Responsible Behaviour Plan for Students

Based on the Code of School Behaviour

1. Purpose

Our mission at Vincent State School is to create and sustain a safe and respectful learning community where quality teaching is used to build success together. We have the right to:

- Be learners;
- Be respected and be respectful; and
- Be safe ... in order to be successful.

We seek to provide a safe, predictable environment that is conducive to effective learning embedding the principles of School Wide Positive Behaviour for Learning.

We believe that students learn and develop best in an atmosphere of care, kindness and support with high expectations, underpinned by reasonable, consistent discipline and we believe that as a community we are able to work more effectively and happily in such a situation. We use positive talk, promoting the behaviour we want to see.

Our school has developed a plan to foster positive relationships and behaviours which includes proactive strategies and consistent, systematic processes. Vincent State School’s Responsible Behaviour Plan for Students emphasises the provision of a consistent, predictable, positive school environment.

2. Consultation and data review

This plan has been adapted from the previous plan and has been made available to staff and parents for consultation. A process of review and reflection will be ongoing in order to refine and adapt future direction based on school needs. All staff members are involved in this review. The School Wide Positive Behaviour for Learning Committee is responsible for development of policy, procedures and resources which support this plan. Data is examined on a regular basis in a strategic way to inform the proactive strategies used. This plan was endorsed by the Principal and P&C President and the next review will commence at the end of 2018.

3. Learning and behaviour statement

Vincent State School is committed to providing a warm supportive environment where students can be happy and safe so that optimal learning can take place.

The Responsible Behaviour Plan for Students in the school depends upon school personnel, parents and the wider community working towards shared goals and insisting on acceptable standards of behaviour being maintained for the enhanced outcomes of our students and our school.
The Vincent State School Responsible Behaviour Plan for Students outlines our system for facilitating positive behaviours and responding to inappropriate and unacceptable behaviours. Through our school plan, shared expectations for student behaviour are plain to everyone, assisting Vincent State School to create and maintain a positive and productive learning and teaching environment, where all school community members have clear and consistent expectations and understandings of their role in the educational process.

Our school community has identified the following school rules to teach and promote our high standards of responsible behaviour:

- Be learners;
- Be respectful and
- Be safe…in order to be successful

Our school rules have been agreed upon and endorsed by all staff and our school P&C. They are aligned with the values, principles and expected standards outlined in Education Queensland’s Code of School Behaviour.

Students are also supported by the daily modelling of the ‘High Five’ and daily behaviour challenges using the ‘High Five’ which was adopted in Term 3, 2014. The ‘High Five’ is five strategies for positive problem-solving based on the National anti-bullying campaign strategies. The ‘High Five’ is embedded in our daily conversations about appropriate behaviour.

The ‘High Five’

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

The three tiers of support:

- **Primary Prevention:**
  - School-/Classroom-Wide Systems for All Students, Staff, & Settings

- **Secondary Prevention:**
  - Specialized Group
  - Systems for Students with At-Risk Behavior

- **Tertiary Prevention:**
  - Specialized
  - Individualized
  - Systems for Students with High-Risk Behavior
• **Universal behaviour support**

The behaviour expectations are based around the three rights – learning, respect, safety in order to have success, and are articulated in detail in the matrix which has been developed by school staff (Appendix 3). All staff are actively involved in modelling, teaching and reinforcing the behaviour expectations in all parts of the school. Communicating behavioural expectations is a form of universal behaviour support - a strategy directed towards all students designed to prevent inappropriate behaviour and provide a framework for responding to unacceptable behaviour. Universal support forms the first tier of the three tiers of School Wide Positive Behaviour for Learning.

Whole school behaviour support provides a supportive learning environment through:

- Open communication with the school community regarding *The Code of School Behaviour* and the school's *Responsible Behaviour Plan for Students*;
- Shared school values;
- Support for students and building strong community relationships; and
- Agreed systems and processes that are known, understood and used by all members of the school community e.g. Buddy Classroom Plans (Appendix 5) and the use of the ‘High Five’.

Whole school behaviour support encourages and maintains positive behaviours through:

- School and classroom rules and expectations which:
  - Are consistent with the three rights – to be learners, be respected, be safe in order to be successful;
  - Reflect the values of the wider school community;
  - Embody the key messages and use a common language;
  - Focus on and recognise positive practices and behaviours with tangible rewards;
  - Are fair, clear and consistent;
  - Are developed with the class and regularly revisited;
  - Are modelled by all staff; and
  - Are implemented in a consistent, fair and just manner.

Whole school activities and rewards which proactively and preventatively support student behaviour include:

- Student of the Week certificates;
- Positive behaviour certificates;
- Learning goal achievers certificates;
- ‘Vincent Vouchers’: on-the-spot gotcha-being-good for weekly rewards;
- Whole school rewards program and tracking system, such as the Vincent Voucher 25 Club, 50 Club, 75 Club and 100 Club with certificates and prizes;
- Thank you cards and school postcards for staff and students;
- Academic, social, cultural and sporting achievement awards;
- Co-Curricular opportunities such instrumental music program, lunchtime games, Art Club, representative sporting opportunities, Auslan Signing Choir, and Learning Club;
- Weekly school newsletter celebrating the positive experiences at school, enabling parents to be actively and positively involved in school behaviour expectations;
- Regular reporting to the P&C;
- School Wide Positive Behaviour for Learning Team develops and provides information to staff and parents, including lesson plans and resources for classroom targeting specific behaviours; and
Whole school processes for developing an understanding of the expected behaviours:

- Consultation and information sharing with the school community through newsletters, assemblies, celebration parades and letters;
- Modelling of expected behaviours by all staff at all times;
- Systematically teaching and reinforcing the expectations at the whole school level through assemblies, newsletters and special events;
- Modelling at the classroom level through planned focussed lessons; and at other relevant times.

**Targeted behaviour support**

Targeted behaviour support occurs around a specific setting, issue, student or group of students. Development and implementation of target support is team based and develops strategies that prevent or minimise the behaviours. Where targeted support occurs in the classroom setting, this support is aligned with the school Positive Behaviour for Learning approach and procedures. Targeted support forms the second tier of School Wide Positive Behaviour for Learning.

- Support and advice may be available from members of the school leadership team, Behaviour Management Support Teacher, Guidance Officer and visiting specialist personnel;
- Development and implementation of specific support programs targeting behaviours of concern and children at risk; and
- Proactive environmental strategies that aim to prevent and reduce the occurrence of certain behaviours.

**Intensive behaviour support**

Students identified as needing intensive behaviour support are those who may have participated in targeted support programs but are still demonstrating inappropriate behaviours. An individual support plan may be developed and implemented for the student and reviewed and refined regularly to determine if additional support is required and what form that may take. Intensive Behaviour support forms the third tier of the three tiers of School Wide Positive Behaviour for Learning.

The Student Services Team assists in the coordination of a case management team that may involve specialist services. A consultation process is facilitated involving the appropriate teachers, the student, parents/carers, and support personnel available within the Department, as well as relevant outside agencies.

Interagency groups are used to coordinate services to meet the needs of students identified as exhibiting persistent or extreme problem behaviours. Agencies contributing may include Child and Youth Mental Health Service, Queensland Health, Department of Communities – Child Safety, Queensland Police, Centacare, Uniting Care, Relationships Australia, Communities for Children (The Smith Family) and Save the Children (Good Beginnings), Department of Education and Training and Education Queensland personnel.

The following strategies may be included in the Individual Support Plan:

- Engage in programs conducted by the Behaviour Support Teacher;
- Counselling provided by the school Guidance Officer, or outside agency Psychologist or other professional;
- Modified timetable and attendance;
- Support for learning;
- Assistance to carers to access or lodge referrals to outside agency support and professional services; and
5. Consequences for unacceptable behaviour

Response for Inappropriate Behaviour
Generally, those behaviours which are responded to by the class teacher or staff member on duty are regarded as minor and those requiring leadership team intervention and follow up are regarded as major.
For details of specific incident types see Appendices 1, 2, 4 and 5.

Any behaviour which compromises the learning, safety and wellbeing of self or others.
Staff responses may include the following:
Proximity – positioning self near the student
Proximal positive talk – praising positive behaviour exhibited by students near the student
Pause
'The Look'
State student's name
Gesture or hand signal
New task
Redirection: “I'm looking for students who are looking at the front.”
Rule reminder linked to an agreement: “Whole body listening, please. This is how you show you are being respectful.”
Rule reminder with a choice: “…task finished now or in your own time”
Rule reminder/consequence “… by choosing not to finish the task you are accepting a consequence”
Thinking space: a place to continue to work, sit or reflect

Continued or Increasing Compromising Behaviour
Staff responses may include:
Relocation to another area
Buddy Break - Time away at next break
Refer to Leadership Team – Response determined depending on context
Data entry of Minor or Major Behaviour Incident Report on OneSchool
Behaviour Reflection Sheet - Parent acknowledgement required

Consequence/Response
Staff responses may include:
Behaviour monitoring and data collection of behaviours
Time Away – supervised lunch detention
Suspension with negotiated return to school
Individual Management Plan if required upon re-entry to school after suspension
Playground Plan – reduced area(s) for lunchtime breaks
Support Person – a staff member allocated on Playground Duty to provide social support
Return to normal routine
Case Management Team
Teacher, Parents, Admin, Guidance Officer, Behaviour Management Support Teacher, and other specialist support staff

Misbehaviours which put others at risk, which cause serious injury or which result in serious disruption to school routines may lead to suspension or exclusion, after all other responses are considered, but with due consideration for the welfare and safety of other students and staff.

The Principal or staff member of Vincent State School has the power to temporarily remove property from a student, as per the procedure Temporary Removal of Student Property by School Staff.
6. **Emergency responses or critical incidents**

In an emergency situation, the safety of the student and others must be the primary factor in making decisions regarding an appropriate response. It is important that all staff have a clear and consistent understanding of how to respond to emergency situations or critical incidents involving severe problem behaviour. This is addressed regularly through staff meetings and school based professional development sessions. This 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**

- **Remove other students from the immediate area**
  
  Establish a procedure for classes to be quickly, calmly and quietly removed from a classroom or playground area to ensure a private space in which to follow up an emergency situation or critical incident.
  
  Immediate referral to the Leadership Team is critical.

- **Maintain calmness, respect and detachment and avoid escalating the problem behaviour**
  
  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, using calm and respectful language and tone, keep neutral body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates. Give clear and simple direction and remind the student about school behaviour expectations.

- **Follow through**
  
  If the student starts displaying or approximating 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 key points during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations.

**Physical Intervention**

Schools aim to be safe and supportive environments for students and staff. 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; and/or
- posing an immediate danger to him/herself or to others.

Appropriate physical intervention may be used to ensure that Vincent 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 students or 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 should be formally documented (OneSchool Behaviour Report or MyHR Incident Report or MyHR School Alert Notification to Regional Office)

The following steps are suggested when responding to a critical incident:
- Remove others from the vicinity;
- Assist the student to calm and remove himself/herself from the situation;
- Assist the student to remove himself/herself using physical assistance if appropriate (“Take my hand.”);
- Seek parent/carer assistance to remove the student from the situation; and
- Physical restraint should only be used where the risk of harm is extreme.

7. Network of student support

Support for students is provided first and foremost by their own class teachers, and must also be seen as being provided by all staff within the school. Targeted and more specific support within the school is provided by:

School Based Support:
- Buddy Teachers;
- Behaviour Support Teacher;
- Guidance Officer;
- Support Teacher: Literacy and Numeracy (ST:LaN);
- Connectedness Officer
- Special Education Program (SEP) Teachers;
- Head of Special Education Services (HoSES);
- Chaplain; and
- Leadership Team.

Community Based Support:
- Communities for Children (The Smith Family);
- Save the Children (Good Beginnings);
- Vincent State School Community Health Hub
- Uniting Care;
- Relationships Australia Queensland;
- Centacare;
- Police Liaison Officer;
- Vincent Police Beat Officer; and
Indigenous support agencies. 
Other Government Agencies: 
Queensland Health; 
Child and Youth Mental Health Service; 
Disability Services Queensland; and 
Queensland Police Service.

8. Consideration of individual circumstances

All students come to school with a set of individual and unique circumstances and experiences. At Vincent State School, an internal referral process is used to ensure the referral to the appropriate person or agency. This also allows more in-depth data gathering, and sharing of knowledge of the student amongst various support personnel.

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

10. Related policies

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

11. Some related resources

- National Safe Schools Framework
- Working Together resources for schools
- Cybersafety and schools resources
- Bullying. No way!
- Take a Stand Together

---

**Endorsement**

<table>
<thead>
<tr>
<th>Principal</th>
<th>P&amp;C President</th>
<th>Principal's Supervisor</th>
</tr>
</thead>
</table>

Date effective: from August 2016 to December 2018
Appendix 1 – Policy on Bullying – Including Cyberbullying

Bullying in any form, by any person, is not accepted at Vincent State School. Reporting bullies and bullying behaviours is not “dobbing” – it is essential in order to expose bullies. Those reporting bullies and bullying must be taken seriously and incidents investigated thoroughly.

Identifying Bullying Behaviours
Bullying is repeated oppression, psychological or physical, of a less powerful person or group of persons. (Rigby, 1996:15)
Bullying behaviours may include:
- Physical behaviours including hitting, hurting and fighting; damaging property
- Verbal threats including threatening to “get” someone, teasing, name calling
- Exclusion and social isolation
- Psychological intimidation including stalking
- Using technology, including mobile phones, email, chat rooms and social networking sites to harass, threaten, misrepresent and intimidate others
Bullies often operate in ways and places that they are least likely to be detected or reported. Harassment and discrimination are often part of bullying.

Approaches to Bullying
This school aims to respond in three ways:
- Responsive – dealing with immediate and specific incidents of bullying using school behaviour management strategies
- Problem Solving – providing support and skills development for individuals and groups such as the use of the ‘High Five’
- Preventative – providing a positive social context, valuing diversity, supporting constructive relationships, discouraging violence and aggression, and challenging the abuse of power.

Strategies
Some of the strategies implemented at school include:
- Strategies outlined in the Vincent State School Responsible Behaviour Plan for Students
- In-class support for students with diverse learning needs
- Activities aimed at teaching social skills, building resilience and developing self esteem
- Mediation
- Student support and advocacy – Student Services Team
- Interagency communication and support
- Access to EQ support personnel
- Working with parents

Responses
- Responses to bullying may include, but are not limited to:
  - Caution
  - Counselling
  - Restitution
  - Time Away (classroom or playground)
  - Mediation
  - Playground Plans
  - Support person allocated to a student requiring social support during break times
  - Suspension and Exclusion will be considered when other strategies have been utilised and the bullying behaviour persists.
Appendix 2 – Knives at School

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

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

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

The Principal can take tough action against a student who brings a knife to school.
• If a student has a knife at school, principals can inform the police.
• Possessing a knife at school may result in serious disciplinary consequences such as lengthy suspension or exclusion
• Police can search a student and their property at school if they suspect a student has a knife.
• A student may be charged with a criminal offence and may face serious consequences if convicted, including a fine or jail.
• School property such as desks or lockers may be searched if the principal suspects that a student has a knife on or in school property.
• If the principal suspects the student has a knife in their bag, the bag may be temporarily confiscated until police arrive.
• If the student does have a knife at school, it can be confiscated by the principal and given to the police.
# Appendix 3 – Behaviour Expectations

## Vincent State School Positive Behaviour for Learning Matrices

### In All Areas

#### To be successful

**Be safe:**
- Listen to and follow directions carefully
- Use equipment for its intended purpose
- Keep body to yourself (Keep hands and feet to yourself)
- Report unsafe/ inappropriate behaviours
- Deposit mobile phones or any other electronic equipment at the school office during school hours
- Practise good hygiene
- Ask permission to leave any setting
- Stay in approved areas
- Replenish your body with water and healthy food regularly

**Be respectful:**
- Greet others with a smile
- Help peers who are having difficulties
- Ensure that your actions or words do not hurt others
- Leave personal valuables at home
- Use good manners and polite/appropriate language
- Treat others as you would like to be treated
- Take turns
- Talk about others positively
- Make sure that all litter is placed in the bin
- Take pride in yourself and in your school, and wear the school uniform proudly
- Respond appropriately when being corrected or directed by an adult
- Respect your own and others’ property
- Leave chewing gum at home
- Use the ‘High Five’: Ignore, Talk friendly, Walk away, Talk firmly, Report it

**Be a learner:**
- Use technology for educational purposes only
- Be involved in team work
- Arrive at school between 8.30am and 8.50am
- Attend on each school day unless you have a valid reason
- Be a problem solver
- Have all your equipment ready to learn
- Do the best you can in all pursuits and set yourself goals
- Ask for assistance when required
# In The Classroom

## To be successful

### Be safe:

- Enter classrooms only when a teacher is present
- Move calmly around the classroom
- Know the procedure for safety drills
- Use all equipment appropriately

### Be respectful:

- Give at least one compliment per day
- Wait patiently for your turn to speak
- Show interest in what others have to say or do
- Follow instructions first time, every time

### Be a learner:

- Be organised and ready for each school session
- Do your work to the best of your ability
- Return neat and complete homework when due
- Submit assignment tasks on due date
### In The Playground

#### To be successful

#### Be safe:
- Participate in school approved games only and follow rules
- Walk calmly on pathways within the school
- Walk calmly on pathways
- Wear a shady hat and shoes at all times
- Play in my designated play area

#### Be respectfulful:
- Include everyone
- Play fairly
- Encourage others
- Follow the negotiated rules of the game
- Be a good sport
- Go out gracefully without arguing

#### Be a learner:
- Learn new games and activities
- Negotiate rules

### In The Hall

#### To be successful

#### Be safe:
- Walk into the hall
- Use all equipment appropriately

#### Be respectfulful:
- Stand to sing or sign the National Anthem
Look at and listen to the speaker
Use manners

**Be a learner:**
- Follow instructions first time every time

---

**In The Toilets**

**To be successful**

**Be safe:**
- Leave food outside
- Put soiled paper in toilet
- Use toilets correctly: Go, Flush, Wash and Bye
- One toilet, one child

**Be respectful:**
- Wait your turn
- Remind others of toilet rules
- Respect others’ privacy
- Leave toilets clean

**Be a learner:**
- Go to the toilet in break times
- Use lanyards during learning times
### Appendix 4 – Rewards and Consequences Guidelines

These rewards and consequences may occur

<table>
<thead>
<tr>
<th>Positive Consequences Guidelines</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-verbal encouragers</td>
</tr>
<tr>
<td>Moving up on the behaviour chart</td>
</tr>
<tr>
<td>Explicit verbal feedback</td>
</tr>
<tr>
<td>Stickers and stamps</td>
</tr>
<tr>
<td>Vincent Voucher</td>
</tr>
<tr>
<td>School Postcard</td>
</tr>
<tr>
<td>Telephone call to parents</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Negative Consequences Guidelines</th>
</tr>
</thead>
<tbody>
<tr>
<td>Behaviour</td>
</tr>
<tr>
<td>Learning</td>
</tr>
<tr>
<td>Late to school</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Failure to return after an authorised break (truanting)</td>
</tr>
<tr>
<td>Technology misuse</td>
</tr>
<tr>
<td>Refusing to do participate in program of instruction</td>
</tr>
<tr>
<td>Disrupting the class</td>
</tr>
<tr>
<td>Physical misconduct involving an object (Destroying work / workbooks)</td>
</tr>
<tr>
<td>Other conduct prejudice to the good order and management of the school</td>
</tr>
<tr>
<td>Safety</td>
</tr>
<tr>
<td>Dress code (no hat, no socks/shoes, no school uniform)</td>
</tr>
<tr>
<td>Bullying/harassment</td>
</tr>
<tr>
<td>-----------------------------</td>
</tr>
<tr>
<td>Physical misconduct</td>
</tr>
<tr>
<td>not involving an object</td>
</tr>
<tr>
<td>(Climbing)</td>
</tr>
<tr>
<td>Physical misconduct</td>
</tr>
<tr>
<td>involving an object</td>
</tr>
<tr>
<td>(Throwing /threatening to</td>
</tr>
<tr>
<td>throw large objects)</td>
</tr>
<tr>
<td>Physical misconduct</td>
</tr>
<tr>
<td>involving an object</td>
</tr>
<tr>
<td>(Pushing over or throwing</td>
</tr>
<tr>
<td>furniture / making a mess)</td>
</tr>
<tr>
<td>Running on the concrete</td>
</tr>
<tr>
<td>Leaving the classroom</td>
</tr>
<tr>
<td>without permission</td>
</tr>
<tr>
<td>(truanting)</td>
</tr>
<tr>
<td>Verbal misconduct</td>
</tr>
<tr>
<td>(threats)</td>
</tr>
<tr>
<td>Leaving school grounds</td>
</tr>
<tr>
<td>(truanting)</td>
</tr>
<tr>
<td>Physical misconduct -</td>
</tr>
<tr>
<td>Playground</td>
</tr>
<tr>
<td>Physical misconduct -</td>
</tr>
<tr>
<td>Classroom</td>
</tr>
<tr>
<td>Possessing prohibited</td>
</tr>
<tr>
<td>items</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Misconduct Type</td>
</tr>
<tr>
<td>-----------------------------------------------------</td>
</tr>
<tr>
<td>Substance misconduct involving tobacco and other substances</td>
</tr>
</tbody>
</table>

**Respect**

<table>
<thead>
<tr>
<th>Misconduct Types</th>
<th>Action Required</th>
<th>Time Away</th>
<th>Parent Contact by Teacher</th>
<th>Suspension</th>
</tr>
</thead>
<tbody>
<tr>
<td>Verbal misconduct (Derogatory name calling)</td>
<td>Say again using better words Direction – use the High Five (Talk friendly, Talk firmly, Report it)</td>
<td>Repair the relationships Time Away School Community Service</td>
<td>Parent contact by teacher</td>
<td>Suspension</td>
</tr>
<tr>
<td>Verbal misconduct (Back-chatting)</td>
<td>Say again using better words Direction – use the High Five</td>
<td>Time Away</td>
<td>School Community Service</td>
<td>Parent contact by teacher</td>
</tr>
<tr>
<td>Verbal misconduct (Swearing)</td>
<td>Say again using better words Direction – use the High Five</td>
<td>Removing from area Time Away School Community Service</td>
<td>Parent contact by teacher</td>
<td>Suspension</td>
</tr>
<tr>
<td>Verbal misconduct (Swearing at an adult)</td>
<td></td>
<td>Time Away</td>
<td>School Community Service</td>
<td>Suspension</td>
</tr>
<tr>
<td>Property misconduct (Taking other’s property)</td>
<td>Replace / Restore</td>
<td>Repair the relationships School Community Service Time Away</td>
<td>Parent contact by teacher</td>
<td>Police report</td>
</tr>
<tr>
<td>Not following adult direction</td>
<td>Take up time Follow-up conversation</td>
<td>Time Away</td>
<td>School Community Service</td>
<td>Buddy Classroom</td>
</tr>
<tr>
<td>Property misconduct (Vandalism)</td>
<td>Repair / Replace / Restore</td>
<td>School Community Service</td>
<td>Police report Suspension</td>
<td>Suspension</td>
</tr>
</tbody>
</table>
### Appendix 5 – Buddy Classroom Plan

#### Whole School Buddy Classroom Plan

| Buddy Teacher | • |
| Back-up buddy teacher | • |
| Leadership Team | • |
| Buddy | • |

#### Behaviours which will lead to relocation to buddy teacher
- Persistent behaviours which compromise the learning of others
- Behaviours which compromise the safety of others
- Persistent refusal to attempt and/or complete set tasks (Major behaviours require an office referral and follow-up consequence)

#### How the buddy teacher will be advised that the student is on the way
- Phone message before student leaves the room

#### What the student will bring with them
- Current class task or prepared alternative
- Required stationery

#### When the student arrives at the buddy classroom
- Greet the student and direct them to a work space within the room

#### What the student needs to do while at the buddy classroom
| • Work OR | • Attempt/Complete task |
| • Reflection sheet | • No interaction |
| • Interaction with students | • Assist and encourage |
| • Interaction with adults | • Within the classroom space |
| • Position in classroom | |

#### What conditions must exist for the student to be able to return to their own classroom
- Student must attempt the task set and indicate a willingness to return to own class.

#### Who will conduct the “return to class” conversation
- Class teacher will have brief conversation
  - “Are you ready to return to class?”
  - “Are you able to do your own work without disturbing others?”

#### What the student must do on return to their own classroom
- Engage with class tasks
- Maintain appropriate behaviours

If a student is relocated to Buddy Classroom:
- Class teacher to discuss behaviours exhibited before dismissal to lunch or home
- Record on OneSchool
- Contact parent and record contact on OneSchool
# Individual Buddy Classroom Plan

**Student Name**

**Class**

**Buddy Teacher**

**Back-up buddy teacher**

**Leadership Team**

**Buddy**

<table>
<thead>
<tr>
<th>Behaviours which will lead to relocation to buddy teacher</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>How the buddy teacher will be advised that the student is on the way</td>
<td></td>
</tr>
<tr>
<td>What the student will bring with them</td>
<td></td>
</tr>
<tr>
<td>When the student arrives at the buddy classroom</td>
<td></td>
</tr>
</tbody>
</table>
| What the student needs to do while at the buddy teacher classroom | Work  
Reflection sheet  
Interaction with students  
Interaction with adults  
Position in classroom |
| What conditions must exist for the student to be able to return to their own classroom |  |
| Who will conduct the “return to class” conversation |  |
| What the student must do on return to their own classroom. |  |

**Signed:**

- **Class Teacher**
- **Parent**
- **Student**

- **Buddy Teacher**
- **Back-Up Buddy**
- **Leadership Team Buddy**
Appendix 7 – Incident Recording/Reporting

This form may be used in circumstances where access to OneSchool is not available.

Student/s:
Class:
Date:
Time:
Location:
Reported By:
Behaviour Category:
□ Bullying/harassment
□ Threats to others
□ Defiant/threat/s to adults
□ Physical Misconduct
□ Misconduct involving an object
□ Property Misconduct
□ Disruptive
□ Non-compliant with routine
□ Refusal to participate in program of instruction
□ Verbal Misconduct

Description of behaviour or incident:
□ Witnessed
□ Reported

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

Staff response/actions/ follow-up: ____________________________________________________________

________________________________________________________________________________________

Leadership Team response/action: ___________________________________________________________