# Wamuran State School Responsible Behaviour Plan

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Rationale

The Department of Education, Training and the Arts is committed to provisions that ensure all young Queenslanders have a right to and receive a quality education.

Wamuran 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 expectations and 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.

2. Consultation and data review.

Wamuran State School developed this plan in collaboration with our school community. Ongoing consultation with parents, staff and students is being undertaken with the community. A review of school data relating to attendance, absenteeism, school disciplinary absences, behaviour incidents and our commitment to implementing the School Wide Positive Behaviour System (SWPBS) also informed the development process. The Plan is endorsed by the Staff of Wamuran State School including the School Wide Positive Behaviour Support Team and the Wamuran State School P&C in November 2014, and will be reviewed as required in legislation.

3. School beliefs about behaviour and learning

Wamuran State School's Responsible Behaviour Plan is fundamental to achieving our objective of a safe, supportive and disciplined environment. The opportunity to enjoy a positive future is built around the school’s values.

- Love of Learning
- Caring for self, others and the environment
- Success at all stages
- Feeling of belonging

Our beliefs in learning which build upon our values are;

- Support
- Engage
- Expect
- Enjoy
- Discover

Essential to effective learning is a safe, supportive and disciplined environment that respects the following rights.

- The rights of all students to learn
- The rights of teachers to teach
- The rights of all to be safe
All areas of Wamuran State School are learning and teaching environments. We consider behaviour management to be an opportunity for valuable social learning as well as a means of maximising the success of academic education programs.

Our Responsible Behaviour Strategy is grounded in the belief that the practices and behaviours of teachers and other staff at the school can, and do, influence student behaviours. The systems that constitute our strategy aim towards ensuring that staff practices include a range of approaches and are deliberately chosen in response to data collected from school opinion surveys, One School, Student Disciplinary Absences and data about the actual behaviours of students in the school.

Our Responsible Behaviour Plan outlines our system for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours. Through our school plan shared expectations for student behaviour are plain to everyone, assisting our school to create and maintain a positive and productive learning and teaching environment, where ALL school community members have clear and consistent expectations and understandings of their role in the educational process.

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

- Be Safe
- Be Responsible
- Be Respectful.
- Be Positive

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.

School-wide Positive Behaviour Support:

Positive Behaviour Support is defined as a broad range of systemic and individualised strategies for achieving positive social and learning outcomes while preventing problem behaviour (OSEP Centre on PBIS).

At Wamuran State School, we are informed by research that tells us that the most effective responses to problem behaviour are:

- Teaching Behavioural Expectations
- Academic Restructuring
- Behavioural Interventions


Investing in SWPBS results in:

- Change in school discipline systems.
- Reduction in problem behaviour.
- Improved academic performance.
- Savings in staff and student time.
- Improved effectiveness of individual interventions.
- Improved perception of school safety and mental health.

3-Tiered Approach to Prevention

- Universal (Primary) prevention focuses on preventing the development of new cases of problem behaviours by focusing on all students and staff, across all settings.
- Targeted (Secondary) prevention focuses on reducing the number of existing cases of problem behaviours by establishing efficient and rapid responses to problem behaviour.
- Intensive (Tertiary) prevention focuses on reducing the intensity and/or complexity of existing cases of problem behaviour that are resistant to primary and secondary prevention efforts.

The school’s adoption of SWPBS ensures agreement, consistency and clarity for all stakeholders.

**The introduction of a restorative practice approach:**
Restorative practice is concerned with the development of well-rounded, socially and emotionally competent young people who are accountable for their behaviour and understand that there is nothing they do or don’t do which doesn’t impact on others in some way. This process complements and works together with the School-Wide Positive Behaviour Support approach.

The school has divided the process into two groups:
- Proactive processes which enhance teaching and learning
- Reactive processes used to respond to wrongdoing

All areas of Wamuran SS 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.

Positive relationships and positive interactions flourish in a positive climate. The hall-mark of a positive climate is mutual respect. At Wamuran SS we have employed the “Friends” and Bounce Back program which aims to build positive relationships and foster mutual respect. The Programs are long term and universally taught to all students. There is a strong focus on circle time,
cooperative learning approaches & educational games to build positive relationships, positive emotions and teach social-emotional skills.

The Bounce Back and Friends Program are enhanced through the use of Bucket Filling. Bucket Filling allows for discussion and examples of these character traits to be discussed in class. The Bucket Filling Goals are:

1. To create more rewarding lives and a positive culture as you increase kindness, respect and courtesy
2. To decrease mean-spiritedness and negativity
3. To learn how to keep your bucket filled by understanding and rising above bucket dipping situations.

Parents and the school staff have a joint responsibility to encourage children to develop positive self-esteem, including:

- Creating an environment that fosters the development of trust.
- Providing positive models and images.
- Valuing, recognising and rewarding
- Children need to feel that they have choices, but understand the responsibilities and consequence of making a particular choice.
- Children need clear and consistent boundaries to avoid confusion.
- Children need consistent care from people they know.
- Children need to have feelings of trust that their basic needs will be met.
- Children need to be given respect so that they can develop self-respect.
- Children need support and care as they learn to deal with their feelings.

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

**Universal Support**

The first step in facilitating standards of positive behaviour is

- communicating those standards to all students
- direct teaching of the behaviours we want them to demonstrate
- modelling of the behaviours that we want them to demonstrate
- opportunities for students to practise those behaviours
- acknowledgement

Wamuran SS implements the following proactive and preventative processes and strategies to support student behaviour as part of the SWPBS:

**In Class (As part of the Classroom Management Plan)**

1. Classroom rules are defined for each of the school-wide expectations (Be Safe, Be Responsible, Be Positive, Be Respectful)
2. Classroom routines and procedures are explicitly identified for activities (entering and leaving the classroom, asking questions, using the toilet etc)
3. Expected behaviour routines are explicitly taught and practised
4. Acknowledgement of students demonstrating adherence to classroom rules and routines is immediate and behaviour specific at a ratio of at least 4 positive comments for every negative comment.
5. Procedures exist for tracking classroom behaviour problems
6. Classrooms have a range of consequences and interventions for problem behaviour that are documented and consistently delivered. These consequences must be appropriate for the type of behaviour and should flow from the least intrusive to the most intrusive.
- **Interventions** –
  - Circle time
  - Building positive relationships
  - SALT Strategy for dealing with conflict situations
  - Supportive physical environments

**School Wide**
- Comprehensive Induction Program in the Wamuran State School Responsible Behaviour Plan for Students delivered to new students as well as new and relief staff.
- Regular provision of information to staff, and support to others in sharing successful practices by the SWPBS Team
- Planned ongoing teacher training in Behaviour Management
- Data collection and analysis
- Whole school responses to data
- Social Emotional Learning e.g. Bounce Back, Friends Program and Bucket Filling
- Revision and implementation of strategies that address:
  - The Use of Personal Technology Devices* at School (See Appendix 1)
  - Procedures for Preventing and Responding to Incidents of Bullying (See Appendix 2).
- Make links with school values and vision

**The Community**
- A dedicated section of the class newsletters, enabling parents to be actively and positively involved in teaching and promoting school behaviour expectations.
- Meaningful relationships with families and the community
- Individual support profiles developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings.

**Promoting expected school behaviour through Acknowledgements**
At Wamuran communication of our key messages about behaviour is backed up through promoting our positive behaviours, 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.

**Wamuran State School Positive Acknowledgements**

<table>
<thead>
<tr>
<th>Type</th>
<th>What is it?</th>
<th>When will it happen</th>
<th>Where can/will it Happen</th>
<th>Who will implement</th>
<th>Notes</th>
</tr>
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<tbody>
<tr>
<td>4:1</td>
<td>target of 4:1 positive acknowledgements for every correction</td>
<td>Daily</td>
<td>All settings</td>
<td>All staff</td>
<td>Positives should acknowledge specific behaviours in matrix</td>
</tr>
<tr>
<td>Gotchas</td>
<td>Gotcha issued to individual students to acknowledge positive behaviour</td>
<td>Daily</td>
<td>All settings</td>
<td>All staff</td>
<td>Positives should acknowledge specific behaviours in matrix</td>
</tr>
<tr>
<td>Assembly Gotcha Draw</td>
<td>A Gotcha is drawn from each class and the students are recognised on Assembly. They receive a prize from the Prize Box.</td>
<td>Weekly</td>
<td>Assembly</td>
<td>Parade Presenters</td>
<td></td>
</tr>
</tbody>
</table>
**Pegs**
Pegs issued to acknowledge majority or all of the class for positive behaviour

| Peg Competition | Class with the most number of pegs receives a reward. Two competitions are run – Prep to Yr 2 and Yr 3 to Yr 7. | Weekly | Assembly Running Tally kept in the library | SWPBS team with the help of senior students |

| Wam Pride Certificates | Two students from each class are identified for a success they have achieved in the classroom. | Weekly | Assembly | Class Teacher |

**Positive Postcard**
Postcard acknowledging specific positive behaviour

| Positive Postcard Sent home | Postcard acknowledging specific positive behaviour | Weekly | Completed at staff meeting to be mailed home | Teachers |

| PE - medallions | Gold, silver and bronze medallions issued to students during PE lessons. | Weekly | PE Teacher | PE Teacher |

| Music Trophy | Trophy to be awarded to class displaying positive behaviour in Music. | End of term | Music Teacher | Music Teacher |

**Celebration Event**
Students who are eligible participate in an end of term party/activity/celebration

| Celebration Event | Students who are eligible participate in an end of term party/activity/celebration | End of each term | Students not eligible attend a Circle Time conducted by Specialist teachers |

| Wet n Wild | Senior Students are eligible to attend Wet n Wild at the end of the year. | End of year | Wet n Wild | Senior year teachers |

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**Teachers may use other acknowledgement systems within their own classroom. These may include:**

Acknowledgement of effort and results in academic, sporting and behavioural contexts. Staff utilise a wide range of acknowledgement strategies with students, reviewed on an annual basis, including:

- Praise/Encouragement (Verbal/Non-Verbal/Written)
- Class Responsibilities (Messenger, Teacher’s Helper, Library Monitor, Tuckshop)
- Inter-Class Responsibilities (Peer Tutoring, Peer Mediation)
- Token/Point/Star Systems (Individual/Group Goal-Setting)
- Public Display of Work (Classroom, Foyer)
- Individual Class-Level Rewards (Stickers, Books, Stamps, Free time, Certificates, Student-Choice Activities, Computer Time)
- Whole Class Rewards (No Nonsense Club, Parties, Fun Days, Game time, Sport, Videos)
- Phone calls / Postcard to Parents
- Sharing Work With Others (Principal, D.P., Other Classes, Parents)
- Teacher Evaluations (Marks/Comments on work/Behaviour Reporting)
- Celebrations (Birthdays, “Outside” achievements)
Targeted behaviour support

SWPBS Targeted Prevention is used to provide intensive or targeted interventions to support students who are not responding to the Universal prevention efforts in place. The interventions provided are more intensive and involve a smaller number of students who are at risk of engaging in more serious problem behaviour and need more support. Students at this level are identified and monitored and appropriate intervention will be used to support students to make appropriate behaviour choices. (see Appendix 4 & 5 for Behaviour Referral Form, Buddy Slips).

Specific Targeted Prevention interventions may include the following elements:

- Social Skills Sessions – Fun Friends / Friends For Life Program, Bounce Back Program, Bucket Filling
- Strategies for Success Room at lunchtime
- Walk and Talk
- Time out
- Restorative Chat
- Calm Down Class
- Mini conferences
- IBSP (Individual Behaviour Support Plan)
- Monitoring Cards
- Guided Games
- Check in/check out
- Frequent parent / school communication

Strategies include:
1. Teaching the students to use new skills as a replacement for problem behaviours
2. Rearranging the environment so that problems can be prevented and desirable behaviours can be encouraged
3. Monitoring, evaluating and reassessing the plan over time
4. Restorative practices such as Restorative chats

Intensive behaviour support

Intensive Behaviour Support is used to focus on the needs of individuals who exhibit patterns of problem behaviour that address challenging behaviours that are dangerous, highly disruptive and/or impede learning and result in social or educational exclusion. Intensive Behaviour Support is also used to support the behavioural adaptation of students with developmental disabilities, autism, emotional and behavioural disorders and also students with no diagnosis.

The Wamuran Support Team:

- works with other staff members to develop appropriate behaviour support strategies
- monitors the impact of support for individual students through continuous data collection
- makes adjustments as required for the student, and works with the School Wide Positive Behaviour Team to achieve continuity and consistency.

The Wamuran 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.
Intensive Behaviour Support involves a process of functional behavioural assessment (FBA) and an individual positive behaviour support plan comprised of individualized, assessment-based intervention strategies, including a wide range of options such as:

- guidance or instruction for the student to use new skills as a replacement for problem behaviours
- some rearrangement of the antecedent environment so that problems can be prevented and desirable behaviours can be encouraged
- procedures for monitoring, evaluating, and reassessment of the plan as necessary. The plan may also include emergency procedures to ensure safety and rapid de-escalation of severe episodes (this is required when the target behaviour is dangerous to the student or others), or major ecological changes, such as changes in school placements, in cases where more substantial environmental changes are needed.
- Restorative Community Conferencing

The Individual Positive Behaviour Support Plan outlines a systemic approach to support the development of appropriate behaviours whilst reducing or eliminating inappropriate behaviours. The process of developing the Plan brings together parents, professionals and the student (where appropriate) to consider the student's current level of performance and to determine needs and priorities. It promotes:

- Shared responsibility
- Consensus about behavioural and educational goals of the student
- Focus on a small number of key behaviours
- Collective accountability for outcomes
- Opportunity for communication.

5. Consequences for unacceptable behaviour

Wamuran makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When unacceptable behaviour occurs, students experience predictable consequences. Our school seeks to ensure that responses to unacceptable behaviour are consistent, logical and fair and are proportionate to the nature of the behaviour. An office referral form (Appendix 5) is used to record all repeated minor and major problem behaviour. The recording of repetitive minor behaviours constitutes a major behaviour.

Strategies to implement consistent, logical, fair and supportive consequences include:

1. Classroom Management – Every teacher should have a classroom management plan for their classroom which contains the class rules and expectations and has been communicated and practised with the students. Teachers use the Essential Skills to address behaviours within their classroom. These skills include
   - i. setting clear expectations,
   - ii. Giving clear instructions,
   - iii. Waiting and scanning,
   - iv. Cueing with parallel acknowledgement.
   - v. Body language encouraging
   - vi. Descriptive encouraging

2. Restate/rule reminder – As well as the above the teacher may add a combination of these:
   - (i) Selective attending
   - (ii) Redirecting to the learning
   - (iii) Giving a choice
   - (iv) Follow through with Time Out if the student is unable to comply.
3. Time Out – Moving a student to a more secluded area (within sight of the teacher) within the classroom so that the student has time to calm down and or settle to their work. The student is then given the opportunity to re-join the class at intervals of no more than 10 minutes. Return to the student’s desk should be planned, solution focussed and non-punitive. The use of Time Out as a behaviour management technique will be consistent with the developmental age of the student and will take into account any special needs the student may have. Teachers will regularly review Time Out procedures and will measure its effectiveness using data.

In the playground teachers may choose between:-
- Walk and Talk
- Sit out of Play
- Restorative Chat

4. Calm Down Class – Moving a student to a predetermined classroom so that the student has time away from his/her peers and is able to settle. The student is to attend the Time Out in this classroom and will be given opportunity to re-join their regular class at 10 minute intervals. Re-entry into the regular classroom should be non-intrusive. The Teacher should however, plan a time to have a close talk with the student about what lead to them attending Calm Down Class and together, the teacher and student discuss what actions would prevent a re-occurrence. (The teacher is to keep note of the number of occurrences and One School if there is a pattern)

5. Continued disruption in getting to the Calm Down Class or within the Calm Down Class will require the support of your teacher aide, NVCI or Admin.

6. School and Student Plan of Action – If the student’s continues to infringe upon the rights of others in the classroom or playground a plan of action is developed by the school. This may include:
- Detention
- Restorative chat
- Behaviour Monitoring Card
- Community Service Intervention/Non-School Day Detention
- Discipline Improvement Plan
- Support and Intervention
- Suspension / Disciplinary Absences – Implement in line with the Education Queensland Policy SM-16 Student Disciplinary Absences
Consequences Flow Chart

Essential Skills for Classroom Management
- Establishing Expectations
- Giving clear instructions
- Waiting and Scanning
- Cueing with parallel acknowledgement

Appropriate Behaviour Choice

Inappropriate Behaviour Choice

Reminder Redirection

Time Out

Calm Down Class

Administration

Parent Contact
- Strategies for Success
- Suspension
- Case Conference
- Loss of Break times
- Supported lunch time activities
- Loss of privileges
- Restitution

Steps may vary in student has an IBSP
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 those that:
- are minor breeches of the school rules
- do not seriously harm others or cause you to suspect that the student may be harmed
- do not violate the rights of others in any other serious way
- are not part of a pattern of problem behaviours
- do not require involvement of specialist support staff or Administration.

Minor problem behaviours may result in the following consequences:
Strategies based on the Essential Skills, a minor consequence logically connected to the problem behaviour, such as complete removal from an activity or event for a specified period of time, partial removal (time away), individual meeting with the student, apology, restitution or detention for work completion.

**Major** behaviours are those that:
- significantly violate the rights of others
- put others / self at risk of harm
- require the involvement of school Administration or the Non-Violent Crisis Intervention Team.

Major behaviours result in an immediate referral to Administration because of their seriousness. When major problem behaviour occurs, staff members calmly state the major problem behaviour and remind the student of expected school behaviour. The staff member then fills out the office referral form and refers the student to Administration or calls for assistance. (See Appendix 7)

Major problem behaviours may result in the following consequences:
- Time in office, removal to Calm Down Class, alternate lunchtime activities, loss of privilege, restitution, loss of break times, warning regarding future consequence for repeated offence, referral to Strategies for Success Room
  AND/OR
- Parent contact, referral to Guidance Officer, referral to the Wamuran Support Team, suspension from school
  AND/OR

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.

**DETENTION GUIDELINES (Strategies for Success)**

The role of The Strategies for Success Room is to withdraw the student during a time that does not impact on their learning time so that they may reflect on their behaviour – What choice did they make, who was effected by that choice, how were they affected and what is their restitution plan. They will also plan alternative acceptable choices for the next time they come across this situation or one like that again.

Parents will be contacted by the classroom teacher to inform them that their child will be visiting the Strategies For Success Room.
At times the Principal may plan for an after-hours detention or a detention on a day other than a school day. In this scenario these steps will be followed:

- appropriate supervision by teachers will be arranged
- parents will be consulted about a suitable day/time in which the detention is to be completed within any parameters set by the school
- the student and their parent will be notified of the school’s procedures, including the responsibilities of the student, parent and school in relation to supervision arrangements and start and finish times.

SUSPENSION GUIDELINES

The principal will consider ...

- the welfare of the student, teachers and other students;
- immediate suspension where the safety of staff and students is considered at risk; and
  (Discussions with student and parents will be held as soon as possible after the student is suspended)
- that suspension must be completed in the current year.
- related behaviour history

If reasonably satisfied that grounds for suspension exist, the principal may suspend a student for ...

- from 1 to 20 school days

If suspension occurs, the principal will give the student a written notice stating ...

- that the student is suspended;
- the reason for the suspension; and
- the period of the suspension.

During suspension

- Students will be expected to complete a Reflective Alternative education program
  If a student is suspended for more than 5 school days, the principal will coordinate ...
- arrangements for placing the student in an alternative education program; and
- a meeting, including parents and student to discuss an alternative education program for the student.

  Outcomes from this meeting will be...
  - management of the student’s suspension;
  - strategies to address the student’s behaviour difficulties and learning needs; and
  - strategies to assist the student’s re-entry to school.

Following formal suspension and re-entry, the student will ...

- rejoin the plan at the pre-suspension stage;
- have their subsequent behaviour plan for next week or to be determined by the principal, reviewed and be further restricted consistent with sound behaviour management principles.
- attend a re-entry meeting held with parents, principal, class teacher and support staff where conditions of re-entry are clearly defined and agreed to by all parties.

Relate problem behaviours to expected school behaviours

When responding to problem behaviours, staff members ensure that students understand the relationship of the problem behaviour to expected school behaviour. One method that staff members might use to achieve this is to have students:
• articulate the relevant expected school behaviour
• explain how their behaviour differs from expected school behaviour,
• describe the likely consequences if the problem behaviour continues; and
• identify what they will do to change their behaviour in line with expected school behaviour.

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

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

- **Essential Skills**
  - Redirection by class teacher
  - Rule Reminder
  - Warning
  - Time out in own classroom

- **MINOR BEHAVIOUR**
  - Students are accompanied to Calm Down Class Class by 2 peer for a time determined by the teacher with a max of 15 mins
  - If student refuses, contact Admin
  - Students complete either literacy/numeracy activity (for task avoidance behaviour) from the Calm Down Class Class folder
  - If the student does not arrive at the Calm Down Class Class the slip will be returned to the issuing teacher
  - Entered by issuing teacher as ‘Calm Down Class x 1’ on One School

- **MINOR BEHAVIOUR**
  - Student has already completed Calm Down Class class 1.
  - Student is accompanied to Calm Down Class class by 2 peers for a max 15 mins
  - If student refuses, contact Admin
  - Students complete either literacy/numeracy activity () from the Calm Down Class Class folder
  - If the student does not arrive at the Calm Down Class class the slip will be returned to the issuing teacher
  - Entered by issuing teacher ‘Calm Down Class x 2’ on One School

- **MAJOR BEHAVIOUR**
  - Student has already completed Calm Down Class Class 1 & 2 within a timeframe of 1 week - Attach Calm Down Class slips to Behaviour Notice-A completed copy of this form should be added to the Behaviour Tray at the office. The Note should then be attached to the STS Folder folder before a student attends the STS Room at lunch time. If a student is to attend STS the parent should be notified.
  - Parents are to be contacted by the issuing teacher (within 24hrs)
  - STS Room is open at 11:15 and runs until 11:45 Monday to Thursday
  - Entered by issuing teacher as on One School
  - Return slip to Admin

- **MAJOR BEHAVIOUR**
  - Major incidents eg fighting can be referred immediately
  - If Admin are unavailable, contact Office staff & a message will be forwarded
  - If behaviour is ongoing refer to Student Support – Engagement for further investigations and IBSP
  - SEP student behaviour referred SEP Teacher
## Consequences for unacceptable behaviour in the Classroom: Some examples:

<table>
<thead>
<tr>
<th>Example of inappropriate behaviour</th>
<th>Strategies/Consequences</th>
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<tr>
<td><strong>Disruptive</strong> Eg. Incessant talking/calling out, moving about the room, tapping, rocking on chair</td>
<td>• Parallel acknowledgement eg. ‘Thank you for putting your hand up and not calling out, Jordan’.&lt;br&gt;• Redirection to the learning eg. ‘What question are you up to Aaron?’&lt;br&gt;• Close talk&lt;br&gt;• Seating plan – movement away from peers&lt;br&gt;• Time out in room&lt;br&gt;• Calm Down Class Class (behaviour reflection sheet)</td>
</tr>
<tr>
<td><strong>Truant/skip class or late to class</strong></td>
<td>• Rule reminder&lt;br&gt;• Acknowledge inappropriate behaviour, but address more thoroughly at the end of the lesson. Eg. ‘You’re late, Brian. I’ll be discussing this with you before you head out to morning tea.’&lt;br&gt;• Work provided to catch up in own time&lt;br&gt;• Parent contact if ongoing pattern of behaviour</td>
</tr>
<tr>
<td><strong>Refusal to participate in program of instruction</strong> Eg. work refusal/avoidance, not following instructions</td>
<td>• Repeat instruction (ensuring expectations are clear and allowing for take up time)&lt;br&gt;• Individual close talk with student&lt;br&gt;• Rule reminder&lt;br&gt;• Giving a choice eg. ‘Would you prefer to complete this now, or when the bell goes?’&lt;br&gt;• Calm Down Class Class (work provided)&lt;br&gt;• Student support referral if there are academic or social/emotional concerns&lt;br&gt;• Strategies to Success Room/admin referral for ongoing, escalating pattern of behaviour</td>
</tr>
<tr>
<td><strong>Physical misconduct</strong> Eg. kicking, hitting, excessive rough play, inappropriate physical contact</td>
<td>• Restorative practices (apology to the other student)&lt;br&gt;• Rule reminder&lt;br&gt;• Student meeting&lt;br&gt;• Calm Down Class class or Strategies to Success Room depending on severity</td>
</tr>
<tr>
<td><strong>Verbal misconduct</strong> Eg. swearing/teasing/name-calling</td>
<td>• Restorative practices (apology to the other student)&lt;br&gt;• Rule reminder&lt;br&gt;• Student meeting&lt;br&gt;• Calm Down Class class or Strategies to Success Room depending on severity</td>
</tr>
<tr>
<td><strong>Major physical</strong></td>
<td>• Ensure the safety of student/students. Call for NVCI Team if needed.&lt;br&gt;• Complete Behaviour Notice and place in the Behaviour In Tray at the Office.</td>
</tr>
</tbody>
</table>
Playground Behaviour Referral Process

Redirection
- No hat – redirect to under cover area
- Eating out of area – redirect to eating correct area eg outside Tuckshop
- Running on concrete – redirect to walk and rule reminder

Verbal Warning
- Unsafe play
- Littering – pick up rubbish
- Playing in toilets – walk with a staff member or sit down for 5 minutes

Walk with Staff member

MAJOR Behaviour
- Behaviour Notice is issued after redirection, rule reminder, verbal warning and the opportunity to walk with a staff member
- Categories on the Behaviour Notice:
  - Non-compliant with routine
  - Physical misconduct grounds
  - Verbal misconduct
  - Property misconduct
  - Truant/skip class eg left school
  - Bullying/harassment

Detention Process
- Students are to be reminded of Strategies to Success Room visit by their class teacher
- List of students to attend is posted on the electronic Staff Notices
- Parents are to be contacted by the class teacher

Admin Referral
- Major incidents eg fighting can be referred immediately
## Consequence for Unacceptable Behaviour in the Playground: Some examples:

<table>
<thead>
<tr>
<th>Example of inappropriate behaviour</th>
<th>Strategies/Consequences</th>
</tr>
</thead>
</table>
| Refusal to follow expectations Eg. Not sitting down to eat, Not wearing a Hat out to play | • Parallel acknowledgement eg. ‘Thank you for sitting down to eat, Jordan’.  
• Redirection eg. ‘Put your hat on Aaron?’  
• Walk and Talk  
• Sitting out  
• 3 referrals in a week – Strategies to Success Room |
| Out of Bounds Areas | • Rule reminder  
• Acknowledge inappropriate behaviour, but address more thoroughly at the end of the lesson. Eg. ‘You’re late, Brian. I’ll be discussing this with you before you head out to morning tea.’  
• Work provided to catch up in own time  
• Parent contact if ongoing pattern of behaviour |
| Refusal to follow instructions | • Repeat instruction (ensuring expectations are clear and allowing for take up time)  
• Individual close talk with student  
• Rule reminder  
• Giving a choice eg. ‘Would you prefer to complete this now, or when the bell goes?’  
• Strategies To Success Room/admin referral for ongoing, escalating pattern of behaviour |
| Minor Physical misconduct Eg. kicking, hitting, excessive rough play, inappropriate physical contact | • Rule Reminder  
• Walk and Talk  
• Restorative chat (apology to the other student)  
• Strategies to Success Room depending on severity  
• Entry in Duty Folder |
| Verbal misconduct Eg. Swearing/teasing/name-calling | • Restorative practices (apology to the other student)  
• Rule reminder  
• Walk and Talk  
• Strategies to Success Room depending on severity  
• Entry in Duty Folder |
| Major Physical/Verbal Misconduct/ Running from the school grounds | • Call NVCI Team if necessary  
• Referral to office |
| Threatening with a weapon | • Call NVCI Team if necessary  
• Referral to office  
• Contact police |
6. Emergency or critical incident responses

It is important that all staff have had training in de-escalating strategies. A pro-active response is more effective than dealing with the melt-down that may result.

It is important that all staff have a consistent understanding of how to respond to emergency situations or critical incidents involving severe problem behaviour. This consistency ensures that appropriate actions are taken to ensure that both students and staff are kept safe.

An emergency situation or critical incident is defined as an occurrence that is sudden, urgent, and usually unexpected, or an occasion requiring immediate action.

Severe problem behaviour is defined as behaviour of such intensity, frequency, or duration that the physical safety of the student or others is likely to be placed in serious jeopardy.

Basic defusing strategies

Avoid escalating the problem behaviour
(Avoid shouting, cornering the student, moving into the student’s space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language).

Maintain calmness, respect and detachment
(Model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, avoid humiliating the student, be matter of fact and avoid responding emotionally).

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

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

Debrief with the student
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. As part of our restorative practices philosophy a restorative conference may be used as part of the debriefing.

Debrief with the teacher and NVCI team
A debrief session must be held soon after the incident preferably that afternoon. This session is used to discuss what the trigger/triggers were, what the signs of escalation were, what strategies were used and how successful those strategies were,
Physical Intervention

Staff may make legitimate use of physical intervention if all non-physical interventions have been exhausted and a student is:

- physically assaulting another student or staff member
- posing an immediate danger to him/herself or to others.

School staff are responsible for:

Using physical restraint

- as an immediate or emergency response
- as part of student's individual plan, including prevention of self-harming behaviours
- when other options have been considered such as allowing the student to withdraw or move away, or moving other people from the situation
- after considering the welfare of student, staff and other students with such force as is reasonable under the circumstances
  

- in conjunction with teaching and reinforcement of alternative appropriate behaviour

Developing strategies to deal with situations involving the use of physical restraint by

- following the Student protection procedure (<http://ppr.det.qld.gov.au/education/community/Pages/Student-Protection.aspx>)
- considering any issues that might exacerbate the situation such as
  - body language, tone of voice or facial expressions
  - student’s sensitivity to sounds or touch
  - student’s methods of communication
- assuming a calm demeanour to avoid escalating student’s behaviour
- maintaining appropriate observation or monitoring of student during and after incident of physical restraint
- following specific processes for
  - Physical Restraint - Immediate or Emergency Response
  - Physical Restraint – Planned Response including Prevention of Self-Harming Behaviours (individual plan).

There is a support team at the school trained in Non Violent Crisis Intervention (NVCI). The team has been trained in the appropriate and safe ways to physically restrain a student. This team should be called upon in a case where a student is escalating to a point where they may be a danger to themselves and/or others.

When the NVCI team has been called upon to physically restrain the team members involved and the class teacher need to debrief and document with administration present.

DOCUMENTATION

Any incident where physical restraint is used must be recorded by the staff member involved.
Physical contact must also be documented where a complaint has been made by a student or parent or the student has been hurt.
The principal must:
_ be advised as soon as possible on the day of the incident;
_ be provided with a written record of the incident no later than the day after the incident; and
_ provide the parent with details of the incident as soon as possible

7. The network of student support

Students at Wamuran are supported through positive reinforcement and a system of universal, targeted, and intensive behaviour supports by:
- Parents
- Teachers
- Teacher Aides
- Support Staff
- Administration Staff
- Guidance Officer
- Behaviour Consultant
- Wamuran Support Team
- Advisory Visiting Teachers
- Senior Guidance Officer
- School Chaplain
- Adopt a Police Officer

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
- Murri Health

Intervention is approached as a collaborative (rather than expert-driven) process. Support teams including the student’s family, educators, and/or other direct service providers are involved in assessment and intervention. People who have specific expertise in applied behaviour analysis and intervention design may also be included. The SWPBS Team will regularly review school systems to support students requiring this level of support.

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.

All staff at Wamuran considers the individual circumstances of students when applying support and consequences by taking into consideration the following
- 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

1. Related policies

• SMS-PR-021: Safe, Supportive and Disciplined School Environment
• CRP-PR-009: Inclusive Education
• SMS-PR-027: Enrolment in State Primary, Secondary and Special Schools
• SMS-PR-022: Student Dress Code
• SMS-PR-012: Student Protection
• SCM-PR-006: Hostile People on School Premises, Wilful Disturbance and Trespass
• GVR-PR-001: Police Interviews and Police or Staff Searches at State Educational Institutions
• ICT-PR-004: Using the Department's Corporate ICT Network
• IFM-PR-010: Managing Electronic Identities and Identity Management
• SCM-PR-003: Appropriate Use of Mobile Telephones and other Electronic Equipment by Students

11. Some related resources

• National Safe Schools Framework (ncab.nssfbestpractice.org.au/resources/resources.shtml)
• National Framework for Values Education in Australian Schools (www.valueseducation.edu.au)
• National Framework for Values Education in Australian Schools – Queensland (www.education.qld.gov.au/curriculum/values/)
• Bullying. No Way! (www.bullingnoway.com.au)
• PBIS World (http://www.pbisworld.com/)
• MindMatters (www.curriculum.edu.au/mindmatters)
• Code of Conduct for School Students Travelling on Buses
• Restorative Practices in Classrooms; Rethinking Behaviour Management - Margaret Thorsborne and David Vinegrad
Appendix

1. The Use Of Personal Technology Devices* At School
2. Procedures for Preventing and Responding to Incidents of Bullying (including Cyber bullying, knives and weapons)
3. Behaviour Notice
4. NVCI Debriefing Report
5. Essential Skills for Managing Behaviour
6. Managing a Student with the Potential for a Critical Incident.
7. Calm Down Class Referral Forms
8. Wamuran State School Response to behaviour Major/Minor
9. Student Support Flow chart
10. Wamuran State School Positive Behaviour Matrix
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.

Certain Personal Technology Devices Banned From School

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

Confiscation

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

Devices potentially containing evidence of criminal offences may be reported to the police. In such cases police may take possession of such devices for investigation purposes and students and parents will be advised to contact Queensland Police Service (QPS) directly.

Students who have a personal technology device confiscated more than once will not be permitted to have a personal technology device at school for at least one month, or longer if deemed necessary by the Principal.

Personal Technology Device Etiquette

Bringing personal technology devices to school is not encouraged by the school because of the potential for theft and general distraction and/or disruption associated with them. However, if they are brought to school, they must be turned off and out of sight during assemblies or classes.

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 Wamuran SS. Students using personal technology devices to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks etc) for the purpose of dissemination among the student body or outside the school, by any means (including distribution by phone or internet posting) builds a culture of distrust and disharmony.

Students must not record images anywhere that recording would not reasonably be considered appropriate (e.g. in change rooms, toilets or any other place where a reasonable person would expect to be afforded privacy).

Recording of events in class is not permitted unless express consent is provided by the class teacher.

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

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

Students involved in:

- recording; and/or

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1 Education Queensland does not tolerate bullying behaviour at schools. This includes bullying conducted by electronic means.
disseminating material (through text messaging, display, internet uploading etc); and/or,
knowingly being a subject of a recording
Breach of this policy may be subject to discipline (including suspension and recommendation for exclusion).

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

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

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

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

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

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

* Personal Technology Devices includes, but is not limited to, games devices (such as Portable gaming devices, 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.

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Appendix 2.
Procedures for Preventing and Responding to Incidents of Bullying
(including Cyberbullying, knives and weapons)

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

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

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

4. Every student has the right to feel safe and be safe at school. No knives are allowed to be brought to school by students. There is no reason for a student to have a knife at school, and it is against the law for a student to have a knife at school. No knives of any type are allowed to be brought to school. A letter explaining the school processes will be communicated with parents annually and it will be explicitly communicated with students. Students that do not adhere to this policy may face serious consequences from the school (suspension and exclusion) and the police.

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

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

8. The anti-bullying procedures at Wamuran are an addition to our already research-validated school wide 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

9. 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 school wide universal behaviour support practices will be maintained at all times. This will ensure that:
   - Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour
   - All students know the 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.

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

11. In the first instant a no blame approach is used with restorative practices to reinforce school rules, values and expected appropriate behaviour.

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

13. 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.

14. 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 Wamuran takes care to combine knowledge with practice in a process of active learning, so that students understand by ‘doing’ as much as by ‘knowing’.

Wamuran SS 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.
Every student has the right to feel safe and be safe at school. No knives of any type are allowed to be brought to school by students. There is no reason for a student to have a knife at school, and it is against the law for a student to have a knife at school. A letter explaining the school processes will be communicated with parents annually and it will be explicitly communicated with students. Students that do not adhere to this policy will may face serious consequences from the school (suspension and exclusion) and the police.

WORKING TOGETHER TO KEEP WAMURAN STATE SCHOOL SAFE

We can work together to keep knives out of school. At Wamuran State School:
• Every student has the right to feel safe and be safe at school.
• There is no reason for a student to have a knife at school.
• No knives are allowed to be taken to school by students.
• It is against the law for a student to have a knife at school.
• A student that has a knife at school can receive very serious consequences.

What kinds of knife are banned?
You are not allowed to have any type of knife at school including:
• Flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives or craft knives
• Any item that can be used as a weapon, for example, a chisel.
If you need a knife or tools for school subjects, school staff will provide them and supervise their use.

What will happen if I bring a knife to school?
• If you have a knife at school, the principal may call the police.
• Police can search you and your property at school if they think you have a knife.
• If you have a knife at school, you may be disciplined.
• You may be charged with a criminal offence and face serious consequences if convicted.
• School property such as desks can be searched if the principal suspects that you have a knife on or in school property.
• If the principal thinks you have a knife in your bag, the bag can be confiscated until police arrive.
• If you have a knife at school, it can be confiscated by the principal and given to the police.

How can I help to keep Wamuran State School safe?
• Make sure you know the laws and rules about knives.
• Ask your parents not to put knives or knife tools in your lunch box or pencil case.
• Contact your teacher if you are being bullied or threatened at school.
• Immediately tell a teacher or adult if you think someone has a knife at school, or if they say they will bring a knife to school.
• Immediately tell a teacher if a student is threatening you or anyone with an object that could injure then.
WAMURAN STATE SCHOOL
BEHAVIOUR NOTICE

| Student Name:____________________________ | Class:__________ |
| Area:____________________________ | Date:____________ |
| Issued by:___________________________ | Time:____________ |

**REPEATED MINOR BEHAVIOURS**

**STAFF ACTIONS**

- [ ] Established expectations
- [ ] Gave instructions
- [ ] Waited and scanned
- [ ] Cued with parallel acknowledgement
- [ ] Body language encouraged
- [ ] Descriptive encouraged
- [ ] Selective attended
- [ ] Redirected to learning
- [ ] Gave a choice
- [ ] Followed through

**PROCESS STEPS USED**

- [ ] Rule reminder
- [ ] Warning
- [ ] Time out
- [ ] Calm Down Class
- [ ] Strategies to Success Room
- [ ] Office

**MAJOR BEHAVIOURS (TICK ONLY ONE)**

- [ ] Bullying/Harassment
- [ ] Defiant/threat/s to adults
- [ ] Disruptive
- [ ] Refusal to participate in program
- [ ] Misconduct involving an object
- [ ] Non compliant with routine
- [ ] Disruptive
- [ ] Physical Misconduct
- [ ] Possess prohibited items
- [ ] Property Misconduct
- [ ] IT Misconduct
- [ ] Threat/s to others
- [ ] Truant/skip class
- [ ] Verbal Misconduct

**OTHERS INVOLVED IN THE INCIDENT**

- [ ] None
- [ ] Peers
- [ ] Staff
- [ ] Teacher
- [ ] Relief Teacher
- [ ] Unknown
- [ ] Other

**Names:**

**POSSIBLE MOTIVATION (Tick only one)**

- [ ] Obtain Peer Attention
- [ ] Obtain Adult Attention
- [ ] Obtain Tangible Object
- [ ] Obtain Activity or Event
- [ ] Obtain Sensory Stimulation
- [ ] Other
- [ ] Escape/Avoid Activity or Event
- [ ] Escape/Avoid Instructional Task
- [ ] Escape/Avoid Peer Attention
- [ ] Escape/Avoid Adult Attention
- [ ] Escape/Avoid Sensory Stimulation
- [ ] Don’t know
**COMMENTS/OTHER INFORMATION**

**Antecedent/Trigger:**

**What happened?**

<table>
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<tr>
<th>TIME OF DAY</th>
<th>AREA</th>
<th>SUBJECT</th>
<th>CORRECTIVE STRATEGIES – Admin to complete</th>
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<tr>
<td></td>
<td>Classroom</td>
<td></td>
<td>□ Detention x ___ days</td>
<td></td>
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<tr>
<td></td>
<td>Transition</td>
<td></td>
<td>□ Training (Teacher with support if needed) x ___ days</td>
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<td></td>
<td>Library</td>
<td>History</td>
<td>□ Monitoring card x ___ days</td>
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<td>Geography</td>
<td>□ Managed play x ___ days</td>
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<td>□ Parent meeting Date________</td>
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<td>□ Parent notification</td>
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<td>History</td>
<td>□ Refer to outside agencies</td>
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<td>□ Managed attendance</td>
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<td>Top Oval</td>
<td>Geography</td>
<td>□ External suspension 1-10 days</td>
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<td>Health</td>
<td>□ External suspension 11-20 days</td>
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<td>Citizenship</td>
<td>□ Internal relocation</td>
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<td>Top Covered Area</td>
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</tbody>
</table>

**ADMINISTRATIVE COMMENT**

This form to be added to the Strategies to Success Folder then kept in the files at the office.
# NVCI Debriefing Report

**Name:**

**Date:**

**Person Completing Form:**

<table>
<thead>
<tr>
<th>Name PROBLEM BEHAVIOUR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date of incident</td>
</tr>
</tbody>
</table>

Where was the student when the incident occurred?

Who was working with the student when the incident occurred?

Where were staff when the incident occurred?

Who was next to the student when the incident occurred?

Who else was in the immediate area when the incident occurred?

What was the general atmosphere like at the time of the incident?

What was the student doing at the time of the incident?
<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>What occurred <strong>immediately</strong> before the incident? Describe the activity, task, event.</td>
<td></td>
</tr>
<tr>
<td>Describe what the student did during the incident.</td>
<td></td>
</tr>
<tr>
<td>Describe the level of severity of the incident. (e.g. damage, injury to self/others)</td>
<td></td>
</tr>
<tr>
<td>Describe who or what the incident was directed at.</td>
<td></td>
</tr>
<tr>
<td>What action was taken to de-escalate or re-direct the problem?</td>
<td></td>
</tr>
<tr>
<td>Briefly give your impression of why the student engaged in the above-described incident. (e.g. was angry because I asked him/her to stop teasing).</td>
<td></td>
</tr>
</tbody>
</table>
Appendix 5. **Essential Skills for Classroom Management**

**Skill 1 - Establishing Expectations (Making Rules)**
To clearly articulate and demonstrate the boundaries of pro-social behaviour.

**Clear articulation** and **regular reinforcement** of teacher expectations:
1. Have a small number of rules
2. Publish them where students can see them
3. Have short simple rules
4. Make rules positive – focus on expected behaviours
5. Discuss rules and consequences with class
6. Model the behaviour you want eg. manners, tone of voice

**Skill 2 – Giving Instructions (Telling students what to do)**
To give a clear direction about what students are to do

Learn how to tell if students attention is focused **before** you give an instruction:
1. Use verbal and/or non-verbal attention gaining prompt to focus student attention
2. Wait and scan (skill 3)
3. Keep instructions short; be concise
4. Follow the instruction with a short pause and scan the class
5. Separate instructions from curriculum/content talk
6. Phrase the instruction as a direction rather than a question
7. Use “thanks” rather than “please” at the end of an instruction for a less questioning tone
8. Give instructions in a firm calm and measured voice
9. Use “now” if the group or student is unlikely to comply

**Skill 3 – Waiting and Scanning (Stopping to assess what is happening)**
To wait and look at your students for 5-10 seconds after you give an instruction

Do not be concerned about wasting time, if you do not wait and scan students are more likely to ignore your instructions:
1. After you have given an instruction, pause, remain quiet and look at your students; scan the room for 5-10 seconds to maintain their attention.
2. When you have their attention, continue your dialogue or prompt them to follow your instruction e.g. start working.
3. Use the waiting and scanning time to encourage a period of quiet focus. Stand still facing the group while scanning the class. Then, prompt students to maintain the quiet focus as they begin work.
4. Use this short time to think ahead and calm yourself
5. Scan the group with a descriptive encourager (skill 6) or a redirection as necessary.

**Skill 4 – Cueing with parallel acknowledgment (praising one student to prompt others)**
To acknowledge students’ on task behaviour with the intention of encouraging others to copy.

With older students **keep your tone matter of fact/neutral**:
1. Scan the class regularly. When students are off task, choose to acknowledge an individual or group in close proximity who is on task
2. Acknowledge that person or group with a descriptive encourager (skill 6) in a loud enough voice for others to hear
3. Follow up with a low-key verbal or non-verbal acknowledgment to the students as soon as they choose to be on-task

**Skill 5 – Body Language Encouraging (Smiling, nodding, gesturing and moving near)**
To intentionally use your proximity, body gestures and facial expressions to encourage students to remain on task.

Moving around the room and interacting with students **increases** the teacher’s level of monitoring and should **reduce** episodes of inappropriate behaviour:
1. When students are set to task, immediately move around the room to non-verbally signal to students that they should be working. Walk near all members of the class
2. Touch the work of students who are on task
3. Pause after you have made one tour of the room, maintain minimal teacher talk, then walk slowly towards any students who may be off task
4. Smile and make eye contact to acknowledge appropriate behaviour to help students feel valued and noticed
5. Make discreet nodding movements and finger signals where appropriate as acknowledgment for on task behaviour

**Avoid** standing too close to a student; it can be intimidating and cue hostility

Skill 6 – Descriptive Encouraging (Praise describing behaviour)
To encourage students to become more aware of their competence by describing exactly what you see or hear from that you hope to see more frequently
Pay particular attention to the **timing** of it use and the **tone** of your voice:
1. Describe **exactly** what you see or hear from students that you want to see or hear more frequently – state the obvious that is positive “Most students have moved to the correct place”
2. Use a respectful, measured tone rather than an exaggerated tone
3. Be genuine, and use descriptive praise sooner rather than later
4. You may use it privately towards individuals or publically – but be brief
5. Use it collectively to the group “Year nine, you are all working quietly on the questions”
6. Use frequently

**Avoid** – the following:
Conditional praise “Good work, why didn’t you do it like this before?”
Generic praise “Good, great, terrific, nice work”

Skill 7 – Selective Attending (Not obviously reacting to some bad behaviour)
To deliberately give minimal attention to safe, off-task or inappropriate behaviour
This may involve subtle signaling to the students who are displaying appropriate behaviour that the inappropriate behaviour has been noticed and that the teacher is deliberately choosing to pay minimal attention to it:
1. Do it when the student is displaying off task or inappropriate behaviour that is not seriously disrupting others
2. Keep this student in your peripheral vision – or you may miss an opportunity to use a descriptive encourager if the student chooses to come on task
3. Attend to the student when:
   - They display on task behaviour
   - They seriously disrupt others
   - Or the inappropriate behaviour is maintained over an extended time
     1. Use the ‘Vaseline eye’ to encourage the resumption of on task behaviour
     That is, a direct look and pause, slide your eyes away from the student once they have resumed on task behaviour

Skill 8 – Redirecting to the Learning (Prompting on – task behaviour)
To respectfully prompt the student who is off task or disrupting others, initially with a redirection to the learning. This can be verbal or non-verbal
Avoid making this sound like a threat or punishment; give redirection to the learning, not the behaviour:
1. Verbal redirection to the learning – ask a question about the set task or related to an offer of assistance:
   “What question are you up to?”
   “Do you need some help?”
2. Non-verbal redirection to the learning – redirect student to the learning or offer assistance by proximity, encouraging body language or facial gesture
2. If the student resumes on task behaviour, use a form of low-level acknowledgment. If the student accepts offer of help, assist them.

3. If the student maintains off task behaviour:

Redirect to the learning again
Give specific instruction about the behaviour you would like the student to demonstrate
Offer teacher assistance
Give a choice (skill 9) if necessary

Skill 9 – Giving a choice (Describing the student’s options and likely consequences of their behaviour)
To respectfully confront the student who is disrupting others, with the available choices and their logical consequences

**Think carefully** about the choice to be given, **avoid** making it sound like a threat or punishment **allow** student time to think when responding to your direction.

Choices may have positive options (help after school, peer tutor in class). Pause and look the at the student briefly after giving a choice, then turn your attention slightly away to avoid a ‘stand off’ situation:

1. Give a choice when despite redirection, the student has remained off task and is disturbing others or off task behaviour has become extended or is escalating
2. Use a firm, calm and measured voice (proximity may help)
3. Pause briefly after giving the choice. Walk away after the pause and look back intermittently (scan back)
4. Link this strategy to the most logical alternate management skill

Descriptive encouraging
Selective attending
Follow through (skill 10)

1. When the situation has de-escalated, deliberately act to restore the ‘working relationship’ between the teacher and the student to minimise harm done. E.g. use a low level verbal or non-verbal encourager

Skill 10 – Follow Through (Doing what you said you would)
Resolute, planned action in the face of extended off-task behaviour, or on-going disruptive behaviour that is seriously disturbing the learning environment.

Necessary when all other skills have not been effective. Behave as if you are confident. The certainty of the consequence is more important that the severity.

1. Demonstrate confidence using a appropriate body language and a calm voice
2. Do what you planned and said you would do. Consult with colleagues/administrators
3. Don’t let embarrassment about what others may think erode your confidence
4. Consider removing the class from the problem situation if safety is a particular concern
5. In a crisis event send for help immediately and put the crisis plan into action
### Managing a Student with the Potential for a Critical Incident.

#### Classroom Management prior to the incident:
- Create a ‘safe’ environment within the classroom.
- Prepare the student to use a ‘safe’ place – practise with the student.
- Teacher to be aware of the student’s IBSP and Risk Management Plan
- Learn the student’s triggers and signs and what you can do to prevent an incident happening – or what may help the students to regulate their emotions.
- Build up the class’ resilience:
  - Prepare your class to take out some activity at a signal if you need to spend some time with a particular student. (colour in, puzzle etc) – Practise this with all students and at a calm time.
  - Teach them to ignore and not engage in the situation.
- Plan your day with this/these students in mind.
- Prepare students for an up-coming event, change in routine. A visual timetable should be in every classroom. A horizontal timetable can be useful.

#### If student is showing signs of anxiety or stress:
1. Recognise the student’s triggers and signs of stress/anxiety
2. Teacher uses Essential Skills for Classroom Management
4. Acknowledge the student’s feelings
5. Find a solution / distract / ignore student – depending on the student, might be finding them a job, teacher aide takes for a walk etc.
6. Document the times throughout the day that you have had to intervene to assist the student regulate their emotions on One School.

#### If student continues to escalate:
7. Phone NVCI team – Deputy Principal (Julianne Mabb) **0438 119 925**
8. Continue Essential Skills for Classroom Management and recommendations in the student’s IBSP and risk management plan
9. Give the signal to the rest of the class that they need to take out their activity (see above)
10. Monitor and maintain the safety and well-being of the student and the rest of the class.
11. Participate in a debrief session with NVCI Team and Admin – complete form
12. Document the incident on One School
Appendix 7.

Calm Down Class Referral Forms

Calm Down Class Slip

Student: ______________ Year: ___

Time: __________ Date: __________

Strategies tried

- Establishing Expectations
- Giving clear instructions
- Waiting and Scanning
- Cueing with parallel acknowledgement
- Redirection
- Choice
- Time Out

Reason/s for Visit (Tick box/es)

- Distracting other students.
- Incomplete work.
- Not following directions.
- Unsafe behaviour.
- Physical harassment of classmates.
- Persistent teasing of classmates.
- Other ____________________________

Teacher: ________ CDC Teacher: ________

Parent/Guardian signature: _______________

Calm Down Class Slip

Student: ______________ Year: ___

Time: __________ Date: __________

Strategies tried

- Establishing Expectations
- Giving clear instructions
- Waiting and Scanning
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- Giving clear instructions
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- Unsafe behaviour.
- Physical harassment of classmates.
- Persistent teasing of classmates.
- Other ____________________________

Teacher: ________ CDC Teacher: ________

Parent/Guardian signature: _______________
## Wamuran State School Response to Behaviour (Process for Non-learning Areas/Playground)

**Define and teach behaviour Expectations (Matrix and Lessons)**

**Model, Practise and reinforce expectations (Gotchas, Awards, Praise, Certificates, Pegs, Note/phone call home)**

<table>
<thead>
<tr>
<th>Strategies/Consequences</th>
<th>Office Managed</th>
<th>Office or Teacher Managed?</th>
<th>Teacher Managed</th>
<th>MINOR Teacher Managed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrators will determine consequences appropriate for the situation, including, but not limited to the following:</td>
<td></td>
<td></td>
<td></td>
<td>Teachers apply strategies appropriate for the situation including not not limited to:</td>
</tr>
<tr>
<td>• Previous strategies</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>• Behaviour tracking card (daily check-in)</td>
<td></td>
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<tr>
<td>• Time in office</td>
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<tr>
<td>• Restorative conference/chat</td>
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<tr>
<td>• Loss or privileges with restitution plan</td>
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<tr>
<td>• Community service</td>
<td></td>
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<tr>
<td>• Parent contact/conference</td>
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<tr>
<td>• IBSP developed</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>• Supported play</td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>• Repair/financial restitution</td>
<td></td>
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<tr>
<td>• Detention lunch/afterschool/on weekends</td>
<td></td>
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<tr>
<td>• Behaviour contract</td>
<td></td>
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<tr>
<td>• Time away from class</td>
<td></td>
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<tr>
<td>• Support Planning - Targeted/Intensive</td>
<td></td>
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<tr>
<td><strong>Support may Include:</strong></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>• Reteach rule</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>• Supported play</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>• Monitoring</td>
<td></td>
<td></td>
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<tr>
<td>• Check-ins</td>
<td></td>
<td></td>
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<tr>
<td>• Refer to GO, AVT</td>
<td></td>
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<tr>
<td>• ISPB</td>
<td></td>
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<tr>
<td>• Case conference</td>
<td></td>
<td></td>
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<tr>
<td>• Chaplain</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

### Office Managed

**Office Behaviour (Examples)**

- Major acts of misconduct - may include repeated acts of minor misconduct, high level of disruption to staff, other students and serious threats to health, safety or property.
  - Physical aggression with intent
  - Bullying (all forms)
  - Dacking
  - Self Harm
  - Spitting with intent
  - Throwing dangerous equipment with intent
  - Stealing (personal items of value or ongoing)
  - Running away/exiting classroom without permission
  - Absence without permission (truanting)
  - Inappropriate language communication with intent at staff, parents or students
  - Verbal aggression (threats)
  - Significant damage to property
  - Inappropriate use of technological devices, (eg internet, mobile phones etc)
  - Physical aggression (major, aggressive and intimidating)
  - Sexual harassment
  - Repetitive disruptive behaviour

### Administrator Determines Consequences and/or support planning

- Office is notified of behaviour (telephone reception)
  - Student is escorted to office.

### Class teacher and Parent/Carer Notified

- Admin to 1 School

### Office Managed

**Office or Teacher Managed?**

- **Teacher Managed Behavior (Examples)**
  - Minor/moderate acts or misconduct - may include:
    - Minor interruptions
    - No hat
    - Moving unsafely
    - Noisy lining up
    - Pushing in
    - Jostling
    - Uniform infringement
    - Throwing rubbish
    - Out of bounds (one off)
    - Late to school/class
    - Non-intentional swearing
    - Inappropriate gestures
    - Refusing instruction (first time)
    - Flicking hats
    - Back chatting
    - Not playing fairly
    - Interrupting learning (eg calling out, noises, lateness, work avoidance)
    - Leaving school without permission
    - No homework
    - Unprepared for learning
    - Minor or Moderate damage to property (graffiti on books, tearing worksheets, plants)
    - Disrespectful tone of voice or attitude
    - Refusing Consequences
    - Refusing to follow instructions
    - Rough Play

### Teacher Managed

- **MINOR**
  - Clear and consistent expectations and routines
  - Selective attending
  - Waiting and scanning
  - Using proximity
  - Descriptive encouraging
  - Distraction
  - Redirect to learning
  - 1:1 Quiet talk
  - Move seat in class

**Praise**

- At all levels when Appropriate Behaviour -
  - 1st warning
    - Rule Reminder
  - 2nd warning
    - Reteach rule/ Give choice
    - Move Desk
  - Classroom Timeout or
  - **Calm Down Class**
    - for Agreed period of time (generally should be 15 or 20 minutes. Can be adjusted. CDC Teacher to make the call)
    - **Strategies to Success Room (Detention)**
  - **Office**
    - If student has been disruptive in Buddy Class or has refused to attend.

---

**38**
Wamuran State School
Student Support Flow Chart

What The Classroom Teacher Can Do
Tier 1

Reflect on teaching practice and make appropriate changes
• Is the student achieving?
• Are there clear teaching and learning goals?
• Is the program flexible enough to cater for individual difference?
• Are the learning resources relevant and engaging?
• Is the learning scaffolded so that the student can be successful?
• What do I currently do that is working?
• What do I need to do more of?
• What further information do I need to better support this student?
• Do I need to seek further professional development?

Student Causing Concern

Consider the following:
• Basic health, vision, hearing
• Social Emotional wellbeing
• Barriers to learning (home/life)
• Anxiety, phobias, harassment or bullying
• Ideas suggested by parents
• Previous successful strategies used by class teacher/SEU teacher

Reflect on Behaviour Management Strategies
• Is your Classroom Management Plan consistently followed and known to students?
• Have you applied behaviour management strategies appropriate to the situation, including, but not limited to the following:
  ▪ Use of acknowledgment and reinforcement
  ▪ Use of Essential Skills for Classroom Management
  ▪ Distraction
  ▪ Quiet time 1:1
  ▪ Logical consequences given and supervised by the teacher
  ▪ Give direct instructions and allow take up time
  ▪ Move seat in room
  ▪ Give warning
  ▪ Give choice
  ▪ Follow through
The above may be accompanied with:
  ▪ Observe and collect data on student behaviour for reflection
  ▪ Discuss student with SEU Teacher/ SSC/ DP
  ▪ Teacher may request Classroom Profiling Session

Teacher contact with parent and enter on One School
• Positive and/or Negative

MIMIMAL OR NO CHANGE OCCURRING
Move to Tier 2

• Use Exit/Buddy Class option
• Send to Buddy Class with Buddy Class card

Appendix 9.
What The School Can Do
Tier 2

Student Still Causing Concern

Carer involvement-
- Interview with student and carer
- Begin to gather student’s history across a range of social and institutional settings

Student is identified by Classroom Teacher /Leadership Team/ SSC

Referral to Student Support Team/Case Management Team
- Decision regarding Case Management

SEU student: Contact HOSES and SEU Case Manager
- Investigate suitable strategies
- Pass strategies on to teacher
- Discuss the referral of the student to the suitable AVT for SWD
- Referral to SEU Case Manager

Referral to Guidance Officer
- GO to provide relevant support if applicable

Student Support/ Case Management Team meet to review cases:
- Team identifies cases to be prioritised and allocated to staff
- Review student progress-behaviour, medical, family, social

Consider Suitable In-school Programs/options for student
- Learning Support
- School based programs- cooking, gardening, art, social
- GO (Counselling, assessment, referral)
- Structured lunch times-supported play
- Managed Attendance Plan / Flexible Learning Plan
- Indigenous Liaison Officer
- Chaplaincy programs

External support options
- Investigate suitable external agencies for student/family support
- See GO for list of External Agencies eg CYMHS, Intercept-Youth and Family Support Services, RAI, EVOLVE (if student is in care), Early Years Centre, REFOCUS (Indigenous families), PCYC- Team Up

EQ support options
- MYCP PLC LEO

MIMIMAL OR NO CHANGE OCCURRING
Move to Tier 3
What the Case Manager Can Do
Tier 3

Case Manager
- Case Manager to be an advocate for student
- Supervise case management of identified student
- Develop relationship with student, conduct observations, collect data
- Ensure primary carers are involved and kept informed
- Write/review IBSP with class teacher
- Organise Stakeholder meetings

Student Causing Serious Concern

Stakeholder meeting
- Teacher
- Case Manager
- Leadership Team Member
- Parents/ Caregivers
- GO
- External agency representatives

GO intervention

External support options
- Investigate suitable external agencies for student/family support
- See GO for list of External Agencies eg CYMHS, Intercept-Youth and Family Support Services, RAIS, EVOLVE (if student is in care), Early Years Centre, REFOCUS (Indigenous families)

EQ support options
- MYCP
- PLC
- EdWrap
- Flexible Learning Plan

What the Case Manager Can Do
Tier 3

Comprehensive Reviews

Representatives from all services supporting the student will be invited/requested participate in comprehensive reviews and may include:
- All stakeholders, including school support staff, external agencies and parents/carers
- A jointly constructed intervention plan/IBSP
- Recommendations about the most appropriate interventions for the student to achieve successful educational outcomes
- Further discussions of the appropriateness of a referral to an alternative education site
## Wamuran State School Positive Behaviour Matrix 2015

<table>
<thead>
<tr>
<th>Whole School</th>
<th>Classroom</th>
<th>Before &amp; After School</th>
<th>Under-cover Areas</th>
<th>Lunchtime</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Be Safe</strong></td>
<td><strong>Be Responsible</strong></td>
<td><strong>Be Respectful</strong></td>
<td><strong>Be Positive</strong></td>
<td></td>
</tr>
</tbody>
</table>
| I follow instructions 1st time every time.  
I show self-control.  
I keep my hands and feet to myself.  
I use pathways and walk on concrete.  
I make good choices with equipment.  
I stay in assigned areas.  
I wear the correct school uniform.  
I walk around the school with another.  
I ask permission to leave the school setting. | I own my own actions.  
I care for property.  
I complete tasks to the best of my ability.  
I sign in if I am late.  
I take all newsletters, notes and forms home.  
I hand in electronic equipment.  
I follow my class routines.  
I report any problems appropriately. | I use polite language, tone of voice, body language and actions.  
I show tolerance towards others.  
I use polite manners.  
I show an interest in what others say.  
I wait patiently for my turn to speak.  
I allow the teachers to teach and the students to learn.  
I show interest in learning.  
I complete work including homework to the best of my ability.  
I encourage others.  
I am prepared to join in and try all tasks.  
I ask for help and I offer help to others. | I ignore inappropriate behaviour of others.  
I use positive self talk.  
I am a positive and active participant.  
I encourage others to do the right thing. |           |
| **Classroom** |           |                       |                   |           |
| I line up quickly, calmly and quietly.  
I keep my bag and desk tidy.  
I wear shoes inside.  
I use furniture and equipment safely.  
I only enter the classroom or verandahs when an adult is present.  
I move around the classroom safely. | I stay on task.  
I listen well.  
I am prepared.  
I manage my time and belongings.  
I complete tasks to the best of my ability.  
I complete my work.  
I bring an absentee note.  
My belongings are labelled. | I show an interest in what others say.  
I wait patiently for my turn to speak.  
I allow the teachers to teach and the students to learn.  
I show interest in learning.  
I complete work including homework to the best of my ability.  
I encourage others.  
I am prepared to join in and try all tasks.  
I ask for help and I offer help to others. | I show an interest in learning.  
I complete work including homework to the best of my ability.  
I help celebrate events and successes.  
I encourage others.  
I am prepared to join in and try all tasks.  
I ask for help and I offer help to others. |           |
| **Before & After School** |           |                       |                   |           |
| I remain calm and quietly seated in my area until given the signal to leave.  
I follow instructions 1st time every time.  
I follow the pedestrian crossing safely.  
I walk bikes and skateboards in and out of the school grounds.  
I observe the road rules when travelling to and from school. | I am on time for class.  
I ensure I have all my belongings in my bag.  
I leave the classroom area quickly and move to my designated area.  
I know how I am to get home.  
I check that my siblings are present. | I greet others politely.  
I wish others a good afternoon or goodbye.  
I am on time for pick-up. | I Interact safely and appropriately. |           |
| **Under-cover Areas** |           |                       |                   |           |
| I walk on the concrete.  
I keep my feet off the seats.  
I look where I am going. | I place rubbish in the bins. | I allow others to eat without interruption.  
I share the space with others. |           |           |
| **Lunchtime** |           |                       |                   |           |
| I wash my hands before eating.  
I sit in my designated eating area.  
I ask permission to leave the area.  
I sit while eating.  
I eat my own food.  
I put my lunch box in a safe place. | I collect my lunch box at the end of playtime. | I place rubbish in the bins. |           |           |
<table>
<thead>
<tr>
<th>Playtime</th>
<th>Tuckshop</th>
<th>Toilets</th>
<th>Assembly</th>
<th>Excursion/Bus/Sport/Camp</th>
</tr>
</thead>
<tbody>
<tr>
<td>I use equipment carefully. I only play with handballs around buildings. I look out for my own and others’ safety. I only throw things that are meant to be thrown.</td>
<td>I wait calmly in the tuckshop line.</td>
<td>I always take a buddy. I wash my hands thoroughly after use. I maintain personal hygiene. I use the toilet facilities and the stairs safely and appropriately.</td>
<td>I walk in the Hall.</td>
<td>I continue to follow the School’s safety rules. I stay with the group at all times. I ask to visit the toilet and take someone with me. I wear appropriate clothing and footwear. I keep all parts of my body inside the bus. I wear a seat belt. I remain seated and face the front. I speak quietly and don’t distract the driver.</td>
</tr>
<tr>
<td>I put equipment away. I leave the oval on the first bell, use the toilet, wash hands and am sitting in line quietly by the second bell.</td>
<td>I hand my tuckshop in on time with the correct money and information. I only buy things for myself.</td>
<td>I use the toilets during my breaks rather than class time. I stay only as long as needed.</td>
<td>I am on time. I keep my voice calm and quiet. I am an active listener.</td>
<td>I read and return paperwork and money on time.</td>
</tr>
<tr>
<td>I take turns. I share.</td>
<td>I only visit the tuckshop area if I am buying. I use eye contact and manners like ‘please’ and ‘thankyou’. I wait patiently and quietly in line.</td>
<td>I respect the privacy of others. I observe good hygiene. I keep the area clean.</td>
<td>I sit quietly and look at the speaker. I stand quietly and still for the anthem, flag and creed. I am polite to visitors.</td>
<td>I leave the environment as I found it. I listen actively to speakers. I thank instructors/bus driver/parent helpers/teachers.</td>
</tr>
<tr>
<td>I include others in my games. I join in. I follow the rules of the game. I use appropriate strategies to deal with problems in the playground. I ask for help in dealing with problems.</td>
<td>I greet the helpers with a smile and hello. I use patience when there is a problem.</td>
<td>I respect personal space.</td>
<td>I show equal appreciation to all. I accept my awards with grace.</td>
<td>I have fun. I am an active participant. I celebrate achievement, sporting qualities and participation.</td>
</tr>
</tbody>
</table>