

Wondai State School

2019 to 2021

RESPONSIBLE BEHAVIOUR PLAN



YES!

You can do it!

YES!

Expect success!

YES!

School is cool!

OUR EXPECTATIONS:

We Are RESPONSIBLE

We Are RESPECTFUL

We Are SAFE



Responsible Behaviour Plan for Students – 2019-2021

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:

- We are responsible
- We are respectful
- We are 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 Positive Behaviour for Learning School (PBL) 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 5).

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 **DET'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 PBL 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 (2017) 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.

SCHOOLWIDE EXPECTATIONS TEACHING MATRIX – GOOD CHOICES						
	ALL AREAS - I:	CLASSROOM /TRANSITIONS – I:	PLAYGROUND – I:	STAIRS-I:	TOILETS – I:	BUS LINES/BIKE RACKS/ ENTERING LEAVING GROUNDS – I:
WE ARE RESPECTFUL I am respectful when I am saying and doing kind things	<ul style="list-style-type: none"> look at the person speaking use polite language wait my turn 	<ul style="list-style-type: none"> am quiet sit still raise my hand to speak ask permission to leave the classroom respect others' right to learn listen to the teachers wait quietly am a good listener 	<ul style="list-style-type: none"> play fairly – take turns, invite others to join in and follow expectations 	<ul style="list-style-type: none"> keep my voice low 	<ul style="list-style-type: none"> respect privacy of others by following the motto "Do your business / Mind your business" 	<ul style="list-style-type: none"> follow instructions of the duty teachers wait my turn
WE ARE RESPONSIBLE I am responsible for making the right choices	<ul style="list-style-type: none"> am on time am in the right place at the right time follow directions straight away use equipment and resources properly am honest am a problem solver 	<ul style="list-style-type: none"> am prepared complete set tasks take an active role in classroom activities keep work space tidy am a team player 	<ul style="list-style-type: none"> return equipment to the appropriate place at the appropriate time <ul style="list-style-type: none"> care for the environment play school approved games 	<ul style="list-style-type: none"> keep moving peacefully in single file (transition area) 	<ul style="list-style-type: none"> use the correct toilets during breaks 	<ul style="list-style-type: none"> leave school promptly use my own bike, scooter and helmet
WE ARE SAFE	<ul style="list-style-type: none"> use kind words and actions Stop/ Walk/Talk keep hands, feet and objects to myself walk on cement and around buildings stay in designated areas 	<ul style="list-style-type: none"> line up safely enter and exit room in an orderly manner keep left / stay in line walk 	<ul style="list-style-type: none"> follow the expectations of the game keep shoes and socks on wear my school hat 	<ul style="list-style-type: none"> keep passage ways clear at all times keep left use rails for hands only walk one stair at a time, and face forward carry items up and down stairs 	<ul style="list-style-type: none"> walk with a friend during class time return to class promptly keep water in the sink 	<ul style="list-style-type: none"> line up and wait quietly walk bike / scooter to the bottom gate and use the crossing wait inside the gate until the bus stops wait near office area if parents are late

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
- PBL 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, 2b, 2c**).

Responding (celebrating) positive behaviour choices –

At Wondai State School, communication of key behaviour messages is reinforced through a formal recognition and monitoring system. 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 VIVO points each day as they follow school expectations in both classroom and non-classroom areas. This reinforcement occurs continuously throughout the day. Students in Years 4 to 9 can choose rewards from the Vivo Shop at Vivoclass.com. Students in Year Prep to Year 3 can choose rewards from a "Class Shop" (This class shop is negotiated with students and class teacher). Year 4 to 7 teachers will have access to the VIVO website and are able to reward students for following expectations.

Processes followed:

- VIVOS are tallied by the class or form teacher at the end of the week. Students can be rewarded with VIVOS daily.
- Once a week teachers identify students who have achieved particular VIVO Levels (Bronze, Silver, Gold) and certificates are provided to students who achieve levels.
- Class teachers reinforce students achieving each level. More powerful and prestigious reinforcers are available with each higher Level. (Teachers can reward: extra VIVOS; class rewards; privileges etc).
- OneSchool is used WEEKLY to record VIVO level and certificate achievement.
- VIVOS are promoted in newsletters.
 - Students also receive free and frequent reinforcers of positive behaviour. (Determined through class negotiation with teacher -see Effective Classroom Practices-ECP Module 4
[Link::\)_G:\Coredata\Common\PRIORITY 4.2 BEHAVIOUR\Effective Classroom Practices for Schools](#)
- NOTE: Students on individual plans and managed attendance will have a pro rata VIVO allocation to assist them reaching their individual goals.
- VIVOS and Levels are never removed as a consequence for problem behaviour.
- At the end of each term classes engage in a Rewards Day (eg. trip away, games, movies, parties, etc) to celebrate Positive Behaviour and Learning. All students should attain GOLD level -1000 VIVOS by the end of each term and all students are invited to participate in Rewards Days except in the case of Excursions or Variations to School Routines involving students leaving school grounds. In these cases, teachers will provide a statement of behaviour expectation to students and carers prior to the event. Students who do not satisfy the stated expectations to participate in a trip away will remain at school and participate in a school based Rewards Day.

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 5*** 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 1a Minor Behaviours Flow Chart. *Refer to Appendix 4 & 5 for Wondai's proactive strategies for use with problem behaviour.

Wondai State School incorporates the Effective Classroom practices as part of PBL universal support

See link: [Link](#) click on link to G:Drive ECPs resources

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. Teachers can request Tier 2 support(**See appendix 3**).

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:

Teaching and Learning Adjustment	Staff determines whether a student may need further support in curriculum related areas, and adjustments are made where necessary. This may involve: <ul style="list-style-type: none"> • working with staff to provide adjustments to class work • working with a teacher aide or learning support teacher in an intervention model • working cooperatively with a peer or older student.
Verbal	Verbal reinforcement, used every day in both the classroom and playground, includes: <ul style="list-style-type: none"> • specific reinforcement e.g. Thank you for sitting down. • age level appropriate verbal cues • targeted direction giving.
Non-verbal	Non-verbal reinforcement, used every day in both the classroom and playground, includes: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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 1a & 1b)

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. (See appendix 2d for referral form)

MINOR behaviours are those that:

- are minor breaches 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.

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:

	Area	Minor	Major
Being Safe	Movement around school	<ul style="list-style-type: none"> Running on concrete or around buildings Running in stairwells Not walking bike in school grounds 	<ul style="list-style-type: none"> Deliberate running at others Deliberate running in /through out of bounds areas, seniors in junior areas
	Play	<ul style="list-style-type: none"> Incorrect use of equipment Not playing school approved games/ following expectations Playing in toilets 	<ul style="list-style-type: none"> Throwing objects Possession of weapons
	Physical contact	<ul style="list-style-type: none"> Minor physical contact (eg: pushing and shoving) 	<ul style="list-style-type: none"> Serious physical aggression Fighting
	Correct Attire	<ul style="list-style-type: none"> Not wearing a hat in playground Not wearing shoes outside 	<ul style="list-style-type: none"> Persistent refusal to comply with correct attire – sport / HPE
	Other		<ul style="list-style-type: none"> Possession or selling of drugs
Being Responsible	Class tasks	<ul style="list-style-type: none"> Not completing set tasks that are at an appropriate level Refusing to work 	<ul style="list-style-type: none"> Repeated non submission of assessment
	Being in the right place	<ul style="list-style-type: none"> Not being punctual (eg: lateness after breaks) Not in the right place at the right time. 	<ul style="list-style-type: none"> Leaving class without permission (out of sight) Leaving school without permission
	Follow instructions	<ul style="list-style-type: none"> Low intensity failure to respond to adult request Non compliance Unco-operative behaviour 	<ul style="list-style-type: none"> Refusal to undertake reasonable requests
	Accept outcomes for behaviour	<ul style="list-style-type: none"> Minor dishonesty 	<ul style="list-style-type: none"> Major dishonesty
	Rubbish	<ul style="list-style-type: none"> Littering 	
	Mobile Phone	<ul style="list-style-type: none"> Mobile phone switched on in any part of the school at any time without authorisation (written permission from an authorised staff member) 	<ul style="list-style-type: none"> Use of a mobile phone in any part of the school for voicemail, email, text messaging or filming purposes without authorisation
Being Respectful	Language	<ul style="list-style-type: none"> Inappropriate language (written/verbal) Calling out Poor attitude Disrespectful tone 	<ul style="list-style-type: none"> Offensive language Aggressive language Verbal abuse / directed profanity
	Property	<ul style="list-style-type: none"> Petty theft Lack of care for the environment 	<ul style="list-style-type: none"> Stealing / major theft Wilful property damage Vandalism
	Others	<ul style="list-style-type: none"> Not playing fairly Minor disruption to class Minor defiance Minor bullying / harassment 	<ul style="list-style-type: none"> Major bullying / harassment Major disruption to class Blatant disrespect Major defiance

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.

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).

Recorded in OneSchool

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 | • Guidance Officer |
| • Teachers | • Advisory Visiting Teachers |
| • Support Staff | • Inclusion Teachers |
| • Head of Department | • School Chaplain |
| • Administration Staff | • School Based Youth Health Nurse |
| | • 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 | • Police |
| • Child and Youth Mental Health | • Alternative Education Campuses (Local) |
| • Cherbourg Community Health | • FACC, RAI (through referrals) |
| • Department of Communities | • 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
- Wondai State School embraces Trauma informed Education supporting students with diverse emotional needs and personal circumstances with patience and understanding.
- 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 | • Judicial Review Act 1991 |
| • Commonwealth Disability Standards for Education 2005 | • Workplace Health and Safety Act 1995 |
| • Education (General Provisions) Act 2006 | • Workplace Health and Safety Regulation 1997 |
| • Education (General Provisions) Regulation 2006 | • Right to Information Act 2009 |
| • Criminal Code Act 1899 | • Information Privacy (IP) Act 2009 |
| • Anti-Discrimination Act 1991 | • 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](#)

[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:

Endorsement



Mr Peter Sansby Principal



Mrs Vicky Parry, P&C President

Effective Date: 1 January 2019 – 31 December 2021

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 bullying¹ 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

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

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.*

Minor Behaviour Flow Chart

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](#)

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.

Step 1 Establish trust

Each day:

- Greet each child by name and
- Make a personal connection with them
- Establish consistency and fairness as your integral values.

Strategies

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).

Strategies

Proactive Strategies

- Wondai Good Choices- Steps 1-5 (Appendix 8)
- Essential Skills (Appendix 6)
- Effective Classroom Practices- ECPs
- Going for Gold (Appendix 7)
- Stop/Walk/Talk (Appendix 2c)

Step 3 Repeated Behaviours

- Wondai Choices System (Appendix 9) - 1-Cue behaviour. 2- Redirect. 3 -Provide Choice. 4- Follow Through. 5- Reteach (See ECPs and ESCMs)
- Fresh start for every teacher / every session
- Investigate incident –record on One School
- Record Minor Behaviour if follow through consequence required. Data entered daily / asap.

Strategies

Courtesy call to parents / carers to advise of incident

- **Must** discuss appropriate consequences with the student
- Review strategies above
- 'Time Out'
- Detention – complete work missed.

Step 4 Ongoing Behaviours

Following the 3rd minor behaviour recorded 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

Strategies

- Student **must** call parent/ carer 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.

Step 5 Office Disciplinary Referral (ODR) - Major Behaviour

- 4th minor behaviour within the week is an ODR
- Admin will organise data entry onto OneSchool.

Strategies

Administration may use:

- Time out – reflection
- Detention
- Time away from others
- Managed attendance, parents in school
- Alternate learning environment
- Suspension.

Process for Support at Step 5 - 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 / carer.

Major Behaviour Flow Chart

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. **Student is removed, referred to office or exits without permission classroom constitutes a MAJOR BEHAVIOUR incident.** 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

- **Unresolved refusals** to comply with school dress code guidelines as defined in the Prospectus. Secondary only.

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 - student to office
- Teacher must provide incident and investigation report with follow up if more detailed information is required (One School)

Strategies

- Contact parents (teacher)
- Time in office, removal to alternate lunchtime activities, loss of privilege, restitution, loss of break times, warning regarding future consequence for repeated offence
- Re-entry to class may include a behaviour card for a set period eg. 5 days.

STEP 2. Ongoing / Repeated incidents

- ODR - student to office Teacher must provide incident and investigation report
- Tier 2 Team referrals accessed
- All incidents recorded on OneSchool

Strategies

- Parent contact (teacher/ Admin), referral to Tier 2 Team (T2T), parents in school, individual behaviour plan, managed attendance, suspension from school.
- Re-entry to class will include a behaviour card for a period e.g. 5 days, negotiated with teacher.

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.

6. Purpose

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.

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?
 - o What was helpful?
 - o 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? (NVC1)
- What emotional impact does using physical intervention have on you? (NVC1)
- What was your emotional state at the time of the escalation? (NVC1)

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

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

	What does the WALK look like and WHEN do we use it?	TERM:	1
	ONE PORTAL – Wondai Way	WEEK:	5
	G-DRIVE	LESSON:	3
	G:\Coredata\Common\+++BEHAVIOUR\SWPBS\WONDAI\+++LESSON-PLANS\+++2014-LESSON-PLANS\Be-Safe\ANTI-BULLYING		
ANTI-BULLYING Yr 2 to 9	EXPECTATION – Be Safe	DATE:	24/2/14
	FOCUS BEHAVIOUR – I stop / WALK / talk		School IS cool
Warm-up	What are our schools expectations (rules) – Be Safe, Be Responsible, Be respectful. Suggested activities: (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 (4-9) 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.		
WALT	We are learning what (Stop/WALK/Talk) looks like and when we use it.		

BULLYING INCIDENT INVESTIGATION FORM

NAME/S:	DATE:

WHO was involved?	
WHERE did it happen?	
WHEN did this occur?	
Were there any other WITNESSES? (Who else knows?)	
WHAT happened?	

STUDENTS REPORTING – write your names NEATLY below:

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

STAFF USE ONLY:

Confirming facts	Response – witness (1).....	Response – witness (2).....
Do you agree with the above information? Why or why not?		
Who else can support the above information as being TRUE or UNTRUE?		
Do you understand the CONSEQUENCES for BULLYING / BY STANDING / COVERING UP FOR BULLIES?		
NAMES:		
SIGNATURES:		

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.

[Appendix2d

FRONT OF CHOICES SLIP:	BACK OF CHOICES SLIP:
 Wondai State School P-9 Choices Slip	
Date: / / Circle day: M. T. W. TH. F Period: _____ Subject: _____ Teacher: _____ Name: _____	
RULE: SAFE RESPECTFUL RESPONSIBLE	
Location: <input type="checkbox"/> Classroom <input type="checkbox"/> Front of school <input type="checkbox"/> Lining Up (P-3 4-6 7-9) <input type="checkbox"/> Music room <input type="checkbox"/> Office Foyer <input type="checkbox"/> Permaculture Garden <input type="checkbox"/> Undercover (Junior Middle Senior) <input type="checkbox"/> Sports Hall <input type="checkbox"/> Secondary Verandah <input type="checkbox"/> Prep Playground <input type="checkbox"/> Bottom Oval <input type="checkbox"/> Top Oval <input type="checkbox"/> BEC <input type="checkbox"/> Fort <input type="checkbox"/> Junior Oval <input type="checkbox"/> Junior Playground <input type="checkbox"/> Basketball Court <input type="checkbox"/> Library <input type="checkbox"/> Junior Toilets <input type="checkbox"/> Senior Toilets	Incident Type: MINOR MAJOR Details: Motivation: <input type="checkbox"/> Obtain peer attention <input type="checkbox"/> Obtain adult attention <input type="checkbox"/> Obtain tangible object <input type="checkbox"/> Obtain activity or event <input type="checkbox"/> Obtain sensory stimulation <input type="checkbox"/> Escape/Avoid activity or event <input type="checkbox"/> Escape/Avoid instructional task <input type="checkbox"/> Escape/Avoid adult attention <input type="checkbox"/> Escape/Avoid peer attention <input type="checkbox"/> Escape/Avoid sensory stimulation
	NEGATIVE CHOICES <input type="checkbox"/> Bullying/Harassment (RESPECT) <input type="checkbox"/> Defiant (Respect) <input type="checkbox"/> Disruptive (RESPONSIBLE) <input type="checkbox"/> Dress Code (RESPONSIBLE) <input type="checkbox"/> IT misconduct (RESPECT) <input type="checkbox"/> Late (RESPONSIBLE) <input type="checkbox"/> Lying/Cheating (RESPONSIBLE) <input type="checkbox"/> Misconduct involving object (RESPECT) <input type="checkbox"/> Non-compliant with routine (RESPONSIBLE) <input type="checkbox"/> Other conduct prejudicial to the good order and management of the school (ALL) <input type="checkbox"/> Physical misconduct (RESPECT) <input type="checkbox"/> Possess prohibited items (RESPONSIBLE) <input type="checkbox"/> Refusal to participate in program of Instructions (RESPONSIBLE) <input type="checkbox"/> Substance misconduct involving illicit Substance (SAFE) <input type="checkbox"/> Substance misconduct involving tobacco and other legal substance (SAFE) <input type="checkbox"/> 3rd minor referral <input type="checkbox"/> Threat to others (SAFE) <input type="checkbox"/> Truant/Skip class (RESPONSIBLE) <input type="checkbox"/> Verbal misconduct (RESPECT) <input type="checkbox"/> Threats to adults (RESPECT) <input type="checkbox"/> Other
	CONSEQUENCES: <input type="checkbox"/> Refer to Admin <input type="checkbox"/> Detention <input type="checkbox"/> Time out <input type="checkbox"/> Reflection sheet <input type="checkbox"/> Separation desk <input type="checkbox"/> Writing out applicable rules/behaviour expectations <input type="checkbox"/> Buddy class <input type="checkbox"/> Shadow teacher <input type="checkbox"/> No negotiated activities <input type="checkbox"/> Behaviour Card <input type="checkbox"/> Teacher Contact parents <input type="checkbox"/> Student Contact Parent <input type="checkbox"/> Referral to colleagues
	Strategies Tried by Staff (Prior to Choices Red slip): <input type="checkbox"/> Apology <input type="checkbox"/> Effective Skills (ESCM) <input type="checkbox"/> Stop, Think, Do <input type="checkbox"/> High Five <input type="checkbox"/> Tokens <input type="checkbox"/> Other
	FOLLOW UP (from admin):

Appendix 3

Positive Behaviour For learning- Tier II Student Support Referral Form



This form must be completed and sent to Classroom Problem Solving Team

Student name: _____ Year: _____ Date: _____ Staff member: _____

Checklist Essential steps	Complete
ECP 1 Classroom Expectations known by the student.	<input type="checkbox"/>
ECP 2 Classroom Procedures and Routines taught and understood.	<input type="checkbox"/>
ECP 3 Encouragers to reinforce behaviour in place for student.	<input type="checkbox"/>
ECP 4 Discouragers employed in class. ESCMS employed with student.	<input type="checkbox"/>
Parents/ carers notified of incidents prior to Tier II referral.	<input type="checkbox"/>
Parents/ carers notified of teacher referral to Tier II team.	<input type="checkbox"/>
Behaviour concerns	
Current Modifications:/Differentiation	

Appendix 4

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.

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.

DEVELOPING A CLASSROOM MANAGEMENT PLAN

- Acknowledge, affirm positive behaviour.
- Explicitly teach whole school VALUES 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.

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)

1. Establishing expectations
2. Instruction giving
3. Waiting and scanning
4. Cueing with parallel acknowledgement
5. Body language
6. Descriptive encouraging
7. Selective attending
8. Redirecting to learning
9. Giving choice
10. Follow through
11. Debriefing/Defusing

Eg. Making expectations (together)

Eg. Telling what to do (explicit, clear, consistent)

Eg. Stopping to look at what is happening.

Eg. Praising a particular student (or students) to make a point

Eg. Smiling, nodding, encouraging, moving near, eye contact

Eg. Using a particular type of praise (varied, relevant)

Eg. Ignoring some behaviours

Eg. Requesting completion of task

Eg. Describing students option and likely consequences

Eg. *Consistently* doing what you said you would

Eg. Talking it through

Appendix 5

WONDAI SS P9 – SOCIAL EMOTIONAL LEARNING and EXPECTATION FRAMEWORK (SELEF)

WEEK	Term 1		Term 2		Term 3		Term 4	
	Focus Behaviour (School-wide)	Supplementary Behaviour Focus (Class specific)	Focus Behaviour (School-wide) NED/ PA/ Peer Support		Focus Behaviour (School-wide)	Supplementary Behaviour Focus (Class specific)	Focus Behaviour (School-wide)	Supplementary Behaviour Focus (Class specific)
1	Understanding what the terms, Be Safe, Be Respectful, Be Responsible means Classroom Routines to be explicitly taught – refer matrix	Review 3-5 Classroom Expectations/ECPs	Review 3-5 Classroom Expectations/ ECPs- Reviewed	Review 3-5 Classroom Expectations/ ECPs- Reviewed	I am prepared We Respect the Rights of Others to Learn.	Review 3-5 Classroom Expectations/ ECPs- Reviewed	I Am A good Listener	Review 3-5 Classroom Expectations/ ECPs- Reviewed
2	Understanding what the terms, Be Safe, Be Respectful, Be Responsible means Classroom Routines to be explicitly taught – refer matrix	Review 3-5 Classroom Expectations/ECPs	Year P-3 NED	Year 4-9 Peer Support		Program Achieve/ NED		Program Achieve/ NED
3	What is bullying?	Program Achieve Getting along/ NED	Year P-3 PBL	Year 4-9 Peer Support	I Use Resources Properly I Follow Directions		I Am In The Right Place At The Right Time	
4	STOP/WALK/TALK - (Stop - visual and verbal actions)		Year P-3 NED	Year 4-9 Peer Support		Program Achieve/ NED		Program Achieve/ NED
5	STOP/WALK/TALK - (walk action- when and how to use)	Program Achieve Getting along/ NED	Year P-3 PBL	Year 4-9 Peer Support	I am problem Solver We Complete Tasks		I Am Honest	
6	STOP/WALK/TALK - Talk – when and how to use)		Year P-3 NED	Year 4-9 Peer Support		Program Achieve/ NED		Program Achieve/ NED
7	Responding to Stop/Walk/Talk- responding - when these signals are used	Program Achieve Getting along/ NED	Year P-3 PBL	Year 4-9 Peer Support	We Use Polite Language I Raise My hand To Speak		We Use The Right Volume At The Right Time	
8	Using Stop/Walk/Talk- when to use these skills- gossiping,		Year P-3 NED	Year 4-9 Peer Support		Program Achieve/ NED		Program Achieve/ NED

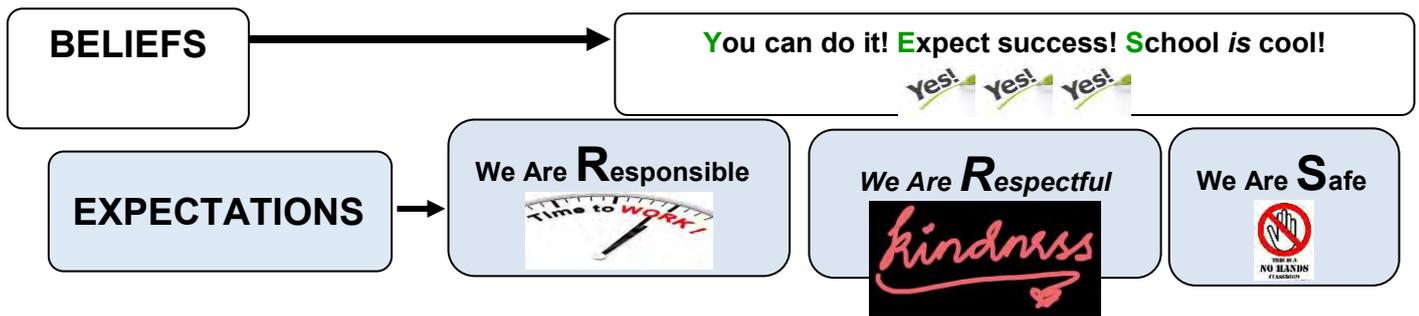
9	Using Stop/Walk/Talk with Inappropriate Remarks	Program Achieve Getting along/ NED Year 8/9 Peer leader training	Year P-3 PBL	Year 4-9 Peer Support	I Am On Time I Ask Permission		Consolidation of Positive Behaviours
10	Review Stop/ Walk/Talk process TBA	Consolidation Year 8/9 Peer leader training	Consolidation		Consolidation		

YEAR	Term 1		Term 2		Term 3		Term 4	
	Good Choices (SWPBS)	Program Achieve	Good Choices (SWPBS)	Program Achieve	Good Choices (SWPBS)	Program Achieve	Good Choices (SWPBS)	Program Achieve
Prep	Introducing EXPECTATIONS: Be Safe, Be Respectful, Be Responsible	***NED Program Getting Along Encouraging Others	We Are SAFE Anti -Bullying Program	***NED Program Never Give up	We Are Respectful We Are Responsible	***NED Program Do Your Best	We Are Respectful We Are Responsible	***NED Program Revision
1	Introducing EXPECTATIONS: Be Safe, Be Respectful, Be Responsible	***NED Program Getting Along Encouraging Others	We Are SAFE Anti -Bullying Program	***NED Program Never Give Up	We Are Respectful We Are Responsible	***NED Program Do Your Best	We Are Respectful We Are Responsible	***NED Program Revision
2	ANTI-BULLYING – STOP/WALK/TALK Be Safe, Be Respectful, Be Responsible	***NED Program Getting Along Encouraging Others	We Are SAFE Anti -Bullying Program	***NED Program Never Give Up	We Are Respectful We Are Responsible	***NED Program Do Your Best	We Are Respectful We Are Responsible	***NED Program Revision
3	ANTI-BULLYING – STOP/WALK/TALK Be Safe, Be Respectful, Be Responsible	***NED Program Getting Along Encouraging Others	We Are SAFE Anti -Bullying Program	***NED Program Never Give Up	We Are Respectful We Are Responsible	***NED Program Do Your Best	We Are Respectful We Are Responsible	***NED Program Revision
4	ANTI-BULLYING – STOP/WALK/TALK Be Safe, Be Respectful, Be Responsible	Getting Along 1. Friends, Buddies 2. Focus on Others	We Are SAFE Anti -Bullying Program	Peer Support Module chosen in response to data (8 lessons)	We Are Respectful We Are Responsible	Resilience 1. Emotions 2. Thinking, Feeling, Action Brilliant Resilience Organisation 1. Meet Olivia Organisation 2. Mountain Climbers 3. Work for It	We Are Respectful We Are Responsible	Persistence 1. Be Persistent! 2. Weighing The Task Clearing Obstacles off the Road
5	ANTI-BULLYING – STOP/WALK/TALK Be Safe, Be Respectful, Be Responsible	***NED Program Getting Along 3. You Can't Judge a Book 4. Problem Busters	We Are SAFE Anti -Bullying Program	Peer Support Module chosen in response to data (8 lessons)	We Are Respectful We Are Responsible	Resilience 4. Resilience Boosters 5. Using Your Head Where to From Here <u>Organisation</u> 4. Go Calender Crazy 5. Remember Not to Forget 6. We're Getting Organised	We Are Respectful We Are Responsible	Persistence 5. It's Hard Yakka Time 6. Ready, Set, Go! 7. Quitters

YEAR	Term 1		Term 2		Term 3		Term 4	
	Good Choices (SWPBS)	Program Achieve	Good Choices (SWPBS)	Program Achieve	Good Choices (SWPBS)	Program Achieve	Good Choices (SWPBS)	Program Achieve
6	ANTI-BULLYING – STOP/WALK/TALK Be Safe, Be Respectful, Be Responsible	Getting Along 5. Stand Tall 6. Chill Out	We Are SAFE Anti-Bullying Program	Peer Support Module chosen in response to data (8 lessons)	We Are Respectful We Are Responsible	Resilience 1. Emotions Count 2. Taking Your Emotional Temp. 3. Say Hello to Brilliant Res. 4. Practical Tips for Building Res. 5. Thinking Your Way to Res. Where to From Here?Confidence 1. Confident Conclusions 2. Relax, Be Brave 3. Speaking Confidently 4. My Own Spokes.. 5. Who's Perfect? 6. My Confidence Plan	We Are Respectful We Are Responsible	Persistence 1. Hard, Not Impossible 2. What's Luck Got to do with it 3. Hassles and Payoffs 4. Hard Yakka, Now? 5. They Did It Ready, Set, Go!
7	ANTI-BULLYING – STOP/WALK/TALK Be Safe, Be Respectful, Be Responsible	Getting Along - Lower secondary 1. Friends 2. No Worries	We Are SAFE Anti-Bullying Program	Peer Support Module chosen in response to data (8 lessons)	We Are Respectful We Are Responsible	Persistence Lower secondary 1-2 Organisation/ Resilience Lower secondary 1-2	We Are Respectful We Are Responsible	Confidence Lower secondary 1-2
8	ANTI-BULLYING – STOP/WALK/TALK Be Safe, Be Respectful, Be Responsible	Getting Along 3. Team Work and Volunteering 4. It's a problem	We Are SAFE Anti-Bullying Program	Peer Support Module chosen in response to data (8 lessons)	We Are Respectful We Are Responsible	Persistence Lower secondary 3-4 Organisation/ Resilience Lower secondary 3-4	We Are Respectful We Are Responsible	Confidence Lower secondary 3-4
9	ANTI-BULLYING – STOP/WALK/TALK Be Safe, Be Respectful, Be Responsible	Getting Along 5. Cool Conflict 6. Words will never hurt me	We Are SAFE Anti-Bullying Program	Peer Support Module chosen in response to data (8 lessons)	We Are Respectful We Are Responsible	Persistence Lower secondary 5-6 Organisation/ Resilience Lower secondary 5-6	We Are Respectful We Are Responsible	Confidence Middle secondary 5-6

Appendix 6

WONDAI STATE SCHOOL - RESPONSIBLE BEHAVIOUR PLAN - OVERVIEW



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

Part A - PROACTIVE

Part B - REACTIVE

GOLD, SILVER, BRONZE 1000, 600, 300 VIVOs

Ways of Responding

Stop Walk Talk

Invitational language

High Five

Talk friendly
Talk firmly
Ignore
Walk away
Report

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?

Weekly Student of the Week Badges

To student with highest token tally in each class

Disciplinary Action

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

GOLD SILVER BRONZE levels

Students earn VIVOs by demonstrating the school expectations.
VIVOs are accumulated to achieve the three levels, beginning with BRONZE- 300 then SILVER 600 and culminating in the GOLD- 1000
Each level has increasing incentives, privileges and prestige associated with it.
Achievement of Level status is never removed.
Students are recognised weekly on parade and within the newsletter.

Minor Behaviours (see Appendix 1b)

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)

Class Rewards

Each class acknowledges positive behaviour with class based rewards and celebrations as well as VIVOs.
Each term GOLD Level students participate in a Rewards Day to celebrate following schoolwide expectations as well as student achievement and Learning

Major Behaviours (see Appendix 1b)

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.

Wondai Good Choices



STEP 5
Office
Referral

YES!

You can do it!

STEP 4
Consequence

YES!

Expect success!

STEP 3
Choice

YES!

School is cool!

STEP 2
Redirection

STEP 1
Reminder