Vincent State School
Responsible Behaviour Plan for Students

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
•   be Safe
•   be Successful
We seek to provide an ordered, predictable environment that is conducive to effective learning utilising the principles of School Wide Positive Behaviour Support.

We believe that students learn and develop best in an atmosphere of care, kindness and 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.

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, which includes a number of initiatives such as a weekly social skilling, as well as the continued development of the School Wide Positive Behaviour Support ethos. The School Wide Positive Behaviour Support 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 will be reviewed at the start of 2016.

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.

Vincent State School Responsible Behaviour Plan 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 a learner
- Be respectful
- Be safe
- 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*.

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

• Universal behaviour support

The behaviour expectations are based around the four rights – learning, respect, safety and success, and are articulated in detail in the matrix which has been developed by school staff. (See 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 Support.

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 eg Buddy Teacher Plans (See Appendix 6)

Whole school behaviour support encourages and maintains positive behaviours through:
School and classroom rules and expectations which:
- Are consistent with the four rights – to be learners, be respected, be safe and 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;
- OneSchool Positive Behaviour Certificates;
- Thank you cards for staff and students;
- Class based "Vincent Vouchers" for weekly rewards;
- Whole school rewards program and tracking system;
- School academic and citizenship awards;
- Year 7 academic, social, cultural and sporting achievement awards;

- Extra-Curricular opportunities eg instrumental music program, lunchtime games program, representative sporting opportunities, Signing Choir;
- Dedicated section of the school newsletter enabling parents to be actively and positively involved school behaviour expectations;
- Regular reporting to P&C;
- School Wide Positive Behaviour Support Team develop and provide information to staff and parents, including lesson plans and resources for classroom targeting specific behaviours; and
- Classroom support – focussed intervention programs, Individual Education Plans, Individual Support Plans, classroom teacher aide support.

Whole school processes for developing an understanding of the expected behaviours:
- Consultation and information sharing with the school community through newsletters, assemblies and letters;
- Modelling of expected behaviours by all staff at all times; and
- Systematically teaching and reinforcing the expectations at the whole school level through assemblies, newsletters, special events; 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 support approach and procedures. Targeted support forms the second tier of School Wide Positive Behaviour Support.
- Support and advice may be available from members of the school leadership team, Behaviour Management Support Teacher, Guidance Officer, 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 exhibiting 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 Support.

Student Services and Support Team assist in the coordination of a case management team involving specialist services. A consultation process is facilitated involving the appropriate teachers, the student, parents/carers, and support personnel available within EQ, 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 – Queensland 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 outside agency support and professional services; and
- Referral to the Townsville Positive Learning Centre.

5. Consequences for unacceptable behaviour

Response for Inappropriate Behaviour
For details of specific incident types see Appendices 1,2, 4 and 5. 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.

> **Any behaviour which compromises the learning, safety and wellbeing of self or others.**

> Teacher responses may include the following:
> Proximity
> Pause
> 'The Look'
> State student's name
> Gesture
> New task
> Redirection
> Rule reminder linked to an agreement: *"bottom on seat please. You need to follow our safe agreement"*
> 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**

> Relocation to another area – Buddy Break - Time away at next break

> Exit to Leadership Team – Response determined depending on context

> Complete Behaviour Report / OneSchool Data Entry
> (See Appendix 6)

> Prepare Behaviour Advice – send home with copy of report
> Parent acknowledgement required

Consequence/Response could include:

> Return to normal routine

> Time Away

> Suspension with negotiated return to school and Individual Management Plan (if required)

> Individual Management Plan and continued monitoring

The Code of School Behaviour
Better Behaviour Better Learning

Case Management Team
Teacher, Parents, Admin, Guidance Officer, Behaviour Management Support Teacher, and other specialist support staff

Behaviour Monitoring Record / Data Collection

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

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

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 student/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 Behavour Report, MyHR Incident Report)

The following steps are suggested when responding to a critical incident:

a. Remove others from the vicinity;
b. Assist the student to calm and remove himself/herself from the situation;
c. Assist the student to remove himself/herself using physical assistance if appropriate (eg take my hand);
d. Seek parent/carer assistance to remove the student from the situation; and
e. 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 Teachers – Literacy and Numeracy;
Special Education Program Teachers;
Chaplain; and

Leadership Team.
Community Based Support:
The Smith Family;
Good Beginnings;
Uniting Care;
Relationships Australia Queensland;
Centacare; 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 2011Right 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

- **http://education.qld.gov.au/studentservices/index.html**

- http://www.mindmatters.edu.au/about/about_landing.html
- **National Safe Schools Framework**
- **National Safe Schools Framework Resource Manual**
- **Working Together resources for schools**
- **Cybersafety and schools resources**
- **Bullying. No way!**
- **Take a Stand Together**

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Endorsement

_____	_____	_____
Principal	**P&C President**	**Principal's Supervisor**

Date effective:
from   January 2013   to   December 2015

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
- 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 include, but are not limited to:
  - Caution
  - Counselling
  - Restitution
  - Time away (classroom or playground)
  - Mediation
  - 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, and it is against the law for a student to have a knife at school.

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

What kinds of knife are banned?

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

The Principal can take 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

		ARRIVAL AT SCHOOL	TOILET	EATING	TUCKSHOP	LINING UP
L E A R N I N G		I arrive at school between 8.30 and 8.50am. I wait in line until my classroom opens. I prepare myself for learning before I play.	I use the toilet during or at the end of play time by myself. I only ask to go to the toilet during learning time if I really need to go, and wear the lanyard provided.	I take only what I want to eat and drink from my lunchbox. I walk in line with my teacher to the eating area. I sit in the designated area. I open my food and drink once I am seated.	I put my Tuckshop order in as soon as I arrive at school. Tuckshop Monitors deliver the Tuckshop Box to the Tuckshop by 9.30. Tuckshop Monitors leave the classroom to collect the box at 10.55 and take the box back to the classroom for the teacher to hand out	At all times I line up behind the rostered leaders, directly behind the person in front of me. At the end of each break I am lined up by the second bell in the designated area.
R E S P E C T		I greet adults and students. I sit quietly until the bell rings.	I use the correct toilet – the toilet with a label that matches me. I respect other's privacy – my business – not yours. I use the toilet correctly – Go, Flush, Wash, Bye. I use the toilet paper correctly. I use my quiet voice in the toilet.	I put my rubbish in the bin when the teacher says I can. When dismissed, I walk from the eating area.	I write my first and last name, class and order clearly. I only buy from the tuckshop for myself. I walk back to my eating area and sit to eat my food. I use "please" and "thank you" when talking to the Tuckshop Volunteers.	At the end of each break I am ready to move to class before the second bell.
S A F E T Y		If I have to be at school before 8.30am I sit with my bag under C Block until the bell rings and then I walk to my classroom or Breakfast Club. I play safely in the Covered Play Area. I stay out of other areas.	I walk to, from and in the toilets. I go to the toilet, wash my hands and leave straight away.	I walk to the eating area with my class and teacher. I sit in the area and remain in my seat. I begin eating when seated. I keep play equipment still during eating time. I know the bell at the end of eating time is a signal for the teacher to release me. I place rubbish in the bin and walk when released.	The Tuckshop Monitors walk to and from the Tuckshop with the box. I wait quietly in line to be served.	I sit still with my legs crossed, or stand, keeping my hands, feet and mouth to myself. I hold equipment still.
S U C C E S S		Everyone is at school on time ready to learn.	Our school toilets are safe, quiet, clean and tidy. Everyone uses the toilets properly.	The eating area is calm, quiet and clean and everyone finishes lunch before they go to play.	The Tuckshop area is calm and ordered	The class is lined up ready to move to class at the second bell using only talking voices. The class is lined up in two lines.

	MOVING AROUND THE SCHOOL (CLASS)	MOVING AROUND THE SCHOOL (INDEPENDENTLY)	ASSEMBLY	ENTERING AND LEAVING CLASSROOMS (WHOLE CLASS)	ENTERING AND LEAVING CLASSROOMS (INDIVIDUALS)
L E A R N I N G	I put my hat on my head and hold any items in front of me. I walk quietly behind the person in front of me at all times. When I am leader I walk at a safe and steady pace. I wait quietly and listen carefully for teacher instructions.	I put my hat on my head and hold any items in front of me. I walk quietly and quickly to my destination and return, wearing the lanyard provided. I walk on the on the left hand side on the correct paths to my destination.	I walk from my classroom to assembly in my class line ready for the start at 2.40pm.	I line up quickly and quietly and follow my teacher's directions.	I enter the classroom quietly and wait to speak to the teacher. I return directly to my classroom.
R E S P E C T	I wait quietly and listen carefully for teacher instructions. I walk quietly past the office, visitors, other classes and classrooms.	I walk quietly past the office, visitors, other classes and classrooms. I deliver messages and items to the intended person.	I look at and listen to the speaker. I sing or sign the National Anthem I sit and stand without talking. I acknowledge award recipients or special speakers with appropriate hand clapping.	I move around the school in way that allows other classes, staff, visitors and volunteers to continue with their work.	I use good manners when speaking to others.
S A F E T Y	I keep my hands and feet to myself when walking and waiting. I walk at a steady pace, keeping up with the rest of the class. I keep my eyes to the front at all times.	When walking with friends, I pay attention to other peoples' safety.	I keep my hands and feet to myself. I remain with my class. I walk along the pathway to the front if my name is called. I leave the assembly in the class line with my teacher.	I keep my hands and feet to myself. I carry only what is required.	I take the shortest and safest route there and back. I carry items safely.
S U C C E S S	The class is walking together in two quiet lines.	Students moving quietly, calmly and respectfully from place to place.	Assembly is quiet, calm and respectful.	The entry to and exit from classrooms is quiet, calm and orderly.	The entry and exit from classroom is quiet, calm and orderly.

	COVERED PLAY AREAS	TRANSITIONS (MOVING IN THE CLASSROOM)	BREAKFAST CLUB
L E A R N I N G	I play in the allocated CPA for my year group.	I follow my teacher's instructions promptly.	I sit at the table to eat my breakfast. I use the cutlery and utensils provided.
R E S P E C T	I follow the directions of the teacher on duty. I follow the rules of the game.	I listen and follow my teacher's instruction without comment.	I greet staff, volunteers and students. I say "please" and "thank you". I clean my space up after myself.
S A F E T Y	I walk on the concrete, sit on the seats and wait my turn to drink at the water cooler.	I move safely around the classroom following my teacher's direction. I follow my classroom rules for independent movement in the classroom.	I sit on the chair. I carry my food carefully. I clean any spills and put my rubbish in the bin.
S U C C E S S	The CPA is a safe and happy place to play.	Students only move around the classroom as necessary or directed.	Everyone enjoys a healthy breakfast in a quiet, friendly room.

Appendix 4 – Consequences Guidelines

Positive Consequences Guidelines	
Non-verbal encouragers	Certificate presented in class
Moving up on the behaviour chart	Certificate presented at assembly
Explicit verbal feedback	Student of the week
Stickers and stamps	Student of the month
Vincent Voucher	Letter from Principal
"Happy Gram"	Afternoon tea with leadership team
Telephone call to parents	End of term rewards activities: • Water play • Movies and popcorn • Cooking • Picnic in the park • Games and quizzes • Dance

Negative Consequences Guidelines

Behaviour	Minor	Moderate or Repeated	Major or Persistent
Learning			
Technology misuse	Restricted access	Heavily supervised access	Parent contact
Refusing to do work	Make up work time at next break	Parent contacted for in class support	
Disrupting the class	Take a Break in classroom	Buddy Break / Classroom monitoring	Parent Contacted – make up time at break
Destroying work / workbooks	Replace / Redo	Buddy Break / Classroom monitoring	Parent contacted
Failure to return after an authorised break	Make up time at next break	Parent contacted for in class support	
Safety			
Climbing	Redirection to get down	Redirection to get down	On the roof - suspension
Throwing /threatening to throw large	-	Direction to stop – put that down	Suspension

objects			
Pushing over furniture / making a mess	Direction to stop	Direction to stop – clean up the mess	Buddy Break – Clean up mess
Running on the concrete	Direction to stop and walk	Stop and sit	
Leaving the classroom without permission	Make up time at next break	Parent contacted Return to classroom	
Making threats to harm (verbal without real intent)	Mediation	Time Away	Suspension
Making threats (verbal and physical)		Time Away	Suspension
Leaving school grounds			Parent contacted
Physical aggression - Playground	Immediate loss of play	Time Away / Playground monitoring	Suspension
Physical aggression - Classroom	Take a Break	Buddy Break / Classroom monitoring	Suspension
Respect			
Derogatory name calling	Say again using better words	Repair the relationships	Parent contact by teacher
Taking other's property	Replace / Restore	Repair / Community Service	Parent contact by teacher
Back-chatting	Say again using better words		
Swearing	Say again using better words	Removing from area	Parent contact by teacher
Swearing at an adult	-	-	Suspension
Not follow adult direction	Take up time – Follow-up conversation		
Bringing prohibited items to school	Teacher collects item returns at end of day (unless potential safety risk)	Teacher collects item returns at parent request	
Vandalism	Repair / Replace / Restore	Community Service	Suspension

Appendix 5 – Whole School Approach to Student Swearing
Rationale:

Staff and community members have noticed an increase in the use of swear words by students. A consistent approach to swearing at adults has been applied across the school, but despite a set of recommended consequences for swearing in other circumstances, no improvements have been evident.

Behaviour	Minor	Moderate or Repeated	Major or Persistent
Swearing	Say again using better words	Removing from area	Parent contact by teacher
Swearing at an adult	-	-	Suspension

Goal:

To eliminate the use of swear words by students through a consistent school wide approach

Strategy:

- Consultation with staff, parents and students to develop a set of consequences for swearing

- Development of a "flow chart" of responses and consequences for students who are heard to swear

- Implementation of a four week teaching focus

- Implementation of a four week program designed to eliminate swearing in the school

- Use of consistent language of correction – "Try that Again"

- Only swearing heard by an adult is subject to this process – swearing as reported by students will continue to be responded to using the above consequences guidelines

Response and Consequence Flow Chart

Step 1 - 1st occasion: Reprimand – Verbal apology
Step 2 - 2nd occasion: "Thinking Chair" (reduced peer interaction) – written apology (display in classroom, provide copy to parent)
Step 3 - 3rd occasion: Parent contact – formal discussion between student, parent, teacher and leadership team (Community accountability)
Step 4 - 4th occasion: "5 / 10 different ways I can get the same message across", "The impact of swearing on the school community", "Responses to swearing in the wider community" (Learning tasks)
Step 5 - 5th occasion: Time Away at Break – Complete Learning Tasks / Community Service (eg clean up a designated area, weed the garden, assist the teacher on duty)
Step 6 - 6th occasion: After school detention

Step 7 - 7th occasion: "Buddy Teacher" for an extended period
Step 8 - 8th occasion: Suspension (School work to complete at home)
Students who reach Step 8 return from suspension go straight to Step 2 (and beyond for subsequent suspensions)

Appendix 5 – Buddy Teacher Plans
Whole School Buddy Teacher 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 teacher classroom	• Work OR • Reflection sheet • Interaction with students • Interaction with adults • Position in classroom	• Attempt/Complete task • No interaction • Assist and encourage • Within the classroom space
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 get on with 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 Teacher:
- Class teacher to discuss behaviours exhibited before dismissal to lunch or home
- Record on OneSchool
- Contact parent and record contact on OneSchool

Individual Buddy Teacher Plan

Student Name	
Class	
Buddy Teacher Back-up buddy teacher Leadership Team Buddy	• • •
Behaviours which will lead to relocation to buddy teacher	
How the buddy teacher will be advised that the student is on the way	
What the student will bring with them	
When the student arrives at the buddy classroom	
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 6 – Incident Recording/Reporting

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:_____

_____