• am in the right place at the right time</td>
</tr>
<tr>
<td>• follow directions straight away</td>
</tr>
<tr>
<td>• use equipment and resources properly</td>
</tr>
<tr>
<td>• am honest</td>
</tr>
<tr>
<td>• am a problem solver</td>
</tr>
<tr>
<td>• return equipment to the appropriate place at the appropriate time</td>
</tr>
<tr>
<td>• keep work space tidy</td>
</tr>
<tr>
<td>• am a team player</td>
</tr>
<tr>
<td>• line up safely</td>
</tr>
<tr>
<td>• enter and exit room in an orderly manner</td>
</tr>
<tr>
<td>• keep left / stay in line</td>
</tr>
<tr>
<td>• walk on cement and around buildings</td>
</tr>
<tr>
<td>• stay in designated areas</td>
</tr>
<tr>
<td>• use kind words and actions</td>
</tr>
<tr>
<td>• Stop/Walk/Talk</td>
</tr>
<tr>
<td>• keep hands, feet and objects to myself</td>
</tr>
<tr>
<td>• walk on cement and around buildings</td>
</tr>
<tr>
<td>• stay in designated areas</td>
</tr>
<tr>
<td>• line up safely</td>
</tr>
<tr>
<td>• enter and exit room in an orderly manner</td>
</tr>
<tr>
<td>• keep left / stay in line</td>
</tr>
<tr>
<td>• walk on cement and around buildings</td>
</tr>
<tr>
<td>• stay in designated areas</td>
</tr>
<tr>
<td>• line up and wait quietly</td>
</tr>
<tr>
<td>• walk near office area if parents are late</td>
</tr>
</tbody>
</table>

These expectations are demonstrated on weekly parades, followed by explicit lessons. See SELEF overview – Appendix 7.
Reinforcing expected school behaviour
Wondai State School implements the following proactive and preventative processes and strategies to support student behaviour:

- Regular information in the school newsletter promoting expectation
- SWPBS team members' informing staff
- Comprehensive induction programs in the Wondai State School Responsible Behaviour Plan for Students delivered to new students as well as new and relief staff. Also available on Wondai State School web site http://www.wondaiSS.eq.edu.au/
- Individual plans for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings.
- Development of specific policies to address:
  - The Use of Personal Technology Devices* at School (See Appendix 1)
  - Procedures for Preventing and Responding to Incidents of Bullying (See Appendix 2, 2a, 2a1 2b, 2c & 2d).

Responding (celebrating) positive behaviour choices – GOOD CHOICES
At Wondai State School, communication of key behaviour messages is reinforced through a formal recognition and monitoring system, called “Going for Gold RAPPS”. This system is designed to increase the quantity and quality of positive interactions between students and staff. All staff members are trained to give consistent and appropriate acknowledgement and rewards.

Students earn coloured tokens each day as they follow school expectations in both classroom and non-classroom areas. This reinforcement occurs continuously throughout the day. Processes followed:

- Coloured tokens are tallied and collected by the class or form teacher at the end of the week.
- Once a week teachers identify students who have achieved particular Club Levels (100,200,300 etc.) and the RAPP badge for student who earn the most tokens.
- These students are issued with relevant reinforcer for each level. More powerful and prestigious reinforcers are available with each higher numbered club. OneSchool is be used WEEKLY to record club and badge achievement. This provides regular promotion of clubs in newsletters.
- NOTE: Students on individual plans and managed attendance will have a pro rata token allocation to assist them reaching their individual goals.
- Tokens and club membership are never removed as a consequence for problem behaviour.

Responding to unacceptable behaviour
Students come to school to learn. Behaviour support represents an important opportunity for learning how to get along with others. We expect that everyone will work together to ensure every student at Wondai State School is safe, happy and learning.

Bullying
Bullying is a systematic and repeated abuse of power. Bullying happens anywhere and can involve both staff and students. It can happen at school, in the community and online. It:

- is a desire to dominate or hurt someone
- involves unfair action by the perpetrator(s) and an imbalance of power
- occurs when the target cannot provide an adequate defence and feels oppressed and humiliated (Rigby, K 2010, Addressing Bullying in Queensland Schools: Vodcast 1, DET, Brisbane).

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

- **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.
- **Verbal bullying:** Repeated name calling, insults, homophobic or racist remarks and verbal abuse Eg. You stink, your fat, go back to where you came from, I hate you, and you are a loser,
- **Covert bullying:** Examples include lying about someone, spreading rumours, playing a nasty joke that makes the person feel humiliated or powerless, mimicking or deliberately excluding someone. e.g. Copying/mocking someone who is a little different; Making up untrue stories to get someone into trouble;
- **Psychological bullying:** For example, threatening, manipulating or stalking someone. Eg. “If you tell I’ll …”
- **Cyber Bullying (and Use of Communication Devices)** In making reasonable expectations about what students can and cannot bring to school, schools can ban anything which is illegal, dangerous or is likely to cause disruption or harm to the smooth running of the school
and the education of other students. The use of mobile phones and other electronic equipment (including those with Bluetooth functionality) by students at school, if unmonitored, can become disruptive.

- Mobile phones and electronic devices, particularly those with the capacity to record images/footage can be appropriately incorporated into the learning program. However, except in times of genuine emergency or if the use is a sanctioned part of the educational program, mobile phone and other personal electronic devices (including those with Bluetooth functionality) should be restricted. This includes but is not limited to, games devices (e.g. PSPs, Gameboys) laptop computers, PDAs, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile phones, iPods and devices of a similar nature.
- When Principals become aware that these devices have been used to capture and distribute images of violence, malice, etc. and the images have been uploaded to a website, where possible, appropriate disciplinary action should be undertaken in accordance with the school's disciplinary policy. Additionally, steps should be taken to seek removal of the material from the website. Where footage or images have been distributed electronically, via Bluetooth functionality or in hard copy, school Principals, once aware and where possible, should seek to stop distribution.
- Mobile phones and other electronic equipment are used at their owners’ risk. No liability will be accepted by the school in the event of loss, theft or damage to any device unless it can be established that the loss, theft or damage resulted from the department's negligence.
- Communication technologies such as mobile phones, email, internet instant messaging programs such as MSN messenger, web blogs and social networking websites such as Facebook are now an indispensable part of social life for many young people.
- However the use of these communication technologies at school, unmonitored, can be disruptive and potentially unsafe. Access to the internet within schools is also carefully managed, with inappropriate sites blocked, either locally or centrally.

At Wondai State School, all students are explicitly taught our Anti Bullying expectations. See Appendix 7* for our SELEF Framework which outlines anti-bullying lessons through social and emotional learning.

**Re-directing low-level and infrequent problem behaviour**

When a student exhibits low-level and infrequent problem behaviour, the first response of school staff members is to remind the student of the school expectation, then ask them to change their behaviour so that it aligns with our school's expectations. See Appendix 4 Minor Behaviours Flow Chart. *Refer to Appendix 5, 6 & 8 for Wondai’s proactive strategies for use with problem behaviour.

Our preferred way of re-directing low-level problem behaviour is to ask students to think of how they might be able to act more safely, more respectfully or more responsibly. This encourages students to reflect on their own behaviour, evaluate it against expected school behaviour, and plan how their behaviour could be modified so as to align with the expectations of our school community.

**Tier 2 Team - Behaviour Support:**

Each year a small number of students are identified, through our data, as needing some additional targeted behavioural support. In most cases the behaviours of these students may not be immediately regarded as severe, but the frequency of their behaviours may put these students’ learning and social success at risk if not addressed in a timely manner.

The Tier 2 Team will:

- work with staff members to develop appropriate behaviour support strategies
- monitors the impact of support for individual students through continuous data collection
- make adjustments as required for the student, and
- work with the student and their parents to achieve continuity and consistency.

Wondai State School has a referral system in place. Following referral, contact is made with parents and relevant staff form a team to complete the assessment and support process. In some cases the support team may also include individuals from other agencies already working with the student and their family.

Strategies used for targeted behaviour support include:

<table>
<thead>
<tr>
<th>Teaching and Learning Adjustment</th>
<th>Staff determines whether a student may need further support in curriculum related areas, and adjustments are made where necessary. This may involve:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• working with staff to provide adjustments to class work</td>
</tr>
<tr>
<td></td>
<td>• working with a teacher aide or learning support teacher in an intervention model</td>
</tr>
<tr>
<td></td>
<td>• working cooperatively with a peer or older student.</td>
</tr>
<tr>
<td>Verbal</td>
<td>Verbal reinforcement, used every day in both the classroom and playground, includes:</td>
</tr>
<tr>
<td></td>
<td>• specific reinforcement e.g. Thank you for sitting down.</td>
</tr>
</tbody>
</table>
**Non-verbal**

Non-verbal reinforcement, used every day in both the classroom and playground, includes:
- body language – smile, thumbs up
- behaviour charts or communication book
- privately understood signals
- proximity to the child in terms of desk placement or where staff members are standing
- awards

**Increased attention**

Students may require increased attention for either curriculum needs or to reinforce acceptable behaviour. This may occur through:
- one on one curriculum support with the teacher
- teacher aide support
- work with another member of school staff
- curriculum support through an older classmate
- specific behaviour programs may need to be undertaken eg anti bullying

**Communication within the school community**

Communication with the parents/caregivers occurs through all stages of targeted behaviour support, and includes positive/encouraging letters or phone calls home.

**Added responsibilities - meaningful roles**

A child who is receiving targeted behaviour support may benefit from added responsibilities within the class or school. These responsibilities can include:
- peer tutoring, working with a younger or older classmate, classroom jobs

Students whose behaviour does not improve after participation in the above process or whose previous behaviour indicates a need for specialised intervention, are provided with intensive behaviour support.

**Intensive behaviour support**

Wondai State School is committed to educating all students, including those with the highest behavioural support needs. We recognise that students with highly complex and challenging behaviours need comprehensive systems of support. We will work collaboratively with parents, and the student at risk, in order to find a successful solution. This may involve the development of an individual behaviour plan with specific targets and interventions aimed and promoting the use of appropriate academic and/or social behaviours.

**5. Consequences for unacceptable behaviour**

Wondai State School makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When unacceptable behaviour occurs, students experience predictable consequences. Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour. Recording of major behaviours will be completed on One School. Discretion required for minor behaviours.

**Minor and major behaviours (See Appendix 4 & 4a)**

When responding to problem behaviour the staff member first determines if the problem behaviour is major or minor, with the following agreed understanding:
- Minor problem behaviour is handled by staff members at the time it happens
- Ongoing/repeated minor behaviours are referred to colleagues for advice
- Major problem behaviour is referred directly to the school administration team by the staff member who investigated the incident.

**MINOR** behaviours are those that:
- are minor breeches of the school expectations
- do not seriously harm others or cause you to suspect that the student may be harmed
- do not violate the rights of others in any serious way
- are not part of a pattern of problem behaviours
- do not require involvement of specialist support staff or Administration.
Minor behaviours may result in the following consequences:
- a re-direction procedure. The staff member takes the student aside and:
  1. names the behaviour that student is displaying,
  2. asks student to name expected school behaviour,
  3. if necessary, states and explains expected school behaviour
  4. gives positive verbal acknowledgement for expected school behaviour.
- A minor consequence logically connects to the problem behaviour, such as complete removal from an activity or event for a specified period of time, partial removal (time away), individual meeting with the student, apology, restitution or detention for work completion.
- Recording of minor breaches is to be assessed at the time of the incident.

**MAJOR** behaviours are those that:
- significantly violate the rights of others
- put others / self at risk of harm
- require the involvement of school administration.

Major behaviours usually result in an immediate referral to Administration because of their seriousness. When an immediate referral is required staff phone the office for assistance and direction. The staff member takes steps to ensure the safety of all members, and reminds the student of the expected school behaviour and investigates the incident. The Office Disciplinary Referral form – (ODR- mustard) is completed by the teacher. (See Appendix 5a)

Major problem behaviours may result in the following consequences:
- **Occasional:** Time in office, removal to withdrawal room, alternate lunchtime activities, loss of privilege, restitution, loss of break times, warning regarding future consequence for repeated offence, AND/OR
- **Ongoing / Repeated:** Parent contact, referral to Guidance Officer, referral to Primary or Secondary Support Team, suspension from school
- **Critical:** Students who engage in very serious problem behaviours such as major violent physical assault, or the use or supply of weapons or drugs can expect to be recommended for exclusion from school following an immediate period of suspension.

The following table outlines examples of major and minor problem behaviours:

<table>
<thead>
<tr>
<th>Area</th>
<th>Minor</th>
<th>Major</th>
</tr>
</thead>
<tbody>
<tr>
<td>Movement around</td>
<td>- Running on concrete or around buildings</td>
<td>- Deliberate running at others</td>
</tr>
<tr>
<td>school</td>
<td>- Running in stairwells</td>
<td>- Deliberate running in /through out of bounds areas, seniors in junior areas</td>
</tr>
<tr>
<td>Play</td>
<td>- Incorrect use of equipment</td>
<td>- Throwing objects</td>
</tr>
<tr>
<td></td>
<td>- Not playing school approved games/ following expectations</td>
<td>- Possession of weapons</td>
</tr>
<tr>
<td></td>
<td>- Playing in toilets</td>
<td></td>
</tr>
<tr>
<td>Physical contact</td>
<td>- Minor physical contact (eg: pushing and shoving)</td>
<td>- Serious physical aggression</td>
</tr>
<tr>
<td></td>
<td>- Poor attitude</td>
<td>- Fighting</td>
</tr>
<tr>
<td>Correct Attire</td>
<td>- Not wearing a hat in playground</td>
<td>- Persistent refusal to comply with correct attire – sport / HPE</td>
</tr>
<tr>
<td></td>
<td>- Not wearing shoes outside</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>- Persistent refusal to comply with correct attire – sport / HPE</td>
<td>- Possession or selling of drugs</td>
</tr>
<tr>
<td>Class tasks</td>
<td>- Not completing set tasks that are at an appropriate level</td>
<td>- Repeated non submission of assessment</td>
</tr>
<tr>
<td></td>
<td>- Refusing to work</td>
<td></td>
</tr>
<tr>
<td>Being in the right</td>
<td>- Not being punctual (eg: lateness after breaks)</td>
<td>- Leaving class without permission (out of sight)</td>
</tr>
<tr>
<td>place</td>
<td>- Not in the right place at the right time.</td>
<td>- Leaving school without permission</td>
</tr>
<tr>
<td>Follow instructions</td>
<td>- Low intensity failure to respond to adult request</td>
<td>- Refusal to undertake reasonable requests</td>
</tr>
<tr>
<td></td>
<td>- Non compliance</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Unco-operative behaviour</td>
<td></td>
</tr>
<tr>
<td>Accept outcomes for</td>
<td>- Minor dishonesty</td>
<td>- Major dishonesty</td>
</tr>
<tr>
<td>behaviour</td>
<td>- Repeated non submission of assessment</td>
<td></td>
</tr>
<tr>
<td>Rubbish</td>
<td>- Littering</td>
<td></td>
</tr>
<tr>
<td>Mobile Phone</td>
<td>- Mobile phone switched on in any part of the school at any time without authorisation (written permission from an authorised staff member)</td>
<td>- Use of a mobile phone in any part of the school for voicemail, email, text messaging or filming purposes without authorisation</td>
</tr>
<tr>
<td>Language</td>
<td>- Inappropriate language (written/verbal)</td>
<td>- Offensive language</td>
</tr>
<tr>
<td></td>
<td>- Calling out</td>
<td>- Aggressive language</td>
</tr>
<tr>
<td></td>
<td>- Poor attitude</td>
<td>- Verbal abuse / directed profanity</td>
</tr>
<tr>
<td></td>
<td>- Disrespectful tone</td>
<td></td>
</tr>
<tr>
<td>Property</td>
<td>- Petty theft</td>
<td>- Stealing / major theft</td>
</tr>
<tr>
<td></td>
<td>- Lack of care for the environment</td>
<td>- Willful property damage</td>
</tr>
<tr>
<td></td>
<td>- Verbal abuse</td>
<td>- Vandalism</td>
</tr>
<tr>
<td></td>
<td>- Disrespectful tone</td>
<td></td>
</tr>
<tr>
<td>Others</td>
<td>- Not playing fairly</td>
<td>- Major bullying / harassment</td>
</tr>
<tr>
<td></td>
<td>- Minor disruption to class</td>
<td>- Major disruption to class</td>
</tr>
<tr>
<td></td>
<td>- Minor defiance</td>
<td>- Blistant disrespect</td>
</tr>
<tr>
<td></td>
<td>- Minor bullying / harassment</td>
<td>- Major defiance</td>
</tr>
</tbody>
</table>
Relate problem behaviours to expected school behaviours
When responding to problem behaviours, staff members ensure that students understand the relationship of the problem behaviour to expected school behaviour. One method that staff members might use to achieve this is to have students:

- articulate the relevant expected school behaviour
- explain how their behaviour differs from expected school behaviour,
- describe the likely consequences if the problem behaviour continues; and
- identify what they will do to change their behaviour in line with expected school behaviour.

If problem behaviour is repeated, the staff member may not repeat the discussion/explanation process but simply remind the student of the consequences of their problem behaviour.

Ensuring consistent responses to problem behaviour
Staff are authorised to issue consequences for problem behaviour and are provided with appropriate professional development and/or training. Through training activities, we work to ensure consistent responses to problem behaviour across the school.

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

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

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

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

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

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

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

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

Debrief
- Help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations.

Physical Intervention
Staff may make legitimate use of physical intervention if all non-physical interventions have been exhausted and a student is:
- physically assaulting another student or staff member
- posing an immediate danger to him/herself or to others.
Appropriate physical intervention may be used to ensure that Wondai State School’s duty of care to protect students and staff from foreseeable risks of injury is met. The use of physical intervention is only considered appropriate where the immediate safety of others is threatened and the strategy is used to prevent injury.

Physical intervention can involve coming between students, blocking a student’s path, leading a student by the hand/arm, shepherding a student by placing a hand in the centre of the upper back, removing potentially dangerous objects and, in extreme situations, using more forceful restraint.

It is important that all staff understand:
- physical intervention cannot be used as a form of punishment
- physical intervention must not be used when a less severe response can effectively resolve the situation
- the underlying function of the behaviour.

Physical intervention is not to be used as a response to:
- property destruction
- school disruption
- refusal to comply
- verbal threats
- leaving a classroom or the school, unless student safety is clearly threatened.

Any physical intervention made must:
- be reasonable in the particular circumstances,
- be in proportion to the circumstances of the incident
- always be the minimum force needed to achieve the desired result, and
- take into account the age, stature, disability, understanding and gender of the student.

NVCI – Non-violent Crisis Intervention
(Wondai State Schools’ approved physical intervention approach.)

The purpose of Non-violent Crisis Intervention is to assist staff members in maintaining the best possible ‘Care, Welfare, Safety and Security’ of everyone involved in a crisis situation. Physical intervention is used only as a last resort when a person is a physical danger to themselves or others and all other forms of verbal/nonverbal interventions have been exhausted.

Should a situation arise where you believe the NVCI Team is required a teacher must:
1. Ring for assistance from the NVCI TEAM
2. Remove the class from the danger
3. Two NVCI trained staff will attend and take over responsibility for the student/s involved and all further action.
4. Class teacher is responsible for the safety of the remainder of the class.
5. The NVCI Team Leader will make any necessary decisions in relation to nonviolent physical intervention.
6. The NVCI Team Leader will make any necessary decisions in relation to nonviolent physical intervention.

How it works
If a student becomes disruptive, assaultive or out of control, NVCI provides preventative techniques and team intervention strategies and techniques, as follows.
1. Defuse the situation using assertive communication (both verbal and non-verbal)
   - Keeping instructions simple, direct and brief – 4/5 words
   - Being patient
   - Being aware
2. Avoid harm by evasion – staying out of the way.
3. Determine the likelihood of and the level of possible injury – (serious injury is determined as requiring medical attention)
4. Use reasonable force for effective protection of self and others from serious injury such as personal safety techniques as per the training provided by the NVCI trainer.
5. Physical intervention is used only when all other forms of verbal/nonverbal intervention have been exhausted and when there is a threat of physical safety to the person acting out or other staff/students. This must only be conducted by the NVCI team.

Reporting is required following an incident involving the NVCI team. This provides concise, factual information. Debriefing opportunity will be provided when they are ready using the COPING model framework.

Record keeping
Each instance involving the use of physical intervention must be formally documented. Records to be maintained include the Health and Safety incident record, and a debriefing report (for student and staff). (Appendix 3)
7. Network of student support

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

- Parents
- Teachers
- Support Staff
- Head of Department
- Administration Staff
- Guidance Officer
- Advisory Visiting Teachers
- Inclusion Teachers
- School Chaplain
- School Based Youth Health Nurse
- Kids Hop Mentors

The school works with families to maximise support when required. Support is also available through the following government and community agencies:

- Disability Services Queensland
- Child and Youth Mental Health
- Cherbourg Community Health
- Department of Communities
- Police
- Shaftesbury College Campus
- RAI (through referrals)
- Local psychologists and counsellors

8. Consideration of individual circumstances

To ensure alignment with the Code of School Behaviour when applying consequences, the individual circumstances and actions of the student and the needs and rights of school community members are considered at all times.

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

- promoting an environment which is responsive to the diverse needs of its students
- establishing procedures for applying fair, equitable and non-violent consequences for infringement of the code ranging from the least intrusive sanctions to the most stringent
- recognising and taking into account students' age, gender, disability, cultural background, socioeconomic situation and their emotional state
- recognising the rights of all students to:
  - express opinions in an appropriate manner and at the appropriate time
  - work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation, and
  - receive adjustments appropriate to their learning and/or impairment needs,

9. Related legislation

- Commonwealth Disability Discrimination Act 1992
- Commonwealth Disability Standards for Education 2005
- Education (General Provisions) Act 2006
- Education (General Provisions) Regulation 2006
- Criminal Code Act 1899
- Anti-Discrimination Act 1991
- Judicial Review Act 1991
- Workplace Health and Safety Regulation 1997
- Right to Information Act 2009
- Information Privacy (IP) Act 2009
- Commission for Children and Young People and Child Guardian Act 2000

10. Related policies and related resources

- SMS-PR-021: Safe, Supportive and Disciplined School Environment
- SMS-PR-027: Enrolment in State Primary, Secondary and Special Schools
- SCM-PR-006: Hostile People on School Premises, Wilful Disturbance and Trespass
- GVR-PR-001: Police Interviews and Police or Staff Searches at State Educational Institutions
- CRP-PR-009: Inclusive Education
- SMS-PR-022: Student Dress Code
- SMS-PR-012: Student Protection
- ICT-PR-004: Using the Department’s Corporate ICT Network
- IFM-PR-010: Managing Electronic Identities and Identity Management
- SUPPORT RESOURCES:
  - Bullying. No Way!
  - www.Kidsmatter.edu.au
  - Code of Conduct for School Students Travelling on Buses

Endorsement

Ruth Miller, Principal

Jade Van Beelen, P&C President

Effective Date: 1 January 2015 – 31 December 2015
Appendix 1

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 discipline.

Confiscation
Permitted personal technology devices used contrary to this policy on school premises will be confiscated by school staff.
If students fail to comply, the following consequences will be implemented:

1st offence: Failure to hand in mobile phone or electronic device to office before school will result in confiscation of item to be returned to student at 3.00 pm

2nd offence: Failure to hand in mobile phone/electronic device to office before school will result in confiscation of mobile to be held at office for collection by parent/guardian

3rd offence: as for second offence with increased duration plus possible internal/external suspension

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.

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 handed in at the office on arrival at 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 Wondai State School. Students using personal technology devices to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks etc) for the purpose of dissemination among the student body or outside the school, by any means (including distribution by phone or internet posting) 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 student at school who uses a personal technology device to record private conversations, ordinary school activities (apart from social functions like graduation ceremonies) or violent, illegal or embarrassing matter capable of bringing the school into public disrepute is considered to be in breach of this policy.
Even where consent is obtained for such recording, the school will not tolerate images or sound captured by personal technology devices on the school premises or elsewhere being disseminated to others, if it is for the purpose of causing embarrassment to individuals or the school, for the purpose of bullying or harassment, including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur.

Students 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 recommendation for exclusion).

Students should note that the recording or dissemination of images that are considered indecent (such as nudity or sexual acts involving children), is against the law and if detected by the school will result in a referral to QPS.

Text communication
The sending of text messages that contain obscene language and/or threats of violence may amount to bullying and or harassment or even stalking, and will subject the sender to discipline and possible referral to QPS. Students receiving such text messages at school should ensure they keep the message as evidence and bring the matter to the attention of the school office.

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

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

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

Special Circumstances Arrangement
Students who require the use of a personal 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 or Head of Department.

* Personal Technology Devices includes, but is not limited to, games devices (such as Portable gaming devices, Tamagotchis®, laptop computers, ipads, PDAs, Blackberrys®, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile telephones, IPods® and devices of a similar nature.

1 Education Queensland does not tolerate bullying behaviour at schools. This includes bullying conducted by electronic means.
Appendix 2

Procedures for Preventing and Responding to Incidents of Bullying
(including Cyber-bullying)

Purpose
1. Wondai 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 Wondai 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 Wondai 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 (but not limited to):
   - race, religion or culture
   - disability
   - appearance or health conditions
   - sexual orientation
   - sexist or sexual language
   - young carers or children in care.

5. At Wondai 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 Wondai 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 3 school expectations and have been taught the expected behaviours attached to each expectation in all areas of the school
   - All students have been or are being taught the specific routines in the non-classroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms
   - All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the non-classroom areas of the school
   - A high level of quality active supervision is a permanent staff routine in the non-classroom areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the non-classroom areas.

9. The student curriculum modules of the anti-bullying* (see Table 2a-1) process consist of lessons taught by all teachers in all classrooms to a school wide schedule of instruction. At all times simultaneous instruction is our goal, in order to maintain consistency of skill acquisition across the school.

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

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

12. Research indicates that a common outcome of anti-bullying programming is an improvement in understanding of bullying but little change in the frequency or nature of actual bullying behaviour. One of the reasons cited for this outcome is the lack of behavioural rehearsal in the programming. The anti-bullying process at Wondai 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. Wondai 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.
Appendix 2a

Investigation and Debriefing Process

Formal debriefing should be led by a staff member trained in this process who has not been involved in the event. The goals of debriefing are to:

- Reverse or minimise the negative effects of physical intervention
- Prevent the future use of physical intervention
- Address organisational problems and make appropriate changes

Notes on the discussion that occurs during the debriefing report are not required to be documented, however a note should be made that the debriefing has occurred for both staff and students involved (e.g. names, date, time and outcomes).

Investigation should provide information on:

- Who was involved?
- What happened?
- Where it happened?
- Why it happened?

Debriefing

The specific questions we want to answer through the debriefing process are:

- FACTS: what do we know happened?
- FEELINGS: how do you feel about the event that happened?
- PLANNING: what can/should we do next?

Questions for student/s for reflection

- What was it that you needed?
- What upset you most?
- How was our process helpful?
  - What was helpful?
  - What can we do better next time?
- Is there anything that you would do differently?

Questions for staff for reflection

- What were the first signs?
- What de-escalation techniques were used?
- What worked and what did not?
- What would you do differently next time?
- How can physical intervention be avoided in this situation in the future? (NVCI)
- What emotional impact does using physical intervention have on you? (NVCI)
- What was you emotional state at the time of the escalation? (NVCI)

For students who have language or communication difficulties, the debriefing process will need to modified to accommodate their specific needs.

Table 2a1 - Snapshot of Anti-bullying (explicit instruction) lesson plan:

<table>
<thead>
<tr>
<th>Warm ups</th>
<th>WALTS</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Yes!</em></td>
<td><em>School is cool</em></td>
</tr>
<tr>
<td>What does the WALK look like and WHEN do we use it?</td>
<td>What are our schools expectations/rules—Be Safe, Be Responsible, Be Respectful?</td>
</tr>
<tr>
<td><strong>ONE PORTAL—Wondai Way®</strong></td>
<td>(P—3) Tell your elbow buddy what “be safe in the classroom” would look like; “tell your buddy what be safe would look like in the playground” Share with class.</td>
</tr>
<tr>
<td><strong>G-DRIVE—</strong></td>
<td><em>(4-9)</em> Speed dating—inner circle and outer circle share what “be safe in the classroom”. What be safe would look like in the playground. Looks like, feels like sounds like. using sticky notes have students write a response for each.</td>
</tr>
<tr>
<td><strong>LESSON®</strong></td>
<td>How WALK looks like and when we use it.</td>
</tr>
<tr>
<td><strong>EXPECTATION—Be Safe®</strong></td>
<td><strong>DATE®</strong> 24/2/14</td>
</tr>
</tbody>
</table>
## INCIDENT INVESTIGATION FORM

<table>
<thead>
<tr>
<th>WHO was involved?</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>WHERE did it happen?</td>
<td></td>
</tr>
<tr>
<td>WHEN did this occur?</td>
<td></td>
</tr>
<tr>
<td>Were there any other WITNESSES? (Who else knows?)</td>
<td></td>
</tr>
<tr>
<td>WHAT happened?</td>
<td></td>
</tr>
</tbody>
</table>

**STUDENTS REPORTING** – write your names NEATLY below:

**SIGNATURES** – sign below to show the above information is TRUE:

### STAFF USE ONLY:

<table>
<thead>
<tr>
<th>Confirming facts</th>
<th>Response – witness (1)</th>
<th>Response – witness (2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you agree with the above information? Why or why not?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Who else can support the above information as being TRE or UNTRUE?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do you understand the CONSEQUENCES for BULLYING / BY STANDING / COVERING UP FOR BULLIES?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**NAMES:**

**SIGNATURES:**
Appendix 2c

STOP / WALK / TALK - a strategy to help stop bullying!

1. **The Stop Signal**
   Students to use stop hand signal (visual – hold up hand) and say please STOP hitting me ...(Verbal) be very specific and identify what is being done or said to you when you ask the person to 'stop'.

2. **Walk Away**
   Sometimes, even when students tell others to "stop", problem behaviour will continue. When this happens, students are to "walk away" from the problem behaviour.

3. **Talk**: report problems to an adult
   Teach students that even when they use “stop” and they “walk away” from the problem, sometimes students will continue to behave inappropriately toward them. When that happens, students should “talk” to an adult.

How adults will respond to "Talk"
1. Adults will ask you what the problem is.
2. They will ask if you said "stop".
3. They will ask if you "walked away" calmly.
4. Appropriate and timely action will follow.

Important Note:
If any student is in danger, the "stop" and "walk away" steps should be skipped, and the incident should be reported immediately.

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Appendix 2d

**Bullying Flow Chart**

**Step 1** Facts
Investigation and Debriefing Process, Appendix 2a

**Step 2** Investigation
Use Incident Investigation Form Appendix 2b, clarify information shared by student through individual conferencing.

**Step 3** Is This Bullying?
Identify if situation is bullying or not? (Repeated/unfair/abuse of power?)

YES - Refer to MAJOR BEHAVIOUR FLOW CHART
NO - Refer to FLOW CHART [identify as minor or major]

**Definitions:** Bullying is a systematic and repeated abuse of power. It:
- is a desire to dominate or hurt someone
- involves unfair action by the perpetrator(s) and an imbalance of power
- occurs when the target cannot provide an adequate defence and feels oppressed and humiliated
- Choices Slip (red) Appendix 5
  ODR Form (mustard) Appendix 5a
HIGH FIVE STRATEGY

STEP 1 - TALK FRIENDLY
This first strategy is linked to the little finger. When students Talk Friendly this reminds them to use a quiet friendly voice, to have a friendly look on their face and to keep their body relaxed and friendly. This is an important strategy for students to use and try in avoiding conflict by trying to stay friends with the other person.

STEP 2 - TALK FIRMLY
This strategy is linked to the ring finger. When a student talks firmly, this reminds them to use a brave voice, not an angry or non-assertive voice, when speaking to the other/s. Talking FIRMLY means letting others know:
- What they are doing that you don't like,
- Why you don't like it, and
- That you want them to stop it.

STEP 3 - IGNORE
The third strategy is linked to the middle finger. Ignoring is a strategy students need to use when the other person continues to annoy or harass them, even when they have asked them to stop. Ignoring means that the student keeps doing what they were doing, even if the other person is saying mean things or trying to interrupt their play or activity. This strategy takes time and practice for students to use well, since they usually have a strong sense of justice and it is hard to let the other person’s behaviour go unmarked.

STEP 4 - WALK AWAY
The fourth strategy is linked to the pointer finger. This requires the student to remove himself/herself from the area where the other person is annoying or harassing them. They need to still use the strategy of ignoring as they move calmly away from the other person.

STEP 5 - REPORT
The final strategy is linked to the thumb. This strategy requires the student to understand the difference between reporting and dobbling. The motivation for reporting is protection of self or others. The motivation of dobbling is revenge or getting the other person into trouble. When the student is reporting they need to give the following information:
- What happened,
- Where it happened,
- Who was involved, and
- What they did to try and solve the problem.
It is important to note that there is no blaming or self-justification in the reporting. It is only the given facts.
Minor Behaviours

Physical Contact
- Student engages in non-serious but inappropriate physical contact, e.g. playing a game with hugging or hitting instead of tagging.

Disruption
- Low intensity, brief but inappropriate disruption e.g. leaving desk, calling out

Property Misuse
- Low intensity misuse of property e.g. throwing pencil, scribble on desk

Dishonesty
- Student engages in minor lying, cheating not involving any other person, omitting details

Defiance/Disrespect
- Low intensity brief failure to follow directions: back chatting

Dress Code
- Infringement of the dress code guidelines as defined in the Prospectus. Secondary only

Safety
- Student engages in brief or low-level safety violation not involving hurting any other individuals or groups e.g. swinging on tuckshop rails

Inappropriate language
- Low intensity language e.g. shut up, idiot etc.

Note: Minor behaviours that involve physical contact, property misuse, dishonesty, inappropriate language and safety require investigation by the teacher as soon as possible. Record investigations on Investigation Form Appendix 2b

Step 1 Establish trust
Each day:
- Greet each child by name and
- Make a personal connection to them
- Establish consistency and fairness as your integral values

Proactive Strategies
- Open classrooms prior to the bell
- Engage in daily conversations

Step 2 Occasional Behaviours
Responsible Thinking Questions -
- What are you doing?/ What's the problem?
- What is the expectation (value)?
- What happens when you break the expectation?
- Is that what you want to happen?
- How can you solve this problem? (fix)
- What are you going to choose to do now? (choice)
- Apology (verbal/written dependent on child/issue)

Proactive Strategies
- Essential Skills (Appendix 6)
- Going for Gold RAPPS (Appendix 8)
- Stop/Walk/Talk (Appendix 2c)
- High Five Strategy (Appendix 3)

Step 3 Repeated Behaviours
- Complete step 2
- Wondai Choices System (1st, 2nd then red choices slip)
- Fresh start for every teacher / every session
- Investigate incident - record red choices slip
- behaviour on One School
- Data entered daily - asap

Proactive Strategies
- Must discuss appropriate consequences with the student
- Review strategies above
- ‘Time Out’
- Detention – complete work missed
- Reflection time or sheet

Step 4 Ongoing Behaviours
- Following the 3rd red choices slip within the week
- Teacher, support staff and parents develop a consultative behaviour plan
- Class teacher enters this summary and actions on One School as ‘3rd minor referral’
- Teacher includes Principal/HOD/other Admin (and SWD teacher when relevant) as referrals
- Teacher Aides give all red slips to class teacher

Proactive Strategies
- Student must call parent to advise of their behaviour. Teacher must also speak with parent
- Implement consultative behaviour plan
- Detention e.g. No play during a break
- Picking up litter/shadow teacher on duty
- No negotiated activities
- Behaviour communication e.g. behaviour card book, phone contact, meetings, emails other ideas as arranged with parents

Administration may use:
- Time out – reflection
- Detention
- Time away from others
- Managed attendance, parents in school
- Alternate learning environment
- Suspension

Step 5 Office Disciplinary Referral (ODR) - Major Behaviour
- 4th red choices slip within the week is an ODR (mustard)
- COMPLETE ODR - See appendix 5a
- Admin will organise data entry onto One

Strategies
- Implement consultative behaviour plan
- Detention e.g. No play during a break
- Picking up litter/shadow teacher on duty
- No negotiated activities
- Behaviour communication e.g. behaviour card book, phone contact, meetings, emails other ideas as arranged with parents

Administration may use:
- Time out – reflection
- Detention
- Time away from others
- Managed attendance, parents in school
- Alternate learning environment
- Suspension
**Major Behaviour Flow Chart**

**Process for Support at Step 4 - Office Disciplinary Referral**

When student is referred repeatedly to admin, the Tier 2 Team will work through the identified process with relevant class teacher and parent.

Major behaviour significantly violates the rights or safety of others, and may be one-off or repeated. Examples may include use of mobile phones, abusive language, repeated disruption to learning, bullying, major aggression. NOTE: Documentation and investigation of major incidents should be undertaken by the adult who saw the incident or by the adult the child reported the incident to.

### Major Behaviours

- **Defiance/Disrespect**
  - Continued refusal to follow directions, talking back and / or socially rude interactions. Use of a mobile phone in any part of the school for voicemail, email, text messaging or filming purposes without authorisation

- **Inappropriate / Abusive language**
  - Repeated verbal messages that involve swearing or use of words in an inappropriate way directed at other individual or group. Aggressive language, verbal abuse / directed profanity

- **Disruption**
  - Repeated behaviour causing an interruption in a class or playground. e.g. Yelling or screaming, noise with material, disrupting games, sustained out of seat behaviour etc.

- **Safety**
  - Frequent unsafe activities where injury may occur. Throwing objects, possession of weapons, leaving class without permission (out of sight), leaving school without permission

- **Major Dishonesty**
  - Student delivers message that is untrue and / or deliberately violates expectations, harms others. Cheating, Stealing.

- **Harassment / Bullying**
  - Repeated teasing, physical and verbal intimidation of a student, spitting

- **Dress Code**
  - Refusal to comply with school dress code, wearing inappropriate clothing

- **Physical Aggression**
  - Actions involving serious physical contact where injury occur eg hitting, punching, hitting with an object, kicking, scratching etc.

- **Vandalism**
  - Student engages in an activity that results in substantial destruction or disfigurement of property

---

**STEP 1. Occasional Incidents**

- ODR form (mustard) to accompany student to office
- Teacher must provide incident and investigation report on reverse of ODR, with follow up if more detailed information is required

---

**Process for Support at Step 2 - Major Behaviour - Office Disciplinary Referral**

When student is referred repeatedly to admin, the Tier 2 Team will work through the identified process with relevant class teacher and parent.

**Critical incidents**

- Students who engage in very serious problem behaviours such as major violent physical assault, or the use or supply of weapons or drugs can expect to be recommended for exclusion from school following an immediate period of suspension.

---

**STEP 2. Ongoing / Repeated incidents**

- ODR form (mustard) to accompany student to office
- Tier 2 Team referrals accessed
- All incidents recorded on One School

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**Strategies**

- Contact parents
- Safety risks will be assessed by officer in charge who may contact external agencies, including police.
- Administration may use: ime in office, removal to alternate lunchtime activities, loss of privilege, restitution, loss of break times, warning regarding future consequence for repeated offence, suspension,
- Re-entry to class may include a behaviour card for a set period eg. 5 days
- Parent contact, referral to Tier 2 Team (T2T), parents in school, individual behaviour plan, managed attendance, short and long term suspension and exclusion from school.
- Safety risks will be assessed by officer in charge who may contact external agencies, including police.
- Re-entry to class will include a behaviour card for a period e.g. 5 days, negotiated with teacher
Appendix 5a
Mustard Form
Office Disciplinary Referral Form - ODR

This form MUST accompany any referrals to administration including teachers reporting, and students arriving in office.

All sections must be completed.

Student Name: __________________________ Date: __________

Staff Member: __________________________ Year: __________

ODR - Major

<table>
<thead>
<tr>
<th>ODR - Major Have you:</th>
<th>COMPLETE</th>
<th>ODR - Major Have you:</th>
<th>COMPLETE</th>
</tr>
</thead>
<tbody>
<tr>
<td>identified if the student has an Individual Management plan? Followed plan.</td>
<td></td>
<td>Behaviour details:</td>
<td></td>
</tr>
<tr>
<td>Investigated the incident as noted on flow chart</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Entered red slips 1 and 2 on One School</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Entered 3rd red slip as 3rd minor referral on One School</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>have included Principal, ROD and SWD as a referral</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>contacted parents - developed consultative behaviour plan and entered with 3rd minor referral data</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>followed through with the appropriate consequence/plan</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>attached investigation notes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rung office to see someone is available to take student</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix 6

Essential Skills for Classroom Management

It is important at the establishment phase of the year to have in place a ‘plan’ for classroom management. A plan is a consistent approach through prevention, strategy and support to minimise unnecessary disruption and take appropriate ‘short’ and ‘longer term’ measures to correct disruptive behaviour patterns.

**PREVENTATIVE ACTION**

(to prevent or minimise unnecessary disruption):

- Have an aesthetically pleasing and functional room
- Prepare and utilise appropriate materials
- Arrive at class on time.
- Plan interesting lessons (as much as possible)
- Cater (and plan) for mixed abilities.
- Plan appropriate seating arrangements.
- Plan for the language of discipline (what you say and when).
- Make clear the routines
- Have clear, fair, positive expectations and known consequences of significant expectation breaking.

**DEVELOPING A CLASSROOM MANAGEMENT PLAN**

- Acknowledge, affirm positive behaviour.
- Explicitly teach whole school VALUES (RAPP) and EXPECTATIONS (safe, happy, learning)
- State expectations positively where possible.
- Explain/discuss reasons for the expectation.
- Discuss related consequences for breaking

**CORRECTIVE ACTION**

- The actions you take when disruptive behaviour occurs – least-most-intrusive
- Tactical ignoring (where appropriate)
- Simple, brief directions (finish with thanks or please or similar invitational language as is appropriate).
- Expectation-reminders (simple reminder or restatement.
- Simple choice (in bag or on my desk, thanks)
- Casual or direct questions (avoid ‘why’, what are you doing/what should you be doing..)
- Redirect (instead of arguing)
- Make consequences clear (via ‘choice’).
- Direct student to work aside from peers (in room)
- Cool off time.
- Time out (for dangerous behaviour, or continual disruptive or safety issue).

**PROTOCOLS OF RESPONSIBLE BEHAVIOUR MANAGEMENT**

When carrying out corrective action teachers should:

- Maintain eye contact.
- Minimise embarrassment and hostility.
- Use respectful but assertive tone of voice.
- Pick up on-task behaviour – acknowledge
- Privately encourage positive behaviours
- Watch spatial proximity.
- Avoid unnecessary argument.
- Give clear choices to maximise students’ responsibility.
- Be consistent in follow through.
- Utilise wide support.

**SUPPORTIVE ACTION**

Action to employ support for teacher and student.

Time-out: A cooling-off period, or withdrawal under supervision.

Contracting/counselling: Any process to lead to behaviour agreement.

Formal support processes: Parent conference, welfare and psychological services.

**MICROSKILLS USED BY STAFF TO ENCOURAGE AND MAINTAIN POSITIVE BEHAVIOURS (SUMMARY)**

<table>
<thead>
<tr>
<th>Microskill</th>
<th>Example</th>
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<tbody>
<tr>
<td>1. Establishing expectations</td>
<td>Eg. Making expectations (together)</td>
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<tr>
<td>2. Instruction giving</td>
<td>Eg. Telling what to do (explicit, clear, consistent)</td>
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<td>3. Waiting and scanning</td>
<td>Eg. Stopping to look at what is happening.</td>
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<td>4. Cuing with parallel acknowledgement</td>
<td>Eg. Praising a particular student (or students) to make a point</td>
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<td>5. Body language</td>
<td>Eg. Smiling, nodding, encouraging, moving near, eye contact</td>
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<td>6. Descriptive encouraging</td>
<td>Eg. Using a particular type of praise (varied, relevant)</td>
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<td>7. Selective attending</td>
<td>Eg. Ignoring some behaviours</td>
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<td>8. Redirecting to learning</td>
<td>Eg. Requesting completion of task</td>
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<td>9. Giving choice</td>
<td>Eg. Describing students option and likely consequences</td>
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<td>10. Follow through</td>
<td>Eg. Consistently doing what you said you would</td>
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<td>11. Debriefing/Defusing</td>
<td>Eg. Talking it through</td>
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<td>Focus Behaviour (School-wide)</td>
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<td>Understanding what the terms, Be Safe, Be Respectful, Be Responsible means</td>
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<td>3</td>
<td>What is bullying?</td>
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<td>4</td>
<td>STOP/WALK/TALK - (Stop - visual and verbal actions)</td>
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<td>5</td>
<td>STOP/WALK/TALK - (walk action - when and how to use)</td>
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<td>6</td>
<td>STOP/WALK/TALK - Talk – when and how to use)</td>
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<td>7</td>
<td>Responding to Stop/Walk/Talk – responding - when these signals are used</td>
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<td>8</td>
<td>Using Stop/Walk/Talk - when to use these skills - gossiping</td>
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<td>9</td>
<td>Using Stop/Walk/Talk with Inappropriate Remarks</td>
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<td>10</td>
<td>Review Stop/Walk/Talk process TBA</td>
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Appendix 8

WONDALI STATE SCHOOL - RESPONSIBLE BEHAVIOUR PLAN - OVERVIEW

BELIEFS

You can do it! Expect success! School is cool!

EXPECTATIONS

Be Responsible
Be Respectful
Be Safe

VALUES

Achievement
Participation
Pride

Our BELIEFS, EXPECTATIONS and PROCESSES are taught through our EXPLICIT INSTRUCTION model.

Part A - PROACTIVE

Going for Gold RAPPS
The Wondal State School’s incentive based reward system

Ways of Responding

Stop Walk Talk
Invitational language

High Five
Talk friendly
Talk firmly
Ignore
Walk away
Report

Weekly RAPPS Badges
To student with highest token tally in each class

Going for Gold RAPPS
Students earn tokens by demonstrating the school expectations.
Token tallies are accumulated to achieve the three club levels, beginning with Club 50 and culminating in the GOLD 250 Club.
Each club has increasing incentives, privileges and prestige associated with it.
Achievement of Club status is never removed.
Students are recognised weekly on parade and within the newsletter.

Champion Class
The class with the highest tally of their chosen icon (e.g. marbles) given as a percentage for the week.
The class earns “marbles” to acknowledge when everyone is meeting a specific expectation.

Part B - REACTIVE

Staff - Responsible Thinking Questions
What are you doing?
What is the rule?
What happens when you break the rule?
Is that what you want to happen?
What choice are you going to make?

Disciplinary Action
Behaviours requiring disciplinary action fall into minor and major behaviours.
Details of these are listed in the Responsible Behaviour Plan for students.

Minor Behaviours (see Appendix 4)
Non-serious but inappropriate behaviours e.g.
physical contact, property misuse, dishonesty,
inappropriate language, safety breaches
1 - Occasional incidents (proactive strategies)
2 - Repeated incidents (proactive strategies + consequences)
3 - Ongoing incidents (parent contact + consequences)
4 - Unresolved incidents (Office Discipline Referral – ODR)

Major Behaviours (see Appendix 4a)
Major behaviour significantly violates the rights or safety of others, and may be one-off or repeated. Examples may include use of mobile phones, abusive language, repeated disruption to learning, bullying, major physical aggression.
1. Occasional (Parent contact, consequences)
2. Ongoing (Individual Plans, Suspension.)

Our AIM is to maximise learning and participation, and minimise distractions from learning for self and others.
ONE SCHOOL data is collected and analysed for both positive and negative behaviours.