Warra State School

Responsible Behaviour Plan for Students

based on The Code of School Behaviour

1. Purpose

Warra State School is committed to providing a safe, respectful and disciplined learning environment for students and staff, where students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing.

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

Our school motto is “To Achieve”. We foster and develop children's pride in their school, classroom, community and self through our daily operations and policies.

2. Consultation and data review

Warra State School reviewed and developed this plan in collaboration with our school community. Broad consultation with parents, staff and students was undertaken through survey distribution and community meetings held during Term 1 2014. A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents also informed the development process.

The plan was endorsed by the Principal, the President of the P&C and DDSW Assistant Regional Director and will be reviewed in 2017 as required in legislation.

3. Learning and behaviour statement

All areas of Warra State School are learning and teaching environments. We consider behaviour management to be an opportunity for valuable social learning as well as a means of maximising the success of academic education programs.

Our Responsible Behaviour Plan outlines our system for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours. Through our school plan shared expectations for student behaviour are plain to everyone, assisting Warra 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 safe
☑ Be responsible and learning
☑ Be respectful.

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. These are visible in all areas of our school.
<table>
<thead>
<tr>
<th><strong>RESPONSIBILITIES</strong></th>
<th><strong>RIGHTS</strong></th>
</tr>
</thead>
</table>
| **ALL** have the responsibility to:  
* Respect the confidentiality and privacy of all school community | **ALL** have the right to:  
* Confidentiality and privacy |
| **STUDENTS** have the responsibility to:  
* Cooperate with staff and others in authority – (Follow staff directions)  
* Participate actively in the school’s education program. (Arrive promptly to class with all the required materials and be ready to learn)  
* Behave in a manner that respects the rights of others, including the right to learn (Follow standards for conduct, dress code and not interfere with the learning of others)  
* Demonstrate respect for themselves, other members of the school community and the school environment (Act in a manner which is courteous, fair and non-threatening. Care for equipment and facilities)  
* Take responsibility for their own behaviour and learning (Accept the consequences of their actions)  
* Make others feel accepted. | **STUDENTS** have the right to:  
* Learn in a positive, caring environment  
* Be respected and considered by others  
* Be safe  
* Be able to express their opinions in an appropriate manner  
* Have appropriate access to the school’s facilities  
* Know what is acceptable behaviour and to know the consequences of unacceptable behaviour.  
* Learn to make their own decisions  
* Feel accepted  
* Expect their belongings to be safe |
| **STAFF** have the responsibility to:  
* Demonstrate respect and courtesy for others  
* Act in a manner which promotes the safety of all students and their property  
* Manage student’s behaviour consistently and fairly  
* Provide a supportive and encouraging learning environment  
* Act in accordance with Education Queensland’s Code of Conduct | **STAFF** have the right to:  
* Be treated with respect, courtesy and fairness by others  
* Have privacy and security of self and property  
* Teach in a positive environment  
* Expect the FULL support of parents, administration and the school community  
* Have access to the appropriate professional development activities  
* Be kept informed of the specific needs of the students |
| **PARENTS** have the responsibility to:  
* Demonstrate respect and courtesy for others  
* Show an active interest in their child’s schooling and progress by monitoring and working cooperatively with school staff.  
* Support the school’s codes of behaviour and dress  
* Initiate and maintain constructive communication and relationships with school staff regarding their child’s learning, wellbeing and behaviour  
* Keep up to date with school policies and procedures | **PARENTS** have the right to:  
* Receive and offer information about their children’s education and behaviour  
* Expect consistent approaches to codes of behaviour used by teachers throughout the school  
* Received respect and support from the school community in their role as parent  
* Be able to express their opinions in an appropriate manner  
* Be informed of school policies and procedures |
4. Processes for facilitating standards of positive behaviour and responding to unacceptable behaviour

**Universal Behaviour Support**

The first step in facilitating standards of positive behaviour is communicating those standards to all students. At Warra State School we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school. Communicating behavioural expectations is a form of universal behaviour support - a strategy directed towards all students designed to prevent problem behaviour and provides a framework for responding to unacceptable behaviour.

A set of behavioural expectations in specific settings has been attached to each of our three school rules. The Schoolwide Expectations Teaching Matrix below outlines our agreed rules and specific behavioural expectations in all school settings.

<table>
<thead>
<tr>
<th>BE RESPECTFUL</th>
<th>ALL AREAS</th>
<th>CLASSROOM</th>
<th>PLAYGROUND</th>
<th>STAIRWELL</th>
<th>TOILETS</th>
<th>BIKE RACKS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use equipment appropriately</td>
<td>Walk</td>
<td>Participate in school approved games</td>
<td>Rails are for hands</td>
<td>Respect privacy of others</td>
<td>Use own bike/scooter only</td>
<td></td>
</tr>
<tr>
<td>Keep hands, feet and objects to yourself</td>
<td>Sit still</td>
<td>Wear shoes and socks at all times</td>
<td>Walk one step at a time</td>
<td>Walk bike/scooter to the gate</td>
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<tr>
<td></td>
<td>Enter and exit room in an orderly manner</td>
<td>Be sun safe; wear a broad brimmed hat</td>
<td>Carry items</td>
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<td></td>
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<td></td>
<td>Keep passage ways clear at all times</td>
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</table>

**BE RESPONSIBLE & LEARNING**

- Ask permission to leave the classroom
- Be on time
- Be in the right place at the right time
- Follow instructions straight away

<table>
<thead>
<tr>
<th>BE Responsible &amp; Learning</th>
<th>ALL AREAS</th>
<th>CLASSROOM</th>
<th>PLAYGROUND</th>
<th>STAIRWELL</th>
<th>TOILETS</th>
<th>BIKE RACKS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respect others' personal space and property</td>
<td>Be prepared</td>
<td>Be a problem solver</td>
<td>Move peacefully in single file</td>
<td>Use toilets during breaks</td>
<td>Leave school promptly</td>
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<tr>
<td>Care for equipment</td>
<td>Complete set tasks</td>
<td>Return equipment to appropriate place at the sports bell</td>
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</tr>
<tr>
<td>Clean up after yourself</td>
<td>Take an active role in classroom activities</td>
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<td></td>
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</tr>
<tr>
<td>Use polite language</td>
<td>Keep work space tidy</td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wait your turn</td>
<td>Be honest</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>BE SAFE</th>
<th>ALL AREAS</th>
<th>CLASSROOM</th>
<th>PLAYGROUND</th>
<th>STAIRWELL</th>
<th>TOILETS</th>
<th>BIKE RACKS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Raise your hand to speak</td>
<td>Play fairly – take turns, invite others to join in and follow rules</td>
<td>Walk quietly and orderly so that others are not disturbed</td>
<td>Wash hands</td>
<td>Leave school promptly</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Respect others' right to learn</td>
<td>Care for the environment</td>
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<tr>
<td>Talk in turns</td>
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<tr>
<td>Be a good listener</td>
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</table>

These expectations are communicated to students via a number of strategies, including:

- Behaviour lessons conducted by classroom teachers;
- Reinforcement of learning from behaviour lessons on School Parade and during active supervision by staff during classroom and non-classroom activities.
Warra State School implements the following proactive and preventative processes and strategies to support student behaviour:

- School newsletter items, enabling parents to be actively and positively involved in school behaviour expectations.
- Induction programs in the Warra State School Responsible Behaviour Plan for Students delivered to new students as well as new and relief staff.
- Individual support profiles developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings.
- Classroom and school reward days to promote and celebrate positive behaviour.
- Development of specific policies to address:
  - The Use of Personal Technology Devices at School
  - Procedures for Preventing and Responding to Incidents of Bullying
  - Attendance Policy
  - Enrolment agreement
  - Uniform policy.

Reinforcing expected school behaviour
At Warra SS our key message about expected behaviour is reinforced through acknowledgement and reward strategies, corrections and consequences, and supportive intervention.

A formal recognition and monitoring system has been developed; designed to increase the quantity and quality of positive interactions between students and staff. All staff members give consistent and appropriate acknowledgement, rewards and feedback.

1. High frequency rewards:
   a. Praise, positive feedback and acknowledgement for working hard
   b. Time on desired activities for work completion and conduct compliance

2. Boosters: certificates and prizes for
   a. Improved learning awards – when students achieve significant learning progress
   b. Conduct awards – for when students display exemplary conduct

3. Celebrations – intermittent rewards that are held in the school,
   a. by term, end of semester end of year
   b. Acknowledging the shared educational journey we all undertake as a school community.

Universally, all students are supported with positive reinforcements from peers, parents and staff for displaying appropriate behaviour and meeting expectations. Universally, all students will be provided with an assessment of their level of conduct in their report at the end of each semester.

Students who have not met the universal standard of behaviour will be offered more targeted and/or intensive support to achieve success in behavioural outcomes, as listed on the table on the next page. Our school celebrates and proactively promotes positive student behaviour by organising special days for our students, including a range of extracurricular activities. Examples of these include special food days, free dress/themed days, disco and movie nights.

Students are also rewarded each term with a range of out of school excursions/ incursions that fit within the curriculum units of work for each class.

*Warra State School holds a strict policy on expected behaviours on excursions. See the policy in the table below.*

### Excursions/Incursions and Extra Curricular Activities
Students travelling on excursions should always uphold the good reputation of the Warra State School. Therefore, in order to participate in school excursions, students must have demonstrated the expected standard of behaviour across the term. Attendance at extra-curricular activities and excursions will be at teacher’s and principal’s discretion.
### Assessment Criteria for Student Conduct

<table>
<thead>
<tr>
<th>Behaviour Level</th>
<th>Indicators</th>
<th>Supportive Response Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A – Excellent</strong></td>
<td>A student at this level:</td>
<td>• Student will be eligible for awards and reward recognition</td>
</tr>
<tr>
<td></td>
<td>• always follows the Code of Behaviour</td>
<td>• Student may be eligible to hold student leadership positions</td>
</tr>
<tr>
<td></td>
<td>• completes class work and homework</td>
<td>• Student is eligible to participate in school sport, excursions, camps, extra-curricular activities</td>
</tr>
<tr>
<td></td>
<td>• always abides by school dress code</td>
<td>• The student's report card will acknowledge &quot;consistently good behaviour.&quot;</td>
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<tr>
<td></td>
<td>• respects the rights of others displays courteous and respectful behaviour</td>
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<tr>
<td></td>
<td>• makes positive contributions to the school</td>
<td></td>
</tr>
<tr>
<td><strong>B – Good</strong></td>
<td>A student at this level:</td>
<td>• Student will be eligible for awards and reward recognition</td>
</tr>
<tr>
<td></td>
<td>• generally completes class work and homework</td>
<td>• Student is eligible to participate in school sport, excursions, camps, extra-curricular activities</td>
</tr>
<tr>
<td></td>
<td>• always abides by school dress code</td>
<td>• The student's report card will acknowledge, usually good behaviour.</td>
</tr>
<tr>
<td></td>
<td>• respects the rights of others displays courteous and respectful behaviour</td>
<td></td>
</tr>
<tr>
<td><strong>C – Satisfactory</strong></td>
<td>A student at this level:</td>
<td>• Student will be eligible for awards and reward recognition</td>
</tr>
<tr>
<td></td>
<td>• Displays acceptable classroom effort</td>
<td>• Student is eligible to participate in school sport, excursions, camps, extra-curricular activities</td>
</tr>
<tr>
<td></td>
<td>• generally respects the rights of others displays acceptable behaviour</td>
<td>• The student's report card will acknowledge usually acceptable behaviour.</td>
</tr>
<tr>
<td><strong>D – Developing</strong></td>
<td>A student at this level frequently displays unacceptable behaviour. Examples include:</td>
<td>• Student will be eligible for awards and reward recognition</td>
</tr>
<tr>
<td></td>
<td>• requires frequent reminders to comply with tasks and expectations across all settings</td>
<td>• An individual behaviour support plan may be put in place by admin</td>
</tr>
<tr>
<td></td>
<td>• disruption in class</td>
<td>• Parents will be notified</td>
</tr>
<tr>
<td></td>
<td>• inappropriate language</td>
<td>• Possible restrictions on playground access</td>
</tr>
<tr>
<td></td>
<td>• disrespectful behaviour</td>
<td>• May be restricted from off campus activities</td>
</tr>
<tr>
<td></td>
<td>• unsafe behaviour directed at others</td>
<td>• A 1-5 day suspension may result depending on the individual circumstances</td>
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<td></td>
<td>• disobedience</td>
<td></td>
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<tr>
<td></td>
<td>• refusal to complete work</td>
<td></td>
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<td></td>
<td>• continued non-compliance with school dress code</td>
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</tr>
<tr>
<td><strong>E – Support Required</strong></td>
<td>A student at this level has failed to respond to targeted approaches and may need more intensive support. Examples include:</td>
<td>• Student will be eligible for awards and reward recognition</td>
</tr>
<tr>
<td></td>
<td>• requires frequent reminders to comply with a specially modified programme of tasks and expectations across all settings</td>
<td>• An individual behaviour support plan will be put in place by admin and behaviour support staff</td>
</tr>
<tr>
<td></td>
<td>• continual disruption in class</td>
<td>• Parents will be notified</td>
</tr>
<tr>
<td></td>
<td>• abusive language directed at others</td>
<td>• Possible restrictions on playground access</td>
</tr>
<tr>
<td></td>
<td>• disrespectful behaviour</td>
<td>• May be excluded from off campus activities</td>
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<tr>
<td></td>
<td>• dangerous behaviour leading to injury of others</td>
<td>• The student may be suspended or excluded depending on the individual circumstances</td>
</tr>
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<td></td>
<td>• illegal behaviour</td>
<td></td>
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<td></td>
<td>• continual refusal to comply with directions</td>
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</tbody>
</table>

**Notes:**
- **Universal** approach is taken for all levels.
- **Targeted** support is provided for students in B, C, and D levels.
- **Intensive** support is provided for students in E level.
<table>
<thead>
<tr>
<th>Key Level:</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>We are Responsible and Learning</strong></td>
<td>Independently &amp; Consistently:</td>
<td>Independently &amp; Most of the time:</td>
<td>Usually:</td>
<td>Sometimes &amp; with Assistance:</td>
<td>Rarely:</td>
</tr>
<tr>
<td></td>
<td>• Completes tasks satisfactorily;</td>
<td>• Completes tasks satisfactorily;</td>
<td>• Completes tasks satisfactorily;</td>
<td>• Completes tasks satisfactorily;</td>
<td>• Completes tasks satisfactorily;</td>
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<td>• Contributes to class discussions and activities;</td>
<td>• Contributes to class discussions and activities;</td>
<td>• Contributes to class discussions and activities;</td>
<td>• Contributes to class discussions and activities;</td>
<td>• Contributes to class discussions and activities;</td>
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<td></td>
<td>• Is prepared to take risks and accept challenges;</td>
<td>• Is prepared to take risks and accept challenges;</td>
<td>• Is prepared to take risks and accept challenges;</td>
<td>• Is prepared to take risks and accept challenges;</td>
<td>• Is prepared to take risks and accept challenges;</td>
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<td></td>
<td>• Stays on task;</td>
<td>• Stays on task;</td>
<td>• Stays on task;</td>
<td>• Stays on task;</td>
<td>• Stays on task;</td>
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<tr>
<td></td>
<td>• Works ‘tough’ and does not give up.</td>
<td>• Works ‘tough’ and does not give up.</td>
<td>• Works ‘tough’ and does not give up.</td>
<td>• Works ‘tough’ and does not give up.</td>
<td>• Works ‘tough’ and does not give up.</td>
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<td></td>
<td>• Is prepared for class activities;</td>
<td>• Is prepared for class activities;</td>
<td>• Is prepared for class activities;</td>
<td>• Is prepared for class activities;</td>
<td>• Is prepared for class activities;</td>
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<td>• Manages time effectively;</td>
<td>• Manages time effectively;</td>
<td>• Manages time effectively;</td>
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<td>• Completes homework and assignment tasks;</td>
<td>• Completes homework and assignment tasks;</td>
<td>• Completes homework and assignment tasks;</td>
<td>• Completes homework and assignment tasks;</td>
<td>• Completes homework and assignment tasks;</td>
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<td></td>
<td>• Can work independently.</td>
<td>• Can work independently.</td>
<td>• Can work independently.</td>
<td>• Can work independently.</td>
<td>• Can work independently.</td>
</tr>
<tr>
<td><strong>We Show Respect</strong></td>
<td>Independently &amp; Consistently:</td>
<td>Independently &amp; Most of the time:</td>
<td>Usually:</td>
<td>Sometimes &amp; with Assistance:</td>
<td>Rarely:</td>
</tr>
<tr>
<td></td>
<td>• Shows respect for self.</td>
<td>• Shows respect for self.</td>
<td>• Shows respect for self.</td>
<td>• Shows respect for self.</td>
<td>• Shows respect for self.</td>
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<tr>
<td></td>
<td>• Respects belongings of self and others;</td>
<td>• Respects belongings of self and others;</td>
<td>• Respects belongings of self and others;</td>
<td>• Respects belongings of self and others;</td>
<td>• Respects belongings of self and others;</td>
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<td></td>
<td>• Demonstrates awareness of rights and feelings of others; including the right to learn</td>
<td>• Demonstrates awareness of rights and feelings of others; including the right to learn</td>
<td>• Demonstrates awareness of rights and feelings of others; including the right to learn</td>
<td>• Demonstrates awareness of rights and feelings of others; including the right to learn</td>
<td>• Demonstrates awareness of rights and feelings of others; including the right to learn</td>
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<td></td>
<td>• Listens to and follows instructions and directions;</td>
<td>• Listens to and follows instructions and directions;</td>
<td>• Listens to and follows instructions and directions;</td>
<td>• Listens to and follows instructions and directions;</td>
<td>• Listens to and follows instructions and directions;</td>
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<td></td>
<td>• Cooperates with staff and others in authority;</td>
<td>• Cooperates with staff and others in authority;</td>
<td>• Cooperates with staff and others in authority;</td>
<td>• Cooperates with staff and others in authority;</td>
<td>• Cooperates with staff and others in authority;</td>
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<td></td>
<td>• Follows class/ school expectations</td>
<td>• Follows class/ school expectations</td>
<td>• Follows class/ school expectations</td>
<td>• Follows class/ school expectations</td>
<td>• Follows class/ school expectations</td>
</tr>
<tr>
<td><strong>We Are Safe</strong></td>
<td>Independently &amp; Consistently:</td>
<td>Independently &amp; Most of the time:</td>
<td>Usually:</td>
<td>Sometimes &amp; with Assistance:</td>
<td>Rarely:</td>
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<tr>
<td></td>
<td>• Uses playground/ classroom equipment safely;</td>
<td>• Uses playground/ classroom equipment safely;</td>
<td>• Uses playground/ classroom equipment safely;</td>
<td>• Uses playground/ classroom equipment safely;</td>
<td>• Uses playground/ classroom equipment safely;</td>
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<tr>
<td></td>
<td>• Demonstrates awareness of personal space of self and others;</td>
<td>• Demonstrates awareness of personal space of self and others;</td>
<td>• Demonstrates awareness of personal space of self and others;</td>
<td>• Demonstrates awareness of personal space of self and others;</td>
<td>• Demonstrates awareness of personal space of self and others;</td>
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<td></td>
<td>• Follows school/ classroom rules and routines;</td>
<td>• Follows school/ classroom rules and routines;</td>
<td>• Follows school/ classroom rules and routines;</td>
<td>• Follows school/ classroom rules and routines;</td>
<td>• Follows school/ classroom rules and routines;</td>
</tr>
<tr>
<td></td>
<td>• Moves safely through school environment</td>
<td>• Moves safely through school environment</td>
<td>• Moves safely through school environment</td>
<td>• Moves safely through school environment</td>
<td>• Moves safely through school environment</td>
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<tr>
<td></td>
<td>• Resolves conflict without aggression using socially appropriate strategies;</td>
<td>• Resolves conflict without aggression using socially appropriate strategies;</td>
<td>• Resolves conflict without aggression using socially appropriate strategies;</td>
<td>• Resolves conflict without aggression using socially appropriate strategies;</td>
<td>• Resolves conflict without aggression using socially appropriate strategies;</td>
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<td></td>
<td>• Takes responsibility for the safety of self/ safe</td>
<td>• Takes responsibility for the safety of self/ safe</td>
<td>• Takes responsibility for the safety of self/ safe</td>
<td>• Takes responsibility for the safety of self/ safe</td>
<td>• Takes responsibility for the safety of self/ safe</td>
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</tbody>
</table>
Responding to unacceptable behaviour
Students come to school to learn. Behaviour support represents an important opportunity for learning how to get along with others.

Re-directing low-level and infrequent problem behaviour
When a student exhibits low-level and infrequent problem behaviour, the first response of school staff members is to remind the student of expected school behaviour, then ask them to change their behaviour so that it aligns with our school’s expectations.

Our preferred way of re-directing low-level problem behaviour is to ask them to think of how they might be able to act more safely, more respectfully or more responsibly. This encourages students to reflect on their own behaviour, evaluate it against expected school behaviour, and plan how their behaviour could be modified so as to align with the expectations of our school community.

Targeted behaviour support
Students who require targeted behaviour support at Warra State School are identified through our behaviour data. In most cases the problem behaviours of these students may not be immediately regarded as severe, but the frequency of their behaviours may put these students’ learning and social success at risk if not addressed in a timely manner. Students who require targeted behaviour support will work with their classroom teacher and the principal and their parents to develop an individual behaviour plan.

Intensive behaviour support: Behaviour Support Team
Warra State School is committed to educating all students, including those with the highest behavioural support needs. We recognise that students with highly complex and challenging behaviours need comprehensive systems of support. The **Intensive Behaviour Support Team**:
- works with other staff members to develop appropriate behaviour support strategies
- monitors the impact of support for individual students through continuous data collection
- makes adjustments as required for the student, and
- works with the School Behaviour Leadership Team to achieve continuity and consistency.

The **Intensive Behaviour Support Team** has a simple and quick referral system in place. Following referral, a team member contacts parents and any relevant staff members to form a support team and begin the assessment and support process. In many cases the support team also includes individuals from other agencies already working with the student and their family, a representative from the school’s administration and district-based behavioural support staff.

5. Consequences for unacceptable behaviour
Warra State School makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When unacceptable behaviour occurs, students experience predictable consequences. Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour. **OneSchool – behaviour incident report is used to record all minor and major problem behaviour.**

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:
- **Minor** problem behaviour is handled by staff members at the time it happens
- **Major** problem behaviour is referred directly to the school Principal.

Minor behaviours are those that:
- 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
- do not require involvement of specialist support staff or Principal.

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.
- a re-direction procedure. The staff member takes the student aside and:
  1. names the behaviour that student is displaying,
  2. asks student to name expected school behaviour,
  3. states and explains expected school behaviour if necessary
  4. gives positive verbal acknowledgement for expected school behaviour.
Major behaviours are those that:
- significantly violate the rights of others
- put others / self at risk of harm
- require the involvement of school Principal.

Major behaviours result in an immediate referral to Administration because of their seriousness. When major problem behaviour occurs, staff members calmly state the major problem behaviour and remind the student of expected school behaviour. **The staff member completes the OneSchool behaviour incident and contacts the Principal.**

Major problem behaviours may result in the following consequences:
- **Level One:** Time in office, removal to withdrawal room, alternate lunchtime activities, loss of privilege, restitution, loss of break times, warning regarding future consequence for repeated offence, individual behaviour plan.
  AND/OR
- **Level Two:** Parent contact, referral to Guidance Officer, referral to Intensive Behaviour Support Team, suspension from school
- **Level Three:** Students who engage in very serious problem behaviours such as major violent physical assault, or the use or supply of weapons or drugs can expect suspension with a proposal for exclusion from school.

The following table outlines examples of major and minor problem behaviours:

<table>
<thead>
<tr>
<th>Area</th>
<th>Minor</th>
<th>Major</th>
</tr>
</thead>
<tbody>
<tr>
<td>Movement around school</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Play</td>
<td>• Incorrect use of equipment</td>
<td>• Throwing objects</td>
</tr>
<tr>
<td></td>
<td>• Not playing school approved games</td>
<td>• Possession of weapons</td>
</tr>
<tr>
<td></td>
<td>• Playing in toilets</td>
<td></td>
</tr>
<tr>
<td>Physical contact</td>
<td>• Minor physical contact (eg: pushing and shoving)</td>
<td>• Serious physical aggression</td>
</tr>
<tr>
<td>Correct Attire</td>
<td>• Not wearing a hat in playground</td>
<td>• Fighting</td>
</tr>
<tr>
<td></td>
<td>• Not wearing shoes outside</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td>• Possession or selling of drugs</td>
</tr>
<tr>
<td>Class tasks</td>
<td>• Not completing set tasks that are at an appropriate level</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Not being punctual (eg: lateness after breaks)</td>
<td></td>
</tr>
<tr>
<td>Being in the right place</td>
<td>• Not in the right place at the right time.</td>
<td>• Leaving class without permission (out of sight)</td>
</tr>
<tr>
<td></td>
<td>• Low intensity failure to respond to adult request</td>
<td>• Leaving school without permission</td>
</tr>
<tr>
<td>Follow instructions</td>
<td>• Non compliance</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Unco-operative behaviour</td>
<td></td>
</tr>
<tr>
<td>Accept outcomes for behaviour</td>
<td>• Minor dishonesty</td>
<td>• Major dishonesty</td>
</tr>
<tr>
<td>Rubbish</td>
<td>• Littering</td>
<td></td>
</tr>
<tr>
<td>Mobile Phone</td>
<td>• Mobile phone switched on in any part of the school at any time</td>
<td>• Use of a mobile phone in any part of the school for voicemail, email, text messaging or filming purposes without authorisation</td>
</tr>
<tr>
<td></td>
<td>without authorisation (written permission from an authorised staff member)</td>
<td></td>
</tr>
<tr>
<td>Language</td>
<td>• Inappropriate language (written/verbal)</td>
<td>• Offensive language</td>
</tr>
<tr>
<td></td>
<td>• Calling out</td>
<td>• Aggressive language</td>
</tr>
<tr>
<td></td>
<td>• Poor attitude</td>
<td>• Verbal abuse / directed profanity</td>
</tr>
<tr>
<td></td>
<td>• Disrespectful tone</td>
<td></td>
</tr>
<tr>
<td>Property</td>
<td>• Petty theft</td>
<td>• Stealing / major theft</td>
</tr>
<tr>
<td></td>
<td>• Lack of care for the environment</td>
<td>• Wilful property damage</td>
</tr>
<tr>
<td></td>
<td>• Disrespect</td>
<td>• Vandalism</td>
</tr>
<tr>
<td>Others</td>
<td>• Not playing fairly</td>
<td>• Major bullying / harassment</td>
</tr>
<tr>
<td></td>
<td>• Minor disruption to class</td>
<td>• Major disruption to class</td>
</tr>
<tr>
<td></td>
<td>• Minor defiance</td>
<td>• Blandant disrespect</td>
</tr>
<tr>
<td></td>
<td>• Minor bullying / harassment</td>
<td>• Major defiance</td>
</tr>
</tbody>
</table>
Relate problem behaviours to expected school behaviours
When responding to problem behaviours, staff members ensure that students understand the relationship of the problem behaviour to expected school behaviour. One method that staff members might use to achieve this is to have students:
- articulate the relevant expected school behaviour
- explain how their behaviour differs from expected school behaviour,
- describe the likely consequences if the problem behaviour continues; and
- identify what they will do to change their behaviour in line with expected school behaviour.

Should problem behaviour be repeated, the staff member may not repeat the discussion/explanation process but simply remind the student of the consequences of their problem behaviour.

Ensuring consistent responses to problem behaviour
At Warra State School staff members authorised to issue consequences for problem behaviour are provided with appropriate professional development and/or training. Through training activities, we work to ensure consistent responses to problem behaviour across the school.

Students also receive training about how to respond when other students display problem behaviour, and the courteous way to respond when a staff member re-directs their behaviour or consequences are applied for problem behaviour.

6. Emergency or critical incident responses
It is important that all staff have a consistent understanding of how to respond to emergency situations or critical incidents involving severe 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 assaulting another student or staff member
- posing an immediate danger to him/herself or to others.
Appropriate physical intervention may be used to ensure that Warra 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
- the underlying function of the behaviour.

Physical intervention is not to be used as a response to:
- property destruction
- school disruption
- refusal to comply
- verbal threats
- leaving a 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. The following records must be maintained:
- incident report
- OneSchool Behaviour Support
- OneSchool Record of Contact
- Health and Safety incident record
- debriefing report (for student and staff).

Confiscation of property

Property may be temporarily removed from a student if the staff member is reasonably satisfied the removal is necessary to:
- preserve the caring, safe, supportive and productive learning environment of the school
- maintain and foster mutual respect among staff and students at the school
- encourage all students to take responsibility for their own behaviour and the consequences of their actions
- provide for the effective administration of matters about the students of the school
- ensure compliance with the school's Responsible Behaviour Plan for Students or any other directive, guideline or policy.

If the property is illegal to possess, likely to threaten the safety or wellbeing of students or staff, or is reasonably suspected to have been used to commit a crime, the principal should retain the property for handing to police.

Under normal circumstances a principal or staff member is not permitted to search student property (e.g. a student's school bag) unless they have the student's consent or the consent of their parents. There may, however, be emergency circumstances where it is necessary to search a student's property without the student's consent or the consent of the student's parents (e.g. to access an EpiPen for an anaphylactic emergency). Emergency circumstances may include where the life or welfare of a student or students is at immediate risk.

A principal or staff member does not require the student's consent to search school property such as lockers or desks being used by the student.

7. Network of student support

Students at Warra State School are supported through positive reinforcement and a system of universal, targeted, and intensive behaviour supports by:
• Parents
• Teachers
• Support Staff
• Principal

• Guidance Officer
• Advisory Visiting Teachers
• Adopt a Police Officer

Support is also available through government and community agencies such as:
• Disability Services Queensland
• Child and Youth Mental Health
• Queensland Health
• Department of Communities (Child Safety Services)
• Police
• Local Council
• Neighbourhood Centre.

3. Consideration of individual circumstances

To ensure alignment with the Code of School Behaviour when applying consequences, the individual circumstances and actions of the student and the needs and rights of school community members are considered at all times.

Warra State School considers the individual circumstances of students when applying support and consequences by:
• promoting an environment which is responsive to the diverse needs of its students
• establishing procedures for applying fair, equitable and non violent consequences for infringement of the code ranging from the least intrusive sanctions to the most stringent
• recognising and taking into account students’ age, gender, disability, cultural background, socioeconomic situation and their emotional state
• recognising the rights of all students to:
  o express opinions in an appropriate manner and at the appropriate time
  o work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation, and
  o receive adjustments appropriate to their learning and/or impairment needs.
9. Related legislation
- Commonwealth Disability Discrimination Act 1992
- Commonwealth Disability Standards for Education 2005
- Education (General Provisions) Act 2006
- Education (General Provisions) Regulation 2006
- Criminal Code Act 1899
- Anti-Discrimination Act 1991
- Commission for Children and Young People and Child Guardian Act 2000
- Judicial Review Act 1991
- 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

Judy Angel  Sharee Wright  John Webster
Principal  P&C President  Assistant Regional Director

Date effective:
from August 2014 to August 2017
The Use of Personal Technology Devices* at School

This policy reflects the importance the school places on students displaying courtesy, consideration and respect for others whenever they are using personal technology devices.

Certain Personal Technology Devices Banned From School
Students must not bring valuable personal technology devices like cameras, digital video cameras or MP3 players to school as there is a risk of damage or theft. Such devices will be confiscated by school staff and may be collected at the end of the day from the school office. Breaches of this prohibition may result in discipline.

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

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

Personal Technology Device Etiquette
Bringing personal technology devices to school is not encouraged by the school because of the potential for theft and general distraction and/or disruption associated with them. However, if they are brought to school, they must be turned off and out of sight during assemblies or classes. Personal technology devices may be used at morning tea and lunch breaks and before and after school.

Recording voice and Images
Every member of the school community should feel confident about participating fully and frankly in all aspects of school life without concern that their personal privacy is being invaded by them being recorded without their knowledge or consent.

We uphold the value of trust and the right to privacy at Warra State School. Students using personal technology devices to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks etc) for the purpose of dissemination among the student body or outside the school, by any means (including distribution by phone or internet posting) builds a culture of distrust and disharmony.

Students must not record images anywhere that recording would not reasonably be considered appropriate (e.g. in change rooms, toilets or any other place where a reasonable person would expect to be afforded privacy).
Recording of events in class is not permitted unless express consent is provided by the class teacher.

A student at school who uses a personal technology device to record private conversations, ordinary school activities (apart from social functions like graduation ceremonies) or violent, illegal or embarrassing matter capable of bringing the school into public disrepute is considered to be in breach of this policy.

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

Students involved in:
- recording; and/or
- disseminating material (through text messaging, display, internet uploading etc); and/or,
- knowingly being a subject of a recording
Breach of this policy may be subject to discipline (including suspension and exclusion).

Students should note that the recording or dissemination of images that are considered indecent (such as nudity or sexual acts involving children), is against the law and if detected by the school will result in a referral to QPS.

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

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

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

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

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

* Personal Technology Devices includes, but is not limited to, games devices (such as Portable gaming devices, ipads, laptop computers, PDAs, Blackberrys®, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile telephones, iPods® and devices of a similar nature.

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1 Education Queensland does not tolerate bullying behaviour at schools. This includes bullying conducted by electronic means.
Appendix 2

CYBER BULLYING
This is where people use electronic communication to harm others. Cyber bullies can use text messages, phone calls, email, instant messaging, social networking sites and web pages to embarrass others.
The main forms of cyber bullying are identified as:
- **Flaming**: online fights using electronic messages with angry or vulgar messages
- **Harassment**: repeatedly sending nasty, mean or insulting messages
- **Denigration**: Posting or sending gossip or rumours about a person to damage his/her reputation or friendships
- **Outing**: sharing someone’s secrets or embarrassing information or images online
- **Exclusion**: Intentionally and cruelly excluding someone from an online group
- **Cyber stalking**: repeated, intense harassment and denigration that includes threats or creates significant fear.

Appendix 3

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

**Purpose**
1. Warra State School strives to create positive, predictable environments for all students at all times of the day. The disciplined and teaching environment that we are creating is essential to:
   - achieving overall school improvement, including the effectiveness and efficiency of our student support procedures
   - raising achievement and attendance
   - promoting equality and diversity and
   - ensuring the safety and well-being of all members of the school community.

2. There is no place for bullying in Warra State School. Research indicates that both those being bullied and those who bully are at risk for behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community’s goals and efforts for supporting all students.

3. Bullying behaviours that will not be tolerated at Warra State School include name-calling, taunting, mocking, making offensive comments, kicking, hitting, pushing, taking belongings, inappropriate text messaging, sending offensive or degrading images by phone or internet, producing offensive graffiti, gossiping, excluding people from groups, and spreading hurtful and untruthful rumours.

4. Bullying may be related to:
   - race, religion or culture
   - disability
   - appearance or health conditions
   - sexual orientation
   - sexist or sexual language
   - young carers or children in care.

5. At Warra State School there is broad agreement among students, staff and parents that bullying is observable and measurable behaviour. When considering whether or not bullying has occurred, we will therefore avoid speculation on the intent of the behaviour, the power of individuals involved, or the frequency of its occurrence. Whether bullying behaviour is observed between students of equal or unequal power, whether it occurs once or several times, and whether or not the persons involved cite intimidation, revenge, or self-
defence as a motive, the behaviour will be responded to in similar fashion, that is, as categorically unacceptable in the school community.

Rationale

6. Research indicates that many problem behaviours are peer-maintained. That is, peers react to bullying in ways that may increase the likelihood of it occurring again in the future. Reactions include joining in, laughing, or simply standing and watching, rather than intervening to help the person being bullied. Whilst our school would never encourage students to place themselves at risk, our anti-bullying procedures involve teaching the entire school a set of safe and effective response to all problem behaviour, including bullying, in such a way that those who bully are not socially reinforced for demonstrating it.

7. The anti-bullying procedures at Warra State School are an addition to our already research-validated schoolwide positive behaviour support processes. This means that all students are being explicitly taught the expected school behaviours and receiving high levels of social acknowledgement for doing so. Adding lessons on bullying and how to prevent and respond to it is a subset of procedures that our students are already accustomed to.

Prevention

8. Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, our schoolwide universal behaviour support practices will be maintained at all times. This will ensure that:

• Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour
• All students know the 3 school rules and have been taught the expected behaviours attached to each rule in all areas of the school
• All students have been or are being taught the specific routines in the nonclassroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms
• All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the nonclassroom areas of the school
• A high level of quality active supervision is a permanent staff routine in the nonclassroom areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the nondoctrinaire areas.

9. The student curriculum modules of the anti-bullying process consist of lessons taught by all teachers in all classrooms to a schoolwide schedule of instruction. At all times simultaneous instruction is our goal, in order to maintain consistency of skill acquisition across the school.

10. Warra State School uses behavioural data for decision-making. Behaviour incidents are entered into OneSchool and can be recalled as summary reports at any time. This facility allows the school to track the effectiveness of its anti-bullying process, to make any necessary adjustments, and to identify specific bullying behaviours that may need to be revisited or revised in the instructional process.
## Appendix 4

### WARRA STATE SCHOOL - ONE SCHOOL - INCIDENT REPORT

<table>
<thead>
<tr>
<th>Student is involved</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date</td>
</tr>
<tr>
<td>Period/ Time</td>
</tr>
<tr>
<td>Major/ Minor Incident</td>
</tr>
<tr>
<td>Location</td>
</tr>
</tbody>
</table>
| Subject              | · Directions  
                         · Language / respect for staff  
                         · Non Compliance / School Rules  
                         · Persistently Off Task  
                         · Physical / Rough Play  
                         · Problem Solving  
                         · Property/ Treatment/ Vandalism  
                         · Safety  
                         · Treatment- Student/ Staff/ Visitors  
                         · Uncooperative  
                         · Verbal Abuse  
                         · Playground Incident  
                         · Classroom Incident  
                         · Other |
| Witnesses            | Staff/ Student/ Public |
| Incident             | (what happened) |
| Strategies Include   | · Behaviour Support Plan- Individual  
                         · Community Service  
                         · Detention  
                         · Letter of apology  
                         · Positive Reinforcement  
                         · Redirection and Proactive strategies  
                         · Time out classroom  
                         · Time out playground  
                         · Time out alternative setting/ classroom  
                         · Withdraw privileges  
                         · Reflection  
                         · Natural consequence  
                         · Restorative justice  
                         · Other |
| Referral Yes/No      | |
| Record of contact    | Phone call/ Meeting/ Interview/ Letter/ Note/ Informal Discussion/ Email/ SMS/ Fax |
| Signature of Staff Member |
| Principal’s Signature |

INCIDENT RECORDED ON ONE SCHOOL. Tick when complete & Hand Record to office for filing.

RECORD OF CONTACT COMPLETED.- PLEASE NOTE IF YOU RECORD INCIDENT DIRECTLY ON ONE SCHOOL WRITTEN VERSION NOT REQUIRED. WRITTEN VERSION FOR SUPPLY/ TEACHER AIDES.
DEBRIEFING AFTER PHYSICAL INTERVENTION

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

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

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

Debriefing should provide information on:
- Who was involved
- What happened
- Where it happened
- Why it happened
- What we learned

The specific questions we want to answer through the debriefing process are:
- FACTS: what do we know happened?
- FEELINGS: how do you feel about the event that happened?
- PLANNING: what can/should we do next?

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

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

For students who have language or communication difficulties the debriefing process will need to modified to accommodate their specific receptive and expressive needs.
### Appendix 6. Warr State School
#### Behaviour Referral Form

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>Location (please tick)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Playground</td>
</tr>
<tr>
<td>Date:</td>
<td>Class:</td>
</tr>
<tr>
<td></td>
<td>Specialist Lesson</td>
</tr>
<tr>
<td></td>
<td>Classroom</td>
</tr>
<tr>
<td></td>
<td>Other</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Proven Problem Behaviour</th>
<th>Major (Please tick)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minor (Please tick)</td>
<td></td>
</tr>
<tr>
<td>Defiance/Disrespect</td>
<td></td>
</tr>
<tr>
<td>Low intensity brief failure to follow directions</td>
<td></td>
</tr>
<tr>
<td>Physical Contact</td>
<td></td>
</tr>
<tr>
<td>Student engages in non-serious but inappropriate physical contact</td>
<td></td>
</tr>
<tr>
<td>Inappropriate language</td>
<td></td>
</tr>
<tr>
<td>Low intensity language (eg shut up, idiot etc)</td>
<td></td>
</tr>
<tr>
<td>Disruption</td>
<td></td>
</tr>
<tr>
<td>Low intensity but inappropriate disruption</td>
<td></td>
</tr>
<tr>
<td>Property Misuse</td>
<td></td>
</tr>
<tr>
<td>Low intensity misuse of property</td>
<td></td>
</tr>
<tr>
<td>Dress Code</td>
<td></td>
</tr>
<tr>
<td>Student wears clothing that is near, but not within, the dress code guidelines defined by the school</td>
<td></td>
</tr>
<tr>
<td>Safety</td>
<td></td>
</tr>
<tr>
<td>Student engages in brief or low-level safety violation not involving hurting any other individuals or groups</td>
<td></td>
</tr>
<tr>
<td>Dishonesty</td>
<td></td>
</tr>
<tr>
<td>Student engages in minor lying/cheating not involving any other person.</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School Expectation Category</th>
<th>Be</th>
<th>Be</th>
<th>Be</th>
</tr>
</thead>
<tbody>
<tr>
<td>Be</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SAFE</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Be</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Respectful</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Be</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Responsible</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Others involved in incident</th>
<th>None</th>
<th>Peers</th>
<th>Staff</th>
<th>Other</th>
</tr>
</thead>
</table>
## Incident Report

**Name:**  
**Date:**  
**Person Completing Form:**

<table>
<thead>
<tr>
<th>Name PROBLEM BEHAVIOUR</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Date of incident</th>
<th>Time incident started</th>
<th>Time incident ended</th>
</tr>
</thead>
<tbody>
<tr>
<td>Where was the student when the incident occurred?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Who was working with the student when the incident occurred?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Where was staff when the incident occurred?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Who was next to the student when the incident occurred?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Who else was in the immediate area when the incident occurred?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What was the general atmosphere like at the time of the incident?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What was the student doing at the time of the incident?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What occurred <em>immediately</em> before the incident? Describe the activity, task, event.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Describe what the student did during the incident.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Describe the level of severity of the incident. <em>(e.g. damage, injury to self/others)</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Describe who or what the incident was directed at.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What action was taken to de-escalate or re-direct the problem?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Briefly give your impression of why the student engaged in the above-described incident. <em>(e.g. was angry because I asked him/her to stop teasing)</em></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# Individual Behaviour Support Plan

**Student Name**: 
**DOB**: 

**Targeted behaviour**: 

**Identified School Goal/s**: 

**Personnel**: 
- Classroom Teacher / Case manager: 
- AVT Behaviour: 
- Principal: 
- Parent: 

## INTERAGENCY SUPPORT

<table>
<thead>
<tr>
<th>Involvement (examples)</th>
<th>Support Role Purpose</th>
<th>Contact Person</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department of Child Safety</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CYMHS</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Psychologist</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## PROACTIVE STRATEGIES/ACKNOWLEDGEMENT PLAN

<table>
<thead>
<tr>
<th>Strategies (Details)</th>
<th>Actions</th>
<th>Responsibility</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essential Skills</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Clear expectations</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Giving instructions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Waiting and scanning</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Cueing with parallel acknowledgment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Body language (encouraging)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Descriptive Encouraging</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Reinforcements for desired behaviour

- Modified settings (curriculum, routine, timetabling)

- Staff mentor
- Parent / school communication
- Inclusion in preferred activities
- Case Meetings
- District Behaviour Support
- Gradual Re-entry
## CORRECTIVE STRATEGIES/CONSEQUENCES

<table>
<thead>
<tr>
<th>Strategies (Details)</th>
<th>Actions</th>
<th>Responsibility</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essential Skills</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Selectively attend</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(minor)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Redirect</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Give choice</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Follow through</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Restitution, debrief, and re-entry</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Contact Parent</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Behaviour Strategies</td>
<td>Responses appropriate as per the Level Plan above</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Recommended Review Date:

Signatures:

- Classroom Teacher / Case manager
- Date: Student
- Date:

- Principal
- Date: Parent
- Date:

- AVT Behaviour
- Date: Parent
- Date:
WARRA STATE SCHOOL BEHAVIOUR FLOW CHART

Inappropriate behaviour/action

WARNING 1  
Comply with Teacher Redirection

- No further consequence
- Participate in class/play activities as before

Continued Inappropriate behaviour/action

WARNING 2  
Consequences

- 5 minutes removed from play activities
- Complete a self reflection
- If student complies with consequences and teacher redirection, no further consequences will result

Continued Inappropriate behaviour/action

WARNING 3  
Consequences

- Further reflection during lunchtime
- OneSchool Behaviour Report completed
- Parents are notified of behaviour via phone call or meeting
- Student is issued a behaviour card for 5 days to report improvement/decline in behaviour to parents
- Loss of privileges such as attending rewards days
# Correct Behaviours Chart

<table>
<thead>
<tr>
<th>Value</th>
<th>Rule</th>
<th>Classroom</th>
<th>Transitions</th>
<th>Before school</th>
<th>Toilets</th>
<th>After School</th>
<th>Eating Area</th>
<th>Bikes</th>
<th>Pool</th>
<th>Playground</th>
</tr>
</thead>
</table>
**Warra State School - Behaviour Data Plan**

**Analyze, Review, Present Data**

<table>
<thead>
<tr>
<th><strong>Principle</strong></th>
<th><strong>Expected Behaviour</strong></th>
<th><strong>Expected Outcome</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Analyzing, Reviewing, Presenting Data**

**Supporting Principles**

- Students receive and record behavior data in a proper book.
- Teachers record and support student behavior.
- Teachers review and discuss behavior with principal in term.
- Teachers review student behavior with principal in year.
- Teachers discuss student behavior with principal at end of year.
- Teachers record data for students on a behavioral plan.

**According to the Data**

<table>
<thead>
<tr>
<th><strong>Classroom</strong></th>
<th><strong>Expected Behaviour</strong></th>
<th><strong>Expected Outcome</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Explanations of the Behavioral Expectations**

- Classroom routines support the school's behavioral plan.
- Students participate in warm-up and warm-down.
- Classroom expectations are reviewed and discussed with the students.
- Classroom routines are expected to be followed daily.
- Students are expected to be responsible and respectful.

**Students**

- Classroom routines support the school's behavioral plan.
- Students participate in warm-up and warm-down.
- Classroom expectations are reviewed and discussed with the students.
- Classroom routines are expected to be followed daily.
- Students are expected to be responsible and respectful.

**Staff**

- Class routines support the school's behavioral plan.
- Staff participate in warm-up and warm-down.
- Classroom expectations are reviewed and discussed with the staff.
- Classroom routines are expected to be followed daily.
- Staff are expected to be responsible and respectful.