RESPONSIBLE BEHAVIOUR PLAN
FOR STUDENTS
2018
Wynnum State School

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

1. Purpose

Wynnum State School is committed to providing a safe, respectful and disciplined learning environment for all school community members, where students have opportunities to engage in quality learning experiences and acquire values that support lifelong wellbeing.

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

2. Consultation and data review

This plan was part of the school’s 2012 Quadrennial School Review. The plan is developed in line with Department of Education, Training and Employment (DET) requirements. The review process involved various stakeholders. Throughout the process the broader school community was invited to participate in the review through P&C meetings and feedback through the school newsletter. Broad communication with parents, staff and students continues to occur as part of the implementation of the plan. A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents also informs the development process of the plan. The plan is therefore reflected upon each year.

The plan was endorsed by the Principal, the President of the Wynnum State School P&C and Assistant Regional Director (Schools) in November 2012, with yearly monitoring, and will be reviewed in 2018 to continue the consultation process, as the school continues to develop its own identity and character.

3. Learning and behaviour statement

All areas of Wynnum State School are learning and teaching environments. The behaviour support process is an opportunity for valuable social learning as well as a means of maximising the success of academic education programs. As with all other aspects of education at Wynnum State School, the Responsible Behaviour Plan for Students is grounded in the Five Citizens Model and the Habits of Mind (A Costa).

The plan outlines the system for facilitating positive behaviour, reducing problem behaviour and responding in a consistent fashion to unacceptable behaviour. The process is to create and maintain a positive and productive learning and teaching environment, where ALL school community members have clear and consistent expectations and understandings of their role in the educational process.

The community rules, to teach and promote the school’s high standards of responsible behaviour for learning and being a worthy citizen, are:

- Be Respectful to yourself, others and all belongings
- Be Responsible for your appearance, learning and behaviour
- Be Safe and care for yourself and others
- Be a LEARNER.
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. At Wynnum State School, the emphasis is on the importance of directly teaching students the behaviours that are innate in being a valued citizen, of the school, in the local community and global environment. As research shows students do not necessarily have the required repertoire of responsible behaviours, it is the task of an educator to support students to develop effective learning and social behaviours. Communicating behavioural expectations and positively reinforcing these in action is a form of universal behaviour support - a strategy directed towards all students, designed to reduce inappropriate behaviour. It also provides a point of reference for responding to unacceptable behaviour. All students undertake a Student Behaviour Self Reflection/Goal setting process where they are asked to rate themselves against questions relating to five Habits of Mind attributes, every term. The homeroom teacher then discusses these rating with the students. This negotiated rating informs the overall behaviour mark on end of semester report cards (see page 6).

A set of behavioural expectations, in specific settings, articulates the norms that the school is aspiring for students to achieve. These expectations are outlined on pages 4 and 5 (School Wide Expectations – Teaching Matrix). They are articulated using the community rules – Be Responsible, Be Respectful, Be Safe, (enabling community members to be Learners) across these specific settings. They have been defined through feedback from school community members, analysis of research articles including Habits of Mind, Tomorrow’s Citizens Model, Just Schools and Bob Sullo, and a commitment to staff training in Education Queensland’s Essential Skills and De-escalation Techniques.
<table>
<thead>
<tr>
<th>ALL AREAS</th>
<th>LEARNING SPACES</th>
<th>PLAY AREAS</th>
<th>EATING TIME</th>
<th>AMENITIES</th>
<th>BEFORE AND AFTER SCHOOL</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>BE RESPECTFUL</strong></td>
<td>Listening with understanding</td>
<td>Entering and exiting learning spaces in a courteous manner</td>
<td>Playing fairly – taking turns, inviting others to join in and following rules</td>
<td>Cleaning up after oneself</td>
<td>Using own bike only</td>
</tr>
<tr>
<td></td>
<td>Greeting others with courtesy</td>
<td>Working cooperatively and productively with a peers</td>
<td>Displaying good sportsmanship</td>
<td>Talking at a conversational level to the person beside</td>
<td>Walking bike to and from gates and along pathways</td>
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<tr>
<td></td>
<td>Speaking courteously</td>
<td>Being attentive/think before conversing</td>
<td>Being friendly to all, being inclusive</td>
<td>Remaining seated while eating</td>
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<td></td>
<td>Following school dress code</td>
<td>Being tolerant of others’ opinions</td>
<td>Inviting others to play</td>
<td>Having regard for the privacy of others</td>
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<tr>
<td></td>
<td>Being open minded</td>
<td>Listening to others with understanding and empathy</td>
<td>Using appropriate strategies when redirecting peers</td>
<td>Waiting one’s turn</td>
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<tr>
<td></td>
<td>Encouraging others</td>
<td>Restating/paraphrasing a person’s idea before offering personal opinion</td>
<td>Mediating</td>
<td></td>
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<td></td>
<td>Taking pride in being a well mannered member of the school community</td>
<td>Playing fairly – taking turns, inviting others to join in and following rules</td>
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<tr>
<td></td>
<td>Making positive contributions to the school community</td>
<td>Working cooperatively and productively with peers</td>
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<td></td>
<td>Using words carefully to describe feelings, wants and opinions</td>
<td>Being attentive/think before conversing</td>
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<td></td>
<td>Showing patience</td>
<td>Being tolerant of others’ opinions</td>
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<td></td>
<td>Realising appropriate timing for humour and laughter</td>
<td>Listening to others with understanding and empathy</td>
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</tbody>
</table>
### BE RESPONSIBLE

- **Being punctual**
- **Being in the right place at the right time**
- **Being timely in following instructions**
- **Being organised**
- **Being a problem solver**
- **Being truthful/reliable**
- **Making appropriate choices/self regulating**
- **Accepting/acknowledging own behaviour**
- **Using feedback to adjust behaviour**
- **Knowing, modelling and handling one’s emotions**
- **Acknowledging that every behaviour is a choice**
- **Asking permission to leave learning areas**
- **Being prepared with correct equipment**
- **Working independently/seeking assistance where required – ‘1,2,3 and me’ strategy**
- **Completing set tasks accurately and diligently**
- **Taking an active role ‘having a go’**
- **Asking pertinent questions**
- **Being persistent, ‘staying on task’ and demonstrating stamina/ remaining focused**
- **Showing thoroughness in work**
- **Sharing ideas**
- **Checking for accuracy and precision by reviewing and editing work**
- **Working cooperatively and productively with peers**
- **Keeping learning spaces tidy**

### BE SAFE, SHOW CARE

- **Having regard for others and their property**
- **Cleaning up after oneself**
- **Showing compassion**
- **Leaving valuables at home**
- **Walking on walkways, verandas and in stairwells**
- **Transitioning safely and promptly using specified routes**
- **Displaying a calming manner with arising issues**
- **Working with staff to learn and remember safety procedures**
- **Using equipment and furniture appropriately**
- **Walking respectfully in the learning spaces**
- **Supporting and encouraging peers**
- **Allowing teachers to teach and students to learn**

### BE A LEARNER

- **Caring for the environment, both built and natural**
- **Being sun safe**
- **Using sports equipment safely**
- **Running on grass only**
- **Playing contact sports only under coach supervision**
- **Picking up rubbish**

### BE A RESPECTFUL

- **Putting rubbish in designated bins**
- **Eating healthy (green) foods first**
- **Placing lunchbox in designated area**
- **Eating in designated areas (K1,K2 and K3)**
- **Buying snacks from Cafeteria after the ‘end of eat time’ bell rings**
- **Waiting for ‘end of eat time’ bell to ring before carrying out chores, task, play**
- **Remaining seated and waiting patiently to be released by the teacher**

### These expectations are explicitly addressed through:

- conducting lessons, by teachers, regarding the Habits of Mind, the values of the Five Roles of a Citizen (Tomorrow’s Citizens) and the school’s behavioural expectations (both social and learning)
- articulating these at school assemblies and student events/excursions
- providing feedback, feedforward and reinforcers during transitioning, play and wait times
- students participating in a behavioural self reflection/goal setting process, based on the ‘school wide expectations teaching matrix’ and the Habits of Mind – this data, together with anecdotal data is used to provide behavioural feedback to students and their parents in the Student Report Card and Parent/Teacher/Student Interviews

(Diagram on page 6)
Student Behaviour Self Reflection/Goal Setting process

<table>
<thead>
<tr>
<th>Year Level Moderation</th>
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</thead>
<tbody>
<tr>
<td>Belive</td>
</tr>
<tr>
<td>Achieve</td>
</tr>
<tr>
<td>Succeed</td>
</tr>
</tbody>
</table>

Report Card

Behaviour Rating and School Wide Comments
(In relation to the KLA ‘Effort’ ratings)
Wynnum State School also implements the following strategies – facilitating standards of positive behaviour and responding to unacceptable behaviour:

- communicating to the school community through the Student Diary, newsletter, website, P&C, and workshops to actively and positively involve the community in school behaviour expectations
- reflecting on social and learning behaviours, and documentation of these
- recognising positive social and learning behaviours
- celebrating student successes across all areas
- providing current research on social and learning behaviours
- conducting induction session delivered to new students as well as new and relief staff
- profiling individual support processes, developed for students with high behavioural needs, enabling staff to make the necessary adjustments to differentiate, and support the students across all settings
- addressing specific policies:
  - The Use of Personal Technology Devices* at School (Appendix 1a)
  - Appropriate use of Social Media (Appendix 1b)
  - Procedures for Preventing and Responding to Incidents of Bullying (Appendix 2)
  - Procedures regarding the use or possession of weapons including knives and any other items that could be considered a weapon in school (Appendix 3).

**Reinforcing expected school behaviour**

Through communication, reinforcement, feedback and feedforward, the implementation of a values framework, Five Roles of a Citizen (Tomorrow’s Citizen), and the Habits of Minds are mechanisms to enable students to become intrinsically motivated rather than extrinsically driven (See diagram on cover). Teachers use extrinsic reward systems initially when working with students, particularly with challenging behaviours, leading to the ultimate goal of intrinsic motivation.

**SOCIAL AND LEARNING BEHAVIOURS**

Students come to school to learn. This learning includes the dispositions required for both cognitive and affective domain development. Behaviour is like another subject, discipline area. Subject areas are in the cognitive domain, whilst behaviour is affective. Therefore behaviour support represents an important opportunity for students to learn how to get along with others, know and use the social etiquettes and protocols for being a citizen in local, national and global communities. This includes managing impulsivity, listening to others with understanding and empathy, working interdependently, striving for accuracy, thinking about thinking — being open to continuous learning (this requires an open mindset, rather than a fixed mindset).

Definitions and Explanation to Support Social and Learning Processes are outlined in Appendix 10.
Responding to unacceptable behaviour
Redirecting low level and infrequent problem behaviour
When a student exhibits low level and infrequent inappropriate behaviour, the first response is to remind the student of expected school behaviour, followed by redirection.

The preferred way of redirecting low level behaviour is to ask the student to think of how he/she might be able to act more safely, more respectfully or more responsibly. This aims to encourage the student to reflect on his/her own behaviour, evaluate it against expected school behaviour (refer to the School Wide Expectations – Teaching Matrix and the Students Behaviour Self Reflection/Goal Setting Checklist), and plan how the behaviour could be modified so as to align with the expectations of the school community. This is achieved through reflection, problem solving and mutually respectful dialogue – enabling students to ‘Be a Learner’.

Targeted and Intensive behaviour support
At Wynnum State School, all staff are involved in the support of students who may need more targeted behaviour support. It is recognised that some students with highly complex and challenging behaviours will need comprehensive systems of support. Contact is made with these students in the outdoor areas, the learning spaces and possibly in the local community. A team approach is used to formulate, record and enact strategies for targeted/intensive behaviour support. Parents/Caregivers are involved in the process. Plans are collaboratively designed to support the student to learn how to regulate his/her social and learning behaviours. A copy of the plan is inserted in the Homeroom Roll, together with Student Medical Plans (as well as Homeroom Behaviour Folder), for access by replacement teachers and all staff.

Strategies used for targeted/intensive behaviour support are recorded in a Year Level Behaviour Support process (Appendix 9, Steps 1 and 2), to design a Plan (Step 3) and includes:

Communication with the parents/caregivers – this occurs through all stages of targeted/intensive behaviour support, and includes positive/encouraging letters (including Reflections Sheets), emails and phone calls.

Considering added responsibilities within the Homeroom or school gives students opportunities to develop a positive relationship with staff and school philosophy, for example:
- peer tutoring
- working with younger or older students
- Homeroom or Year Level jobs
- school jobs.

Curriculum adjustment – this occurs when staff members determine that the appropriate behaviour is linked to the curriculum and a student requires further support in curriculum related areas, for example:
- differentiated class work
- working with a teacher aide or learning support/SEP staff
- working with a peer, older student or sibling.

Reinforcement (verbal and non verbal) – this feedback is provided as an ongoing process, (timely, specific and relevant) referencing to behaviour expectations (matrix) and Habits of Mind language and Essential Skills training in all the specific school settings.

Staff members’ actions involve:

**Verbal**
- scaffolding precise instructions
- cueing with parallel acknowledgement
- descriptive encouraging
- redirecting to the learning
- providing a choice

**Non verbal**
- waiting and scanning
- encouraging body language – smile, thumbs up
- behaviour charts/plans
- proximity
- acknowledgements
- selective attending
Some students may require individualised intensive social learning support. An individual Intensive Social and Learning Behaviour Support Plan (Appendix 9, Steps 1, 2 and 3) is jointly determined and negotiated with all parties (Staff, Parents, Students). Step 3 requires all parties to sign and take ownership of the Proactive and Reactive plans. This process may involve outside agencies.

5. Consequences for inappropriate or unacceptable behaviour

Wynnum State School makes systematic efforts to address student behaviour by explicitly teaching expected behaviours on an ongoing basis. When unacceptable behaviour occurs, students experience logical consequences. The school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour. An Incident Report Form (Appendix 4) is completed to record all minor and major behaviour by the attending staff member – it is then the responsibility of the attending staff member to record information related to an incident in OneSchool (Behaviour Support) – Wynnum Way ‘Behaviour Incident entry into OneSchool’. In most instances, the student ‘works through’ a reflection process, to understand what the breach was, who and what this impacted on, and how to prevent this from occurring again. The reflective questions are:

- What did you do? (Use precise language) – Taking responsibility for your own behaviour
- What did you want? What did you hope to get out of it? (child’s goal) – Thinking about your thinking
- How did your behaviour affect others? What are the rules? – Having empathy and understanding
- How did that work for you? What would you do differently next time? – Applying past knowledge to new situations
- Consequence: – What is the effect of your action, now and in the future and how can it be ‘fixed up’?

The Behaviour Reflection Sheet (Appendix 5) is taken home by the student, to communicate to the parents the misdemeanour, the impact it had on others, future plans to prevent a reoccurrence and the consequences of the inappropriate action.

The reflection sheet, in itself, is not a consequence/punishment. It is a Learning and Communication tool.

Minor and Major behaviours

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

Minor behaviours are those that:
- are minor breaches of the school rules, defined in the School Wide Expectations – Teaching Matrix (Pages 4 and 5)
- cause minimal harm to self or others
- violate the rights of others in any other way
- are not part of a student’s normal pattern of behaviour.

Major behaviours are those that:
- significantly violate the rights of others
- cause significant harm or safety risk to self or others.

The following table outlines examples of minor and major problem behaviours (over) –
<table>
<thead>
<tr>
<th>Area</th>
<th>Minor</th>
<th>Major</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Language</strong></td>
<td>• Inappropriate language (written/verbal)</td>
<td>• Offensive language</td>
</tr>
<tr>
<td></td>
<td>• Calling out</td>
<td>• Aggressive language</td>
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<tr>
<td></td>
<td>• Disengaging attitude</td>
<td>• Verbal abuse / directed profanity</td>
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<tr>
<td></td>
<td>• Disrespectful tone</td>
<td></td>
</tr>
<tr>
<td><strong>Property</strong></td>
<td>• Petty theft</td>
<td>• Stealing / major theft</td>
</tr>
<tr>
<td></td>
<td>• Lack of care for the environment</td>
<td>• Wilful property damage</td>
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<tr>
<td></td>
<td></td>
<td>• Vandalism</td>
</tr>
<tr>
<td><strong>Others</strong></td>
<td>• Not playing fairly</td>
<td>• Major disruption to class</td>
</tr>
<tr>
<td></td>
<td>• Minor disruption to class</td>
<td>• Blatant disrespect</td>
</tr>
<tr>
<td></td>
<td>• Minor defiance</td>
<td>• Major defiance</td>
</tr>
<tr>
<td></td>
<td>• Harassment</td>
<td>• Bullying</td>
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<tr>
<td><strong>Class tasks</strong></td>
<td>• Not completing set tasks to an appropriate level</td>
<td>• Repeated refusal to complete tasks</td>
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<td></td>
<td>• Refusing to work</td>
<td>• A pattern of inappropriate behaviour</td>
</tr>
<tr>
<td><strong>Being in the right place</strong></td>
<td>• Not being punctual (eg lateness after breaks)</td>
<td>• Leaving class without permission (out of sight)</td>
</tr>
<tr>
<td></td>
<td>• Not in the right place at the right time</td>
<td>• Leaving school without permission</td>
</tr>
<tr>
<td><strong>Follow instructions</strong></td>
<td>• Low intensity failure to respond to adult request</td>
<td>• Continual non compliance and uncooperative behaviour</td>
</tr>
<tr>
<td></td>
<td>• Non compliance</td>
<td>• A pattern of uncooperative behaviour</td>
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<tr>
<td></td>
<td>• Uncooperative behaviour</td>
<td></td>
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<tr>
<td><strong>Accept outcomes for behaviour</strong></td>
<td>• Minor dishonesty</td>
<td>• Major dishonesty, impacting others</td>
</tr>
<tr>
<td><strong>Rubbish</strong></td>
<td>• Littering</td>
<td>• Graffiti</td>
</tr>
<tr>
<td><strong>Mobile Phone</strong></td>
<td>• Mobile phone switched on in any part of the school at any time without authorisation</td>
<td>• Use of a mobile phone in any part of the school for voicemail, email, text messaging or filming purposes without authorisation</td>
</tr>
<tr>
<td><strong>Movement around school</strong></td>
<td>• Running on concrete or around buildings</td>
<td>• Riding bike around school, disturbing others</td>
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<td>• Running in stairwells</td>
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<td></td>
<td>• Not walking bike in school grounds</td>
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<tr>
<td><strong>Play</strong></td>
<td>• Incorrect use of equipment</td>
<td>• Throwing objects</td>
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<td></td>
<td>• Not playing school approved games</td>
<td>• Possession of weapons</td>
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<td></td>
<td>• Playing in toilets</td>
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<tr>
<td><strong>Physical contact</strong></td>
<td>• Minor physical contact (eg pushing and shoving)</td>
<td>• Serious physical aggression</td>
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<td>• Fighting</td>
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<td><strong>Correct Attire</strong></td>
<td>• Not wearing a hat in playground</td>
<td>• Not adhering to the Dress Code</td>
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<td>• Not wearing shoes outside</td>
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<tr>
<td><strong>Other</strong></td>
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<td>• Possession or selling of drugs</td>
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</tbody>
</table>

NB This is not an exhaustive list. Other behaviours will be dealt with as appropriate.
The Wynnum State School Behaviour Support Procedures (Appendix 8) outline the process for both minor and major behaviours. Through this process and ongoing professional development there is a consistent, fair and equitable response to behaviour incidents across the school.

Relate inappropriate or unacceptable behaviours to expected school behaviours
When responding to inappropriate behaviours, staff members ensure that students understand the relationship of the 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 inappropriate behaviour continues and
- identify what the student will do next time so their behaviour is in line with expected school behaviour.

When students do not respond to positive correction, it is important to clarify consequences (over) and apply them where necessary. Many kinds of inappropriate behaviour can be dealt with consequentially by using problem solving techniques that allow students to negotiate how they will ‘fix things up’ and are logical.

Consequences include:
- community work
- time out of play
- Thinking Room time
- buddy class placement (making up this time in own time) *
- out of school hours work
- suspension

Further information about consequences and in particular suspension are written on the following page.

*Buddy Class – see Definitions and Explanations to support Social and Learning Behaviour Process (Appendix 10)
**Definition of consequences**

<table>
<thead>
<tr>
<th>Consequence</th>
<th>Explanation</th>
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<tbody>
<tr>
<td>Time out</td>
<td>A principal or school staff may use time out as a strategy for students to manage their own behaviour and to assist the student to calm down. During time out, student is to be supervised and given an opportunity to rejoin class in intervals of no more than 10 minutes.</td>
</tr>
<tr>
<td>Detention</td>
<td>A principal or teacher may use detention as a consequence for disobedience, misconduct, or other breaches of school expectations. A detention is no more than 20 minutes during school lunch or 30 minutes after school (parent will be contacted before after school detention is imposed).</td>
</tr>
<tr>
<td>Temporary Removal of Property</td>
<td>A principal or staff member of Wynnum State School has the power to temporarily remove property from a student, as per the procedure <em>Temporary Removal of Student Property by School Staff</em>.</td>
</tr>
</tbody>
</table>

**Student Disciplinary Absences** (suspension and exclusion) may be considered:
- in the event of a serious, one off behaviour incident or
- after consideration has been given to all other responses.

**School Disciplinary Absences (SDA) 1-10 days/11-20 days**

<table>
<thead>
<tr>
<th>Consequence</th>
<th>Explanation</th>
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</table>
| Suspension                       | A principal may suspend a student from school under the following circumstances:  
• disobedience by the student  
• misconduct by the student  
• other conduct that is prejudicial to the good order and management of the school. |
| Behaviour Improvement Condition  | A principal may impose a behaviour improvement condition if the principal is reasonably satisfied that the student has engaged in behaviour that warrants the grounds for exclusion or other conduct that is so serious that suspension of the student from school is inadequate to deal with the behaviour.  
A *Behaviour Improvement Condition* requires the student to undertake a behaviour management program arranged by the school's principal. The program must be:  
• reasonably appropriate to the challenging behaviour  
• conducted by an appropriately qualified person  
• designed to help the student not to reengage in the challenging behaviour  
• no longer than three months. |
| Proposed exclusion or recommended exclusion | A student may be suspended pending a decision to exclude when the student’s behaviour is so serious that suspension of the student from school would be inadequate to deal with the behaviour. A student may be suspended or excluded for the following reasons:  
• disobedience  
• misconduct  
• other conduct that is prejudicial to the good order and management of the school, or  
• breach of Behaviour Improvement Conditions. |
| Cancellation of enrolment        | The enrolment of a post compulsory school age student may be cancelled if the student’s behaviour amounts to a refusal to participate in the educational program provided at the school. |

**Suspension re entry process**
- A Social and Learning Behaviour Support Plan (Intensive and Targeted) is devised or reviewed in consultation with Parent, Homeroom Teacher, Student and Deputy Principal (Guidance Officer and Special Education Staff may also attend this meeting)  
- This meeting must occur prior to student re entering the class  
- Parent and child sign the Plan and provided a copy  
- Referrals to other agencies may occur as part of the student’s plan  
- Plan is monitored weekly by the teacher, communicating with parent and student – contact entries in OneSchool  
- Plan is reviewed – 5 weeks (Targeted), 10 weeks (Intensive)  
- A record of meeting is placed on OneSchool – Behaviour Support/Manage Incident/Incident Report – ‘Action’/Administration Follow up
Student Support and Data Group
The Student Support and Data Group is responsible for gathering data regarding social and learning behaviour intervention and extension. The group meets with teachers weekly, to discuss student needs. The group makes recommendations of strategies and actions. These are relayed to key staff through OneSchool ‘Contacts’ while data is captured in the school based Tracking Student Intervention spreadsheet.

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 inappropriate behaviour. This consistency ensures that appropriate actions are undertaken to provide a safe environment for both students and staff.

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 that is expected for 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 nonthreatening 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 his/her choice and redirect 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 nonphysical 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 Wynnum State School’s duty of care to protect students and staff from foreseeable risks of injury is met. The use of physical
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 learning space 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. The following records must be maintained:
- **Physical Intervention Incident Report** (Appendix 6) pending future OneSchool prescriptions
- **Health and Safety incident record** (MyHR)
- **Debriefing Report** (for student and staff) (Appendix 7).

### 7. Network of student support
Students at Wynnum State School are supported through positive reinforcement and a system of universal, targeted, and intensive behaviour supports by:

- Parents
- Teachers
- Support Staff
- Administration Staff
- Guidance Officer
- School Chaplain
- Adopt-a-Cop
- Special Education Program (SEP) Teacher
- Advisory Visiting Teachers
- Senior Guidance Officer
- Positive Learning Centre (PLC)
- General Practitioner
- Kids Help Line
- Family and Child Connect (Benevolent Society)
Support is also available through the following government and community agencies:
- Disability Services Queensland
- Child and Youth Mental Health
- Queensland Health
- Department of Child Safety
- Police
- Local Council
- Neighbourhood Centre
- Lifeline
- BABI
- Silky Oaks

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.

Wynnum 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 through the Essential Skills and the Habits of Mind skillset.
- 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:
  - express opinions in an appropriate manner and at the appropriate time
  - work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio economic situation and
  - receive adjustments appropriate to their learning and/or impairment needs.

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

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

### 11. Some related resources
- **National Safe Schools Framework**
- **National Safe Schools Framework Resource Manual**
- **Working Together resources for schools**
- **Cybersafety and schools resources**
- **Bullying. No way!**
- **Take a Stand Together**

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**Principal**

**P&C President or Chair, School Council**

**Assistant Regional Director**

**Effective Date: ………………………. to ………………………..**
Appendix 1a

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 Homeroom. Breaches of this prohibition may result in disciplinary consequences.

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

Devices potentially containing evidence of criminal offences may be reported to the police. In such cases police may take possession of such devices for investigative 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.

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 Wynnum State School. Students using personal technology devices to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks etc) to disseminate to others (including distribution by phone or internet posting) build a culture of distrust and disharmony. Students must not record images anywhere that recording would not reasonably be considered appropriate (eg in change rooms, toilets or any other place where a reasonable person would expect to be afforded privacy).

Recording of events in class is not permitted unless express consent is provided by the class teacher. A school student who uses a personal technology device to record private conversations, ordinary school activities (apart from social functions like graduation ceremonies) or violent, illegal or embarrassing matter capable of bringing the school into public disrepute is considered to be in breach of this policy.

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

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* Education Queensland does not tolerate bullying behaviour at schools. This includes bullying conducted by electronic means.
Students involved in:
- recording; and/or
- disseminating material (through text messaging, display, internet uploading etc); and/or,
- knowingly being a subject of a recording
Breach of this policy may be subject to discipline (including suspension and proposal/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 the Queensland Police Service.

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

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

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

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

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

**Inappropriate behaviour outside of school hours**
Students may receive disciplinary consequences for bullying or cyberbullying or other inappropriate online behaviour that occurs out of school hours, and affects the good order and management of the school.

* Personal Technology Devices include, but are not limited to the following devices; portable gaming devices, the IPhone, IPod, IPod Touch or IPad, Tamagotchi® and similar games, laptop computers, PDAs, Blackberries®, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile telephones and devices of a similar nature.*
Appendix 1b

Appropriate use of social media

Wynnum State School embraces the amazing opportunities that technology and the internet provide to students for learning, being creative and socialising online. Use of online communication and social media sites and applications (apps) can provide positive social development experiences through an opportunity to develop friendships and shape identities. When used safely, social media sites and apps such as Facebook, Twitter and Instagram can provide positive opportunities for social learning and development. However, inappropriate, or misguided, use can lead to negative outcomes for the user and others.

Wynnum State School is committed to promoting the responsible and positive use of social media sites and apps. No student of Wynnum State School will face disciplinary action for simply having an account on Facebook or other social media site.

As is set out in the school policy for preventing and responding to incidents of bullying (including cyberbullying) found at Appendix 1a, it is unacceptable for students to bully, harass or victimise another person whether within Wynnum State School grounds or while online. Inappropriate online behaviours can have a negative impact on student learning and the good order and management of Wynnum State School whether those behaviours occur during or outside school hours. This policy reflects the importance of students at Wynnum State School engaging in appropriate online behaviour.

Role of social media

The majority of young people use social media sites and apps on a daily basis for school work, entertainment and to keep in contact with friends. Unfortunately, some young people misuse social media technologies and engage in cyberbullying. Social media by its nature will result in the disclosure and sharing of personal information. By signing up for a social media account, users are providing their personal information.

Students need to remember that the internet is a free space and many social media sites and apps, like Twitter, have limited restrictions placed upon allowable content and regulated procedures for the removal of concerning posts. Social media sites and apps are designed to share online content widely and rapidly. Once students place information and/or pictures online, they have little to no control over how that content is used. The internet reaches a global audience. Even if students think that comments or photos have been deleted, there can be archived records of the material that will continue to be searchable into the future. Inappropriate online behaviour has the potential to embarrass and affect students, others and the school for years to come.

Appropriate use of social media

Students of Wynnum State School are expected to engage in the appropriate use of social media. Specific examples of appropriate use of social media sites and apps include:

- Ensuring that personal information, such as full name, address, phone number, school name and location or anyone else's personal information, is not shared.

- Thinking about what they want to say or post, and how it could be interpreted by others, before putting it online. Remember, once content is posted online you lose control over it. Students should not post content online that they would be uncomfortable saying or showing to their parents' face or shouting in a crowded room.
• Remembering that it can be difficult to work out whether messages typed on social media sites and apps are meant to be funny or sarcastic. Tone of voice and context is often lost which can lead to unintended consequences. If students think a message may be misinterpreted, they should be cautious and make the decision not to post it.

• Never provoking, or engaging with, another user who is displaying inappropriate or abusive behaviour. There is no need to respond to a cyberbully. Students should report cyberbullying concerns to a teacher and allow the teacher to record and deal with the online concern.

If inappropriate online behaviour impacts on the good order and management of Wynnum State School, the school may impose disciplinary consequences for that behaviour regardless of whether the behaviour occurs during or outside of school hours. Disciplinary consequences could include suspension and/or exclusion. In serious cases of inappropriate online behaviour, the school may also make a report to the police for further investigation. Wynnum State School will not become involved in concerns of cyberbullying or inappropriate online behaviour where the incident in question does not impact upon the good order and management of the school. For example, where cyberbullying occurs between a student of this school and a student of another school outside school hours. Such an incident will be a matter for parents and/or police to resolve.

Laws and consequences of inappropriate online behaviour and cyberbullying
Inappropriate online behaviour may in certain circumstances constitute a criminal offence. Both the Criminal Code Act 1995 (Cth) and the Criminal Code Act 1899 (Qld) contain relevant provisions applicable to cyberbullying.

The Commonwealth Criminal Code outlines a number of criminal offences concerning telecommunications services. The most relevant offence for cyberbullying is “using a carriage service to menace, harass or cause offence to another person”.

The Queensland Criminal Code contains several applicable sections for cyberbullying. Potential relevant criminal offences are:

• Unlawful stalking.
• Computer hacking and misuse.
• Possession of child exploitation material.
• Involving a child in making child exploitation material.
• Making child exploitation material.
• Distribution of child exploitation material.
• Criminal Defamation.

There are significant penalties for these offences.
Wynnum State School strives to create positive environments for all students at all times of the day, including while online. To help in achieving this goal, Wynnum State School expects its students to engage in positive online behaviours.
Appendix 2

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

Purpose

1. Wynnum 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 wellbeing of all members of the school community.

2. There is no place for bullying in Wynnum 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 Wynnum 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 Wynnum 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 Wynnum 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 4 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. Cyberbullying often does not occur at school. Students are explicitly taught cybersafety, how to safely conduct and internet search, what cyberbullying is and what they should do if they receive unwanted messages, for example:
   - Not to respond to messages but keep them to report to parents and/or teachers immediately
   - Report any instances they see as a bystander of cyberbullying to parents and/or teachers immediately.

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

10. The student curriculum modules of the anti bullying 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.

11. An initial introductory lesson is delivered, which teaches the three step process to be used by all students when experiencing bullying behaviour either as a person being bullied, the person bullying or bystander – see ‘Responding to Bullies’ (page 24).

12. 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.
13. Wynnum State School will take part in the National Day of Action Against Bullying and Violence on the third Friday of March each year. This is to highlight the importance of bullying issues within our school community and what our school is doing to prevent this.

14. 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 Wynnum 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’.

15. Wynnum State School uses behavioural data for decision making. This data is entered into OneSchool on a regular 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.

The following diagram is an example of a process to work through with students as a response to a report of an incident of harassment and/or bullying (over).
Responding to Bullies

ARE YOU BEING Picked on, Targeted?

Are you or someone you know being ...
- Ignored, teased or threatened or excluded by others
- Pushed, hit or kicked
- Receiving abusive messages on the phone or email?

Are your belongings stolen, mistreated or damaged?

Can I deal with this problem?
1. Ask them to stop
2. Walk away
3. Ask a teacher/adult for help

(Remember that you can help to problem solve/resolve)

If you still have a problem

Tell someone who you trust ...
- Trusted adult
- Teacher
- Parent
- Friend

TO DEAL WITH BULLYING ...
- Ignore it
- Walk away
- Use your words
- Remind them
- Ask an adult for help

TO AVOID BULLYING ...
- Examine own behaviour
- Network of friends
- Avoid location/people
- Assertiveness training
- Control your fears

When reporting an incident
- The incident will be recorded on an Incident Report Form
- Your parents may be notified
- The school will advise all students involved of their rights and responsibilities
- The school will help you to resolve the issue
WORKING TOGETHER TO KEEP WYNNUM STATE SCHOOL SAFE

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

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

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

What kinds of knife are banned?

- No knives of any type are allowed at school, including flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives or craft knives, or any item that can be used as a weapon, for example a chisel.
- Knives needed for school activities will be provided by the school, and the use of them will be supervised by school staff.
- In circumstances where students are required to have their own knives or sharp tools for particular subjects or vocational courses, the school will provide information about the procedures for carrying and storing these items at school.

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

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

How can parents help to keep Wynnum State School safe?

- Make sure your child knows what the laws and rules are about knives.
- Do not include knives or knife tools in children’s lunch boxes, pencil cases or craft kits.
- Contact your School Principal if you believe your child is being bullied or threatened at school.
- If you want to talk about students and knives at school, please contact the Principal.
### Incident Report Form (Behaviour) Template Only—Data must be recorded in OneSchool

**Date:** [Blank]  
**Student/s Involved:** [Blank]  
**Class:** [Blank]

#### Referring Staff Member:

#### Witnessing Individuals:

<table>
<thead>
<tr>
<th>Period</th>
<th>Subject</th>
<th>Location</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before school</td>
<td>General</td>
<td>P-1 eating area</td>
<td>Library</td>
</tr>
<tr>
<td>Morning session</td>
<td>HPE</td>
<td>2-3 eating area</td>
<td>Swimming pool complex</td>
</tr>
<tr>
<td>1st break</td>
<td>Classroom music</td>
<td>2-3 eating area</td>
<td>Toilets</td>
</tr>
<tr>
<td>Middle session</td>
<td>Instrumental music</td>
<td>4-6 eating area</td>
<td>Bus Zone</td>
</tr>
<tr>
<td>2nd break</td>
<td>LOTE</td>
<td>P-1 play area</td>
<td>Ron Cushing Courts</td>
</tr>
<tr>
<td>Afternoon session</td>
<td>Library</td>
<td>2-3 play area</td>
<td>Out of bounds</td>
</tr>
<tr>
<td>After school</td>
<td>Special event</td>
<td>4-6 play area</td>
<td>Auditorium</td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td>Oval</td>
<td>Other___________________________</td>
</tr>
</tbody>
</table>

#### Categories (Tick one) MAJOR □ MINOR □ Motivation for Behaviour

- □ Dress Code  
- □ IT Misconduct  
- □ Late  
- □ Lying/Cheating  
- □ Non compliant with routine  
- □ Other conduct prejudicial to the good order and management of the school  
- □ Possess prohibited items  
- □ Substance misconduct involving illicit substance  
- □ Substance misconduct involving tobacco and other legal substances  
- □ Third minor referral  
- □ Threat/s to others  
- □ Truant/skip class  
- □ Bullying & harassment  
- □ Defiant/threat/s to adults  
- □ Disruptive  
- □ Physical misconduct  
- □ Misconduct involving object  
- □ Property misconduct  
- □ Verbal misconduct  
- □ Refusal to participate in program of instruction  
- □ Obtain peer attention  
- □ Obtain adult attention  
- □ Obtain tangible object  
- □ Obtain activity or event  
- □ Obtain sensory stimulation  
- □ Escape/avoid activity or event  
- □ Escape/avoid instructional task  
- □ Escape/avoid adult attention  
- □ Escape/avoid peer attention  
- □ Escape/avoid sensory stimulation  
- □ Don’t know

#### Incident Details (in dot points):  
- "[Referred to:__________](Please provide one copy per student involved – photocopies are acceptable)"

- □ Copy to Administration  
- □ Copy to Homeroom Teacher

**It is essential that incidents are documented and a copy of Reflection Sheet is forwarded to Administration:**

**Action taken by staff member:** (List actions taken in response to the incident)

- □ Natural consequences  
- □ Restorative justice  
- □ Community service  
- □ Buddy Teacher  
- □ Internal Suspension (determined by Admin – see Ron)  
- □ Year Level/Targeted Behaviour Support Plan  
- □ Intensive Behaviour Support Plan  
- □ Referral to Student Support Data Group Committee - Behaviour Plan

**Follow up Information**

- □ Reflection Sheet completed ✤ yes ✕ no (circle one)

- □ Buddy Class  
  - Who: __________(which h/room buddy)  
  - Time: __________  
  - How long: __________  
  - Time made up? □ yes □ no

- □ Parental Contact  
  - Date: __/__/___

**Contact Type:**  
- □ Phone  
- □ Meeting  
- □ Email  
- □ Voicemail  
- □ OneSchool “contacts”  
- □ Other _________________

**Is the case finalised?**  
- □ Yes □ No – If marked ‘no’ it is the referring staff member’s responsibility is to make an appointment with a member of Administration on the day

**Please turn over to provide factual account of the incident (optional)**
**Behaviour Reflection Sheet**

<table>
<thead>
<tr>
<th>What did you do? (Use precise language) – Taking responsibility for your own behaviour</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<table>
<thead>
<tr>
<th>What did you want? What did you hope to get out of it? (Child’s goal) – Thinking about your thinking</th>
</tr>
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<tr>
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<table>
<thead>
<tr>
<th>How did your behaviour affect others? What are the rules? - Having empathy and understanding</th>
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<table>
<thead>
<tr>
<th>How did that work for you? What would you do differently next time? – Applying past knowledge to new situations</th>
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<td></td>
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<table>
<thead>
<tr>
<th>Consequences: - What is the effect of your action, now and in the future?</th>
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**Dear ____________________________**

_________________ was/is required to complete a Reflection Sheet □ in the Thinking Room □ in the Buddy Class □ at home, for the above reason/s. Please sign this form and return to school with your child to the homeroom teacher on the following day.

Signature ___________________________  Date____________________

(Staff Member)

Signature ___________________________  Date____________________

(Parent/Caregiver)

Copies given to: □ Referring Teacher  □ Homeroom Teacher
## Physical Intervention
### Incident Report

<table>
<thead>
<tr>
<th>Name:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Person Completing Form:</strong></td>
<td></td>
</tr>
</tbody>
</table>

### Describe Crisis Point

<table>
<thead>
<tr>
<th>Date of incident</th>
<th>Time incident started</th>
<th>Time incident ended</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Where was the student when the incident occurred?</th>
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</table>

<table>
<thead>
<tr>
<th>Who was working with the student when the incident occurred?</th>
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</table>

<table>
<thead>
<tr>
<th>Where was staff when the incident occurred?</th>
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</table>

<table>
<thead>
<tr>
<th>Who was next to the student when the incident occurred?</th>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Who else was in the immediate area when the incident occurred?</th>
</tr>
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<table>
<thead>
<tr>
<th>What was the general atmosphere like at the time of the incident?</th>
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</table>

<table>
<thead>
<tr>
<th>What was the student doing at the time of the incident?</th>
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</table>

<table>
<thead>
<tr>
<th>What occurred immediately before the incident? Describe the activity, task, event.</th>
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<table>
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<tr>
<th>Describe what the student did during the incident.</th>
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<tr>
<th>Describe the level of severity of the incident. (eg damage, injury to self/others)</th>
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<table>
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<tr>
<th>Describe who or what the incident was directed at.</th>
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</table>

<table>
<thead>
<tr>
<th>What action was taken to de-escalate or re-direct the problem?</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Briefly give your impression of why the student engaged in the above-described incident. (eg was angry because I asked him/her to stop teasing)</th>
</tr>
</thead>
</table>

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Appendix 7
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 (eg 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 be modified to accommodate their specific receptive and expressive needs.
Social and Learning Behaviour Support

Actions and Procedures When Responding to Major and Minor Problem Behaviours

Recording of Major and Minor incidents into OneSchool (attending staff member responsibility)

Determining Consequences managing process (attending staff member responsibility)

Has the case been finalised?

- Yes
  - Staff member enters incident into OneSchool a Single or Multiple Student Incident (See Wynnum Way – Behaviour Incident Entry in OneSchool)

- No
  - Support required – Organise meeting (on the day of the incident) with a member of Executive Leadership Team to determine consequence and/or course of action

Has the attending staff member followed up with reflection sheet?

- Collect signed Reflection Sheet
- File Reflection Sheet in Homeroom Behaviour Folder

Attending staff member deals with issue Incident actioned the incident entered in OneSchool

Parental Contact
Natural Consequences
Restorative Justice
Community Service
Buddy Teacher
Lunchtime/afterschool detention

Buddy Class:
Who: ___________ (which homeroom)
Time: ___________ How long: ___________
Time made up? ☐ YES ☐ NO
If no when will this be made up?

Purpose of Reflection Sheet (staff to guide students through this thinking process)
- To explain what they did – taking responsibility for behaviours
- To try to determine what they hoped to achieve by these behaviours – thinking about his/her thinking
- How these behaviours affected others – having empathy and understanding
- In reflection, were the behaviours useful and what strategies would be more appropriate – applying past knowledge to new situations

What natural and/or restorative consequences are now to be followed?

This sheet, in itself, is not a consequence/punishment, it is a Learning/Communication tool

Behaviour Reflection Sheet completed by student

*This is a Learning/Communication tool, not a consequence in itself

Appendix 8

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Appendix 9

Social & Learning Behaviour Support

Step 1. Teaching review — Essential Skills and Positive Behaviour Reinforcement

At Wynnum State School we believe all students can learn, achieve and succeed. Success breeds success, schools can control the conditions for student success at school.

STUDENT: ___________ Home Group: ___________ Date: ___________

When planning strategies to support positive behaviour, the following are to be utilised. Please record how the practices below are implemented.

Essential Skills and positive behaviour reinforcement (intrinsic and extrinsic)

- What curriculum modifications have been made?
- What is the student’s preferred learning style?
- How are you developing relational connections with the student?
- What are the written expectations displayed in the room?
- What clear instructions do you give?

How do you use:

- Waiting and scanning: ____________________________________________
- Gestural / verbal positive reinforcement: ______________________________
- Cueing with parallel acknowledgment: ________________________________
- Body language encouraging: ________________________________________
- Descriptive encouraging: __________________________________________
- Success Chart / Homeroom reward system: ____________________________
- Negotiated reward activity (sport / iPad): ______________________________
- Selective attending/’Tactically ignoring’: ______________________________
- Redirecting the student (Citizenship Model): __________________________
- The protocols (Habits of Mind/ School Wide Expectations Teaching Matrix): __________________
- Choice making ‘Redirect the student with a choice of two alternatives’: __________________

How often you do: (this is to be recorded in diary, tally chart, incident report, and OneSchool contacts)

- Set student apart from peers, in close proximity to the supervised area (within view): __________________
- Remove from class to another teacher - time period negotiated (Buddy Class): ______________________
- Contact parents: ____________________________________________________________________________
- Employ community work for student: ____________________________________________________________________________
- Use loss of playtime to complete work or consequence: ____________________________________________
- Discuss this student with Administration: ____________________________________________________________________________

Do you need to reshape Homeroom strategies before referral to student support committee?

___________________________________________________________________________

___________________________________________________________________________

___________________________________________________________________________
Social & Learning Behaviour Support

Step 2. Referral to Student Support and Data Group (SSDG)

At Wynnum State School we believe all students can learn, achieve and succeed. Success breeds success, schools can control the conditions for student success at school.

1. Student Name: ................................................................. Homeroom: ..........
   Date of Birth: ................. Referred by: ........................................ Date:........

2. Student Strengths: ...........................................................................................................

   Evidence of inappropriate social & learning behaviours (running records, reflection sheets) when/where/how often.

4. SOCIAL BEHAVIOUR SUPPORT:

5. LEARNING SUPPORT:
   a. Literacy Difficulties
      - Reading/Comprehension
        Has a class appropriate sight vocabulary YES / NO
        Applies word recognition/phonics skills YES / NO
        Scans text to locate specific information YES / NO
        Reads with some degree of fluency YES / NO
        Uses graphophonics to decode YES / NO
        Uses effective reading strategies – read on/reread; context cues YES / NO
        Shows interest in reading for purpose YES / NO
        Running Record and Recall attached YES / NO
      - Writing/Spelling
        Writes using generic structure YES / NO
        Generally uses correct spelling YES / NO
        Uses appropriate vocabulary YES / NO
        Uses correct word sentence structure YES / NO
        Uses proof reading/editing skills YES / NO
        Writing sample attached YES / NO

   □ Numeracy Difficulties
      - Knows digits 0-9 without having to count YES/NO
      - Knows that a digit’s place will determine its value YES/NO
      - Counts forward and backwards (in ones, tens, hundreds) YES/NO
      - Order numbers from least to greatest YES/NO
      - Compare numbers (least, greatest or middle value) YES/NO
      - Sequence number (put numbers in a sequence that carry that sequence through) YES/NO
      - Round numbers to nearest 10/100 YES/NO

   □ Learning How to Learn
      - Able to persist with task YES/NO
      - Seeks assistance when needed YES/NO
      - Follows peer modelling YES/NO
      - Other: ........................................................................................................

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6. **Other Information:**

- Received previous intervention / therapy
- GO Report
- Attendance Data
- Speech Report
- Other

7. **List contact with Parents/Carers regarding concerns:**

   Date/s of parent contact:  
   Summary information from parent contact:  
   Date of parent contact:  
   Summary information from parent contact:

8. **The following information is to be presented at Student Support Group (SSG) meeting:**

<table>
<thead>
<tr>
<th>Social Behaviour Concerns</th>
<th>Learning Behaviour Concerns</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching Review</td>
<td>Teaching Review</td>
</tr>
<tr>
<td>Self Assessment Checklist (HOM)</td>
<td>Samples of student work</td>
</tr>
<tr>
<td>Copies of Incident Report Forms (Behaviour)</td>
<td>Examples of specific changes to classroom programs (e.g., spelling lists, simpler reading texts or work sheets, modified expectations, specific use of resources, modifications to homework)</td>
</tr>
<tr>
<td>Copies of Behaviour Reflections Sheets</td>
<td></td>
</tr>
<tr>
<td>School Wide Expectations Teaching Matrix (with areas of concern highlighted)</td>
<td></td>
</tr>
</tbody>
</table>

**Ensure that parents have been advised that student is being referred to SSG**

9. **Nature of Support you believe necessary to support this child's learning needs:**

**Teacher Signature:**

**Student Support and Data Group action recommendations:**

- Homeroom/Year Level differentiation
- Teacher to organise meeting with parent and student
- Teacher to continue to monitor this student (teacher with communication procedure with parent)
- Social and Learning behaviour support plan (teacher to initiate then review with Administration)
- Hearing and vision tested – parent to arrange
- Further testing by STLaN
- Referral to Speech Language Pathologist for prioritisation
- Referral to Guidance Officer for further investigation
- Other:

- Parents contacted by teacher to feedback recommendations

**Signed SSDG member:**

**Meeting date:**

**Copy to Teacher:**

G:\Coredata\Common\Student Support Referrals\2. Student Support referral.doc
WYNNUM STATE SCHOOL
Social and Learning Behaviour Support Planning Process
Step 3. Collation of data to develop a Social & Learning Behaviour Support Plan

Date: ______________________ Student: __________________________
Year Level: __________ Teacher: __________________________

In attendance:
Student [ ] Parent/Carer [ ] Homeroom Teacher [ ]
Administrator [ ] Guidance Officer [ ] Other ________________

Student Data required: [ ]
Incident referrals [ ]
Reflection Sheets [ ]
Academic profile [ ]
Evidence of differentiation [ ]

Date referred to Student Support Committee ______________
Other Information:
______________________________________________________________________________________

Student strengths:
______________________________________________________________________________________
______________________________________________________________________________________
______________________________________________________________________________________

Issues of Concern (Refer: School Wide Expectations Teaching Matrix - attach):
______________________________________________________________________________________
______________________________________________________________________________________
______________________________________________________________________________________
______________________________________________________________________________________

Review of Behaviours

Step 1. Teaching behaviour: review essential skills and Positive Behaviour Reinforcement
G:\Coredata\Common\Behaviour Support\2015\Teacher review essential skills.doc

Step 2. Referral to student support committee
G:\Coredata\Common\Student Support Referrals\2. Student Support referral (draft).doc

Step 3. Student Behaviour
**TRIGGERS: Hypothesis based on………………………. (eg ongoing observation / data)**

- Unsure of task requirements / instruction
- Demands of task too hard or too much
- Non preferred activity
- Loss of control (not given a choice)
- Prior interaction with other student
- Transition from classroom to play / one activity to another – not wanting to finish what they are working on
- Tiredness

**ANTECEDENT BEHAVIOIRS (what the student is doing) | MANAGEMENT STRATEGIES (what the teacher is doing)**

**Moving from least to most intrusive**

**Anxiety**
- Visible physical tension eg stiff body
- Unclear speech / becoming non verbal
- Quick movements – jumping / whole body movements
- Reduced eye contact
- Leaving the room
- Curling up / snuggling in (sensory seeking)
- Avoiding wanting to be touched (sensory avoidance)
- Jabbing at things
- Touching random objects eg computer
- Hitting objects against each other or against furniture
- Screwed up facial features or pulling faces
- Making noises eg growling

**Proactive strategies**
- Active listening
- Use of open questions eg name is there something you want? Can I help?
- Prompt with offers eg would you like to sit in the bean bag? Go for a run? Have a drink?
- Enquire if he/she needs to go to the toilet
- Be non judgmental
- Avoid demands or firm directions
- Offer visual prompt card
- Try distraction – give a small job
- Suggest a walk
- Suggest adventure playground swing
- Offer use of weighted blanket / wheat pack (sensory input)
- Offer activity with adult eg reading a book
- Offer a choice
- Provide quick distraction to something pretend, or something audible or visual in the immediate environment

**Defensive**
- Defensive language: any of – ‘This is boring!’, ‘No!’, ‘I don’t want to!’, ‘Don’t touch me!’, ‘I hate you!’
- Swearing
- Lying eg ‘You hit me!’
- ‘I’m hungry!’, ‘I’m tired!’
- ‘I’ll be naughty and you will have to send me home!’
- Yelling / screaming
- Verbal insults eg you’re dumb, fat, mean etc

**Proactive strategies**
- Selective attending (may also contribute to an escalation if student is seeking attention)
- Use firm and directed distraction (not direct instructions) eg come on name let’s go for a walk
- Give choice in the language of a ‘deal’. When / then
- Give a formal choice eg you have to the count of 3 or I’ll call (as per your plan) / you will need to miss play – slow counting
- Seek professional support (staff back up)
- Move other children away from immediate contact
- Remind eg name, you need to be quiet, you are distracting others from learning
- Allow take up time and then be prepared to follow through
- Avoid a power struggle – provide choice
- If behaviour stops verbally or tangibly (when possible) reward immediately

**Acting out**
- Appearing physically and emotionally out of control
- Inability to regulate behaviour
- Laughing in a taunting way
- Throwing objects around
- Throwing objects at others
- Upturning furniture

**Reactive strategies**
- Try a distraction eg offer to go look at something
- Buddy class system (follow flow chart)
- Move other students away and objects away
- Staff move away
- Call for staff support (team teacher / year level plan)
- Advise name clearly eg ‘That is not safe’
- Striking out at teachers or peers
- Hitting, kicking, biting, spitting, pinching (peers and/or adults)
- Going through other’s property
- Pulling at objects eg noticeboard or easel
- Trying to tip objects eg easel, desk, chair
- Leaving the area
- Leaving the school grounds

- Call for administration assistance if unsafe
- Give clear directions in a louder firm voice eg ‘Put it down!’ or ‘Stop!’ using hand gestures
- Avoid approaching
- Move out of his / her line of sight if possible (and safe)
- Engage in conversation with another in an intentionally calm or perhaps even humorous way (used as a distractor)
- Staff encourage and support each other
- If name leaves grounds and continues to put him/herself at risk by not remaining nearby and continuing to leave, the school will contact parent and/or police if necessary.

**Last resort:**
Use of Non Violent Crisis Intervention techniques: children’s control position or team control position for short term until name is calm and back in control.

**Tension Reduction – any of:**
- ‘Coming down’ both physically and emotionally
- Looking relaxed and cheerful
- Making eye-contact
- Appearing to want to reconnect with significant adult/s or peers
- Name may become lethargic and need to sit quietly for a while
- Sleeping and/or resting
- Apparent remorse

**Therapeutic Rapport – any of:**
- Provide space and opportunity for name to lie down and rest
- Offer drink / walk
- Allow swing / sensory input
- Debrief – by helping name identify his physiological signs eg ‘name feel your heart / forehead: are you hot?’
- Offer a snack
- Coach an apology
- Discussion of appropriate choices
- Move on

**Physical Restraint – Non Violent Crisis Intervention Method**
At any time __________________ is at risk of injury to his/herself or others, staff members trained in the use of Non Violent Crisis Intervention children’s control position or team control position will be used for short term restraint until __________________ is calm and back in control.

Parent signature: __________________ Date: ______________

**Target behaviours – Habits of Mind (focus on no more than two):** refer HOM Behaviour Matrix
G:\Coredata\Common\Behaviour Support\2017\Behaviour Matrix HOM.xls

**Eg**

**Managing Impulsivity**
- Following instructions in a timely manner
- Self regulating / making appropriate choices
- Accepting suggestions to improve behaviour and work
- Displaying a calming, thoughtful manner with arising issues
- Knowing and handling his / her emotions

**Persistence**
- Willing to learn from mistakes and take an active role in learning tasks
- Staying on task, checking work as an ongoing process
- Working inclusively with peers and staff members to achieve set goals

**Attachments:**
- Individual Student Social & Learning Behaviour Contract and Negotiated Consequence Chart

**Signatures:**

__________________________

Student

__________________________

Parent/Carer

__________________________

Teacher

**Administrator:** __________________ Review Date: _____________

**PLAN ATTACHED TO ONESCHOOL:** ☐
Intensive Behaviour Support Plan – PROACTIVE PLAN

Student Name: ____________________________  Homeroom: _____  Date: ____

Student Goals:
- .
- .
Success Criteria: <Name> knows <he/she> is achieving these goals when:
- .
- .
- .
- .
- .

Mode of Communication
- .

Behaviour Support Strategies (Home):
- .
- .

Behaviour Support Strategies (School):
- .
- .

Review Date: ____________________________

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SAMPLE ONLY Intensive Social & Learning Behaviour – REACTIVE PLAN (Consequences)

Student Name: 

Homeroom:

As per the Learning Behaviour Support Planning Process and Student Social & Learning Behaviour Contract all positive behaviour management strategies have been implemented. When these strategies are not successful the following reactive strategies are required:

Non-compliant/Disruptive Behaviour – calling out, avoiding engagement in learning tasks, arguing when redirected

Non-compliant

- Redirection (Warning 1)
- Compliant

- Return to Learning Task
- Non-compliant behaviour

- Buddy Class
  - 1) C Wilson (4GW) 2) K Raid (2/3KR)
  - Time and work is made up during playtime or after school
- Non-compliant behaviour

- External Suspension
  - Non-compliant behaviour
  - Re entry Meeting
  - Reflect Sheet and Review of plan (if necessary)
- Re entry Meeting

High Level Disruption/Non compliant/Agression

Continues non-compliant / disruptive behaviour

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Wynnum State School
Year Level/Homeroom Targeted Behaviour Support Plan

Student Name: Homeroom: Date:

Managing Impulsivity

Take your time!
Thinking before acting; remain calm, thoughtful and deliberate.

Student Goals:
Success Criteria:
- .
- .
- .
- .

Behaviour Support Strategies (School):
- .

Review Date:

Persisting

Stick to it!
Persevering in a task through to completion; remaining focused.

Student Photo

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Appendix 10

Definitions and Explanations to Support Social and Learning Behaviour Processes

- **Behaviour Incident Report (One School - Behaviour)**
  This is the major data collection tool for inappropriate student behaviour. When dealing with an issue, whether observed, reported by a student or parent, the report is to be completed. (If reported to you by a staff member who was the reporting officer, it is that person who enters the Incident Report in OneSchool).
  See Wynnum Way – Behaviour Incident Entry into OneSchool

- **Behaviour Reflection Sheet**
  This form is designed to serve three purposes –
  1. For students to think about their thinking. Students are asked:
     - To explain what they did – taking responsibility for behaviours
     - To try to determine what they hoped to achieve by these behaviours – thinking about his/her thinking
     - How these behaviours affected others – having empathy and understanding
     - In reflection, were the behaviours useful and what strategies would be more appropriate – applying past knowledge to new situations
     - What natural and/or restorative consequences are now to be followed? This form, in itself, is not a consequence.
  2. As communication between school and home (parental contact prior to the form going home, to discuss the form as a reflective tool, is very powerful)
  3. For students to verbally discuss his/her behaviours with parents/carers.
  Completed Reflection Sheets are stored in Homeroom Behaviour Folders

- **Buddy Class**
  This is one of a number of strategies available through the Essential Skills process. This strategy is employed when the student is disengaged in a learning task and is displaying disruptive behaviour (see appendix 8, Responsible Behaviour Plan for Students). If a student is sent to a Buddy Class, an Incident Report (OneSchool – Behaviour Support) must be completed and a Behaviour Reflection Sheets (signed by teacher and parent), is to be filed in the student’s Homeroom Behaviour Folder. Lesson time and/or learning task missed must be made up during breaks or after school (negotiated with parents). The teacher is to include, in the OneSchool entry, the name of the Buddy Class, the time required ‘to be made up’ and when the time will be or was completed.
  All occasions when the Buddy Class strategy is employed, it must be documented in OneSchool.

- **Displaying Social and Learning Behaviour Award**
  At the end of each Semester, during the Reporting to Parents process, all students who achieved C or better for the behaviour rating, established through year level moderation, are entitled to receive this acknowledgement certificate. However, teacher judgement (with Year Level moderation) quality assures the list. OneSchool/Positive Behaviour entry activates the certificate.

- **Habits of Mind Certificate**
  During end of Semester 1 Reporting to Parents process, a list of 3-5 students per Homeroom is to be submitted to Precinct Executive Leader. This list must include the reasons for selection, based on a proven development/gains, by the student, in some attributes of the Habits of Mind. Specific and precise student data is required. A certificate is completed and signed by the Executive Leader and is included with the Report Card.

- **Homeroom Citizen Award (Celebration Ceremony)**
  During end of Semester 2 Reporting to Parents process, 4 students per Homeroom are selected to receive a citizen award (Creative, Democratic, Informed, Healthy). These are presented during the end of year Celebration Ceremony. Homeroom teachers of each recipient will include a comment regarding the award (generic codes are provided) in the General Comments section of the Report Card.
Believe

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Thinking and communicating with clarity and precision
Listening with understanding and empathy
Applying past knowledge to new situations
Remaining open to continuous learning
Responding with wonderment and awe
Thinking about your thinking
Questioning and problem posing
Gathering data through all senses
Creating images

Queensland Government