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 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 with parents, Teachers and outside agencies who can make a difference, is valued.

2. Consultation and Data Review

Wulguru State School has continued to develop incorporating aspects of the School Wide Positive Behaviour Support program. School based data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents also informed the development process. Parents, students and staff were also consulted in the development of The Responsible Behaviour Plan. This revised plan was endorsed by the Principal and the President of Wulguru P&C in October, 2013, and the Assistant Regional Director (schools),, and will be reviewed in 2015 as required by legislation.

3. Learning and Behaviour Statement

Our school principles centres around our vision

‘Learning Together Opens a World of Opportunities’
At Wulguru State School we believe our job is to create ‘Smart people’ who can ‘get along with each other’

Our school principles, and school vision, form the basis of our beliefs about behaviour and learning. In particular, we place an emphasis on positive relationships in our school and see our job as not only to improve the educational outcomes of students, but also to instil effective ‘people skills’. In fact, we believe that teaching students to ‘get along with each other’ is as important as teaching them to ‘read and write’.

What we do and say at our school is done with the aim of improving relationships with each other. We create a supportive school environment where students are encouraged to take responsibility for their behaviour and do their best in the classroom or playground, on a sporting field or stage and even at home. Students are recognised for their good behaviour and those that need support in improving their behaviour are assisted in a caring environment involving all stakeholders as required. Criticizing, blaming, complaining, nagging, threatening, punishing or bribing is avoided with all students. Instead behaviours that promote connectedness with people such as listening, supporting, encouraging, respecting, trusting, accepting and negotiating are encouraged.

There are a number of beliefs about behaviour that we particularly agree upon as a whole school. These are:

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. Punishment or threats as a means of improving student behaviour is not seen as appropriate.
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

It is important not to forget that the majority of students who attend our school behave in a fair and considerate manner towards others. Our school provides many opportunities for these students to achieve success, or participate in activities that make their time at school more exciting or enjoyable.

Students who display unacceptable behaviours are given opportunities to correct this behaviour and be included in what the school offers everyone. Consequences apply to actions rather than punishment, and through support and encouragement, not fear and resentment, we expect even the most challenging students to become valued members of their classroom and school body.
Universal behaviour support

There are a number of processes in our school that facilitate positive behaviours of our students. These processes encourage students to behave in a responsible manner. They help create a caring and supportive environment for students and provide opportunities for students to behave in an acceptable and exemplary manner. Students are expected to take responsibility for their actions and consequences apply to actions that are not acceptable. Consequences are fair and consistent, with the aim of fostering self-discipline and mutual respect.

Positive processes or programs we carry out at our school falls into three categories: (i) Playground, (ii) Classroom & (iii) Whole School

A brief synopsis of each process is as follows.

PLAYGROUND

Computer Lab
Opened to students during Play 1 from Monday to Friday, by teachers who volunteer to supervise this room (beyond their normal duties). Students can access the internet or software during this time. This program is only implemented when there are sufficient teachers who volunteer to provide this supervision.

Library
Opened to students during Play 1 & Play 2, Monday to Friday, and supervised by staff as per the playground duty roster. Students can read, play board games, access computers or borrow books during this time.

Games Room
The room is opened to Year 4 – 7 students to play the Xbox games and other students to use the board games & toys. The room is available to students during Play 1 & 2, Monday to Friday and supervised by Teacher Aides. Refer to Appendix A

Playground Contracts
Students who experience difficulty in playing with others and are at risk of regular suspension because of their behaviour, may be expected to follow a playground contract. The contract maps out alternative playing options for these students, such as using the computer lab, playing in a classroom, library, games room etc instead of having ‘free choice’. Playground contracts are not negotiated with a student, without the involvement of the principal or deputy. Staff should be informed of these contracts at a staff meeting. Refer to Appendix A

Bully Busters
Year 7 students choose to participate in the ‘Bully Buster’ program at the start of each year. Interested students are timetabled during a play period once or twice a week to interact with the younger students and help them to play and get along with each other. Students wear special ‘Bully Buster’ T-Shirts.

Bum Bags
Teachers on duty carry ‘bum bags’, where they can record incidences of student behaviour that is inappropriate. These records are data based and weekly reports are made available to teachers. Refer to Appendix A

Class Sports Equipment Kits
Each classroom is provided at the start of the year with a kit of sporting equipment such as balls. Teachers manage these resources and allow their students to play with them during playtime.
CD Players for Students
Students can borrow a CD player from the library at the beginning of each play period and can be used then to play their own music at designated locations, such as at the stage and outside the toilet blocks. The CD players used are provided by the student council.

Handball Courts
Seven handball courts exist under buildings and out in the playground that students use before school and during play periods. The courts are very popular and allow students to play in groups.

The classes might interact regularly or when the need arises in a way that is beneficial to both classes. (e.g. older students may read to younger students, or vice versa).

Sun Safe Awards
‘Awards’ are presented to Year 1-3 classes at their Friday parade, to any class who attends the PE class with every child wearing a hat and shoes. The class with the most awards at the end of the year wins a class ‘Pizza’ party.

School Rules
All classrooms have on display a sign showing our three school rules.

- Be fair
- Be safe
- Be your best.

Classrooms are expected to develop their own specific rules under these headings. Students are constantly referred to these rules both in the playground and classroom.

Buddy Classroom
As part of each classroom’s behaviour management plan, each classroom is expected to have a ‘Buddy’ classroom. Students who need to be withdrawn from their classroom for brief periods of time are sent to their ‘Buddy Classroom’.

CLASSROOM

Student of the Week
On each Year 1-3 parade ‘Student of the Week’ awards are present to students nominated by their teacher. The awards are presented to the students by the Principal or Deputy.

‘Good News’ Letter
Teachers can send a ‘Good News’ letter home if they wish to inform a parent/guardian of something positive about a student. ‘Good News’ letters are available in the staffroom and will be posted home by the school. Refer to Appendix B

Star Spellers
‘Star Speller Certificates’ are available for teachers to use as part of their spelling program. The certificates recognise the achievement made when students meet their spelling goals. Certificates are awarded each time spelling quotas are increased. Refer to Appendix B

Partner Classroom
Teachers find another classroom to work with throughout the year. Usually it is a class in the lower primary that may work with an upper-primary class. The classes

Whole School

School Captains
The school through a selection process involving both staff and students, selects a School Captain and a Vice Captain (both a ‘boy and a girl’) at the end of Term 4.

Sport House Captains
Students in Year 7 who are not School Captains are eligible to be a Sports House Captain, through a selection process involving both staff and students. Captains are chosen in Term 1.
School Camps
School camps are held each year for Year 5, 6 and 7 students. Year 5 students stay at the Sports and Recreation Centre on Magnetic Island, usually in Term 2 for two (2) nights. Year 6 students stay at Kamp Kanga, Proserpine at the end of Term 4 for four (4) nights. Year 7 students stay at Lake Tinaroo at the beginning of Term 4 for two (2) nights. All students are encouraged to attend.

School Parades
Year 4-7 students attend a parade under the CPA on Friday afternoons commencing at 2.40 pm during sporting seasons. Years P-3 students attend a parade under the CPA each Friday afternoon, commencing at 1.45 p.m. Every fortnight on Wednesdays at 8.55am, all year levels combine for a ‘Whole-School’ parade. During this week, P-3 parade is also held.

Interschool Sports
Students from Years 5 to 7 are eligible to join a sports team and play on Friday afternoons against other schools. Three different sport seasons occur throughout the year. Students ‘try out’ for the sports on offer each season and teachers manage the teams participating in the competitions.

Inter-house Athletics’ Carnival
Each year, late in Term 2 or early in Term 3, the Inter-house Athletics’ Carnival is held. The carnival encourages student participation and fosters team spirit on the day. Results from this carnival help select the school athletics’ team to compete in August against other schools at the ‘Red Track.’

Inter-house Swimming Carnival
Each year, in Term One, the Inter-house Swimming Carnival for Yr 4-7 is held at a public swimming pool (e.g. Long Tan). Student participation and fun is encouraged and a school team is selected from the results on the day to compete in the Interschool Swimming Competition.

School Concert
Every second year (odd year), a ‘Shining Stars’ concert is held at the Civic Theatre. All classes are encouraged to participate. The concert also showcases our school band, choir groups of students and talented individuals. The concert is usually held in Week 4 of Term 4, on a Tuesday or Thursday night. Refer to Appendix C

Tournament of Minds
With the support of school staff, a team of seven students from Years 5 to 7 is chosen to participate in the Tournament of Minds competition. Students perform against other teams from Townsville & district at Annandale State School on a Saturday, early in Term 3. Winning teams in the competition travel to Brisbane later in the term, to compete for the State Title.

Pottery Program
A Ceramics program for Years 5, 6 and 7 is conducted each year, in Term 3. The program involves a local potter, Fiona Banner, taking classes and all students make a ceramics piece, glazed and displayed at the school fete.

Dance Program
A Dance Program involving Years 2 and 4 students is conducted each year in Term 3. The program involves a local Dance Company taking the classes where each class learn a dance. The dances are performed at our ‘Shining Stars’ concert or at a theatre, (on the years that no concert is being held).

Gotchas
Gotchas are awards handed to children by staff to recognise and reward children who are interacting in a positive manner in the playground. These children are then recognised by having their names published in the weekly newsletter and are entitled to a small prize from the ‘Gotcha Box.’

School Newsletter
Student achievements and ‘good news stories’ are included in the Newsletter promoting student success and positive behaviour. The newsletter is published each Tuesday.

Star Behaviour Awards
Each school parade one student from each year level is recognised for ‘doing the right thing or their achievements’. The student is chosen from a random draw where students receive tickets from their teacher when they wish to acknowledge their positive behaviour.
These students receive a ‘Star Behaviour Card.’ The Star Card entitles the student to a free ‘large popcorn or Slush Puppy’ from the Tuckshop. The Star Card is seen as a means of celebrating the student’s success and not as a reward. Any staff member can present the Star Card to a student and the cards are available from the Office or Staff Room. Refer to Appendix C

At the end of each term, all tickets issued are combined and two students are drawn and win a thirty dollars Toys R Us money voucher. (One student from Prep-Yrs3 & another from Yrs4 – 7)

**Targeted behaviour support**

**For the Classroom**

**Classroom Plan**

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 strategies with the aim of minimising misbehaviour and maximising engagement of students.

Some of the strategies include:

- tactical ignoring;
- rule reminder;
- redirection; and
- using the language of ‘choice’.

If 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’.

**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 the classroom as soon as possible and only after the student is ready to negotiate his/her re-entry.

**Additional Support**

A number of strategies are employed for students who continue to be disruptive in the classroom and do not respond to the classroom’s behaviour plan. These include:-

**Team Meeting:**

A meeting may be sought involving the teacher, parent/guardian, student and Deputy or Principal. The purpose of the meeting is (i) to seek to understand the problem, (ii) look at ways of ‘fixing’ the problem, (iii) agree on a plan, normally for both the teacher and student to follow and (iv) ensure that after a period of time (e.g. 3-4 weeks), a follow-up meeting is held. Parents may be expected to also play a part in achieving the desired outcomes. The tone of the meeting is one where ‘blame’ is not being sought, but rather a ‘win-win’ outcome is looked for both the teacher and student. Before such a Team Meeting is organised, either the Deputy or Principal should be consulted.
**Individual Behaviour Plans:**
An Individual Behaviour Plan may be developed at a ‘Team Meeting’ or afterwards. These plans are always discussed with the parent/guardian and student before being implemented. The plan will clearly state what happens at each step and must be followed fairly and consistently to be effective. The plan may include sending the student home or removing the student from the classroom for long periods of time at the office (i.e., a session or two). Plans are regularly reviewed and when the student’s behaviour improves, these plans are removed with the student expected to follow the normal classroom behaviour plan (Appendix D).

**Behaviour Cards**
A ‘Behaviour Card’ may be developed as a result of a ‘Team Meeting’ or to present at a ‘Team Meeting’, which monitors a student’s behaviour. The card is sent home each day for the parent to see, so that positive behaviours can be re-enforced.

Behaviour cards may state specific behaviours that the students are expected to follow. The cards may have daily or weekly targets that the student aims to reach. Behaviour cards are usually used for short periods of time (e.g., 3-4 weeks), but can be used for longer periods if appropriate (Appendix D).

**For the Playground**
All teachers are expected to use a variety of strategies with the aim of minimising misbehaviour and maximising appropriate responses and actions of students.

Some of these include:-
- rule reminder;
- redirection; and
- using the language of ‘choice’.

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 circumstance, 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.

Significant behaviour incidences are recorded in the ‘Behaviour Records’ book found in the bum bag.

If a student’s misbehaviour is serious, 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.

**‘Office’ Support**
At any time, if a teacher feels he/she needs support in dealing with a behaviour issue, then the Principal or Deputy may be sought to assist. This support may be called upon if a student refuses to comply with an instruction or request, or if the incident is very serious, or part of a plan.

**‘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 or 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 that matter. If it is not
possible at this time then another time needs to be found. (eg 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.

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 with the Business Services Manager’s 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 (refer to Temporary Removal of Personal Property by School Staff – Section 10). 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 (refer Appendix E – Cyber bullying). Wulguru State School takes a proactive approach to the prevention and management of 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 Managed Internet Service administrator minimises the misuse of school technology.

Intensive Behaviour Support

The school believes it can deal with nearly all incidences by the processes it has in place in supporting student behaviour. However, when these processes are not enough to make a difference, then intensive behaviour support may be required. This support is achieved through ‘Case Meetings’

Case Meeting

When it is obvious that a student requires Intensive Behaviour Support, a Case Meeting is organised. A Case Meeting is different from a Team Meeting in that additional personal are invited to attend, such as a Guidance Officer, Behaviour Management Teacher, and professionals from outside agencies such as Child and Youth Mental Health Services and Red Cross.

At a Case Meeting, an Individual Behaviour Plan (IBP) is developed to support both the student and the school. The plan requires the support of the parent/guardian in its implementation. Samples of Individual Behaviour Plans can be found in Appendix E.

Another outcome of a Case Meeting is the provision of teacher aide support from the school and/or District Office. This may be necessary for a period of time, so that success is optimised for both the student and teacher.
Without the establishment of a productive partnership between the school and parent, it is difficult to support the student. The parent may be expected to follow-up with seeking help from outside agencies, such as Paediatrician, Child and Youth Mental Health Services, Occupational Therapist or Doctor. Further, the parent may be expected to be available to pick up the student from school before the end of the day, should the need arise and according to the Individual Behaviour Plan.

Case Meetings are usually ongoing throughout the year so that progress can be discussed and any issues discussed. As improvements are made, the frequency of these meetings may decrease. Case Meetings are a good vehicle to establish positive relationships with all stakeholders, and through everyone working together, positive results are usually achieved.

5. 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).

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

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

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

Physical Intervention
Staff may make legitimate use of physical intervention if all non-physical interventions have been exhausted and a student is:
- physically assault another student or staff member; and
- 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.

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; and
- 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; and
- leaving a classroom or the school, unless student safety is clearly threatened.

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

Record keeping
Each instance involving the use of physical intervention must be formally documented through ‘One School’.

6. Consequences for unacceptable behaviour

One of our school beliefs is that ‘we all have the right to be happy, experience success and feel safe in our school environment’ (page 4, no 7). When the rights of students and teachers are violated by another person, then appropriate consequences apply to that person’s actions.

Generally consequences will involve either some form of restitution or withdrawal. If needed, as a last resort, physical restraint may be necessary.

Restitution

Being ‘fair’ towards others is a value that is endorsed at Wulguru State School. Children, who bully, damage or take someone else’s property, physically hurt or tease another person is expected to undertake some form of restitution. This may involve an apology, or acknowledging how their behaviour has affected someone else. It may involve replacing stolen property or paying some contribution towards any damage caused.

Students are expected to make an effort to correct their behaviour, especially if they are being unfair in a situation. Restitution takes time and effort and often lots of ‘follow through’. However, it provides students who display unacceptable behaviour an opportunity to learn and grow emotionally, becoming better ‘citizens’.

Withdrawal

Students who display unacceptable behaviour may be withdrawn from the activity that they are participating in. This may mean being sent to a ‘Buddy Classroom’, office, ‘Consequence Room’ or parents may be contacted immediately to discuss appropriate consequences. Students who display unacceptable behaviour at a camp may, in negotiation with the parent, be collected and taken home, or if playing sport, may be withdrawn from playing.
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.

Unacceptable Behaviour in the Playground
The school has developed guidelines in dealing with unacceptable behaviour in the playground. These guidelines are clearly stated in the following policy statement.

Our Belief Statement
Wulguru State School community believes in a whole-school approach to behaviour management which addresses the rights and responsibilities of all its’ participants. We aim to provide the best possible climate for teaching, learning and playing in an environment where children can feel safe and be happy.

Rights of all Students
• to learn;
• to be happy;
• to feel safe; and
• to work in a supportive environment.

Consequences
When the rights of others are violated by another person, it is expected that an effort is made by this person to correct their inappropriate behaviour. We expect for all children to take responsibility for their actions and that consequences apply for their actions. If a child fails to observe the rights of others, they may be expected to spend some time in the ‘Consequence Room’ during playtime, where they will be counselled by teachers.

Children in the ‘Consequence Room’ are encouraged to make better choices, so that the rights of others are not violated.

Students may spend time in the consequence room for behaviours such as

- Bullying – physical (acting alone)
- Bullying – verbal (acting alone)
- Bullying – verbal (acting alone)
- Bullying (acting as part of a group)
- Cyber Bullying
- Bringing prohibited materials to school
- Sale of prohibited materials at school
- Fighting (usually a two sided affair)
- Hitting (usually a one sided affair)
- Verbal abuse of staff member
- Insulance (e.g. being rude or disrespectful)
- Defiance (e.g. not following an instruction)
- Noncompliance (e.g. not following a rule)
- Persistent swearing
- ‘Extreme’ Language
- Wilful destruction of property
- Theft
- Cyber Violations
**Behaviour Levels**

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 another level.

All students start at Level 0 at the beginning of each term. This provides all students with a start ‘fresh’ at the beginning of each term. Students that remain at Level 0 at the end of each term will be acknowledged in some way for their good behaviour.

<table>
<thead>
<tr>
<th><strong>Behaviour Levels</strong></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><strong>Times sent to ‘Consequence Room’</strong></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><strong>Parent Notified by</strong></td>
<td>-</td>
<td>Yellow Letter</td>
<td>Orange Letter</td>
<td>Red Letter</td>
<td>Blue Letter</td>
</tr>
<tr>
<td><strong>Parent Interview Request</strong></td>
<td>-</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td><strong>Follow Up</strong></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>

**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 (See Appendix F).

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

**Minor Behaviours:**

- are minor breaches 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; and
- Time out with a staff member where the staff members take the student aside and follow the Wulguru State School Script.
  - *What do you want?*
  - *Are you getting what you want?*
  - *Is what you are doing getting what you want?*
  - *What do you need to do to get what you want?*
  - *How can I help?*

**Major behaviours:**

- intentionally violates the rights of others;
- put others / self at risk of harm;
- require the involvement of school Administration;
- require time-out in the Reflection Room (Refer Appendix J for Reflection Room Procedures); and
- may result in suspension / exclusion.
Major behaviours result in an immediate referral to Administration because of their seriousness. Such incidences are recorded in One School.

Administration investigates the major or repeated minor behaviours and applies reflection room consequences or other according to the Major Behaviour Consequences Matrix (Appendix F).

**Physical Restraint of Students**
Staff may make legitimate use of physical intervention if all non-physical interventions have been exhausted and a student is:
- physically assaulting another student or staff member;
- posing an immediate danger to him/herself or to others; and
- causing or likely to cause serious property damage.

Appropriate physical intervention may be used to ensure that the 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.

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

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.

Suitable training will be offered to staff when it becomes available and practicable to attend or participate.

All staff are provided with annual training in the following areas:
- Code of Conduct;
- Student Protection; and
- Workplace Health and Safety.

### 7. The network of student support

Effective support to student behaviour often requires a team approach involving a wide range of people. At Wulguru State School, this team includes the following:

**Principal / Deputy Principal**
- provide support to teachers with their Classroom Behaviour Plan and with playground behaviours;
- meet with parents to discuss specific issues;
- are part of the team in ‘Team Meetings’ (p.9) and ‘Case Meetings’ (p.11);
- are usually involved with Individual Behaviour Plans (p.9);
- provide counselling to students and ‘follow up’ and ‘follow through’ with students; and
- follow school beliefs and principles about behaviour and learning.

**Teachers**
- provide daily support in the classroom and playground;
- provide support to other teachers, through Buddy Classroom (p.6) and Supply Teacher Support Program (Appendix B);
- be part of the team with ‘Team Meetings’ (p.9) and ‘Case Meetings’ (p.11);
- play a vital role in the effectiveness of Individual Behaviour Plans (p.9); Behaviour Cards (Appendix D) and other programs; and
- follow school beliefs and principles about behaviour and learning.
Support Staff
- provide support to teachers in the classroom;
- support students in the playground during playground duty;
- support students in the Games Room (Appendix A) in providing supervision and managing its operation;
- support student learning in the classroom; and
- follow school beliefs and principles about behaviour and learning.

Office Staff
- provide support to students through the administration of medication;
- liaison between parents and school in a productive manner;
- support the principal and deputy in their roles; and
- follow school beliefs and principles about behaviour and learning.

Behaviour Management Teacher
- provide individual support to students who require intensive behaviour support;
- meet regularly with ‘Bully Busters’ (Appendix A) and ensure program operates effectively;
- provide support to teachers who may have specific behaviour issues in their class;
- implement specific programs to groups of students or individuals; and
- assist teacher with individual Responsible Behaviour plans.

Learning Support Teacher
- provides learning support to individuals;
- may be involved in ‘Case Meetings’ (p.11); and
- maintain the bum bags (Appendix A) for teachers.

Guidance Officer
- provides counselling service to students;
- conducts specific tests with students;
- liaisons with parents and teachers; and
- may be involved in Case Meetings (p.11).

Special Services Team
Speech Pathologist, ASD – Autism Teacher, Speech & Language Impairment Teacher, ESL Teachers etc.
- provides an assessment service to students;
- liaisons with parents and teachers;
- supports students with specific programs; and
- may be involved in Case Meetings (p.11).

Parents / Guardians
- involved with Team Meetings (p.9) & Case Meetings (p.11);
- follows through with specific requests made by the school that have been agreed upon; and
- might be part of a students ‘Individual Behaviour Plan’ (p.9).

Police Liaison Officers
- visit the school when requested;
- interact with students in a positive manner; and
- might carry out a ‘home visit’, in assisting the school with a specific issue.

Child Protection
- may interview a student about specific concerns about their wellbeing and safety.
Outside Agencies
Child & Youth Mental Health Services, Doctors, Paediatricians, Psychologist, Occupational Therapist, Social Workers
- may be involved in providing assessment and diagnosis of a student’s behaviour;
- may be involved in ‘Case Meetings’ (p.11); and
- may provide medication to assist a student with a diagnosed psychological or medical condition.

8. Consideration of individual circumstances

Wulguru State School is a caring school.
We believe in ‘fairness’ and value the relationships with each other and apply the rules of natural justice in every situation. Students have the right to natural justice. A range of significant factors are considered when choosing responses to student behaviour. These include context, emotional well-being, culture, gender, race, socio-economic situation and impairment.

We expect student to be tolerant of other people’s difference and to treat them with respect.

We strive to include all students in our school even those that exhibit the most challenging behaviours. We expect all students to take responsibility for their behaviour and to get ‘along with each other’.

We recognise that individual circumstances of a student need to be taken into consideration when dealing with their behaviour. We have seen how these circumstances can impact on their behaviour significantly and that this must be recognised when developing ways in assisting these students.

Through ‘Case Meetings’ (p.12) and a team approach, we believe we can ‘make a difference’ to these students. This may mean being flexible to classroom or playground behaviour plans and following more appropriate Individual Behaviour Plans (p. 9) for these students.

9. Related legislation
- Commonwealth Disability Discrimination Act 2009;
- Commonwealth Disability Standards for Education 2009;
- Education (General Provisions) Act 2006;
- Education (General Provisions) Regulation 2006;
- Criminal Code Act 1899;
- Anti-Discrimination Act 1991;
- Commission for Children and Young People and Child Guardian Act 2000;
- Judicial Review Act 1991;
- Workplace Health and Safety Act 1995;
- Workplace Health and Safety Regulation 1997;
- Right to Information Act 2009; and

10. Related policies
- Inclusive Education; http://ppr.det.qld.gov.au/education/learning/Pages/Inclusive-Education.aspx
• Student Dress Code;
  http://ppr.det.qld.gov.au/education/management/Pages/Student-Dress-
  Code.aspx
• Student Protection;
  http://ppr.det.qld.gov.au/education/community/Pages/Student-Protection.aspx
• Hostile People on School Premises, Wilful Disturbance and Trespass;
  http://ppr.det.qld.gov.au/corp/governance/Pages/Hostile-People-on-School-
  Premises,-Wilful-Disturbance-and-Trespass.aspx
• Police and Child Safety Officer Interviews with Students and Police Searches at
  State Education Institutions;
  http://ppr.det.qld.gov.au/corp/governance/Pages/Police-and-Child-Safety-Officer-
  Interviews-with-Students,-and-Police-Searches-at-State-Educational-
  Institutions.aspx
• Acceptable Use of Department’s Information Communication and Technology
  (ICT) Network and Systems;
  http://ppr.det.qld.gov.au/corp/ict/management/Pages/Acceptable-Use-of-
  Departments-Information-Communication-and-Technology-(ICT)-Network-and-
  Systems.aspx
• Managing Electronic Identities and Identity Management;
  http://ppr.det.qld.gov.au/corp/ict/management/Pages/Managing-Electronic-
  Identities-and-Identity-Management.aspx
• Appropriate Use of Mobile Telephones and other Electronic Equipment by
  Students; and
  http://ppr.det.qld.gov.au/education/learning/Pages/Appropriate-Use-of-Mobile-
  Telephones-and-other-Electronic-Equipment-by-Students.aspx
• Temporary Removal of Student Property by School Staff.
  http://ppr.det.qld.gov.au/education/management/Pages/Temporary-Removal-of-
  Student-Property-by-School-Staff.aspx

11. Some related resources
• National Safe Schools Framework;
  (ncab.nssfbestpractice.org.au/resources/resources.shtml)
• National Framework for Values Education in Australian Schools;
  (www.valueseducation.edu.au)
• National Framework for Values Education in Australian Schools –
  Queensland; (www.education.qld.gov.au/curriculum/values/)
• Bullying. No Way!; (www.bullingnoway.com.au)
• School Wide Positive Behaviour Support;
• Code of Conduct for School Students Travelling on Buses;
• Richmond, C (1996) Behaviour Management Skills Training Package
  Department of Education, Queensland;
• Rogers, W (1990) You Know the Fair Rule ACER, Hawthorne, Victoria;
• Resilience and Drug Education Information;
  http://www.deewr.gov.au/Schooling/Programs/REDI
• Better Behaviour Better Learning Professional Development Suite;
  suite.pdf
• Professional Standards for Teachers: Guidelines for Professional Practice
  (Education Queensland);
• North Queensland Learning Place
Endorsement

Principal | P&C President | Assistant Regional Director

Date effective: from ................................................ to ................................................
APPENDIX A

Playground Behaviour Support

- Games Room
- Playground Contracts
- Bum Bags
- Bully Busters
Games Room

Aim:
Provide an alternative playing environment for students, particularly years 4 to 7.

Description:
The room closest to the Tuckshop in M Block is used during Play 1 & 2 as a games room. It holds 4 Xbox systems, as well as board games and toys.

At the start of each play period, children choose an Xbox game, that up to 4 students can play together, per system.

Students from Years 4-7 utilise the Xbox games with Year 6 & 7 being rostered on Monday and Wednesday and Years 4 & 5 on Tuesday and Thursday. Any Year 4-7 student can use the games on Friday. Younger students can utilise the games only if ‘spare’ player exists on any of the consoles on any day.

Any student can use the board games and toys in the games room.

The supervisory aide will ‘close’ the games room to students, when they feel the room is holding its maximum number. A ‘closed’ sign is hung over the door window, to inform students that no more can use the games room.

Xbox Games: Xbox games are stored in a lockable cabinet and access to the games is only through the aide. Only one game per console is allowed out, and these are returned at the end of the play session.

A laminated copy of the cover of each game is displayed on the wall, so students know what is available.
### Playground Contracts

<table>
<thead>
<tr>
<th>Contract Period</th>
<th>Buddy Teacher</th>
<th>Alternatives to &quot;Free&quot; Play</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Monday</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Lunch One</td>
</tr>
</tbody>
</table>

- **Week 1**: Contract Period, Buddy Teacher, Alternatives to "Free" Play
- **Week 2**: Contract Period, Buddy Teacher, Alternatives to "Free" Play
- **Week 3**: Contract Period, Buddy Teacher, Alternatives to "Free" Play

- Week 1: Contract Period, Buddy Teacher, Alternatives to "Free" Play
- Week 2: Contract Period, Buddy Teacher, Alternatives to "Free" Play
- Week 3: Contract Period, Buddy Teacher, Alternatives to "Free" Play

**Library**

**Computer**

**Games Room**

**In-Classroom Play**

**Shadow Teacher**

**Adventure Playground**

**Playground**

**In-Classroom Play**

**Shadow Teacher**

**Adventure Playground**

**Playground**
**Bum Bags**

A person on playground duty is expected to carry their bum bag whilst on duty. Bum bags are situated in the staff room (near the entrance, opposite C Block).

The bum bags contain:

**Playground Behaviour Records Booklet**

Any significant behaviour incident in the playground needs to be recorded in this booklet. Records are then computerised so that a profile of a student's behaviour in the playground is maintained.

**Consequence Room Records Booklet**

When a behaviour is considered serious (as per Consequence Room guidelines) then a student may be sent to the Consequence Room. The incident is recorded in duplicate with a copy being placed in the ‘Consequence Room’ container in the staffroom.

**Red Cards**

If a situation arises in the playground that requires urgent assistance from the Principal or Deputy, send the red card to the office. (This could be for a serious behavioural problem or physical injury)

**Band Aids**

If a child has sustained a minor cut or abrasion, then deal with this injury in the playground by applying a band aid to the wound. There is no need to send these children to the office for ‘first aid’ treatment, when the matter can be dealt with in the playground.
Bully Busters

Aim:
To provide a supportive play environment for Year 1-3 students by having Year 7 students interact positively during play periods.

Description:
Year 7 students volunteer to be a ‘Bully Buster’ for a play period. Students complete a survey and the school captain makes the roster.

Two students work together each play period and wear a special ‘Bully Busters’ yellow singlet when they are on ‘duty’.

All bully busters are given some training by the Behaviour Management Teacher prior to starting the program and have a team meeting at the end of term to follow up on any concerns and to maintain team motivation.

The role of the ‘Bully Busters’ is to help the younger students to ‘get along with each other’. This may involve helping them with their games, sorting any disputes, and interacting positively with children in the playground.

At the end of the school, if the program has been successful, a celebration is held in recognition of the team effort. The celebration may be a lunch ‘sausage sizzle’, receiving a free tuckshop voucher, or a MacDonald’s voucher, a Warrina Ice Rink pass or a special trip or excursion.
APPENDIX B

Classroom Behaviour Support

- ‘Good News’ Letter
- Star Spellers
- Supply Teacher Support Program
‘Good News’ Letter

Date  

Dear  

This letter is to let you know that I am very pleased with __________________________ at school this week.  
Please give __________________________ a big pat on the back at home too as it is well deserved! 

Yours sincerely  

_______________________  
(class teacher)
Star Spellers

Teachers who adopt a ‘quota’ spelling approach may use the ‘Star Speller’ certificates to acknowledge an achievement made by a student.

A student is known as a ‘Star Speller’ when he increases his quota by 6 words. To achieve this he must get all his quota words correct two weeks in succession, three times. Once the student reaches ‘Star Speller’ status, s/he can begin to increase the number of stars s/he earns by getting his/her quota correct two weeks in succession. In this way the student can work towards being a ‘two star’, ‘three star’, or even a ‘ten star’ speller.

Teachers can award certificates to students when they reach each milestone. Certificates can be found in the staff room and are ‘maintained’ by the teacher aides. Students from Years 1-3 are also recognised of their achievements at their Junior Parade.
Supply Teacher Support Program

**Student Withdrawal Strategy**

**Rationale.**
- By withdrawing key students from the class, the relief teacher will have a better chance to manage the class in a manner that is good for both the teacher and students.
- Involving the class to determine which students are best withdrawn from the class puts the ownership of this decision on the class and not the teacher. Students should look at those classmates that do not adjust readily to a different teacher and consequently disrupt their learning.
- Students should view this strategy as a positive one where everyone ‘wins’. The student or students withdrawn ‘win’ by not getting in trouble and having a better day in a different classroom and the teacher and class ‘win’ by being able to teach and learn in a more enjoyable atmosphere.
- Students should view their decisions as what’s best at this current point in time. Students withdrawn should be able to rejoin the class after a period of time (eg term), should they be able to convince their class that they can be fair and follow class expectations. Likewise, another student may become a bigger problem at a later date and the class may feel s/he may need to be withdrawn.

**Process**
- Speak to the class about the issue of classroom behaviour when you are absent due to illness or other work commitments.
- Introduce this strategy as a positive means to address the problem (Some students may be familiar with the strategy from past experiences).
- Ask each student to tick up to three students who they feel disrupt their learning and/or are unfair to the relief teacher and would be better away from the class. (They can tick one or two students only, if they choose)
- Students should be encouraged to ‘tick’ themselves if they feel that they are one of these students who would be best in another classroom.

**Outcome**
- From the class voting, up to three students may be identified as needing to attend a different class when you are absent. (Tally all the ticks on a blank class list and chose the obvious ones)
- Students should be made clear that normal procedures apply for those that remain in class, such as classroom withdrawal, the buddy classroom, administrative support etc.
- Students identified as needing to be withdrawn are expected to leave the class prior to 8:55am. They will need to go to the office where they will be taken to their nominated classroom. They remain in that classroom for the entire day and any variation needs administration approval. The students line up after each play break with their new class.
- Students will be informed as to which classroom they will be joining as soon as that fact is known and remain in that classroom unless a change is authorized by administration.
- It may be best to inform which students have been chosen on an individual basis and discretely rather than making some class announcement. (The class will soon work out who these students are)
- Not all classes may feel that they need to employ this strategy, and consequently no-one is withdrawn as normal procedures are sufficient to maintain a satisfactory standard of behaviour.
APPENDIX C

Whole-School Behaviour Support

- School Concert
- Star Card
School Concert

Every second year (odd years) a school concert is held at the Civic Theatre. In the past, the concert is held on a Tuesday or Thursday night, in the third or forth week of term 4.

The concert is valued by the school community, with all concerts held in the past being ‘sold out.’ It provides students with an opportunity to perform in front of large audiences on a real stage. The students enjoy the experience and feel good about their achievement.

The concert is called ‘Shining Stars’ and is viewed by staff as a Star Practice of our school.
Congratulations

We recognise your contribution in making a difference to our school

from WULGURU STATE SCHOOL

Present this card to the Tuckshop to receive a free slush puppy or large popcorn
APPENDIX D

Targeted Behaviour Support

- Individual Behaviour Plans
- Behaviour Cards
Individual Behaviour Plans

Classroom Behaviour Plan

Step 0

Step 1

Step 2

Step 3

Step 4

Step 5
**Behaviour Management Plan for Anon Student**

**STEP ONE**
- Warn Anon about his behaviour
- Give Anon a choice
- Anon moves to the office if he chooses to continue to misbehave.
- Anon rejoins the class after some time or at the end of the session, if he is willing to follow the class rules.

**STEP TWO**
- Anon moves to the office if he continues to misbehave for the second time in one day.
- Anon returns to the classroom the next school day, if he is willing to follow the class rules.

**STEP THREE**
- Anon goes home for the rest of the day, if he gets to Step Two, twice in one week.
- Anon returns to the classroom the next school day, if he is willing to follow the class rules.

**STEP FOUR**
- Anon is suspended from school if he chooses not to follow this behaviour plan or if his misbehaviour at any time is considered very serious.
- Anon returns to school after his suspension period, if he is willing to follow the class or school rules.

**Flowchart**

<table>
<thead>
<tr>
<th>STEP</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office</td>
<td>Office</td>
<td>Home</td>
<td>Suspension</td>
<td></td>
</tr>
</tbody>
</table>
# Behaviour Cards

**EXAMPLE 1**

## Daily Classroom Behaviour Report for *Anon Student*

<table>
<thead>
<tr>
<th>Step Number Reached</th>
<th>Anon’s Target</th>
<th>Anon’s Aim to Reach a Total of 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session One</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Session Two</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Session Three</td>
<td></td>
<td>Today’s Total</td>
</tr>
</tbody>
</table>

**Classroom Behaviour Plan**

- **Step 0**: Anon was able to work well in his classroom all session.
- **Step 1**: Anon was asked to follow the class rules by the principal or deputy and was able to stay in the classroom and work properly. David cooperated and went to the Buddy Classroom.
- **Step 2**: Anon was withdrawn from the classroom by the principal or deputy and remained calm enough to make the choice of returning back to class after some time.
- **Step 3**: Anon was withdrawn from the classroom and was destructive towards others and had to be controlled until he was able to control himself and after some time was able to return to class.
- **Step 4**: Anon was withdrawn from the classroom for a second time and was destructive towards others and had to be controlled. David was sent home for the rest of the day.

**Teacher’s Signature**

**Date**

**Front of Card**

**EXAMPLE 2**

## Daily Classroom Behaviour Report for *Anon Student*

<table>
<thead>
<tr>
<th>Session</th>
<th>Excellent</th>
<th>Good</th>
<th>Average</th>
<th>Poor</th>
<th>Terrible</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Teacher’s Signature**

**Date**

**Back of Card**

**EXAMPLE 3**

## Daily Classroom Behaviour Report for *Anon Student*

- *Anon* will try to do his best in the classroom by co-operating and getting his work done to the best of his ability.

**Front of Card**

**Back of Card**

**Teacher’s Signature**

**Date**

Student receives a star for each session if he/she meets the expected expectations (eg: completes his work).
EXAMPLE 4

Daily Classroom Behaviour Report for Anon Student

Step Number Reached

- Session One
- Session Two
- Session Three

Anon's Target:

Step 4 of the behaviour plan.

Teacher's Signature

Date

Classroom Behaviour Plan

Step 0 - Anon was able to work well in his classroom all session.

Step 1 - Anon was asked to follow the class rules by the teacher and then was able to follow them fairly.

Step 2 - Anon was withdrawn from the others within the classroom by the teacher and was able to follow the class rules fairly.

Step 3 - Anon was withdrawn from the classroom and spent time at his "Buddy Classroom" before returning back to his classroom.

Step 4 - Anon was withdrawn from the classroom by the principal or deputy and was able to follow instructions and make the choice of returning back to class after some time.

Step 5 - Anon was withdrawn from the classroom by the principal or deputy for a second time and was able to follow instructions and make the choice of returning back to class after some time. If Anon was uncooperative, he was sent home.

EXAMPLE 5

Daily Classroom Behaviour Report for Anon Student

Rating

Session
One  Two  Three

Good Behaviours

- does his work to the best of his ability.
- is cooperative in class and is not disruptive.
- plays well with others and is not threatening.

Teacher's Signature

Date

Rating Scale

1. Absent from class or inappropriate behaviour.

2. Absent from class or inappropriate behaviour.

3. Absent from class or inappropriate behaviour.

4. Absent from class or inappropriate behaviour.

5. Absent from class or inappropriate behaviour.

6. Absent from class or inappropriate behaviour.

7. Absent from class or inappropriate behaviour.

8. Absent from class or inappropriate behaviour.

9. Absent from class or inappropriate behaviour.

10. Absent from class or inappropriate behaviour.
EXAMPLE 6

Daily Classroom Behaviour Report for Anon Student

Rating: Good Ways to Behave

☐ arrives to class on time after each play period
☐ completes his work to the best of his ability
☐ speaks to others in an acceptable manner

Following Anon’s Classroom Behaviour Plan, today he reached Level ____________

Teacher’s Signature ____________________ Date ____________

Classroom Behaviour Plan

Step 0 - Anon was able to work in his classroom all day
Step 1 - Anon was asked to follow the class rules by the principal or deputy and was able to stay in the classroom and work properly
Step 2 - Anon was asked to leave the classroom once, and when he returned he was able to work well for the rest of the day.
Step 3 - Anon was asked to leave the classroom twice and he went home for the rest of the day.

EXAMPLE 7

Daily Classroom Behaviour Report for Anon Student

Well Done!

Teacher’s Signature ____________________ Date ____________

Daily Classroom Behaviour Report for Anon Student

Anon had to be reminded about being fair to others today.

Good Tip!

Teacher’s Signature ____________________ Date ____________

Daily Classroom Behaviour Report for Anon Student

Anon choose to be unfair to others several times today.

Teacher’s Comments: on back of the card, if required

Teacher’s Signature ____________________ Date ____________

Front of Card

Back of Card
APPENDIX E

Intensive Behaviour Support

- Individual Behaviour Plans
## Individual Behaviour Plans

### Anon Student Behaviour Management Plan

<table>
<thead>
<tr>
<th>Step</th>
<th>Behaviour</th>
<th>Action</th>
<th>Further Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Anon refuses to conform to class expectations</td>
<td>Redirect, remind, provide &quot;take up&quot; time, ignore, question, distract etc. with the aim of helping Anon to conform with class expectations.</td>
<td>If Anon becomes aggressive, abusive or destructive in the office, the deputy will remain until Anon demonstrates that he can be left alone and that Anon will not continue to cause harm to either himself or others. Anon is sent home if he does not settle.</td>
</tr>
<tr>
<td>2</td>
<td>Anon continues to refuse to conform even after a number of strategies have been employed or Anon becomes disruptive to the learning of others</td>
<td>The deputy attends to Anon’s behaviour. (If not available, then the principal). If Anon settles and conforms to class expectations, he remains in class or Anon is removed from the classroom. If he does not respond and takes to the office.</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Anon refuses to conform to class expectations or Anon becomes disruptive to the learning of others</td>
<td>Redirect, remind, provide &quot;take up&quot; time, ignore, question, distract etc. with the aim of helping Anon to conform with class expectations. The deputy attends to Anon’s behaviour, if required. If Anon settles and conforms to class expectations, he remains in class or Anon is removed from the classroom if he does not respond and takes to the office.</td>
<td>If Anon becomes aggressive, abusive or destructive in the office, for a second time in a day, then he will be expected to go home as soon as possible.</td>
</tr>
<tr>
<td>4</td>
<td>Anon continues to refuse to conform to class expectations or David becomes disruptive to the learning of others</td>
<td>Redirect, remind, provide &quot;take up&quot; time, ignore, question, distract etc. with the aim of helping Anon to conform with class expectations. The deputy attends to Anon’s behaviour, if required. If Anon settles and conforms to class expectations, he remains in class or if Anon does not respond he is sent home for the rest of the day.</td>
<td>Anon is sent home if he needs to be removed from the classroom. Anon is sent home regardless.</td>
</tr>
<tr>
<td>5</td>
<td>Anon continues to refuse to conform to class expectations or Anon becomes disruptive to the learning of others</td>
<td>Anon is removed from the classroom and sent home for the rest of the day.</td>
<td>Anon is sent home regardless.</td>
</tr>
</tbody>
</table>
APPENDIX E

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.

In addressing cases of Cyber Bullying, school staff gather related information and reports and refer to Wulguru State School Major and Minor Behaviour Matrix. (Appendix F)
## APPENDIX F

### Consequences to Inappropriate Behaviours

**Wulguru State School: Minor Behaviour Definitions**  
(Teacher Managed)

<table>
<thead>
<tr>
<th>Behaviour</th>
<th>Definitions</th>
<th>Examples</th>
<th>Non-examples</th>
<th>Consequences</th>
</tr>
</thead>
</table>
| Disrespect | Behaviour which shows contempt for authority | Rolling eyes  
Smirking  
Make faces  
Walking away when an adult addressing them  
Entering class without permission  
Wearing clothes with an inappropriate message  
Wilful littering  
Spitting on ground (expectoration) | Culturally/socially sensitive behaviours | Error correction  
Teacher employs appropriate skill from “Ten Essential Skills”  
1. Establishing expectations  
2. Instruction giving  
3. Waiting and scanning  
4. Cueing with parallel acknowledgement  
5. Body language encouraging  
6. Descriptive encouraging  
7. Selective attending  
8. Redirecting to learning  
9. Giving a choice  
10. Following through |
| Disruption | Low intensity but inappropriate interference that takes away from the learning environment but does not result in physical harm to self or others | Inappropriate, non-related comments  
Talking to friends  
Touching other people or their property  
Repeated noise – tapping pencils  
Throwing objects without intent – ie. wads of paper  
Playing with objects  
Calling out  
Leaving chair without permission  
Tapping on the classroom window/door  
Arriving at class unprepared – incorrect/no materials, unprepared to work  
Talks while adult is talking  
Is slow to respond but eventually does what was asked  
Saying, “This is stupid”; “I’m not doing it”; “You can’t make me”; “I don’t care” | Unintentional dislocation of objects – dropping pencils, rubbers on the floor  
Not arriving with materials due to factors outside their control | Reminder script → Reminder of rule and request to comply (phrased positively)  
Thinking place / Sit out of play  
Buddy classrooms (3 visits /week; > 3 visits → refer to Admin: refusal to comply (Defiance) → refer to Admin)  
Teachers record significant or regular inappropriate behaviours in One School |
| Non-compliance/Work refusal | Brief or low intensity failure to respond to a reasonable request | | | |

<p>| Inappropriate | Low intensity | Swearing in the | | |</p>
<table>
<thead>
<tr>
<th>Verbal language</th>
<th>instance of inappropriate language which is not directed at a person</th>
<th>classroom (eg. “This is s**t”) and does not respond to redirection</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Lying/Cheating</td>
<td>Student deliberately provides false information</td>
<td>Copying work from others Lying to an adult – ie. “The dog ate my homework”</td>
<td>Misinterpretation of a message</td>
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<tr>
<td>Property misuse/ Property misconduct</td>
<td>Low intensity misuse and/or misconduct of property</td>
<td>Breaking pencils Ripping paper or work Taking bags/kicking bags Wastage of materials Rough handling of equipment and furniture Taking/kicking of lunchboxes Taking other’s property/work with/without permission (including intellectual property)</td>
<td>Playing with pencils in a non-obtrusive way – consider age appropriateness Accidentally taking others’ property eg confusion over who owns the property</td>
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<tr>
<td>Teasing/ taunting</td>
<td>Infrequent inappropriate comments and/or unwanted verbal or emotional advances</td>
<td>Encouraging/supporting wrong behaviour in other people Name calling Heckles others</td>
<td>Acceptable humour without malice</td>
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<tr>
<td>Truancy</td>
<td>Student arrives late to class. Student fails to return within an acceptable time with an approved leave pass</td>
<td>Deliberate failure to return to class after an acceptable amount of time – eg toilet/book pass, after breaks</td>
<td>Absence due to health/medical reasons or reasons out of the individual’s control</td>
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<tr>
<td>Unsafe behaviours</td>
<td>Behaviours which have the potential to cause physical harm to self or others</td>
<td>Lifting grates Riding skateboards/scooters/bikes in grounds Running on the cement Being in ‘out of bounds’ areas Climbing unsupervised Pushing to get into line Sitting on the port racks Playing ball games out of the designated areas</td>
<td>Making unintentional contact with peers as part of a game – bumping into someone Climbing on appropriate play equipment (teacher supervised)</td>
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<td>Behaviour</td>
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<td>Examples</td>
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<td>Abusive language/profanity</td>
<td>Swearing or curse words directed towards others in a demeaning or provoking way. Repeated intentional use of inappropriate language. Disrespectful messages include negative comments related to religion, race, gender, ethnicity, appearance, disabilities or other personal matters</td>
<td>Repeated name calling and personal attacks about self, peers and family members Saying, “F….. you” Saying to an adult “F….. off”</td>
<td>Saying “stupid” or “ugly” and it is not directed at others</td>
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<tr>
<td>Bullying/harassment</td>
<td>Repeated teasing, physical and/or verbal/non-verbal intimidation of a student. Inciting others e.g. rumouring Cyber Bullying (refer Appendix L)</td>
<td>Repeated and/or escalating verbal abuse Inappropriate touching of others Sexual comments / pictures which are used to intimidate Verbal and physical threats to harm another person Encouraging/egging others on to deliberately provoke Student delivers disrespectful messages (verbal/gestures/cyber bullying) to another person that includes: threats or intimidation, obscene gestures, texts, emails, pictures or written notes (Disrespectful messages include)</td>
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<td>Defiance/Disrespect</td>
<td>Persistent refusal to follow directions and/or behaviours that challenge authority.</td>
<td>Persistently yelling at an adult. Leaving class without permission. Continuing to walk away when an adult addresses you. Back chatting. Repeatedly refusing to follow directions. Student has failed to comply with teacher applied consequence. Does not adequately complete the applied consequence.</td>
<td>Refusal to follow directions due to a skill deficit or inability to complete a task/direction.</td>
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<td>Disruption</td>
<td>Persistent behaviour causing an interruption to learning in a class or activity causing the teacher to stop teaching for a prolonged period of time.</td>
<td>Yelling/persistent calling out. Turning over furniture. Sustained loud talking. Sustained out of seat behaviour. Student does not respond to “Essential Skills” strategies. Running away – leaving classroom without permission.</td>
<td>Making loud noises which are disability related or ics. Calling out answers to questions through enthusiasm.</td>
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<td>Disruption (cont.)</td>
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<td>Fighting/physical aggression</td>
<td>Physical contact with intent or outcome of causing injury or harm to others.</td>
<td>Hitting. Punching. Hitting using an object. Kicking. Actions using sharp/dangerous objects.</td>
<td>Pushing and shoving. Horseplay that does not escalate.</td>
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<tr>
<td>Possession of a prohibited item</td>
<td>Students possess on their person or in their bag an item which has been</td>
<td>Aerosol cans. Water bombs. Matches / Lighters.</td>
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<tr>
<td>Property damage/vandalism</td>
<td>Students participating in an activity that results in substantial destruction or disfigurement of property</td>
<td>Breaking classroom items with intent</td>
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<td>Throwing desks, chairs</td>
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<td>Throwing rocks, sticks at people and buildings</td>
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<td>Computer misuse Graffiti</td>
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<td>Toilet vandalism</td>
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<td>Throwing lunch or wrappers on the floor</td>
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<td>Action from Admin</td>
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<td>Consequence room.</td>
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<td>Time-out at the office</td>
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<td>Contact with parent.</td>
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<td>Send home for the rest of the school day</td>
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<td>Possible Suspension for up to 20 days</td>
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<td>Theft</td>
<td>The acquisition of other’s property without permission and with intent to permanently deprive</td>
<td>Taking another’s wallet</td>
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<td>Removing property from another’s school bag</td>
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<td>Possible Suspension for up to 20 days</td>
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<td>Truancy</td>
<td>Unexplained absence/s with or without parent’s knowledge</td>
<td>Leaving school without permission</td>
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<td>Repeated failure to attend scheduled classes</td>
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<td>Repeated absence from school with/without parent permission</td>
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<td>Attending a non-timetabled class without Permission</td>
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<td>Authorised cool down time at an official school appointment eg. Guidance Officer</td>
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<td>Action from Admin</td>
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<td>Contact parents 3 day rule for unexplained behaviour</td>
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<td>Follow departmental procedure</td>
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<td>Unsafe behaviour</td>
<td>Behaviours which endanger self or others</td>
<td>Climbing on structures to an unsafe height</td>
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<td>Repeated running along crowded corridors or concrete areas</td>
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<td>Possession of alcohol/drugs/tobacco (extreme)</td>
<td>Student is involved in a process of consuming (past, present); dealing or in possession of alcohol, drugs, tobacco or paraphernalia</td>
<td>Any alcoholic products or illegal drugs, brought into the school grounds Attending school seemingly under the influence of alcohol or a drug Misuse of prescribed/non-prescribed medication Student is observed smoking a tobacco substance Student is in possession of a tobacco substance</td>
<td>Prescribed medication accompanied by a doctor’s letter and with parent consent – this is to be kept at the office Where a medical condition exists Asthma puffer, cough lozenges</td>
</tr>
<tr>
<td>Possession of combustibles (extreme)</td>
<td>Student is in possession of substances/objects with intent of causing bodily harm or property damage</td>
<td>Matches, lighters Firecrackers Gasoline Lighter fluids Aerosol sprays (including deodorants), spray paint</td>
<td>Finding a combustible item in the school grounds and surrendering it to the office</td>
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<tr>
<td>Possession of weapons (extreme)</td>
<td>Student is in possession of knives, guns (real or look alike) or other objects presumed to be or capable of causing bodily harm</td>
<td>Bringing guns, knives, other potentially dangerous items to school Using an item as a weapon to harm or threaten to harm</td>
<td>Bringing a cultural item (which could be considered a weapon) to school for a curriculum task. These need to be handed to a staff member on arrival and collected at the end of the day.</td>
</tr>
</tbody>
</table>

- Send home for the rest of the school day
- Possible Suspension for up to 20 days