Bucasia State School’s 2016-2018

Responsible Behaviour Plan for Students
based on The Code of School Behaviour

- **Purpose**

  Bucasia 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.

- **Consultation and data review**

  Bucasia State School developed this plan in collaboration with our school community. Broad consultation with parents, staff and students was undertaken through P&C and staff meetings in Term 3/2015. Positive Behaviour for Learning (PBL) regional co-ordinator, surveyed staff and students around our systems and processes then made recommendations to further enhance PBL in our school. A review of school data sets from 2014-2015 also informed the development process.

  The Plan was endorsed by the Principal and the President of the P&C in .... 2016.

- **Learning and behaviour statement**

  All areas of Bucasia 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 school-wide framework for managing behaviour is Positive Behaviour for Learning (PBL).

  Our Responsible Behaviour Plan outlines our system for facilitating positive behaviours, preventing problem behaviours and responding to acceptable and unacceptable behaviours. Through our school plan, shared expectations for student behaviour are made explicit so that everyone in the school community is assisting to create and maintain a positive and productive learning and teaching environment. 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:
  - Safety
  - Teamwork
  - Attitude
  - Respect

  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.

- **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 Bucasia 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 which is designed to prevent problem behaviour and to provide 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>RULE</th>
<th>All settings</th>
<th>Classroom</th>
<th>Playground</th>
<th>Undercover Area and Pathways &amp; Play</th>
<th>Toilets</th>
<th>Library</th>
<th>Bus Travel / Excursions</th>
<th>Office / Buddy Referral</th>
<th>Bikes / Scooters / Skateboards etc</th>
<th>Car Park</th>
</tr>
</thead>
</table>
| **Safety**         |                                     | Follow routines:                                                          | Be sun smart                                                               | Follow wet weather rules and procedures | Leave when your are finished                                               | Handle books and computers with respect                                     | Answer when name is called                                                             | Sit safely                                                                                  | Push your bike on all paths (including path outside front fence) and wear your helmet when riding | Use walkway gates only to enter and exit school  
ENTRY VIA THE CARPARK IS OUT OF BOUNDS |
|                     |                                     | Lining up                                                                 | Establish rules first                                                      | Give way to adults                   | Ask teacher’s permission                                                 | Use equipment properly                                                      |                       | Sit properly on bus                                                                     | Push your scooters to scooter rack                                                   |                                                                                        |
|                     |                                     | Transitions                                                               | Follow rules of games                                                     | Walk on cement                        | Wash your hands                                                          | Leave food outside                                                          |                       | Stay with group                                                                         | Carry your skateboard on school pathways                                              |                                                                                        |
|                     |                                     | Handing out materials                                                    | Accept implies decision                                                   | Keep to the left                      | Play right game in the right area                                        |                                                                  |                       | Wear uniform if necessary                                                               | Park bike in racks                                                                  |                                                                                        |
|                     |                                     | Computers                                                                |                                                                           | Keep to the left                      |                                                                           |                                                                  |                       |                                                                      | Leave skateboard at the office                                                       |                                                                                        |
|                     |                                     | Use equipment safely                                                     |                                                                           | Keep to the left                      |                                                                           |                                                                  |                       |                                                                      |                                                                                           |                                                                                        |
|                     |                                     | Share equipment                                                          |                                                                           | Keep to the left                      |                                                                           |                                                                  |                       |                                                                      |                                                                                           |                                                                                        |
|                     |                                     | Share equipment properly and correctly                                   |                                                                           | Keep eating area clean                |                                                                           |                                                                  |                       |                                                                      |                                                                                           |                                                                                        |
|                     |                                     | Play in the right areas                                                  |                                                                           | Wait in correct areas before school   |                                                                           |                                                                  |                       |                                                                      |                                                                                           |                                                                                        |
|                     |                                     |                                                                           |                                                                           | Leave eating are instructed           |                                                                           |                                                                  |                       |                                                                      |                                                                                           |                                                                                        |
|                     |                                     |                                                                           |                                                                           | Put all rubbish in the bin           |                                                                           |                                                                  |                       |                                                                      |                                                                                           |                                                                                        |
| **Teamwork**       |                                     | Use equipment safely                                                     |                                                                           | Use equipment properly                |                                                                           |                                                                  |                       |                                                                      |                                                                                           |                                                                                        |
|                     |                                     | Walk quietly                                                              |                                                                           | Keep eating area clean                |                                                                           |                                                                  |                       |                                                                      |                                                                                           |                                                                                        |
|                     |                                     | Use a quiet voice                                                        |                                                                           | Wait in correct areas before school   |                                                                           |                                                                  |                       |                                                                      |                                                                                           |                                                                                        |
|                     |                                     | Keep your area tidy                                                     |                                                                           | Leave eating are instructed           |                                                                           |                                                                  |                       |                                                                      |                                                                                           |                                                                                        |
|                     |                                     |                                                                           |                                                                           | Put all rubbish in the bin           |                                                                           |                                                                  |                       |                                                                      |                                                                                           |                                                                                        |
|                     |                                     |                                                                           |                                                                           |                                                                           |                                                                           |                                                                  |                       |                                                                      |                                                                                           |                                                                                        |
| **Attitude**       | Listen attentively                 | Do your best                                                               |                                                                           | As soon as bell goes, have a drink, go to the toilet, wash hands and line up | Move to line up as soon as bell goes                                      | Library Behaviour:  
Always be quiet  
Return books on time  
Wait your turn  
Pack up when finished | Have a go at activities  
Follow all rules and expectations  
Focus on completing plan properly  
Write neatly  
Discuss plan calmly with teacher  
Have positive thoughts  
Go quickly to correct area  
Follow rules and expectations  
Be in the right area at the right time |                                                                 |                                                                                                    |                                                                                           |                                                                                           |
|                     | Ask for help                        |                                                                           |                                                                           | Care for environment                  |                                                                           |                                                                  |                       |                                                                      |                                                                                           |                                                                                        |
|                     | Follow procedures                   |                                                                           |                                                                           | Care for public & private property    |                                                                           |                                                                  |                       |                                                                      |                                                                                           |                                                                                        |
|                     | Work quietly                        |                                                                           |                                                                           |                                                                           |                                                                           |                                                                  |                       |                                                                      |                                                                                           |                                                                                        |
|                     | Participate in all activities       |                                                                           |                                                                           |                                                                           |                                                                           |                                                                  |                       |                                                                      |                                                                                           |                                                                                        |
|                     | Wear uniform                        |                                                                           |                                                                           |                                                                           |                                                                           |                                                                  |                       |                                                                      |                                                                                           |                                                                                        |
|                     | Ownership of own behaviour          |                                                                           |                                                                           |                                                                           |                                                                           |                                                                  |                       |                                                                      |                                                                                           |                                                                                        |
| **Do your best**   | Listen attentively                 |                                                                           |                                                                           |                                                                           |                                                                           |                                                                  |                       |                                                                      |                                                                                           |                                                                                        |
|                     | Ask for help                        |                                                                           |                                                                           |                                                                           |                                                                           |                                                                  |                       |                                                                      |                                                                                           |                                                                                        |
|                     | Follow procedures                   |                                                                           |                                                                           |                                                                           |                                                                           |                                                                  |                       |                                                                      |                                                                                           |                                                                                        |
|                     | Work quietly                        |                                                                           |                                                                           |                                                                           |                                                                           |                                                                  |                       |                                                                      |                                                                                           |                                                                                        |
|                     | Participate in all activities       |                                                                           |                                                                           |                                                                           |                                                                           |                                                                  |                       |                                                                      |                                                                                           |                                                                                        |
|                     | Wear uniform                        |                                                                           |                                                                           |                                                                           |                                                                           |                                                                  |                       |                                                                      |                                                                                           |                                                                                        |
|                     | Ownership of own behaviour          |                                                                           |                                                                           |                                                                           |                                                                           |                                                                  |                       |                                                                      |                                                                                           |                                                                                        |
| **Respect**        | Share equipment                     |                                                                           |                                                                           |                                                                           |                                                                           |                                                                  |                       |                                                                      |                                                                                           |                                                                                        |
|                     | Help others                         |                                                                           |                                                                           |                                                                           |                                                                           |                                                                  |                       |                                                                      |                                                                                           |                                                                                        |
|                     | Use High 5                          |                                                                           |                                                                           |                                                                           |                                                                           |                                                                  |                       |                                                                      |                                                                                           |                                                                                        |
|                     | Use Stop – Think – Do               |                                                                           |                                                                           |                                                                           |                                                                           |                                                                  |                       |                                                                      |                                                                                           |                                                                                        |
|                     | Speak politely                      |                                                                           |                                                                           |                                                                           |                                                                           |                                                                  |                       |                                                                      |                                                                                           |                                                                                        |
|                     | Use good manners                    |                                                                           |                                                                           |                                                                           |                                                                           |                                                                  |                       |                                                                      |                                                                                           |                                                                                        |
|                     | Take turns and wait your turn       |                                                                           |                                                                           |                                                                           |                                                                           |                                                                  |                       |                                                                      |                                                                                           |                                                                                        |
| **Treat others and property well** | Share school resources             |                                                                           |                                                                           |                                                                           |                                                                           |                                                                  |                       |                                                                      |                                                                                           |                                                                                        |
|                     | Help others                         |                                                                           |                                                                           |                                                                           |                                                                           |                                                                  |                       |                                                                      |                                                                                           |                                                                                        |
|                     | Use High 5                          |                                                                           |                                                                           |                                                                           |                                                                           |                                                                  |                       |                                                                      |                                                                                           |                                                                                        |
|                     | Use Stop – Think – Do               |                                                                           |                                                                           |                                                                           |                                                                           |                                                                  |                       |                                                                      |                                                                                           |                                                                                        |
|                     | Speak politely                      |                                                                           |                                                                           |                                                                           |                                                                           |                                                                  |                       |                                                                      |                                                                                           |                                                                                        |
|                     | Use good manners                    |                                                                           |                                                                           |                                                                           |                                                                           |                                                                  |                       |                                                                      |                                                                                           |                                                                                        |
|                     | Take turns and wait your turn       |                                                                           |                                                                           |                                                                           |                                                                           |                                                                  |                       |                                                                      |                                                                                           |                                                                                        |
These expectations are communicated to students via a number of strategies, including:

- Behaviour lessons conducted by classroom teachers;
- Reinforcement of learning from behaviour lessons at School Assemblies and during active supervision by staff during classroom and non-classroom activities.

Bucasia State School implements the following proactive and preventative processes and strategies to support student behaviour:

- A dedicated section of the school newsletter, enabling parents to be actively and positively involved in school behaviour expectations.
- School Behaviour Leadership team members’ regular provision of information to staff and parents, and support to others in sharing successful practices.
- Comprehensive induction programs in the Bucasia State School’s Responsible Behaviour Plan for Students delivered to new students as well as new and relief staff.
- Individual support plan 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.

Specific policies have been developed to address:

- The Use of Personal Technology Devices at School (Appendix 1);
- Procedures for Preventing and Responding to Incidents of Bullying (Appendix 2); and
- Appropriate Use of Social Media (Appendix 3).
- Referral Form for Inappropriate Behaviour (Appendix 4).
- Student Reflection Forms to be provided for parents (Appendix 5).

Reinforcing expected school behaviour

At Bucasia State School, communication of our key messages about behaviour is supported through reinforcement, which provides students with feedback for engaging in expected school behaviour. A formal recognition and monitoring system has been developed. This reinforcement system is designed to increase the quantity and quality of positive interactions between students and staff. All staff members are trained to give consistent and appropriate acknowledgement and rewards.

**Bucasia State School – ‘Good Ones’**

Staff members distribute ‘Good Ones’ to students when they observe them following school rules in both classroom and non-classroom areas. This reinforcement occurs continually. When they ‘catch’ a student following the rules they can choose to give them a ‘Good One’. When students are given a ‘Good One’ the teacher identifies which of the school STAR rules they are giving the card for S – Safety, T – Teamwork, A – Attitude, R – Respect. Students drop their ‘Good Ones’ to the office each Wednesday afternoon prior to parade on a Thursday. Student leaders draw five winners for P – 2 & 3 – 6 weekly:

- Each week on parade – Prep to Year 2 & Year 3-6 winners for a pick of prizes. All ‘Good Ones’ are then put into the major draw barrel at the end of each parade. At the last parade for each term there will be lucky ‘Good One’ winners as a whole school.
- There is a major draw at the end of the school year for a major prize. One Prep to Year 2 prize announced at the Celebration Night and one prize for Year 3-6.

Suggested language around handing out ‘Good Ones’ that link specific behaviour with S T A R.

**S – Safety**

- You were doing a great job picking up rubbish to help make our school a safe place for others to play.
- I really liked how you were walking on the cement as I would have been upset if you would have fallen over and that is not safe as you could be/are hurt.

**T – Teamwork**
• Your group really organised your teams evenly during that game, it made it fair and teams love that!
• The way you were encouraging others was wonderful to see and made them try their best for the whole team.

A – Attitude
• You have really been working hard in mathematics, this is a great improvement in your attitude.
• Congratulations for removing yourself from the game when things weren’t going your way and not staying to argue, this is a great attitude.

R – Respect
• Your desk is looking amazing, you are showing a great respect for your belongings.
• I really like how you are ready for the day with all of your tools. You are showing great respect for your learning.

Responding to unacceptable behaviour
1. Re-directing low-level and infrequent problem behaviour using Essential Skills of Classroom Management
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 consider 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.

Suggested language:
• What did you do?
• What rule did you break?
• What can you/we do to fix it?
• What could you do next time?
• What should happen if this behaviour occurs again?

2. Targeted behaviour support: Behaviour Intervention Program (BIP)
Each year a small number of students at Bucasia State School are identified through our data as needing additional assistance such as targeted behavioural support. In most cases, the problem behaviours of these students may not be immediately regarded as severe, but the frequency of their behaviours may put these students’ learning and social success at risk if not addressed in a timely manner.

Students involved in the Behaviour Intervention Program attend their normal scheduled classes and activities with appropriate adjustments if required. However they have increased daily opportunities to receive positive contact with adults. This may include additional support from check-in/check-out teachers and coaches thereby providing increased opportunities to receive positive reinforcement. Where required, adjustments are made to the Program through academic support, adult mentoring or intensive social skills training.

The Behaviour Intervention Program is coordinated by a school-based team with active administrator support and staff involvement. All staff members are provided with continuous professional development consisting of; an overview of the program, the referral and response process, the reporting responsibilities of staff and of the students that are being supported.
Students whose behaviour does not improve after participation in the Behaviour Intervention Program, or whose previous behaviour indicates a need for specialised intervention, are provided with intensive behaviour support.

3. Intensive behaviour support: Behaviour Support Team
Bucasia 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 (Class Teacher, Guidance Officer, Principal and/or Deputy):
- facilitates a Functional Behaviour Assessment for appropriate students;
- works with other staff members to develop appropriate behaviour support strategies;
- monitors the impact of support for individual students through ongoing data collection;
- makes adjustments as required for the student; and
- work 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 regional behavioural support staff.

5. Consequences for unacceptable behaviour
Bucasia 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 consequences. Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour. An office referral form (Appendix 3) is used to record all minor and major problem behaviour. The recording of three minor behaviours constitutes an escalation toward a major behaviour and further intervention is required.

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 Administration team.

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

Minor problem behaviours may result in:
- consequence that is 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.
- re-direction procedure. The staff member takes the student aside and:
  1. names the behaviour that the student is displaying;
  2. asks the student to name expected school behaviour;
  3. states and explains expected school behaviour if necessary; and
  4. give positive verbal acknowledgement for expected school behaviour.
  5. Referral to a ‘buddy’ class (see appendix 6)

Major behaviours are those that:
significantly violate the rights of others;
put others / self at risk of harm; and
require the involvement of school Administration

Major behaviours result in an immediate referral to Administration. When major problem behaviour occurs, staff members calmly state the major problem behaviour to the student and reminds and reinforces the individual of the expected school behaviour. Staff members organise suitable removal from the classroom/area of incident and the student is escorted to Administration with requisite office referral form.

Behaviours both positive and negative may be recorded on OneSchool. Incidents that must be recorded on OneSchool include: all major behaviours and repeated minor behaviours. For example, if a student is sent to buddy class for persistent non-compliance, this is considered serious enough to be recorded on OneSchool. All contact made with parents regarding behaviour should be recorded on OneSchool.

Major problem behaviours may result in the following consequences:

- **Level One**: Time in office, removal from classroom, alternate lunchtime activities, loss of privilege, restitution, loss of break times, warning regarding future consequence for repeated offence, referral to the Behaviour Intervention Program (BIP); If there is time out – children will complete a reflection sheet that will be returned to parent to sign and then to class teacher for follow up.
- **Level Two**: Parent contact, referral to Guidance Officer, referral to Intensive Behaviour Support Team, suspension from school: and/or
- **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 to be recommended for exclusion from school following an immediate period of suspension.

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

<table>
<thead>
<tr>
<th>Area</th>
<th>Minor</th>
<th>Major</th>
</tr>
</thead>
<tbody>
<tr>
<td>Movement around school</td>
<td>• Running on concrete or around buildings</td>
<td>• Actions involving serious physical contact where injury may occur</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>• Vandalism and destruction of school property</td>
</tr>
<tr>
<td>Physical contact</td>
<td>• Minor physical contact</td>
<td>• Serious physical aggression</td>
</tr>
<tr>
<td>Correct Attire</td>
<td>• Not wearing a hat in playground</td>
<td>• Fighting or assault</td>
</tr>
<tr>
<td></td>
<td>• Not wearing shoes outside</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>• Not in the right place at the right time</td>
<td>• Leaving school without permission</td>
</tr>
<tr>
<td></td>
<td>• Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school</td>
<td>• Possession or selling of drugs</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Weapons including knives and any other items which could be considered a weapon being taken to school</td>
</tr>
<tr>
<td>Safety</td>
<td></td>
<td>• Serious, or continued, inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mobile Phone or</td>
<td>• Mobile phone switched on in any part of the school at any time without authorisation (written permission from an authorised staff member)</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>personal technology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>devices</td>
<td></td>
<td>• Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school</td>
</tr>
<tr>
<td>Teamwork</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Attitude | Class tasks | • Not completing set tasks  
• Refusing to work | • Continual interference with others’ learning and continually refusing to complete tasks |
| Follow instructions | • Low intensity failure to respond to adult request  
• Non compliance  
• Unco-operative behaviour | • Threatening verbal or gestural interactions with peers or staff that are directed toward someone including swearing, name calling or use of words or gestures in an inappropriate manner including bullying |
| Accept outcomes for behaviour | • Minor dishonesty (lying about involvement in a low-level incident) | • Major dishonesty that has a negative impact on others |
| Rubbish | • Littering | • Vandalism that results in substantial destruction or disfigurement of property |
| Language (including while online) | • Inappropriate language (written/verbal)  
• Calling out  
• Poor attitude  
• Disrespectful tone | • Disrespectful messages (electronically, verbally or gesturally) to another person that includes threats, intimidation, obscene gestures, pictures, or written notes. Disrespectful messages include negative comments based on race, ethnicity, disability, religion, gender, age, national origin, and or sexual orientation. This includes persistent teasing |
| Property | • Petty theft  
• Lack of care for the environment | • Stealing / major theft  
• Willful property damage  
• Vandalism |
| Others | • Minor disruption to class  
• Minor defiance  
• Minor bullying / victimisation/ harassment  
• Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school | • Major disruption to class  
• Blatant disrespect  
• Major defiance  
• Serious, or continued, inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school |

**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.

**Suggested language:**
- What did you do?
- What rule did you break?
- What can you/we do to fix it?
- What could you do next time?
- What should happen if this behaviour occurs again?

Should a 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 Bucasia 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 in how to respond appropriately 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

1. 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.

2. 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 humilitating the student, be matter of fact and avoid responding emotionally.

3. 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.

4. 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.

5. 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; or
- posing an immediate danger to him/herself or to others.

Appropriate physical intervention may be used to ensure that Bucasia State School’s duty of care to protect students and staff from foreseeable risks of injury is met. The use of physical intervention is only considered appropriate where the immediate safety of others is threatened and the strategy is used to prevent injury.

Physical intervention can involve coming between students, blocking a student’s path, leading a student by the hand/arm, shepherding a student by placing a hand in the centre of the upper back, removing potentially dangerous objects and, in extreme situations, using more forceful restraint.

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

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

- property destruction;
- school disruption;
- refusal to comply;
- verbal threats; and
- leaving a classroom or the school, unless student safety is clearly threatened.

Any physical intervention made must:

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

**Record keeping**


**7. Network of student support**

Students at Bucasia State School are supported through positive reinforcement and a system of universal, targeted, and intensive behaviour support by:

- Parents
- Teachers
- Support Staff
- Head of Department
- Administration Staff
- Guidance Officer
- Advisory Visiting Teachers
- Positive Learning Centre Staff
- Senior Guidance Officer
- School Chaplain/Student welfare worker
- School Based Police Officer
- School Based Youth Health Nurse
- Youth Support Coordinator.

External support is also available through the following government and community agencies:

- Disability Services Queensland
- Child and Youth Mental Health
- Queensland Health
- Department of Communities (Child Safety Services)
- Police
- Local Council
- Neighbourhood Centre.

**8. 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.

Bucasia 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 and procedures

• Statement of expectations for a disciplined school environment policy
• 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

• Bullying, No Way!
• Schoolwide Positive Behaviour Support
• Code of Conduct for School Students Travelling on Buses

Endorsement

Principal

P&C President

Effective Date: 1 January 2014 – 31 December 2015
Appendix 1

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.

Personal Technology Devices include, but are not limited to, games devices (such as Portable gaming devices, Tamagotchis®, 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.

Mobile Phones
All mobile phones should be handed in at the office at the beginning of the school day and collected at the end of the day by their owners. Children are not permitted to have mobile phones in their bags or classroom.

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 such as ipads or computers used for learning 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 handed in at the school office and collected at the end of the day.

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 Bucasia 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 may be subject to discipline (including suspension and recommendation for exclusion) if they breach the policy by being involved in recording and/or disseminating material (through text messaging, display, internet uploading or other means) or are knowingly the subject of such a recording.

Students should note that the recording or dissemination of images that are considered indecent (such as nudity or sexual acts involving children) are 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 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 this 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.
Appendix 2

School policy for preventing and responding to incidents of bullying (including cyberbullying)

Purpose
Bucasia 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.

There is no place for bullying in Bucasia State School. Those who are bullied and those who bully are at risk of behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community’s goals and efforts for supporting all students.

Bullying behaviours that will not be tolerated at Bucasia State School include name-calling, taunting, mocking, making offensive comments, kicking, hitting, pushing, taking belongings or internet, producing offensive graffiti, gossiping, excluding people from groups, and spreading hurtful and untruthful rumours. Phones should be handed in at the school office and inappropriate content should be screen shot and reported to the Principal.

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

At Bucasia 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
Many bullying behaviours are peer-maintained through the actions of bystanders. 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 responses to all problem behaviour, including bullying, in such a way that those who bully are not socially reinforced for demonstrating it.

The anti-bullying procedures at Bucasia State School are an addition to our 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**

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 behaviour support practices will be maintained at all times. This will ensure that:

- Our behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour
- All students know the 4 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 non-classroom 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 non-classroom areas of the school
- A high level of quality active supervision is a permanent staff routine in the non-classroom 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 non-classroom areas.

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.

An initial introductory lesson is delivered, which teaches the 3-step process to be used by all students when experiencing bullying behaviour either as a person being bullied, the person bullying or bystander.

The introductory lesson is followed by several shorter lessons, each of which focuses on one of the bullying behaviours that the school has identified and defined. These lessons include instruction on how to approach adults and also on what reactions and systemic responses they should expect from adults.

Research indicates that a common outcome of anti-bullying programming is an improvement in understanding of bullying but little change in the frequency or nature of actual bullying behaviour. One of the reasons cited for this outcome is the lack of behavioural rehearsal in the programming. The anti-bullying process at Bucasia State School takes care to combine knowledge with practice in a process of active learning, so that students understand by ‘doing’ as much as by ‘knowing’.

Bucasia State School records inappropriate behaviour and uses behavioural data for decision-making. This data is entered into our database on a daily basis 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 3

Appropriate use of social media

Bucasia State School embraces the amazing opportunities that technology and the internet provide to students for learning, being creative and socialising online. Use of online communication and social media sites and applications (apps) can provide positive social development experiences through an opportunity to develop friendships and shape identities.

Bucasia State School is committed to promoting the responsible and positive use of social media sites and apps.

When used safely, social media sites and apps can provide positive opportunities for social learning and development. However, inappropriate, or misguided, use can lead to negative outcomes for the user and others.

No student of Bucasia State School will face disciplinary action for simply having an account on Facebook or other social media site. It should be clearly understood that accounts such as Facebook have a minimum age to hold an account and at present that is 13 years. Therefore the majority of students at Bucasia State School would not be eligible for a Facebook account and if they do have one and they are under 13 years, they would be committing fraud.

As is set out in the school policy for preventing and responding to incidents of bullying (including cyberbullying) found at Appendix 2, it is unacceptable for students to bully, harass or victimise another person whether within Bucasia State School’s grounds or while online. Inappropriate online behaviours can have a negative impact on student learning and the good order and management of Bucasia State School, whether those behaviours occur during or outside school hours.

This policy reflects the importance of students at Bucasia State School engaging in appropriate online behaviour.

Should any device be used inappropriately, it is recommended that the device, with the communication be provided to the Principal so the matter can be dealt with.

Role of social media

The majority of young people use social media sites and apps on a daily basis for school work, entertainment and to keep in contact with friends. Unfortunately, some young people misuse social media technologies and engage in cyberbullying.

Social media by its nature will result in the disclosure and sharing of personal information. By signing up for a social media account, users are providing their personal information.

Students need to remember that the internet is a free space and many social media sites and apps, like Twitter, have limited restrictions placed upon allowable content and regulated procedures for the removal of concerning posts.

Social media sites and apps are designed to share online content widely and rapidly. Once students place information and/or pictures online, they have little to no control over how that content is used.
The internet reaches a global audience. Even if students think that comments or photos have been deleted, there can be archived records of the material that will continue to be searchable into the future.

Inappropriate online behaviour has the potential to embarrass and affect students, others and the school for years to come.

**Appropriate use of social media**

Students of Bucasia State School are expected to engage in the appropriate use of social media. Specific examples of appropriate use of social media sites and apps include:

- Ensuring that personal information, such as full name, address, phone number, school name and location or anyone else’s personal information, is not shared.

- Thinking about what they want to say or post, and how it could be interpreted by others, before putting it online. Remember, once content is posted online you lose control over it. Students should not post content online that they would be uncomfortable saying or showing to their parents’ face or shouting in a crowded room.

- Remembering that it can be difficult to work out whether messages typed on social media sites and apps are meant to be funny or sarcastic. Tone of voice and context is often lost which can lead to unintended consequences. If students think a message may be misinterpreted, they should be cautious and make the decision not to post it.

- Never provoking, or engaging with, another user who is displaying inappropriate or abusive behaviour. There is no need to respond to a cyberbully. Students should report cyberbullying concerns to a teacher and allow the teacher to record and deal with the online concern.

If inappropriate online behaviour impacts on the good order and management of Bucasia State School, the school may impose disciplinary consequences for that behaviour regardless of whether the behaviour occurs during or outside of school hours.

Disciplinary consequences could include suspension and/or exclusion. In serious cases of inappropriate online behaviour, the school may also make a report to the police for further investigation.

Bucasia State School will not become involved in concerns of cyberbullying or inappropriate online behaviour where the incident in question does not impact upon the good order and management of the school. For example, where cyberbullying occurs between a student of this school and a student of another school outside school hours. Such an incident will be a matter for parents and/or police to resolve.

**Laws and consequences of inappropriate online behaviour and cyberbullying**

Inappropriate online behaviour may in certain circumstances constitute a criminal offence. Both the *Criminal Code Act 1995* (Cth) and the *Criminal Code Act 1899* (Qld) contain relevant provisions applicable to cyberbullying.

The Commonwealth Criminal Code outlines a number of criminal offences concerning telecommunications services. The most relevant offence for cyberbullying is “using a carriage service to menace, harass or cause offence to another person”.

Template Version Control: 24 January 2014
The Queensland Criminal Code contains several applicable sections for cyberbullying. Potential relevant criminal offences are:

- Unlawful stalking.
- Computer hacking and misuse.
- Possession of child exploitation material.
- Involving a child in making child exploitation material.
- Making child exploitation material.
- Distribution of child exploitation material.
- Criminal Defamation.

There are significant penalties for these offences.

Bucasia State School strives to create positive environments for all students at all times of the day, including while online. To help in achieving this goal, Bucasia State School expects its students to engage in positive online behaviour.
Appendix 4

Setting Up For Success Flowchart

Use ESCM (Essential Skills for Classroom Management)

**EXPECTATIONS**
- Establishing Expectations
- Giving Instructions
- Waiting and Scanning

**STRATEGIES (Examples)**
- Set up class rules and routines so everyone knows what is happening and what is expected. This doesn’t happen after one lesson, this is something that needs to be taught and shared with the students.
- Telling your students what you are going to do for the day/session/lesson.
- Have a visual timetable and keep to timetable as much as possible.
- Give students time to follow your instructions. Check for understanding and have them tell a buddy what they need to do next.
- Provide visual prompts on board (e.g., read page 54 and highlight main points of argument).

**TEACHER MANAGED**

**Positive Acknowledgement/Praising Appropriate Behaviour**
- Cueing with Parallel Acknowledgement
- Body Language Encouraging
- Descriptive Encouraging

**STRATEGIES (Examples)**
- Focusing on the positives as a model without drawing attention to the negative.
- Handing out in-class rewards (stickers, points, good ones, tickets, etc). Don’t over do this so that it takes away the teaching focus.
- OneSchool recording of positive behaviour.

**Classroom**
- In-class incentives
- Immediate (weekly)
- Such as points for a game (individual/class)
- Free Time
- Longer Term (monthly)
- Star Sessions (end Term)
- Star Day (end Year)

**Whole School**
- Good Ones
- Weekly/Monthly/Short Term
- Term and Annual Draws
- Movie Trip

Bucasia State School
Oceans of Success | Live & Learn

Template Version Control: 24 January 2014
Setting Up For Success Flowchart

Adopted from the work of Eimeo Road State School SWPBS Committee 2015
Essential Skills For Classroom Management Skills Number 7—10 work across Low to High Levels Behaviours

LOW LEVEL BEHAVIOUR (EXAMPLES)
Minor acts of misconduct, which interfere with teaching and learning.
- Non compliance
- Minor interruptions to learning (talking, noises, late, work avoidance)
- Not playing fairly
- Off task
- Minor dishonesty
- Out of seat
- Unprepared for learning
- Using put downs (minor)
- Moving unsafely (eg running, swinging on chairs etc)
- Inappropriate tone or attitude

MEDIUM LEVEL BEHAVIOUR (EXAMPLES)
Intermediate acts of misconduct which may include, repeated acts, of minor misconduct and/or misbehaviours against people or property, which do not seriously endanger the health, safety or well-being of others.
- Non compliance
- Damaging property (eg snap pencil, draw on book)
- Disrespectful language (eg backchat, your mum....)
- Consistently late
- Not playing fairly
- Repeated interruptions to learning
- Deliberate defiance
- Taking property without asking
- Unsafe use of equipment (running, swinging on chairs etc)

HIGH LEVEL BEHAVIOUR (EXAMPLES)
Major acts of misconduct which may include repeated acts of medium misconduct, high level disruption to teaching/learning and/or serious threats to health, safety, or property.
- Destruction of property (NB. technology, deliberate snap pencil, draw on book)
- Wilful non-compliance
- Absent without permission (walk outs, truancy)
- Verbal aggression
- Inappropriate use of technological devices
- Bullying & harassment
- Verbal harassment (major, aggressive, intimidating)
- Sexual harassment
- Physical harassment
- Physical aggression

TEACHER MANAGED

STRATEGIES AND CONSEQUENCES
1ST AND 2ND OFFENCE/S
Refer to minor and major guidelines
Teachers will apply behaviour management strategies appropriate for the situation, including, but not limited to the following:
- Give direct instructions
- Selective attending/tactical ignoring
- Descriptive encouraging
- Sit and think (2-5 mins max)
- Redirect to learning
- Supportive conversation
- Move seat in class
- Give a warning
- Give a choice

BUDDY CLASS - ONE SCHOOL ENTRY

BEHAVIOUR RESOLVED?
YES
- PRAISE APPROPRIATE BEHAVIOUR
NO
- 3RD OFFENCE

OFFICE REFERRAL

BEHAVIOUR RESOLVED?
YES
- PRAISE APPROPRIATE BEHAVIOUR
NO

BEHAVIOUR RESOLVED?
YES
- CASE CONFERENCE
NO
- SUSPENSION

BEHAVIOUR RESOLVED?
YES
- SUSPENSION
NO
- EXCLUSION

ADMIN MANAGED

STRATEGIES AND CONSEQUENCES
Administrators will determine consequences appropriate for the situation, including, but not limited to the following:
ONE SCHOOL ENTRY REQUIRED
- Restorative relationship (apology, fix-up)
- Loss of time
- Written/Visual plan to get back on track
- Contact parent/s via yellow slip
- Buddy Class (10 min review)
- Parent contact/conference
- Individual behaviour plan
- Supported Play

BEHAVIOUR RESOLVED?
YES
- PRAISE APPROPRIATE BEHAVIOUR
NO
- OFFICE REFERRAL
Appendix 5

Bucasia State School Office Referral with Essential Skills of Classroom Management

Teachers referring students to the office for behaviour management will send them with the form with both sides completed. One side refers to the skills of Essential Skills of Classroom Management and the other refers to the reasons the child was referred. This form will be attached to the reflection sheet that is sent home for parents to view, follow up with their child and sign.

**Essential Skills of Classroom Management:**

<table>
<thead>
<tr>
<th><strong>Essential Skills for Classroom Management</strong></th>
<th><strong>ESCM Skill 1</strong></th>
<th><strong>ESCM Skill 2</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>REMEMBER</strong></td>
<td><strong>ESTABLISHING EXPECTATIONS</strong></td>
<td><strong>INSTRUCTION GIVING</strong></td>
</tr>
<tr>
<td>• Stay calm, use a firm voice and maintain consistency</td>
<td>• 3-5 short, simple, clearly defined rules/expectations</td>
<td>• Give instructions from a designated point in the room</td>
</tr>
<tr>
<td>• Use peripheral vision</td>
<td>• Positively state each rule</td>
<td>• Gain attention before beginning</td>
</tr>
<tr>
<td>• Selectively attend – follow up with post lesson discussion</td>
<td>• Refer to rules frequently</td>
<td>• Use calm, firm tone of voice</td>
</tr>
<tr>
<td>• Avoid being sucked into secondary behaviour</td>
<td>• Publish and display rules/expectations &amp; consequences Discuss relevant scenarios and consequences (+ve &amp; -ve)</td>
<td>• Make instructions short and clear</td>
</tr>
<tr>
<td>• Say “thanks” after verbal redirection and turn away</td>
<td>• Model, model, model</td>
<td>• Use visual cues to assist</td>
</tr>
<tr>
<td>• Follow through with consequences</td>
<td></td>
<td>• Ensure expectations are clear</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>ESCM Skill 3</strong></th>
<th><strong>ESCM Skill 4</strong></th>
<th><strong>ESCM Skill 5</strong></th>
<th><strong>ESCM Skill 6</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>WAITING AND SCANNING</strong></td>
<td><strong>CUEING/ PARALLEL ACKNOWLEDGEMENT</strong></td>
<td><strong>BODY LANGUAGE ENCOURAGING</strong></td>
<td><strong>DESCRIPTIVE ENCOURAGING</strong></td>
</tr>
<tr>
<td>• Gives students time to process the instruction/direction</td>
<td>• Scan group regularly... student is off-task, acknowledge and praise someone near student</td>
<td>• Triple ‘P’ – Praise, Prompt, Push Off</td>
<td>• Describe the positive behaviours you see or hear</td>
</tr>
<tr>
<td>• Wait for 5-10 seconds</td>
<td>• Acknowledge that person with a descriptive encourager</td>
<td>• Touch work of on-task students</td>
<td>• Use privately to individual students</td>
</tr>
<tr>
<td>• Stand still facing the group to encourage a period of quiet focus</td>
<td>• Follow up with a low-key acknowledgement once on task</td>
<td>• Smile or calm, neutral expression</td>
<td>• Use a respectful tone</td>
</tr>
<tr>
<td>• Use this short time to think ahead and calm yourself</td>
<td>• <strong>Ask a question while raising your hand to model expected action</strong></td>
<td>• Eye contact</td>
<td>• Have genuine interest and intent</td>
</tr>
<tr>
<td>• Scan group and link with a ‘Descriptive Encourager’ or ‘Redirection’ as necessary</td>
<td></td>
<td>• Nod, Thumbs Up</td>
<td>• Use frequently</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Hand signals/ Sign Language</td>
<td>• Use collectively to the group</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Peripheral Vision: scan class regularly while working with individuals or groups</td>
<td>• Send home positive notes to parents regarding positive behaviours</td>
</tr>
</tbody>
</table>
**ESCM Skill 7 SELECTIVE ATTENDING**
- Use when student is displaying off-task or inappropriate behaviour not seriously disrupting others.
- Be ready to use a descriptive encourager or give choice/warning
- Keep student in peripheral vision
- Attend to student when: on-task; begins to seriously disturb others; off-task behaviour is maintained over extended period of time

**ESCM Skill 8 REDIRECTING TO THE LEARNING**
- **Non-Verbal:**
  - Eye contact, head/hand movement
  - Proximity
  - Pause in talk
- **Verbal Redirections:**
  - Individual close talk
  - Questioning to redirect
  - Humour
  - Call student’s name
  - Oral directional phrase

**ESCM Skill 9 GIVING A CHOICE**
- Use after redirection hasn’t worked
- Use in close proximity with student
- Use a calm, measured, firm voice
- “Your choices are ...... or ......”  
  *Give preferred choice last.*
- Walk away and allow take-up time
- **FOLLOW THROUGH**
  - Discuss behaviour and situation with student at end of activity/lesson.

**ESCM Skill 10 FOLLOWING THROUGH**
- **Assertiveness=** appropriate body language and a calm, firm voice
- Consider removing the class from the problem if necessary
- Do what you said you would do
- Have a crisis plan and follow it
- Take notes in objective language and date and sign it
- Review behaviour management plan if necessary
- Debrief with a colleague privately (not in public eg staffroom)
- Follow up with a class discussion/post lesson discussion
- Take a short break if you need to (be responsible for your emotions and behaviours)

**GAINING ATTENTION OF CLASS**
- **Verbal Cues**
  - “1,2,3” - “eyes on me”
- Directional phrase-  
  - Stop, look, listen
- Counting down - “3, 2, 1”
- **Non-verbal Cues**
  - Turn lights off and on
  - Use a bell or whistle
  - Clap pattern
  - Hand in the air
  - Pause and stand in “direction giving spot”

**RE-ENTRY AFTER TIME OUT**
- Before student re-joins the class they must be able to articulate:
  - What did you do?
  - What rule did you break?
  - What can you/we do to fix it?
  - What could you do instead next time?
  - What should happen if this behaviour occurs again?
### Office Referral Forms:

<table>
<thead>
<tr>
<th>Referral to Office</th>
<th>Referral to Office</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student:</strong> ______</td>
<td><strong>Student:</strong> ______</td>
</tr>
<tr>
<td><strong>Date:</strong> ______</td>
<td><strong>Date:</strong> ______</td>
</tr>
<tr>
<td><strong>Time:</strong> ______</td>
<td><strong>Time:</strong> ______</td>
</tr>
<tr>
<td><strong>Class:</strong> ______</td>
<td><strong>Class:</strong> ______</td>
</tr>
</tbody>
</table>

#### Area:
- □ Playground
- □ Classroom
- □ LOTE
- □ Music
- □ PE
- □ Library
- □ Other

#### Behaviour:
- □ Not following directions
- □ Physical Harassment
- □ Verbal Harassment
- □ Inappropriate language
- □ Property Disrespect
- □ Acting unsafely
- □ Wrong place / area
- □ Calling out / disruption
- □ Continual task avoidance
- □ Not following TCR process or rules
- □ Other

#### Comments:
- Teacher:

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- □ Playground
- □ Classroom
- □ LOTE
- □ Music
- □ PE
- □ Library
- □ Other

#### Behaviour:
- □ Not following directions
- □ Physical Harassment
- □ Verbal Harassment
- □ Inappropriate language
- □ Property Disrespect
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#### Comments:
- Teacher:
Appendix 6

Buddy Class & Star Sessions/Days

Each class is assigned a Buddy Class.

Process

- Once a child has gone through the classroom management process and behaviour continues they are then sent to Buddy Class.
- Buddy Class teacher must be phoned prior to sending a child.
- Child is sent to Buddy Class with a Responsible Thinking Plan form.
- A responsible peer must accompany the child.
- Student will be sent back to class when reflection form is completed and student’s behaviour has settled. If behaviour escalates or does not settle the office must be notified. After 10 minutes it is the responsibility of the class teacher to phone the buddy class to gauge if further time is required or the child is sent back accompanied by a responsible student.
- Responsible Thinking Plan is sent home for parent signature, returned to school, recorded on One School and filed in student file. It is the responsibility of the referring teacher to follow this up. Completed Responsible Thinking Plans are to be stored in the class files.
- ALL Responsible Thinking Plans are to be collated and sent home before STAR Session/Day so students and parents are very aware of the behaviours that have resulted on restrictions for the session or day. Responsible Thinking Plans are to be stapled to the students letter advising the parent that they are unable to attend or will have restrictions for the day/session. This section needs further discussion and check that the letters sent home have the information we need. Also Responsible Thinking Plans need to have a second side with further information about the incident and consequences aligning with school policy.

RE-ENTRY AFTER BUDDY CLASS/RESPONSIBLE THINKING

Re-entry is a CRUCIAL process to changing behaviour

Before a student re-joins the class again they must be able to articulate what they did, what they should have done, what they agree to if they re-enter and importantly what will happen if they choose the same behaviour.

Re-entry Questions:

- What did you do?
- What rule did you break?
- What can you/we do to fix it?
- What could you do instead next time?
- What should happen if this behaviour occurs again?

Only when the teacher is satisfied that the student is genuine and understands what they are to do, should they accept the student back into the class/group.

At no time should a student re-enter a class without following this process.

Recommended times for withdrawal

Teachers CANNOT send students to sit outside of the classroom

- Reminder about the use of Thinking/Reflecting Time

All teachers at Bucasia State School must ensure that if a minor behaviour occurs in the classroom the following procedures must be followed. Under no circumstances must a student be placed in Thinking/Reflecting Time/ buddy class without strict supervision. Any student in Thinking/Reflecting Time/buddy class must be given an opportunity to re-join class in intervals of no more than 10 minutes. Classroom teacher check with buddy teacher, at approximately 10 minute intervals, to see if student is ready to re-enter. If timeout is becoming a
frequently used response, it is essential a more comprehensive strategy is developed such as a referral to the office.
If a minor behaviour occurs in the playground, student must be placed in time out for no longer than 10 minutes e.g. STOP DROP.
If a major behaviour occurs in the playground, refer student to the office.

**Process for STAR days:**
Teacher judgment with consultation with PBL team/principal discuss how much time the students are to miss using a moderation process. Therefore class lists, with students eligible and students who will not be able to attend the entire session, will need to be submitted to the Principal at least two weeks before the STAR session. PBL team will be consulted, teacher aides and specialist teachers.

Students who have had minor and major infractions will have the following information:

Eg: Fred has had the following consequences applied *during that term only* –

Classroom/Playground- repeated incidents such as incomplete work, disrupting the learning of others/ inappropriate play (5-10 minutes)
Buddy Class – miss a quarter of the time (recorded on one school)
Office referral – miss half of the time
Suspended during the term – miss the whole time

Nb. Responsible Behaviour Plan is to be followed up by the staff member issuing. Failure to return the form signed by parents the following day results in additional form given to student to be completed in the lunch break and additional consequences.

All referral forms should be returned to the parent at the time that the parent is informed that a particular child will be missing out an activity so the parent is fully aware of the situation.

*Further discussion about the staff meeting in second last week 10 minutes to be assigned to meeting for discussion and moderation in small groups about students being presented as non-attenders or missing a section.*

**STAR SESSIONS** (end of Term 1, 2, 3) – teacher to decide what activity the class can do
Eg. Movie session (in classroom), session at the beach, Picnic, mini Olympics.
Each year level will meet to discuss the STAR session at the end of the term.
Eg.

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Each class plans their own activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term 2</td>
<td>Each class plans their own activity</td>
</tr>
<tr>
<td>Term 3</td>
<td>Each class plans their own activity</td>
</tr>
<tr>
<td>Term 4</td>
<td>Waterslide/movie day to cinema etc.</td>
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**Information to note:**
- Each term each student begins with a clean slate
- Non submitted homework attracts an in class consequence
- Late/ non-attendance is not behaviour related unless it is actual truancy, and should not be used for STAR behaviour processes
- School tasks that are incomplete will attract in class consequences unless they fall into the ‘major’ category
- All behaviour will be measured against Behaviour expectations at Bucasia State School, Essential Skills of Classroom Management and Bucasia State School’s Setting Up for Success document.

*Forms on next 2 pages will be adjusted to show Essential Skills as well as a letter on the back from the class teacher/Admin*
What was I doing?

What should I have been doing?

What will I do next time?

STAR Rules
Which rule did I break?

★ Safety
Be safe and sensible

★ Teamwork
Be fair and cooperative

★ Attitude
Do your best

★ Respect
Treat others kindly

High Five

Stop Think Do

Student Signature: __________________________

Parent signature: ___________________________ Please turn over for more information
Re: RESPONSIBLE THINKING PLAN FOR ________________________________

Dear ________________________________

Today at school there was an incident that is an infringement within our school’s Responsible Behaviour Plan and in accordance with the policy, we are to inform parents about poor behaviour as soon as possible. Good student behaviour helps to provide optimum opportunities for teaching and learning.

Further details of these incidents:

________________________________________________________________________________________

Disciplinary Action:

☐ Buddy Class ☐ Office Referral
☐ Reflection @ lunch play ☐ Other (listed below)

________________________________________________________________________________________

This matter has been discussed with your child at school. I would be appreciative if you would follow this up with a similar talk at home and any action you would deem necessary to focus your child on appropriate behaviour for learning. Please ensure the Responsible Thinking Plan (on other side) is completed to an appropriate standard and returned the next school morning to the referring teacher. Failure to return the Responsible Thinking Plan will result in an additional consequence.

Please note that Responsible Thinking Plans from class teachers, specialist teachers and admin are monitored and have consequences on the level of participation at the end of term behavior rewards sessions.

Thank you in anticipation of your support in this matter.

Referring Teacher: ______________________________

Signature: ______________________________
1. What was I doing?

________________________________________________________

2. What is the rule?

________________________________________________________

3. What are the consequences for my actions? (for me and others)

________________________________________________________

4. How will I make sure that this doesn’t happen again? (High 5, Stop think do, Behaviour card)

________________________________________________________

5. Restitution: How will I make up for what I’ve done? (Apology, Community Service/ Time out of play)

________________________________________________________

Oceans of Success

STAR Rules

★ Safety
Be safe and sensible

★ Teamwork
Be fair and cooperative

★ Attitude
Do your best

★ Respect
Treat others kindly

High Five
1. Stop
2. Stop!
3. Ignore
4. Walk away
5. Report

Stop Think Do
Stop – Calm Down
Think – What is the best thing to do?
Do – The right thing

Did I miss learning time? ________________________ Student Signature: ________________________
Parent Signature:_________________________ Please turn over for more information
Re: RESPONSIBLE THINKING PLAN FOR ______________________

Dear ______________________

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Thank you in anticipation of your support in this matter.

Referring Teacher: ______________________

Signature: ______________________

Original located on teamsite and needs to be copied back to back with Responsible Thinking Plan (previous page)
Debriefing Report

Formal debriefing
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; and/or
- address organisational problems and make appropriate changes.

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

Debriefing should provide information on:
- who was involved;
- what happened;
- where it happened;
- why it happened; and
- 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?
- Would you do something differently next time?
- What could we have done to make the physical intervention less invasive?

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).