Wulguru State School

The Code of School Behaviour
Better Behaviour
Better Learning

Learning Together Opens a World of Opportunities

Wulguru State School

Responsible Behaviour Plan for Students

based on
The Code of School Behaviour
1. Purpose

At Wulguru State School, we recognise the importance of positive relationships with each other. By making meaningful connections with our students, we believe a supportive and caring and disciplined environment can be created.

The Responsible Behaviour Plan for students focuses on providing opportunities for all students to take responsibility for their behaviour and become better citizens in our society in the way we treat each other.

We expect everyone to get along with each other and be fair in their actions. All students are supported, even those whose behaviour is most challenging. Partnerships between school staff, parents, community members and outside agencies are important and can value-add to the success of our students, both academically and socially.

2. Consultation and Data Review

Wulguru State School continuously looks at the way behaviour is managed at our school and we have begun the journey to become a Positive Behaviour for Learning (PBL) school. School based data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents also informed the development process. Information has been shared in newsletters, emails and at staff meetings and P&C meetings about the behaviour management processes used and feedback has also been sought at these forums.

This revised plan was endorsed by the Principal and the President of Wulguru P&C in November 2016 and will be reviewed in 2018 as required by legislation.

3. Learning and Behaviour Statement

In order to promote and maintain a safe and orderly environment for learning and teaching, we at Wulguru State School have three clearly defined expectations. They are aligned with values, principles and expected standards outlined in the Code of School Behaviour and the Statement of Expectations for a Disciplined School Environment.

Live the Wulguru Spirit...
be fair
be safe
be your best

These expectations are supported by the belief that:

1. Children learn effectively when teachers build positive relationships with them.
2. Supporting students is most effective when it is done in partnership with parents, school staff and the wider school community. Students must be involved in the process and their input needs to be valued.
3. What we do to improve behaviour needs to benefit the vast majority of students, but must be sufficiently flexible to cater for individuals who are experiencing difficulty in behaving in an acceptable manner.
4. We are accountable and responsible for our behaviours. We recognise that our behaviour is our best attempt at the time to deal with our world.
5. We foster socially responsible behaviour through the reinforcement of positive behaviours.
6. We recognise the importance of restoring relationships with students following problem behaviours.
7. We all have the right to be happy, experience success, and feel safe in our school environment.

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

Our Mission Statement
At Wulguru State School we are achieving success through quality learning opportunities for every child every day.

Our Vision
Learning together opens a world of opportunities.

Universal behaviour support

Wulguru State School and the PBL team recognise the link between behaviour and learning. Strategies are put in place to encourage high expectations for positive behaviour and therefore academic success. The Continuum visually represents that although all students at Wulguru are entitled to and do receive effective and positive behaviour support, further specialised behavioural strategies are implemented for students who may require further intervention to achieve schooling success.
A whole school approach means everybody in the school’s community is committed to a safe and supportive environment. The first step in facilitating standards of positive behaviour is communicating those standards to all students. At Wulguru State School we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school. Communicating behavioural expectations is a form of universal behaviour support - a strategy directed towards all students designed to create positive behaviour and prevent problem behaviours.

Our whole school approach provides a supportive and positive learning environment through:

- Open communication with the school community on the school’s Responsible Behaviour Plan for Students, the three behavioural expectations and Wulguru State School – Whole School Values & Behaviour Matrix.
- Emphasising the use of assessment and behavioural data to guide intervention and management decisions. This is carried out by the Positive Behaviour for Learning team and behaviour data is used to identify the focus of behaviour lessons across the school.
- Shared school values and positive reinforcement of the school rules.
- Staff have access to on-going professional development and individualised coaching where required. This includes:
  - Essential Skills Classroom Management training with annual updates
  - Trauma training and the effect on brain development and child behaviour
  - Classroom Profiling
  - Active Supervision training as a means of responding to behaviour in the playground. Staff are expected to wear high visibility vests and are provided with duty bags which include playground referral forms and Spirit Tickets
- Managing of incidents through clear and well-understood processes. This includes clarity around how major and minor incidents are recorded on OneSchool.
- Supporting students and building strong community relationships.
- Explicit teaching of school-wide expectations and social skills, through classroom behaviour lessons and immediate responses to behaviour using ‘Tell, Show, Practice’.
- Information for parents around our behaviour expectations through the newsletter, P&C meetings and by accessing the school’s website.

Expectations for student behaviour are designed by a school based team informed by the latest research on Positive Behaviour for Learning, professional development, school data, and an intrinsic knowledge of Wulguru State School.
The Wulguru State School – Whole School Values & Behaviour Matrix has been revised in 2016 through staff, student and parent consultation. The matrix below outlines our agreed rules in all school settings.

<table>
<thead>
<tr>
<th>Wulguru State School – Whole School Values &amp; Behaviour Matrix</th>
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</thead>
<tbody>
<tr>
<td>All Areas</td>
</tr>
<tr>
<td>-----------</td>
</tr>
<tr>
<td>Respect</td>
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<tr>
<td>Toleration &amp; Inclusion</td>
</tr>
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<td></td>
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<tr>
<td>Responsibility</td>
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<td>Honesty</td>
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‘Live the Wulguru Spirit – be fair, be safe, be your best’

For the Classroom

At the start of the year, each teacher is expected to have in place a classroom plan that students have agreed to and have been involved in developing. The plan should detail clear class expectations and consequences.

As part of their plan, teachers are expected to use a variety of behaviour management strategies with the aim of minimising inappropriate behaviour and maximising engagement of students.

Some of the strategies include:

- Tactical ignoring
- Selective attending
- Proximity
- Proximity with touch interference
- Body language encouraging
- Waiting and scanning
- Pause in talk
- Cueing
- Descriptive encouraging
- Non-verbal redirection
- Distraction or diversion
- Non-verbal directional action
- Oral directional phrase
- Curriculum redirection
- Calling the student’s name
- Questioning to redirect
- Individual close talk
- Verbal redirection: directive question
- Verbal redirection: directive statement
- Give choices (incorporating consequences)
- State logical consequence
For the Playground

All staff are expected to use a variety of strategies with the aim of minimising inappropriate behaviour and maximising appropriate responses from students.

Some of these include:-

- Proximity
- Proximity with touch interference
- Body language encouraging
- Cueing
- Descriptive encouraging
- Non-verbal redirection
- Distraction or diversion
- Non-verbal directional action
- Oral directional phrase
- Calling the student's name
- Questioning to redirect
- Individual close talk
- Verbal redirection: directive question
- Verbal redirection: directive statement
- Give choices (incorporating consequences)
- State logical consequence

If a student continues to behave inappropriately in the playground, then the following steps are followed:

- counsel the student about his/her behaviour with the aim of having the student recognise what he/she is doing is appropriate;
- he/she is willing to change his behaviour and does so; and
- if appropriate, understands what the next step will be should he/she continue to behave inappropriately.

Depending on the circumstances, a student may need to show some restitution before he/she can continue to play or may be asked to follow the teacher on duty or sit out for a brief period of time.

All staff are trained in the range of corrective strategies identified above and in the Essential Skills Classroom Management. They are also aware of the impact that precipitating factors, e.g. trauma, can have on student behaviour.

Acknowledging Positive Behaviour

At Wulguru State School, we acknowledge the efforts of student in upholding the expectations of our school with the following:

- Spirit Tickets – Given to students when the focus behaviour is observed
- Classroom Rewards – to recognise other positive behaviour in the classroom
- Weekly class acknowledgements linked to the Spirit Points
- Spirit Postcards – sent home to families for students who exemplify the Wulguru Spirit
- Spirit Award – presented weekly on parade
- Wulguru’s Spirit Day: Celebrating Student Behaviour – the end of Term celebrations for students who have had 0 or 1 majors for the term
- Spirit Pin – presented to students at the end of the year who have had no more than one major incident all year

For further information see Appendix 1 – Acknowledging Positive Behaviours at Wulguru State School
Bully Prevention

Bullying is identified as a major behaviour and defined as:

- The repeated oppression, psychological or physical, of a less powerful person by a more powerful person or group of persons.

Wulguru State School actively discourages bullying and students are encouraged to let their peers know that they do not like a particular behaviour. If the negative behaviour continues the student is encouraged to remove herself/himself from the conflict without retort. If the perpetrator persists, the student is encouraged to report it to a teacher. The role of the bystander is also emphasised to support others who are being targeted. When a student reports the behaviour, the staff member will ask them if they had followed the appropriate steps and will then take appropriate action – this may include counselling the student on strategies to employ or investigate the issue further.

Cyberbullying and Personal Use of Technology Devices

It is a breach of the expectations of Wulguru State School to bring any personal electronic devices to school as there is a risk of theft, damage and misuse. The expectation "Leave your treasures at home" refers to any items that are not necessary for educational purposes including toys, large amounts of money, swap cards and other valuables.

There is a ban on all electronic devices with the exception of mobile phones where a parent may request that a student needs to have a phone for after-school contact. In this case our policy is for the student to deposit the phone in the Administration office on arrival at school and then to collect it when departing in the afternoon. This requirement is stated explicitly in the School Information Booklet available to parents.

Permitted personal technology devices used contrary to the guidelines 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.

Appropriate use of mobile telephones and other electronic equipment is expected. Wulguru State School takes a proactive approach to the prevention and management of Cyber Bullying. For more information see Appendix 2 – Cyber Bullying.

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

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

Vigilant checking of student activity on the internet by our MIS administrator minimises the misuse of school technology. All computers at our school have the Cybersafety Help Button on the Desktop.

Students in the senior school are instructed on the impact of cyberbullying as part of the Personal Development component of the Health Syllabus. They are informed of the laws that apply to social networking sites and to taking of illicit images and footage.
Targeted behaviour support

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

Classroom Plan
If, after following the Universal Behaviour Support strategies, a student continues to behave inappropriately in the classroom the following steps are followed.

1. withdrawal within the classroom i.e. ‘thinking chair’; and
2. withdrawal away from the classroom i.e. ‘buddy classroom’.

See Appendix 3 – Behaviour Steps for the Classroom

Negotiating Re-entry

Once a child has been withdrawn from the classroom, he or she is expected to negotiate re-entry, following these steps.

1. acknowledge that his/her behaviour was inappropriate;
2. agree to follow class expectations and stop the inappropriate behaviour; and
3. understand what the next step will be, should he/she continue to misbehave.

Office Support

At any time, if a teacher feels it is warranted, support may be sought from the principal or deputy in helping a student to make a better choice with his/her behaviour. This support may be called upon when a child refuses to go to the thinking chair or buddy classroom or could be the next step if a child continues to misbehave.

The principal or deputy will aim to have the student back in to the classroom as soon as possible and only after the student is ready to negotiate his/her re-entry.

Students that require targeted behavioural support have access to a wide range of resources to aid in their learning. Students are identified who may require targeted support, and a team approach is used to formulate and record strategies for implementation. Parents/caregivers are involved in the support through the classroom teacher. The team may consist of student, parent, teacher, other support staff and principal or deputy, if required.

Strategies used for targeted behaviour support could include:

- Curriculum adjustments
- Creation of an Individual Behaviour Support Plan
- Reinforcement of personal strategies to deal with target behaviours
- Support offered through teacher, staff and administration
- Increased communication with parents/caregivers and includes positive/encouraging communication
- Possible referral to external agencies for support

Throughout this process an Individual Behaviour Management Plan must be devised.
For the Playground

If, after utilising the Universal Behaviour Support strategies in the playground, a student's behaviour continues to be inappropriate, then the student is expected to go to the 'Consequence Room'.

The Consequence Room is only used for playground behaviour and teachers are expected not to use this strategy as part of their classroom behaviour plan.

Depending on the severity of the incident and/or the number of times a child has been required to spend time at the 'Consequence Room' during a term, a child may move from Level 0 to Level 1, then 2, 3 etc. If the incident is very serious, a child may skip a level or two or even go straight to level 4. Parents will be advised in writing when a child is no longer on Level 0 and when they progress to higher levels.

All students start at Level 0 at the beginning of each term. This provides all students with a ‘fresh’ start at the beginning of each term. See Appendix 4 – Playground Play Plan.

<table>
<thead>
<tr>
<th>Behaviour Levels</th>
<th>Level 0</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Times sent to 'Consequence Room'</td>
<td>0-1 times per term</td>
<td>2 times per term</td>
<td>3 times per term</td>
<td>4 times per term</td>
<td>5 times or more per term</td>
</tr>
<tr>
<td>Parent Notified by</td>
<td>-</td>
<td>Yellow Letter</td>
<td>Orange Letter</td>
<td>Red Letter</td>
<td>Blue Letter</td>
</tr>
<tr>
<td>Parent Interview Request</td>
<td>-</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Follow Up</td>
<td>nil</td>
<td>nil</td>
<td>Student is expected to follow a Playground Play-Plan for at least two weeks</td>
<td>Student is withdrawn from the playground for both play one and two for 5 days</td>
<td>Suspension from school for at least one day can be expected</td>
</tr>
</tbody>
</table>

Serious Incidences: A child may skip one or more levels, if their inappropriate behaviour is very serious.

Following Up

All teachers are expected to follow up with important incidents that involve the student and themselves. This may result because a student has treated the teacher disrespectfully or not complied with a request. Following up usually occurs after both the teacher and the student have had time to reconsider their thoughts and/or actions. (e.g. some 'cool-off time' has occurred). Teachers, who wish to follow up with a playground incident, should do so at 'lining-up' time and should ask the Principal or Deputy to take charge of their class, whilst they follow up on the matter. If it is not possible at this time then another time needs to be found. (e.g during non-contact time, next play time, before school etc.)

Following Through

It is important to continue to follow through with a particular student some time afterwards (i.e. next day, week or even month). It may be part of a plan, or just as a means of letting a student know that you ‘care’. Following through allows a positive rapport between students to be established. Making vital connections with students is one of our underlying school principles and is essential in establishing a supportive and caring environment.
Intensive Behaviour Support

Wulguru State School is committed to educating all students, including those with the highest behavioural support needs. We recognise that students with highly complex and challenging behaviours need comprehensive systems of support. All students who are considered to be "seriously at risk" of significant educational underachievement due to their inappropriate behaviours are supported through the Student Services Team.

On top of the actions already provided to Targeted Behaviour Support students, the Student Services Team:

- Works with other staff members to develop appropriate behaviour support strategies.
- Monitors the impact of support for individual students through continuous data collection.
- Makes adjustments as required for the student, and
- Works with the School Positive Behaviour for Learning Team to achieve continuity and consistency.
- Works across agencies to support students in the most appropriate manner.

Strategies used will be preventative, supportive and/or corrective.

Preventative – the action taken to prevent or minimise unnecessary disruption. This may include effective learning and teaching practices, classroom organisation, positive modelling and the use of appropriate content and curriculum material.

Supportive – the action taken to employ support for the student and teacher. This may mean strategies teachers put in place to assist students or it may mean additional support from other staff in the school for the teacher and student.

Corrective – the actions teachers take when disruptive behaviour occurs. This includes positive correction strategies outlined in the Individual Behaviour Support Plan.

All behaviour that is contrary to school and classroom procedures will be managed based on the individual/s involved. Parents of the child/children involved will be informed of major breaches of behaviour and consequences will be developed based on individual circumstances.

Complex Case Management

Students who are considered to be at risk and have experienced an array of higher level management strategies, such as suspension or exclusion, should proceed through a systematic assessment procedure. This may include:

- Creation of a Complex Case Support document by the Guidance Officer which gives an overview of (a) presenting conditions (b) support services involved (c) adjustments in place (d) case team members
- Referral to Guidance Officer for assessment and preliminary behavioural support.
- Full team collaboration to undertake a functional behavioural assessment and develop an Individual Behaviour Support Plan.
- Crisis plan developed

At times, schools enrol students who have lived through very difficult or traumatic life circumstances and as a result, present very challenging behaviours at school. These students may need significant help with managing relationships within the school setting. They may also need help with their emotional self-regulation as they may have a strong flight/flight or freeze response when they feel anxious or threatened. With this type of support, crisis intervention can be minimised. However, crisis events may still occur during the school year. During crisis, the emotional and physiological responses of the student can be beyond their control and the planned and calm response of key adults from this school will be required to manage this event both during and after the event occurs.
It is understandable that staff, students or community members who are present during a crisis or hear of the event after may be concerned. Please note that at all times, reasonable efforts will be taken to hear and address these concerns but confidential information about the student cannot be shared with others without appropriate and informed consent.

5. Consequences for unacceptable behaviour

Wulguru State School makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When unacceptable behaviour occurs, students experience predictable consequences. Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour.

OneSchool is used to record minor and major problem behaviour. The recording of three minor behaviours constitutes a major behaviour. Staff are trained annually in the way behaviour incidents are to be recorded on OneSchool. The behaviour information recorded on OneSchool will then be used to identify any problem areas which may require specific training for staff.

In 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.

Minor and Major Behaviours

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

- Minor problem behaviour is usually handled by staff members at the time it happens; and
- Major problem behaviour is referred directly to, or discussed with, the school Administration team.

Minor Behaviours:

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

Minor problem behaviours may result in the following consequences:

- A minor consequence logically connected to the problem behaviour, such as complete removal from an activity or event for a specified period of time, partial removal (time away), individual meeting with the student, apology, restitution or detention for work completion.
- Where the same minor behaviour is repeated three times in a two week period, this constitutes a major behaviour.

Major behaviours:

- intentionally violates the rights of others;
- put others / self at risk of harm;
- require the involvement of school Administration;
- require time-out
- may result in suspension / exclusion.
Major behaviours result in an immediate referral to or discussion with a member of the Administration team because of their seriousness. Such incidences are recorded in One School.

<table>
<thead>
<tr>
<th>WULGURU STATE SCHOOL MAJORS AND MINORS TABLE</th>
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<tbody>
<tr>
<td><strong>One School Category and Definition</strong></td>
</tr>
<tr>
<td>Bullying/ harassment</td>
</tr>
<tr>
<td>Defiant/ threat to adults</td>
</tr>
<tr>
<td>Defiant – persistent refusal to follow directions, physically or verbally threatening staff</td>
</tr>
<tr>
<td>Disruptive</td>
</tr>
<tr>
<td>Minor</td>
</tr>
<tr>
<td>Dress code</td>
</tr>
<tr>
<td>IT misconduct</td>
</tr>
<tr>
<td>Computers/school devices not solely used for teaching and learning purposes</td>
</tr>
<tr>
<td>Minor</td>
</tr>
<tr>
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</tr>
<tr>
<td>Major</td>
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<td>Minor</td>
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**The Code of School Behaviour**

Better Behaviour
Better Learning

Queensland Government
<table>
<thead>
<tr>
<th>Possess prohibited items</th>
<th>Major</th>
<th>Refer to Admin</th>
<th>Possession of spray paint, lighters/matches, propellants, knives, cigarettes, prescription medication, sling shot</th>
<th>Talking about graffiti, using paints during Art, show and tell items that stay in the classroom</th>
</tr>
</thead>
<tbody>
<tr>
<td>Property misconduct</td>
<td>Major</td>
<td>Refer to Admin</td>
<td>Vandalism, graffiti, deliberate misuse of equipment in an unsafe manner, damaging soap dispensers, toilet rolls down toilet, breaking taps/stuffing drains, deliberately breaking other's belongings</td>
<td>Accidentally breaking a pencil or dropping equipment</td>
</tr>
<tr>
<td>Refusal to participate in program of instruction</td>
<td>Major</td>
<td>Discuss with Admin</td>
<td>Persistently not attempting or completing a set task, walking out of class to avoid tasks</td>
<td>Not having requisite literacy/numeracy or other skills to attempt or complete a task, complaining about work being boring or stupid, not having tools to complete tasks</td>
</tr>
<tr>
<td>Substance misconduct involving illicit substance</td>
<td>Major</td>
<td>Refer to Admin</td>
<td>Drugs, alcohol</td>
<td>Smoking, over the counter medications eg Panadol, being in the possession of cigarettes/lighters</td>
</tr>
<tr>
<td>Substance misconduct involving tobacco and other legal substances</td>
<td>Major</td>
<td>Refer to Admin</td>
<td>Smoking, over the counter medications eg Panadol, being in the possession of cigarettes/lighters</td>
<td>Talking about cigarettes</td>
</tr>
<tr>
<td>Third minor referral</td>
<td>Major</td>
<td>Discuss with Admin</td>
<td>3 minors for the same behaviour within a two week period</td>
<td></td>
</tr>
<tr>
<td>Threats/s to others</td>
<td>Major</td>
<td>Discuss with Admin</td>
<td>Threatening violence towards others, whether by actions or words, making a throat-slitting gesture</td>
<td>Saying 'shut up', comments made in jest as part of play</td>
</tr>
<tr>
<td>Truant/skip class</td>
<td>Major</td>
<td>Discuss with Admin</td>
<td>Skipping classes, being in out-of-bounds areas, leaving the school grounds or class without permission, not returning to class after breaks</td>
<td></td>
</tr>
<tr>
<td>Verbal misconduct</td>
<td>Major</td>
<td>Discuss with Admin</td>
<td>Repeated name-calling, abusive personal attacks, racial slurs, aggressive comments of a threatening nature, swearing directly at peer or adult</td>
<td></td>
</tr>
<tr>
<td>Minor</td>
<td>No referral – Teacher to manage</td>
<td>Swearing or saying 'stupid' or 'gay' in general speech, muttering under breath</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>PLEASE DO NOT SELECT THIS CATEGORY – ZERO VALUE DATA</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other conduct prejudicial to the good order and management of school</td>
<td>PLEASE DO NOT SELECT THIS CATEGORY UNLESS BEHAVIOUR DOES NOT FALL UNDER ANY OTHER CATEGORY – ZERO VALUE DATA</td>
<td></td>
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</tbody>
</table>
Definitions of Consequences

| Time out | A principal or a teacher 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 directly supervised and given an opportunity to re-join class in intervals of no more than 10 minutes. |
| Detention | A principal or a teacher may use detention as a consequence for a breach of school expectations and provides students with an opportunity to reflect on their behaviour. |
| Temporary Removal of Property | A principal or staff member of Wulguru State school has the power to temporarily remove property from a student, as per the procedure Temporary Removal of Student Property by School Staff. Removed items will be kept in the Administration Block. Students will sign the removal of property register when collecting removed items at 3pm on the day of removal. |
| Disciplinary Improvement Plan | Is a written agreement that sets out strategies and steps to improve a student's behaviour. It outlines the expectations for behaviour, the consequences for inappropriate behaviour and the support that will be provided by the school. |
| Community Service Intervention | With the consent of the student and their parent, the student performs unpaid work or activities outside of school hours, in their local community or school with a host organisation or under the supervision of a school staff member to address inappropriate student behaviour. |
| School Disciplinary Absences (SDA) | A principal may suspend a student from school under the following grounds: |
| Suspension | • disobedience;  
• misbehaviour;  
• conduct that adversely affects, or is likely to adversely affect, other students enrolled at the school;  
• conduct that adversely affects, or is likely to adversely affect, the good order and management of the school;  
• the student’s attendance at the school poses an unacceptable risk to the safety or wellbeing of other students or staff of the school |
| 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 the school would be inadequate to deal with the behaviour. A student may be suspended or excluded for the following reasons: |
| 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. |

When responding to problem behaviours, staff members ensure that students understand the relationship of the problem behaviour to expected school behaviour. The language of the PBL matrix is used. One method that staff members might use to achieve this is to have students:

- Identify the positive (expected) behaviour
- Identify what happens when positive choices are made and how that makes the student feel
- Identify what happened, what the student did and how the student was feeling
- Articulate the relevant expected school behaviour outlined in the PBL matrix
- Describe the likely consequences if the problem behaviour continues and
- Identify what the student needs to do to change their behaviour in line with expected school behaviour and reaffirm how that will make them feel

Should problem behaviour be repeated, the staff member may need to work through a PBL style lesson to specifically teach the required behaviour.
School Disciplinary Absences

Students who display serious unacceptable behaviour may be withdrawn from school altogether through suspension. Through suspension a student may be withdrawn from school for up to 20 days.

In rare cases, a student may be withdrawn from school permanently through exclusion, if the level of unacceptable behaviour or seriousness warrants this outcome. This is seen as the last resort and only after all other options to improve a student’s behaviour has been explored and implemented.

Suspension
In the case that a student is suspended from school, parents will be contacted by phone whenever possible when the decision to suspend has been made and by letter (as per EGPA 2006 Section 285).

In the event that a student is suspended for 6 to 20 days, a Case Manager will be appointed. Suspension will only be used after all other responses has been explored with due consideration for the welfare & safety of other students and staff.

Before a student is suspended consideration will be given to the particular situation & context, individual circumstances and actions of the student as well as the needs and rights of the school community.

Exclusion
A recommendation that a child be excluded from our school may be made for a very serious offence (e.g. physical assault on a staff member or student resulting in an injury or trauma) Further, a child may be excluded after an extensive process of supporting the child with challenging behaviours fails and it becomes in the best interest of the school and its community that the child no longer attends our school.

6. Emergency Responses or Critical Incidents

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

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

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

Basic defusing strategies

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

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

Exit other students from the classroom or incident area.
Using a controlled voice, direct other students to calmly leave the scene and move to a safe spot if their safety is at risk.
Approach the student in a non-threatening manner
Move slowly and deliberately toward the problem situation, speak privately to the student(s) where possible, speak calmly and respectfully, minimise body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates.

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

Debrief
Help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations. It is also critical to ensure all staff involved in the critical incident participate in a de-brief after the incident.

Physical Intervention
At Wulguru State School we have a trained Non-violent Crisis Intervention (NVCI) Instructor and key staff members have also been trained in the preventative measures to take and the physical interventions that can be used as a last resort. Ideally these interventions are to be used in a team situation to maintain safety and ensure professionalism.

It is important to note that physical restraint is part of a continuum, beginning with time out and through a range of intervention strategies until physical restraint is reached. In cases where a child is displaying self-harming behaviours, physical restrain may be used as a prevention strategy.

Staff may make legitimate use of physical intervention if all non-physical interventions have been exhausted and a student is:

- Physically assaulting another student or staff member; or
- Posing an immediate danger to him/herself or to others.

Appropriate physical intervention may be used to ensure that Wulguru State School’s duty of care to protect students and staff from foreseeable risks of injury is met. The use of physical intervention is only considered appropriate where the immediate safety of others is threatened and the strategy is used to prevent injury. Students at risk may have physical restraint included in their crisis plan section of their Individual Behaviour Plan.

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 such as the CPI child control or CPI adult control positions.

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; and
- the underlying function of the behaviour.
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.

Physical restrain is not to be used as a response to:

- Property destruction,
- School disruption,
- Refusal to comply,
- Verbal threats or
- Leaving a classroom or the school unless the safety of the student is clearly threatened.

Staff training

Professional Development in the correct approach and procedures to physical intervention using the Crisis Prevention Institute (CPI) model will be provided to key staff on an annual basis.

Record keeping

In each instance involving the use of physical intervention, students and staff must be offered opportunities for debriefing and these must be formally documented. The following records (see Appendix 5: Record Keeping for Emergency Responses or Critical Incidents) must be maintained and uploaded onto OneSchool:

- Physical Restraint Incident Report
- Health and Safety Incident Report
- Debriefing Report

Risk Management Plans must be in place for all students whose behaviour is deemed to be at risk of episodic critical behaviour events. All staff must be aware of these plans and have ready access to them.

7. The network of student support

The network for support at Wulguru State School includes the involvement of a team of personnel and agencies. The Positive Behaviour for Learning Team and the Student Services Team are the basis of a network of people within the school to support students whose behaviours are challenging. From these two groups, various arms radiate to support students in a best-fit way. These include:

School Based

- school teaching and support staff;
- school administration;
- guidance officer
- parents;
- chaplain;
- speech therapist;
- advisory visiting teachers; and
- school nurse.
Government and Community Based

- Police Liaison Officer;
- Department of Child Safety;
- Child and Youth Mental Health;
- Family and Child Connect
- TAIHS – Townsville Aboriginal and Islanders Health Services
- Act for Kids and
- Other non-government organisations (eg Red Cross)

On-line Services

- Kids Helpline;
- Bullying-No Way;
- Cybersafety Help Button; and Cybersmart - Online help and reporting
- R U Okay.

8. Consideration of individual circumstances

Wulguru State School is a caring and inclusive school. We believe in ‘fairness’ and value the relationships with each other and apply the rules of natural justice in every situation. Consideration is given to 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;
- Taking into account student’s age, gender, disability, cultural background, emotional wellbeing, and socio-economic situation;
- 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

Other individual circumstances that must be considered are:

- previous behaviour record;
- severity of the incident;
- amount of reliable evidence;
- degree of provocation;
- intent of the action; and
- honesty and perceived level of remorse.

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 will be considered at all times.

It is important to work closely with parents/caregivers; respecting their rights, providing them with relevant information and taking into consideration their responses.

A notion of equity not necessarily equality is the premise.
9. Related legislation

- Commonwealth Disability Discrimination Act 1992
- Commonwealth Disability Standards for Education 2005
- Education (General Provisions) Act 2006
- Education (General Provisions) Regulation 2006
- Criminal Code Act 1899
- Anti-Discrimination Act 1991
- Commission for Children and Young People and Child Guardian Act 2000
- Judicial Review Act 1991
- Workplace Health and Safety Act 2011
- Workplace Health and Safety Regulation 2011
- Right to Information Act 2009
- Information Privacy (IP) Act 2009
- Weapons Act 1990 and education
- Education (Strengthening Discipline in State School) Amendment Bill 2013

10. Related policies

- The Code of School Behaviour
- Statement of Expectations for a Disciplined School Environment
- Accidents, Incident and Incident Investigations
- Department of Education, Training, Employment Standard of Practice
- Managing risks in School Curriculum
- 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 Education Institutions
11. Some related resources

- National Safe Schools Framework; 
  (ncab.nssfbestpractice.org.au/resources/resources.shtml)
- National Framework for Values Education in Australian Schools – Queensland; 
  (www.education.qld.gov.au/curriculum/values/)
- Bullying. No Way!; (www.bullingnoway.com.au)
- Positive Behaviour for Learning
- Code of Conduct for School Students Travelling on Buses; 
  Department of Education, Queensland;
- Better Behaviour Better Learning Professional Development Suite; 
  suite.pdf
Wulguru State School Positive Consequences

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<tbody>
<tr>
<td>Spirit Tickets</td>
<td>Classroom Teachers</td>
<td>Anytime</td>
<td>To recognise positive behaviours in all areas of the school</td>
<td>Given to students when the desired behaviour is observed. Bronze (50) and Silver (100) level awarded in class. Gold (200) and Platinum (400) awarded on weekly parade. Display in office.</td>
<td>Wrist bands, certificates,</td>
</tr>
<tr>
<td>Classroom Rewards</td>
<td>Classroom Teachers</td>
<td>Daily</td>
<td>To recognise positive behaviours in instruction and conduct in the classroom.</td>
<td>Presented in classroom.</td>
<td>Lucky dips, prize box, homework pass, negotiated reward activity</td>
</tr>
<tr>
<td>Spirit Postcards</td>
<td>Classroom Teachers</td>
<td>Anytime</td>
<td>To recognise individuals who demonstrate the Wulguru Spirit.</td>
<td>Posted home/ Handed to students</td>
<td>A postcard to inform parents of child's positive behaviour.</td>
</tr>
<tr>
<td>Spirit Awards</td>
<td>Classroom Teachers</td>
<td>Weekly on Parades</td>
<td>To recognise students who uphold the 3 school expectations.</td>
<td>Presented on Parade</td>
<td>Spirit award badge, Spirit Award Certificate</td>
</tr>
<tr>
<td>Wulguru's Spirit Day: Celebrating Student Behaviour</td>
<td>Year levels</td>
<td>End of term — One session (In the early stages of implementation twice a term)</td>
<td>To recognise students who have upheld the 3 school expectations for the term.</td>
<td>Students invited have 0-1 major (in and out of the classroom) for the term.</td>
<td>A special activity that is negotiated with students within year levels. E.g. Wet day, Movie, Disco, Sports session.</td>
</tr>
<tr>
<td>Spirit Pin</td>
<td>PBL Data Leader</td>
<td>Week 10 Term 4</td>
<td>To recognise students who have upheld the 3 school expectations for the entire year.</td>
<td>Students invited have 0-1 major (in and out of the classroom) for entire year.</td>
<td>Presented at Academic Awards ceremony.</td>
</tr>
<tr>
<td>Sports Awards</td>
<td>PE Teacher</td>
<td>Week 9 Term 4</td>
<td>To recognise individual student achievements in sports.</td>
<td>A parade involving parents and Years 4-6.</td>
<td>Certificate of achievement.</td>
</tr>
<tr>
<td>Academic Awards</td>
<td>Classroom Teachers, Master Teacher</td>
<td>Week 10 Term 4</td>
<td>To recognise excellence and great improvement in academic studies.</td>
<td>Formal parade to hand out awards/certificates. Academic criteria to be attained.</td>
<td>Students and families invited to a special parade to receive awards.</td>
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Appendix 2 – Cyber bullying

This is where people use electronic communication to harm others. Cyber bullies can use text messages, phone calls, email, instant messaging, social networking sites and web pages to embarrass others.

The main forms of cyber bullying are identified as:

- **Flaming:** online fights using electronic messages with angry or vulgar messages
- **Harassment:** repeatedly sending nasty, mean or insulting messages
- **Denigration:** Posting or sending gossip or rumours about a person to damage his/her reputation or friendships
- **Outing:** sharing someone’s secrets or embarrassing information or images online
- **Exclusion:** Intentionally and cruelly excluding someone from an online group
- **Cyber stalking:** repeated, intense harassment and denigration that includes threats or creates significant fear.
- **Sexting:** Text messages containing sexually explicit material

In addressing cases of Cyber Bullying, school staff gather related information and reports and refer to Wulguru State School Values and Behaviour Matrix.
### Be Fair. Be Safe. Be Your Best.

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<thead>
<tr>
<th>Step</th>
<th>Description</th>
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<tbody>
<tr>
<td>1</td>
<td>Ready to go!</td>
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<td>2</td>
<td>Rule Reminder</td>
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<td>3</td>
<td>Name on the Board</td>
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<td>4</td>
<td>Time out within the classroom</td>
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<td>5</td>
<td>Time out at Buddy Class</td>
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<td>6</td>
<td>Office/Admin Called</td>
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</table>

See Appendix 3 – Behaviour Steps for the Classroom

The Code of School Behaviour
Better Behaviour Better Learning

Queensland Government
## Appendix 4 – Playground Play Plan

### Alternatives to "Free" Play

<table>
<thead>
<tr>
<th>Contract Period</th>
<th>Buddy Teacher</th>
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<td>Name</td>
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<th>Monday</th>
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<tr>
<td>Lunch One</td>
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### Shadow Teacher
- Adventure Playground
- In-Classroom Game Room
- Computer
- Library
Appendix 5: Record Keeping for Emergency Responses or Critical Incidents

Physical Restraint Incident Report

Name: ___________________________ Date: __________________

Person Completing Form:

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

Where was the student when the incident occurred?

Who was working with the student when the incident occurred?

Where was staff when the incident occurred?

Who was next to the student when the incident occurred?

Who else was in the immediate area when the incident occurred?

What was the general atmosphere like at the time of the incident?

What was the student doing at the time of the incident?

What occurred immediately before the incident? Describe the activity, task, event.

Describe what the student did during the incident.

Describe the level of severity of the incident. (e.g. damage, injury to self/others)

Describe who or what the incident was directed at.

What action was taken to de-escalate or re-direct the problem?

Briefly give your impression of why the student engaged in the above-described incident. (e.g. was angry because I asked him/her to stop teasing).
Health and Safety Incident Report

The Health and Safety Incident Report is completed on-line, on the My-HR site.


Debriefing Report

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

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

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

Debriefing should provide information on:

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

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

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

Questions for staff

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

Questions for student

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

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