Childers State School

Responsible Behaviour Plan for Students
based on The Code of School Behaviour

1. Purpose

Education Queensland is committed to provisions that ensure all young Queenslanders have a right to and receive a quality education.

Through creating a positive, supportive and disciplined learning environment, Childers State School strives as a community to ensure the rights of all students to learn, the rights of teachers to teach and the rights of all to be safe and respected. This plan has been developed in consultation with school community stakeholders. It sets out clearly fundamental shared values and qualities, the school’s commitment to supporting all community members in developing these as life skills, and clearly articulates responses and consequences for actions which conflict with them in ways detrimental to the rights of others.

By promoting community ownership of this plan and implementing it consistently, Childers State School supports all relevant departmental policy documents including the Code of School Behaviour and the Management of Behaviour in a Supportive School Environment. The practices within the plan put into action Principles of Effective Teaching and Learning and reflect professional standards and the wider philosophy of full inclusivity in education. It is a proactive response to the guiding principles of the National Safe Schools Framework.

CHILDERS STATE SCHOOL
Strive to Succeed ~ Learn for Life

A Fair Go Care and Compassion Creativity
Doing Your Best Freedom Integrity
Honesty and Trustworthiness Respect Responsibility
Self Confidence Understanding, Tolerance and Inclusion

Our community values are building blocks to developing
* HAPPY, HEALTHY PEOPLE
* POSITIVE THINKERS
* LEARNERS FOR LIFE
* RESPONSIBLE CITIZENS

Our behaviour code is:
SAFETY
EFFORT
RESPECT
SELF RESPONSIBILITY
2. Consultation and data review

Childers State School developed this plan in collaboration with our school community. Broad consultation with parents, staff and students was undertaken through survey distribution and community meetings held during November, 2009. A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents from 2006-2009 also informed the development process.

The Plan was endorsed by the Principal Mrs Robyn Philpott, the President of the P&C Mrs Helen Lunn and Executive Director (Schools) Mr Shane Urquart, in November 2009, and will be reviewed in 2012 as required in legislation.
3. Learning and Behaviour Statement.

Our vision at Childers State School is the creation of an environment supporting
• happy, healthy people;
• positive thinkers;
• learners for life; and
• responsible citizens.

Our shared school community values and qualities are the building blocks we promote to achieve this. They include those found in the National Framework for Values Education, but feature additional elements considered important in achieving balanced social outcomes. They are:

A Fair Go

Our community will commit to and practise the principles of social justice where people’s opinions and feelings are sought and considered, resulting in a shared, supportive and safe environment.

Care and Compassion

Our community will treat all people with kindness, empathy and friendliness. Through nurturing these qualities a strong feeling of calm will be established and supported through personal respect and a positive sense of community.

Creativity

Our community will undertake to grow and develop the creative talents of all people. We will strive where appropriate to seek creative solutions to problems. We will ensure that individual creativity is fostered and valued.

Doing Your Best

Our community will encourage and celebrate achievements, risk taking, industriousness, personal development and learning from mistakes. Through nurturing these qualities and building on self-confidence and self-esteem, a sense of personal pride and fulfilment will grow. We will be motivated to try hard and pursue excellence.

Freedom

Our community will value individuality, creativity, tolerance, another’s personal space and the right to be heard and make choices within a safe, secure and democratic environment where opportunity to participate is encouraged.

Honesty and Trustworthiness

Our community will expect all members to demonstrate sincerity, responsibility, reliability, and accountability and show a genuine respect for self and others, creating a sense of pride, loyalty and personal satisfaction.

Integrity

Our community will respect personal inner strength and self belief, where fair and just practices, the strength to do what one believes is right even if it means standing alone and being seen to practise what one preaches are modelled.

Respect

Our community will show good manners and consideration and empathy towards the needs of others and care for their belongings thereby showing understanding, valuing and acknowledgement of and for social and cultural diversity.

... continues ...
Responsibility

Members of our community will be accountable for their own actions, make wise choices, resolve differences in constructive, non-violent and peaceful ways, contribute to society and to civic life and take care of the environment.

Self Confidence

Our community will encourage individuals to be brave when facing challenges, to be self-assured, use personal initiative to strive for change and to have courage to find help if needed and work positively as part of a team.

Understanding, Tolerance and Inclusion

Our community will be aware of others and their cultures, accept diversity within a democratic society being included and including others.

School Community Behaviour Code

Our behaviour code is as follows:

A) SAFETY

School community members will act in a lawful and responsible manner that presents no danger to the physical or emotional security of themselves or others.

Safety is shown in such conduct as:
  a) following school rules and routines
  b) safe use of equipment
  c) acknowledgment and respect of the personal space of self and others
  d) moving safely through the school environment
  e) resolving conflict without violence

B) EFFORT

School community members will be mindful of the fact that the primary aim of schooling is student learning. Each member will actively fulfil their role in promoting this process to the best of their ability.

Effort is shown in such conduct as:
  a) attempting set work to best of ability
  b) effective management of time
  c) contributing to life and activities of the school
  d) demonstrating an interest in the life of the school
  e) cooperation in support plans

C) RESPECT

School community members will treat each other with courtesy and consideration at all times, being mindful of the rights and differing responsibilities of each person. Such courtesy will be reflected in both action and communication.

Respect is shown in such conduct as:
  a) respecting self
  b) respecting belongings of self and others
  c) demonstrating an awareness of the rights and feelings of others
  d) active listening
  e) communicating politely
  f) following school expectations
  g) maintaining positive relationships with other education stakeholders
D) **SELF RESPONSIBILITY**

We believe in being positive about ourselves. School community members will endeavour at all times to make appropriate behaviour choices relative to the social context, and accept accountability for the outcomes of their actions.

*Self Responsibility is shown by:*

- a) working independently
- b) accepting corrective advice
- c) being responsible for actions at all times
- d) being honest about successes and mistakes
- e) having appropriate equipment for tasks

The development of these shared school beliefs, empowering language and school community behaviour code have been conducted through partnerships with parents/carers and the wider school community. The school community acknowledges that the foundation of positive classroom behaviour is effective teaching, inclusive and engaging curriculum and respectful relationships between staff and students. High standards of personal achievement and behaviour are expected from all members of the school community.
4. 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 Childers 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 four school rules. The Schoolwide Expectations Teaching Matrix below outlines our agreed rules and specific behavioural expectations in all school settings.

<table>
<thead>
<tr>
<th>SCHOOL WIDE EXPECTATIONS TEACHING MATRIX</th>
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<tbody>
<tr>
<td><strong>RESPECT</strong></td>
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<tr>
<td>All Areas</td>
</tr>
<tr>
<td>Classroom</td>
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<tr>
<td>Playground</td>
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<tr>
<td>Concrete Areas</td>
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<tr>
<td>Toilets</td>
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<tr>
<td>Bus Lines / Bikes</td>
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</table>

**RESPECT**
- Respect others personal space and property
- Use polite language

**EFFORT**
- Follow the school rules always.
- Follow the class rules always.

**SAFETY**
- Keep hands feet and objects to yourself
- Care for equipment
- Clean up after yourself
- Wait your turn

**SELF RESPONSIBILITY**
- Ask permission to leave classroom
- Be on time
- Be in the right place at the right time
- Follow instructions straight away.

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

- Behaviour lessons conducted by classroom teachers
- Reinforcement of learning from behaviour lessons on School Assemblies and during active supervision by staff during classroom and non-classroom activities.

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In relation to student behaviour support, Childers State School recognises that different students require different levels of support, referred to as Stages 1 to 5, (in relation to the nature of strategies and number of personnel) in order to be able to uphold or at least operate within the behaviour code of the school. These stages are not labels of ‘goodness’ or ‘badness’, but rather assist teachers, parents and support personnel to recognise their roles and responsibilities and support networks in assisting the individual student.

At Childers State School, our behaviour management processes can be represented in the following Supportive School Environment model:
4 Processes for facilitating standards of positive behaviour and responding to unacceptable behaviour

Childers School implements the following proactive and preventative processes and strategies to support student behaviour:

- A dedicated section of the school newsletter, enabling parents to be actively and positively involved in school behaviour expectations.
- School Behaviour Leadership team members’ regular provision of information to staff and parents, and support to others in sharing successful practices.
- Comprehensive induction programs in the Childers State School Responsible Behaviour Plan for Students delivered to new students as well as new and relief staff.
- Individual support profiles developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings.
- Development of specific policies to address:
  - The Use of Personal Technology Devices* at School (Appendix 1)
  - Procedures for Preventing and Responding to Incidents of Bullying (Appendix 2).

Reinforcing expected school behaviour

At Childers School communication of our key messages about behaviour is backed up through reinforcement, which provides students with feedback for engaging in expected school behaviour. A formal recognition and monitoring system has been developed. This reinforcement system is designed to increase the quantity and quality of positive interactions between students and staff. All staff members are trained to give consistent and appropriate acknowledgement and rewards through our School Wide Positive Behaviour Support Program.

The creation of a positive whole school culture through School Wide Positive Behaviour Support is achieved primarily through the promotion of and skilling in appropriate behaviour via social skilling programs and acknowledgement of effort and results in academic, sporting and behavioural contexts. Staff utilise a wide range of acknowledgement strategies with students, reviewed on an annual basis, including:

- Praise/Encouragement
  (Verbal/Non-verbal/Written)

- Class Responsibilities
  (Messenger, Teacher’s Helper, Library Monitor, Tuckshop)

- Inter-Class Responsibilities
  (Peer Tutoring, Peer Mediation)

- Token/Point/Star Systems
  (Individual/Group Goal-Setting)

- Public Display of Work
  (Classroom, Foyer, Kids’ Biz, Newspapers)

- Individual Class-Level Rewards
  (Stickers, Books, Stamps, Free time, Certificates, Student-Choice Activities, Computer Time)

- Whole Class Rewards
  (Parties, Fun Days, Game time, Sport, Videos)

- Happy Grams (Yr 1-5)/Student of the Week (Yr 6-7)
Phone calls to Parents

Sharing Work With Others
(Principal, D.P., Other Classes, Parents)

Whole School Reward System (Gotcha Cards)

Teacher Evaluations
(Marks/Comments on work/Behaviour Reporting)

Celebrations
(Birthdays, “Outside” achievements)

Notes in School Newsletter

Principal's /Deputy Principal's Awards

The efforts of staff members are also acknowledged at staff meetings and in the School Briefings weekly staff newsletter.

Social skilling programs used within the school include elements of “Pathways to Peace”, “You Can Do It – Program Achieve”, the “ELAPSE” program, “Deal With It”, Lions Quest “Working It Out” Conflict Resolution Program, “Stop Think Do”, the “Rock and Water” program, “Take Control” Protective Behaviours Anti-Bullying program, “Seasons For Growth” Grief and Loss program, Peer Mediation and individualised whole class and small group programs structured by class teachers or by behaviour support personnel.

Childers State School is staffed, in ancillary, teaching and administrative roles, by very dedicated staff who have fulfilled their roles successfully for many years. There is a general recognition amongst staff members that we are all ‘lifelong learners’, and an acceptance of the need for change and development in the area of education. Staff therefore undertake to maintain and develop their teaching skills in line with departmental initiatives in policy and practice, to share their skills and provide support for new teachers and teacher aides, and to collaboratively plan in order to combine expertise and knowledge for the benefit of students. All teaching staff are members of year level teams which meet regularly and also take part in weekly staff meeting forums. All staff also occupy positions in school committees, focused on such areas as Behaviour Management, Students with Special Needs, and Workplace Health and Safety. Teachers also invite behaviour support personnel to carry out observations of their classrooms (via processes such as Classroom Profiling) when behaviour issues arise, and are open to advice relating to modifications to pedagogy (relationship and organisational strategies) and curriculum.

Through individual professional development activities, through year level meetings and through whole school in-service, teaching staff at the school remain responsive to developments in assessment, reporting and curriculum. Individual staff members accept key roles in skill development, participating in professional development then teaching and promoting the new skills and initiatives across the campus. At year level meetings, staff collaboratively plan units and lessons of work for students, remaining flexible and responsive to changes in student needs and local issues. A variety of resources and learning activities are incorporated into curriculum delivery to cater for differences in learning style, ability and interest. Student input into curriculum content and delivery becomes more prevalent in the upper year levels, in unison with developments in student maturity and self-responsibility.
Training for school community members of Childers State School is delivered in various forms. Students in the school have access to age-appropriate social skilling programs via their class teachers and behaviour support teachers. Teaching and ancillary staff have regular in-service in departmental policy and procedures including mandatory training elements such as Student Protection and the Code of Conduct, and in relation to local emergent needs with regards curriculum, pedagogy and related areas. This professional development is delivered predominantly via pupil-free day skills and information sessions, staff meetings and through teacher release. The school holds parent meetings at varying times of the year to pass on relevant information relating to departmental or school initiatives, and also keeps parents informed of school developments via its P&C meetings and school newsletter.

Redirecting low level and infrequent problem behaviour

Targeted behaviour support

Childers State School is strongly committed to the delivery of improved learning outcomes for all students. All Behaviour Support Strategies are directly related to ensuring that the student can engage with the school program in an inclusive way. Students who violate the school’s Code of Behaviour, despite efforts to promote and develop appropriate behaviour, must be supported to modify and correct their behaviour at the same time as engaging in learning opportunities. These are the students with Level 2 and Level 3 support needs, and this support is achieved in the school via the application of a range of non violent, non-coercive and non-discriminatory behaviour support corrective strategies.

School practice has moved away from the application of prescriptive, punitive measures to the use of a wide range of logical strategies and consequences, catering for the diversity and individuality of contexts and circumstances, with provision for the exercising of teacher professional judgement linked to accountability.
Staff are encouraged to utilise a ‘least intrusive’ approach to correction of inappropriate behaviour, aiming to disrupt the learning environment as little as possible in the process of maintaining conducive learning conditions. In order to do this, staff may use a ‘risk assessment’ process to determine their course of action, see appendix 3 for further details.

Following correction of behaviour problems in the classroom or playground, teachers are encouraged to initiate changes in practice to prevent or reduce the possibility that the behaviour will reoccur. As with the corrective process, this is a “least to most intrusive” process, involving the initial modification of organisational and relationship factors within the learning setting and ultimately the involvement of student support services outside the classroom (eg medical support, mental health). The model for this process is represented below:

**FOCUS OF INTERVENTION STRATEGIES**

<table>
<thead>
<tr>
<th>LEAST INTRUSIVE</th>
<th>MOST INTRUSIVE</th>
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</thead>
<tbody>
<tr>
<td><strong>PHYSICAL ENVIRONMENT</strong></td>
<td><strong>STUDENT</strong></td>
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<tr>
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<td>Paediatric Referral</td>
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<tr>
<td>Lesson Venue</td>
<td>Referral to other community support agencies</td>
</tr>
<tr>
<td><strong>TASK REQUIREMENTS</strong></td>
<td><strong>SOCIAL INTERACTIONS</strong></td>
</tr>
<tr>
<td>Length of Activities</td>
<td>Non-Verbal Signals</td>
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<td>Reward Systems</td>
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<td>Variety of Activities</td>
<td>Positive and Reframing Strategies</td>
</tr>
<tr>
<td>Flow of Lesson Activities</td>
<td><strong>LEAST RESISTANT TO CHANGE</strong></td>
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<td>Transition between Activities</td>
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Intensive behaviour support

Within the student population, there are a small percentage of students (approx. 5%) who fail to modify their behaviour to any long-term degree despite the corrective and intervention processes utilised by the teaching staff. Generally, there is some medical, emotional or environmental condition which influences the student’s behaviour and places their high level support needs outside the expertise of the classroom teacher. These students have Level 4 and 5 support needs, and require the intensive support of additional personnel within and outside the school, including Behaviour Support Teachers, Guidance Officers, AVTs (e.g., Autism) and agencies such as Child and Youth Mental Health Services, Paediatricians and even the Juvenile Aid Bureau. For such students, a variety of intervention strategies are introduced in unison with the mainstream schoolwide corrective and intervention practices already listed. Such strategies may include:

◊ Behaviour charts/reward systems
◊ Behaviour monitoring
◊ Playground withdrawal
◊ Playground licences
◊ Playground monitoring
◊ In-class withdrawal
◊ In-class supervision
◊ Exit plans
◊ Subject withdrawal/changes
◊ Buddy systems/class changes
◊ Behaviour agreements
◊ Small group/individual social skilling sessions
◊ Teacher aide withdrawal sessions
◊ Behaviour work with Behaviour Support Teacher/Deputy Principal
◊ Counselling
◊ Use of appropriate mentors
◊ Peer mentoring
◊ Visits by external agency
◊ Case conferencing/parent interviews
◊ Mediation
◊ Individual Behaviour Support Plans (IBMP)
◊ Risk Management Planning
◊ Voluntary parent contact
◊ Modified school attendance (reduced/restricted attendance)
◊ Referral to internal and external support agencies
◊ Physical restraint
◊ Alternative Education Program (AEP) (linked to IBMP)
◊ Suspension (1-5, 6-20 days)
◊ Distance Education (on campus, off-campus supported)
◊ Dual enrolment (with Distance Ed)
◊ Supervised visit to alternative campus
◊ Exclusion

Intervention processes are developed, monitored and evaluated via a School Case Management process, whereby the school case manager, generally the Deputy Principal or Principal, will communicate with stakeholders and organise case conferences from which intervention plans in the form of Individual Behaviour Management Plans or Alternative Education Programs can be developed and stakeholders allotted responsibilities in the facilitation of such plans and programs.
5 Consequences for unacceptable behaviour

The range of correction and intervention strategies utilised by the school in preventing, responding to and intervening in student behaviour problems has been listed in previous sections. In the early stages of correction, the general aim is to modify acute inappropriate behaviour and have the individual back on task in the learning environment with minimal disruption to their learning and to the environment itself. This is the rationale of the “Least intrusive” approach. Similarly, the intervention strategies for students with chronic behaviour issues are generally supportive management strategies. However, there are occasions when incidents of student behaviour must be dealt with through the application of a logical consequence, aimed at reducing the disruption to the safe learning environment, encouraging student reflection on behaviour in the interests of developing self-responsibility, and providing reparation and restitution to those who may be the ‘victims’ of the behaviour. There is no ‘prescription’ for logical consequences in the school (eg Behaviour A = Consequence A), because of the realisation that the individual circumstances of each situation must be taken into account. Instead, teachers are encouraged to use their professional judgement in choosing from a range of logical consequences developed and approved by the school community. Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour. An office referral form (see appendix 5) is used to record minor and all major problem behaviours.

Minor and major behaviours

When responding to problem behaviour the staff member first determines if the problem behaviour is major or minor, with the following agreed understanding:

- **Minor** problem behaviour is handled by staff members at the time it happens
- **Major** problem behaviour is referred directly to the school Administration team

**Minor** behaviours are those that:

- are minor breeches of the school rules
- do not seriously harm others or cause you to suspect that the student may be harmed
- do not violate the rights of others in any other serious way
- are not part of a pattern of problem behaviours
- do not require involvement of specialist support staff or Administration.

Minor problem behaviours may result in the following consequences:

- a minor consequence logically connected to the problem behaviour, such as complete removal from an activity or event for a specified period of time, partial removal (time away), individual meeting with the student, apology, restitution or detention for work completion.

- a re-direction procedure. The staff member takes the student aside and:
  1. names the behaviour that student is displaying,
  2. asks student to name expected school behaviour,
  3. states and explains expected school behaviour if necessary
  4. gives positive verbal acknowledgement for expected school behaviour.
Major behaviours are those that:
- significantly violate the rights of others
- put others / self at risk of harm
- require the involvement of school Administration.

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

Major problem behaviours may result in the following consequences:

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

- **Level Two**: Parent contact, referral to Guidance Officer, referral to Intensive Behaviour Support Team, suspension from school

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

It should be stated that School Disciplinary Absences will be used after the unique circumstances of the situation and all other responses have been considered. Certain types of behaviour are serious enough to warrant the consequence of recommendation for exclusion.

The following table outlines examples of major and minor problem behaviours:
<table>
<thead>
<tr>
<th>Minor</th>
<th>SAFETY</th>
<th>EFFORT</th>
<th>RESPECT</th>
<th>SELF RESPONSIBILITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYSICAL CONTACT</td>
<td>Pushing and shoving Tackle/play fighting/red rover</td>
<td></td>
<td>Infringing personal space.</td>
<td>Not responding to a request to stop.</td>
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<tr>
<td>PROPERTY MISUSE</td>
<td>Climbing other on playgrounds Jumping of walls, steps, seats and railings Swinging from walkway beams Sliding down stair railings Standing on seats Running on concrete paths Tipping over chairs</td>
<td>Misuse of facilities</td>
<td>Destroying own and others belongings Not using equipment appropriately e.g. Kicking a ball on the roof, throwing rubbish/rulers Littering</td>
<td>Untidy desk Belongings not put away Destroy own belongings Scribbling on tidy boxes and desk tops</td>
</tr>
<tr>
<td>NON-COMPLIANT BEHAVIOUR</td>
<td>Out of bounds Leaving class without permission Taking shoes off to play Non compliant hat wearing Refusal to comply with standards of neatness and tidiness</td>
<td>Refusal to complete set tasks/be involved/get started/pack up Non-compliant dress code Refusal to be involved in classroom activities Refusal to comply with standards of neatness and tidiness Unwillingness to contribute</td>
<td>Answering back disrespectfully Not following directions Turning back on speaker/not listening Refusal to follow instructions Insolences Not using manners</td>
<td>Not ready for class Irresponsible behaviour Not using breaks to go to the toilet Not playing in correct playing area</td>
</tr>
<tr>
<td>DISRUPTION</td>
<td>Inappropriate movement around a room.</td>
<td>Withdrawing yourself from a game to create a disturbance Arriving late for class deliberately</td>
<td>Talking over others Calling out Mimic peers/staff Disruptive movement between classes</td>
<td></td>
</tr>
<tr>
<td>CLASSROOM PARTICIPATION</td>
<td></td>
<td>Unwillingness to contribute General attitude of not caring</td>
<td>Intentionally calling out to cause disruption.</td>
<td></td>
</tr>
<tr>
<td>OTHER</td>
<td>Out of bounds</td>
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<tr>
<td>HARASSMENT/BULLYING</td>
<td>Persistent pushing and shoving Persistent Ganging Up Physical/Verbal harassment</td>
<td>Persistent Put-downs Persistent Exclusion of others Verbal/physical harassment Persistent and deliberate destruction of others property</td>
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<td></td>
</tr>
<tr>
<td>DIRECTED PROFANITY</td>
<td>Persistent unsafe practice</td>
<td>Directed profanity (written or verbal)</td>
<td>Tantrum throwing with loss of control and dangerous behaviour.</td>
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</tr>
<tr>
<td>PERSISTENT DISOBEDIENCE</td>
<td>Persistent unsafe practice</td>
<td>Persistent, deliberate and repeated non-compliant dress Deliberate and persistent arriving late for class, school Refusal after 3 strikes Misuse of facilities Truancy</td>
<td>Continuous inappropriate behaviour Attention seeking over-ruling Not following school rules Continual not playing in correct playing area.</td>
<td></td>
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<tr>
<td>DISRUPTION</td>
<td>Persistent and deliberate refusal to learn</td>
<td>Persistent and deliberate refusal to follow class rules. Theft</td>
<td></td>
<td></td>
</tr>
<tr>
<td>OTHER</td>
<td>Possession of items that can be used as weapons. Possession and/or distribution or use of drugs, alcohol, cigarettes. Persistent and/or distribution or possession of banned substances : aerosol deodorant cans, chewing / bubble gum, matches / lighters, cigarettes, liquid paper, marker pens, shanghais, steel rulers, Personal Technology Devices, offensive literature, any other items which the Principal determines may endanger the safety or well being of any student or staff member.</td>
<td></td>
<td>Use of personal digital technology devices for voicemail, email, text messaging or filming purposes without authorisation.</td>
<td></td>
</tr>
<tr>
<td>ASSAULT</td>
<td>Violent contact / Assault Deliberate violent games such as tackling/play fighting/red rover</td>
<td>Vandalism</td>
<td></td>
<td></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.

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

Ensuring consistent responses to problem behaviour
At Childers State School staff members authorised to issue consequences for problem behaviour 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 about 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 ensures that appropriate actions are taken to ensure that both students and staff are kept safe.

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

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

Basic defusing strategies
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 Childers 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
All incidences of inappropriate behaviours are reported in writing to
administration. These incidences are then collated onto a database to identify
trends and issues in relation to inappropriate behaviour. All incidences that
involve physical injury are also recorded on the appropriate accident report forms.

Each instance involving the use of physical intervention must be formally
documented. The following records must be maintained:
- incident report
- Health and Safety incident record
- debriefing report for student and staff

7. The network of student support
As mentioned previously, Childers State School utilises a School Case
Management approach to deal with student behaviour issues (See ‘Individual
Circumstances’ section), and classifies all students according to their support
needs, from Level 1 for the self-managing student through to Level 5 for the
student unable to manage behaviour without intensive intervention. For students
with socially appropriate behaviours, and those with minor classroom
misbehaviour (Level 2 Support Needs), the teacher is the case manager and will
provide support for the student in the form of correction and acknowledgement of
improvement and achievement. If the teacher’s efforts prove unsuccessful or the
teacher becomes concerned about aspects of a student’s behaviour, Level 3
support is initiated via parent interviews, whereupon the assistance and advice of
the parent is sought to bring about student behaviour change. If student
behaviour fails to improve after this level of support, Level 4 and 5 support is
initiated, through introduction of interventional assistance from school
administration (Deputy Principal and Principal) and localised school support
services – the Special Needs Support Committee, the Behaviour Management
Support Teacher, and/or the Guidance Officer. At this point, case management
of the student generally transfers from the classroom teacher to the Deputy
Principal or Principal, who is in a better position to coordinate services and
maintain a ‘big picture’ perspective on the situation. Introduction of the school
support services may then lead to formal diagnostic assessments and contact
with external support agencies, through referral to health and welfare services
such as the ADHD Clinic, the SCAN team, Child and Youth Mental Health
Services, and the Department of Child Safety. At this level, students may be
managed via the formulation of Individual Behaviour Support Plans (IBSPs) or
the development of Alternative Education Programs (AEPs) which modify the
educational inputs and management strategies for the student to incorporate the
inputs of the various stakeholders in differing roles.

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.

Childers 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, socio-economic situation and their emotional state
• recognising the rights of all students to:
  o express opinions in an appropriate manner and at the appropriate time,
  o work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation, and
  o receive adjustments appropriate to their learning and/or impairment needs.

Teachers and support staff are able to ensure that behaviour support processes in the school cater for the individual circumstances of the student and situation through:

a) the development and maintenance of positive and collaborative relationships with students, fellow staff, parents and school support personnel,
b) the careful assessment of the behaviour situation, including gathering of relevant information, before taking action, and
c) the application of non-emotive, systematic and logical correction and intervention strategies.

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
• Commission for Children and Young People and Child Guardian Act 2000
• Judicial Review Act 1991
• Workplace Health and Safety Act 1995
• Workplace Health and Safety Regulation 1997
• Right to Information Act 2009
• Information Privacy (IP) Act 2009

10. Related policies
• SMS-PR-021: Safe, Supportive and Disciplined School Environment
• CRP-PR-009: Inclusive Education
• SMS-PR-027: Enrolment in State Primary, Secondary and Special Schools
• SMS-PR-022: Student Dress Code
• SMS-PR-012: Student Protection
• 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
• ICT-PR-004: Using the Department’s Corporate ICT Network
• IFM-PR-010: Managing Electronic Identities and Identity Management
• SCM-PR-003: Appropriate Use of Mobile Telephones and other Electronic Equipment by Students
11. Some related resources

- Bullying. No Way!
- School Wide Positive Behaviour Support
- Code of Conduct for School Students Travelling on Buses

Endorsement

Mrs R Philpott  Mrs Helen Lunn  Mr Shane Urquart
Principal   P&C President  Executive Director (Schools)

Effective Date: 1 January 2010 – 31 December 2013
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 mobile phones, cameras, digital video cameras or MP3 players to school as there is a risk of damage or theft. Such devices will be confiscated by school staff and may be collected at the end of the day from the school office. Breaches of this prohibition may result in discipline.

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

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

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

Personal Technology Device Etiquette
Bringing personal technology devices to school is not encouraged by the school because of the potential for theft and general distraction and/or disruption associated with them. However, if they are brought to school, they must be turned off and out of sight during assemblies or classes. Personal technology devices may be used at morning tea and lunch breaks and before and after school.

Recording voice and Images
Every member of the school community should feel confident about participating fully and frankly in all aspects of school life without concern that their personal privacy is being invaded by them being recorded without their knowledge or consent.

We uphold the value of trust and the right to privacy at Childers State School. Students using personal technology devices to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks etc) for the purpose of dissemination among the student body or outside the school, by any means (including distribution by phone or internet posting) builds a culture of distrust and disharmony.

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

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

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

Students 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.

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1 Education Queensland does not tolerate bullying behaviour at schools. This includes bullying conducted by electronic means.
Students need to understand that some conversations are private and therefore to overhear, record, monitor or listen to such private conversations may be in breach of this Act, unless consent to the recording is appropriately obtained.

**Special Circumstances Arrangement**

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

* Personal Technology Devices includes, but is not limited to, games devices (such as Portable gaming devices, Tamagotchi®, laptop computers, PDAs, Blackberrys®, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile telephones, iPods® and devices of a similar nature.
APPENDIX 2

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

**Purpose**

1. Childers State School strives to create positive, predictable environments for all students at all times of the day. The disciplined and teaching environment that we are creating is essential to:
   - achieving overall school improvement, including the effectiveness and efficiency of our student support procedures
   - raising achievement and attendance levels
   - 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 Childers 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 Childers State School include name-calling, taunting, mocking, making offensive comments, kicking, hitting, pushing, taking belongings, inappropriate text messaging, sending offensive or degrading images by phone or internet, producing offensive graffiti, gossiping, excluding people from groups, and spreading hurtful and untruthful rumours.

4. Bullying may be related to:
   - race, religion or culture
   - disability
   - appearance or health conditions
   - sexual orientation
   - sexist or sexual language
   - young carers or children in care.

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

9. The student curriculum modules of the anti-bullying process consist of lessons taught by all teachers in all classrooms to a schoolwide 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 Childers 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. Childers State School uses behavioural data for decision-making. This data is reviewed by administration on a daily basis. This process 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 3

Approach to Correction of Inappropriate Behaviours

**Step 1:** What behaviour code or class rule is being broken?
**Step 2:** What is the current or potential impact of this behaviour on learning and teaching?
**Step 3:** Should I get involved and if I do, what is the simplest, least intrusive approach?
**Step 4:** Apply the first strategy and monitor its results. If unsuccessful, go to Step 5.
**Step 5:** Apply a more intrusive strategy and monitor results. If unsuccessful, go to Step 6.
**Step 6:** Apply a more intrusive strategy. This may include an ‘exit’ consequence if unsuccessful.

Least intrusive to most intrusive strategies utilised by school staff in correcting student behaviour include the following, in order of level of intrusion:

- TACTICAL IGNORING
- SELECTIVE ATTENDING
- PROXIMITY
- PROXIMITY WITH TOUCH INTERFERENCE
- BODY LANGUAGE ENCOURAGING
- WAITING AND SCANNING
- PAUSE IN TALK
- CUEING (Verbal/Non-verbal/Parallel)
- DESCRIPTIVE ENCOURAGING
- NON-VERBAL REDIRECTION (eg Flashcards/Private Signals)
- DISTRACTION/DIVERSION
- NON-VERBAL DIRECTIONAL ACTION (eg Bell/Whistle/Clapping)
- ORAL DIRECTIONAL PHRASE (eg 1-2-3, eyes on me)
- CURRICULUM REDIRECTION
- CALLING THE STUDENT’S NAME
- QUESTIONING TO RE-DIRECT (eg Rule Questions)
- INDIVIDUAL CLOSE TALK
- VERBAL REDIRECTION – DIRECTIVE QUESTION
- VERBAL REDIRECTION – DIRECTIVE STATEMENT
- GIVE CHOICES (INCORPORATING CONSEQUENCES)
- STATE LOGICAL CONSEQUENCE
- FOLLOW THROUGH – ENFORCE CONSEQUENCES
- MOVE STUDENT IN ROOM/PLAYGROUND
- MOVE STUDENT TO REFLECTION/TIME-OUT AREA/BUDDY CLASS
- REMOVE STUDENT FROM CLASSROOM/PLAYGROUND
- HAVE THIRD PARTY REMOVE STUDENT FROM CLASSROOM/PLAYGROUND
- REMOVE REST OF CLASS FROM ROOM/ AREA
- PHYSICAL RESTRAINT (Non-Violent Crisis Intervention- (Ref Appendix 1 Physical Restraint and Time – out Procedures SMS- PR 026)

Training and refresher sessions in these corrective skills make up some of the professional development sessions that staff engage in throughout the year.
Appendix 4

Application of Consequences

In applying consequences in the classroom setting, the general aim is to minimise disruption to learning and teaching whilst keeping the student within a learning setting and encouraging them to reflect on their behaviour in the interests of developing self-responsibility. For this reason, teachers at Childers State School are encouraged to utilise Reflection areas within the classroom for temporary withdrawal, and Buddy Classes when withdrawal from the immediate setting is warranted. In these venues, students complete behaviour reflection plans. Withdrawal to reflection areas and Buddy Classes is often linked to a 3 Strike warning system, as follows:

‘3 STRIKE’ BEHAVIOUR MANAGEMENT PROCESS

STEP 1  Acknowledgement of Compliance

STEP 2  Low Intrusion Corrective Strategies
- Tactical Ignoring/Selective Attending
- Cueing/Descriptive Encouraging
- Proximity/Body Language/Close personal talk
- Directive Question/Simple Verbal Direction

STEP 3  Initiation of Three Strike Process and Non-emotive phrases

eg WHAT ARE YOU DOING?
WHAT SHOULD YOU BE DOING?
ARE YOU GOING TO DO IT?

eg “John, start your Maths, thanks”.

The student’s name is recorded on the board, and a tick or cross added to represent Strike 1. The teacher may even verbalise this fact eg “John, that is Strike 1”.

STEP 4  If the student fails to modify the behaviour, or initiates a new inappropriate behaviour, the teacher repeats Step 3. Another tick or cross is added to the name on the board, representing Strike 2. The teacher informs the student of what will happen if Strike 3 is reached. If the student gets no further than Strike 2 in the lesson/session, the name is rubbed off the board at the end of that lesson/session and the student starts the next lesson/session with a clean slate.

STEP 5  On the 3rd strike or at the response “No, I am not going to do it”, the student is sent to the REFLECTION AREA within the classroom or to the Buddy Class. Here the student will complete their Reflection Plan and any set work. The class teacher (and Buddy Teacher if at Buddy class) will negotiate the length of the time the student is to be withdrawn (eg until completion of Reflection Plan, completion of set work, end of lesson or session). The student is only re-admitted to the lesson/classroom if the class teacher is satisfied with their Reflection Plan, and may be sent back to the Reflection Area/Buddy Class to revise their plan. The teacher re-admits the student to the lesson when satisfied with the Reflection Plan and any set work has been completed.
STEP 6  Any student who refuses to go to the Reflection Area or Buddy Class, or who misbehaves in the Buddy Class, is referred to administration. The Principal/Deputy/HOD will speak with the student, and if they are compliant and settled, will escort them to the Buddy Class or keep them in the office area to complete their Reflection Plan. Often, there is an additional consequence for the initial refusal that the child remains in the Buddy Class or office for the entire next session. If the student remains non-compliant or unsettled, the parent is phoned by the Principal/Deputy/HOD using the process of Voluntary Parent Contact and given the following options:

1)  Speak to their child on the phone
2)  Come to the school and personally supervise the child in the next session
3)  Withdraw the child for the rest of the day to calm and reflect
4)  Let the school handle the situation (which could result in suspension depending on the level of the student’s behaviour)

Suspension of a student from Childers State School is a consequence which is used generally as a last resort (for a student with chronic behaviour issues who is resistant to attempts to modify their behaviour) or as a natural restitution and reparation process for high level, unsafe behaviours (eg physical violence or verbal abuse directed at a student or teacher or as the result of a critical incidence). Use of suspension serves to initiate increased support for the student upon their re-entry, with the aim of preventing a repeat of the behaviour and assisting the student to re-integrate into the school environment. Compulsory re-entry meetings for students returning from suspension, participated in by the student, parent-caregivers, school administration, class teachers (if involved) and school support personnel (eg Behaviour Support Teacher, Guidance Officer), help to create a supportive network for the student and define the support processes to be used.
### Behaviour Report

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<thead>
<tr>
<th>STUDENT NAME/S:</th>
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<th>AREA</th>
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<tbody>
<tr>
<td>DATE:</td>
<td>Prep Block</td>
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<tr>
<td>STAFF:</td>
<td>Block 1</td>
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<td>Block 2</td>
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<td>Before School</td>
<td>Block 3</td>
<td>Undercover area P-3</td>
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<td>Block 5</td>
<td>Undercover Area 4-7</td>
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<tr>
<td>Morning Tea</td>
<td>Library</td>
<td>Oval</td>
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<tr>
<td>Session 2:</td>
<td>Music</td>
<td>Tennis Court</td>
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<td>CLASSROOM BEHAVIOUR</td>
<td>BUDDY CLASS</td>
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<td>Session 4:</td>
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<tr>
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<td>Strike 3</td>
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### MAJOR CLASS BEHAVIOUR / OUT OF CLASS BEHAVIOUR

**Please circle**

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<th>MAJOR</th>
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<td>Inappropriate Language</td>
</tr>
<tr>
<td>Other (Please state)</td>
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</table>

**INCIDENT DETAILS:**
Appendix 6

Debriefing Report

Formal debriefing should be led by a staff member trained in the 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).

Debriefing should provide information on:

- Who was involved
- What happened
- Where it happened
- Why it happened
- What we learned

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 staff**

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

**Questions for student**

- What was it that you needed?
- What upset you most?
- What did we do that was helpful?
- What did we do that got it that way?
- What can we do better next time?
- Is there anything that you would do differently?
- Would you do something differently next time?
- What could we have done to make the physical intervention less invasive?

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