



Ipswich Central State School

Responsible Behaviour Plan for Students

Based on ***The Code of School Behaviour***

1. Purpose

Ipswich Central is committed to ensuring the tradition that every day, in every lesson, every student in our school is learning and achieving within a safe, supportive and disciplined learning environment. Ipswich Central promotes a positive and inclusive school community that affirms the rights of all members of the school community to feel safe and be safe at school. Ipswich Central recognises the reciprocal relationship between academic success and social behaviour.

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

2. Consultation and data review

Ipswich Central developed this plan in collaboration with our school community. Broad consultation with parents, staff and students was undertaken through meetings held during 2013.

A review of the following important data sets for this school relating to attendance, unexplained absences, suspensions and exclusions, behaviour incidents including bullying and cyber bullying. Other inappropriate online behaviour including inappropriate use of mobile phones or other electronic devices from 2010-2013 also informed the development process.

The Plan was endorsed by the Principal and the President of the P&C and Assistant Regional Director in November 2013, and will be reviewed in 2015 as required in legislation.

3. Learning and behaviour statement

At Ipswich Central, we wish for all people to have a positive self image and to be responsible and educated citizens. Therefore, our beliefs, processes and actions need to build this capacity. The students of Ipswich Central are expected to contribute to the success of this environment.

We further believe that the staff of Ipswich Central should deliver high quality professional services within the same context and therefore are expected to maintain a high standard of ethical behaviour. (The families of Ipswich Central are also expected to maintain high standards of ethical behaviour and contribute to the maintenance of these standards for the benefit of all concerned)

We believe strongly in upholding people's rights and enacting these rights through taking personal responsibility for our actions. Therefore rights and responsibilities are inseparable. You cannot have one without the other.

Fundamentally, we all believe in the following rights and resultant responsibilities:

| RIGHTS | RESPONSIBILITIES |
|--------------------------------------|---|
| The right to be treated with respect | The responsibility to treat ourselves and others in a respectful manner. |
| The right to feel safe | The responsibility to behave in a safe manner towards others and be mindful of contributing to a safe school. |
| The right to learn and work | The responsibility to work /learn to our capacity and to allow others to do the same without ridicule or distraction. |

Our critical essential school rules that reflect this position include:

- **BE SAFE**

Dress Safe, Move Safe, Play safe,

Keep hands feet and objects to yourself.

Solve disputes in a non-violent way.

- **BE RESPECTFUL**

Speak and act respectfully in a socially just way

Respect property, personal space, feelings and the right to learn

- **USE GOOD MANNERS**

Using the common courtesy's of excuse me, please, thank you and greetings.

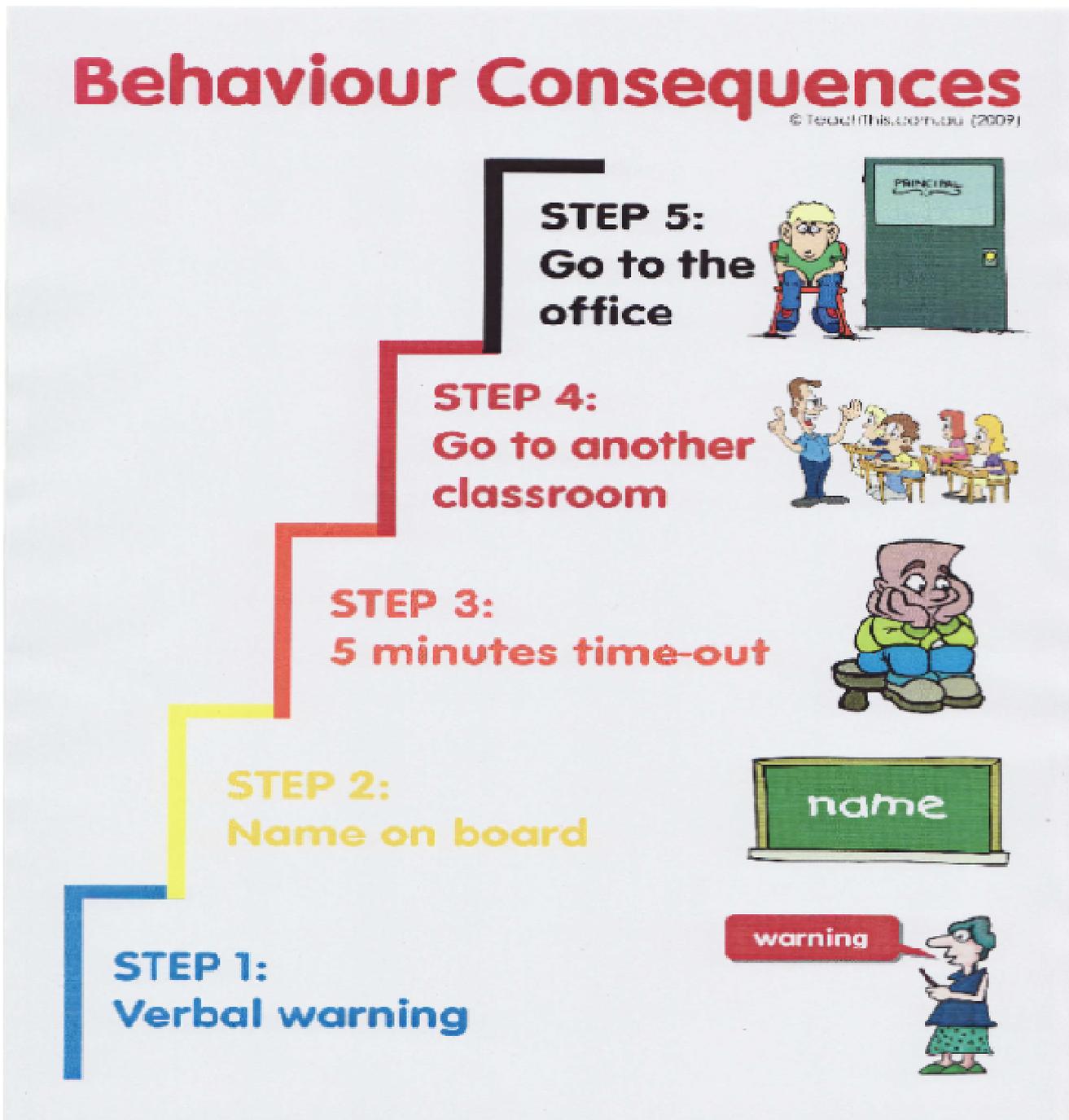
The basis of “the Central way of doing business” is underpinned by the following character traits in staff and students. These are the basic values that define our ethical behaviour and are not political, religion or culturally based.

| | |
|-------------------------|--|
| • HONOUR | Build trust and credibility with (consistency between beliefs, words and actions), honesty (truthfulness, sincerity and candour), |
| | Characteristics: Be honest • Don't deceive, cheat, or steal • Be reliable – do what you say you'll do • Have the courage to do the right thing • Build a good reputation • Be loyal |
| • RESPECT | Respect the worth and dignity of all individuals. Treat others the way you would want to be treated. Act courteously, civilly, peaceably, and non-violently. Be tolerant and accepting of differences. Avoid rude, offensive, and abusive words and actions. <u>Respect people, property and the environment</u> |
| | Characteristics: To Treat others with respect • Be tolerant and accepting of differences • Use good manners, not bad language • Be considerate of the feelings of others • Don't threaten, hit or hurt anyone • Be peaceful with anger, insults, and disagreements |
| • RESPONSIBILITY | To be accountable for your words, actions, and attitudes. Exercise self-control. Strive for excellence and self-improvement. Plan ahead. Set a good example for others. Be self-reliant, prudent, proactive, persistent, and hard-working. <u>Make good choices. Be an active learner</u> |
| | Characteristics: To do what you are supposed to do • Plan ahead • Persevere: keep on trying! • Always do your best • Use self-control • Show self-disciplined • Think before you act – consider the consequences • Be accountable for your words, actions, and attitudes • Set a good example for others |
| • INTEGRITY | To be consistent, open, and treat all people equitably. Consider all sides and make decisions on the facts without favouritism or prejudice. Play by the rules, avoid careless accusations, and don't take undue advantage of others. <u>Make fair choices</u> |
| | Characteristics: To take turns and share • Be open-minded; listen to others • Don't take advantage of others • Don't blame others carelessly • Treat all people fairly |
| • CARING | To be kind, compassionate, empathetic, charitable, forgiving, and grateful. Encourage others, Be thankful, Be friendly |
| | Characteristics: Show you care • Express gratitude • Forgive others • Help others in need |

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

Ipswich Central has many approaches to dealing with classroom behaviour management. However, we do have one consistent model in all classrooms which uses a Five Step Approach. (This is seen in diagram below) The purpose of this step process is to progressively encourage students back into the classroom learning environment to continue with productive behaviours. Each step increases severity of consequences until administrative intervention is required.

When the student reaches Step 5, a record is kept on One School and a consequence will be issued to the student.



Visual Cues - "Do the Right Thing Guidelines"

Facilitating standards of positive behaviour is also achieved by the use of 'Do the Right Thing' guidelines for all major areas of the school. Each area will contain basic statements. These statements will be publically posted around the school. Statements are preceded with the statement "To do the right thing in" and will cover many aspects of school operation including:

- Classroom operations
- Eating and play areas
- Library
- Administration

Proactive Measures

Ipswich Central implements the following proactive and preventative measures and strategies to support student behaviour:

- Skill sets are addressed throughout the curriculum explicitly taught - this is achieved in the following way:

| Skill set for Learning | High Five |
|--|---|
| <ul style="list-style-type: none">• Always be prepared for learning.• Don't interrupt yours or the learning of others• Always try your best in all aspects of your schooling | Through the use of Chaplaincy visits to classrooms, Principal and Deputy addresses and regular class teacher targeted focus discussions and lessons, the high five approach is reflected on and embedded in our thinking. |

- Comprehensive induction programs each year for students, staff and community
- Individual support plans developed for students with high behavioural needs
- Merit certificates and Gold Cards used to reward expected positive behaviours
- Weekly certificates to acknowledge improved or outstanding classroom achievement
- Reward days to celebrate the high achievement of Gold level behaviour.
- Good Conduct excursion celebrating outstanding conduct throughout the school semester.
- Student involvement in positive direction of the school through the student council
- Development of specific policies to address:
 - The Use of Personal Technology Devices at School (Appendix 1)
 - Procedures for Preventing and Responding to Incidents of Bullying (App 2)

- **Teacher Determined Class Rewards:**

Individual class teachers will determine age appropriate classroom rewards for children who exhibit a range of positive behaviours in the classroom.

- **Homework Parties**

Individual class teachers may choose to offer small school based incentives for those children who complete set homework tasks on a regular basis.

- **Merit Certificates**

School merit certificates (unlimited) are submitted by class teachers to the office and presented weekly on parade to highlight the personal achievement of children in the class or in activities associated with classwork. It is anticipated that where possible all children in each class should receive a merit certificate once per Semester.

- **Gold Cards**

Gold Cards are presented to children by teachers on playground duty for responsible behaviour in the school playground. This may include random acts of good citizenship, or kindness or displaying school pride in keeping the grounds tidy. Winners are drawn raffle style from the box in the office and awarded a tuckshop voucher as reward.

Gold / Silver Celebration Day

- Children who are on Gold level behaviour by the end of term are invited to attend a class or year level school based special day celebration e.g trip to the park, pizza party.
- Children who are on silver level behaviour by the end of term are invited receive an ice block at lunch time.

Good Conduct Recognition

- Each semester one child per class, who display exemplary behaviour and citizenship is chosen to attend an activity staffed by a member of Admin (e.g. Bowling, Skating, Putt putt)
- **Awards presented at end of year awards ceremonies.**

The following awards are selected by class teachers, Sporting Coaches, Specialist Teachers or Administration Team:

- Academic Awards
- Citizenship Award
- Most Valuable Player in each sporting team
- Sports boy and girl of the year
- Service to music awards
- Principals Award

Responding to Unacceptable Behaviour

Students come to school to learn. Behaviour support represents an important opportunity for learning how to get along with others. We do this in a range of ways.

a) Re-directing low-level and infrequent problem behaviour

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

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

b) Using the High Five to Manage Disagreements

Students, too, experience problems that they need to solve peacefully and our strategy for doing this is by using these five steps:

1. Ignore
2. Talk Friendly
3. Walk Away
4. Talk Firmly
5. Report

c) Using 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, use a peaceful body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates if the safety of others is not at risk.

Follow through

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

Debrief

Help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations.

d) 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.

e) Ensuring consistent responses to problem behaviour

Ipswich Central staff authorised to issue consequences for problem behaviours are provided with ongoing professional development and/or training. Students also receive advice and guidance about how to respond when other students display problem behaviours, and the courteous way to respond when a staff member re-directs their behaviour.

f) **Making Judgements about a Student's Behaviour at Ipswich Central**

Every term of the school year students have a judgement made about their school behaviour. The criteria for these judgements are listed below:

Students in Years P-3

| | |
|--|--|
| <i>Gold Level</i> | For a student requiring little assistance from the teacher to manage their own responsible behaviours in all aspects of schooling in line with the Responsible Behaviour Plan. Children at this level have received no more than 1 Thinking Room consequence. |
| Students at this level display a considerably high level of: <ul style="list-style-type: none">• Working independently• Following teacher directions• Showing respect to others• Solving problems using the High Five• Following classroom procedures and school routines | |

| | |
|---|--|
| <i>Silver Level</i> | For a student requiring some assistance from the teacher to help manage their own responsible behaviours in all aspects of schooling in line with the Responsible Behaviour Plan. Children at this level have received no more than 3 Thinking Room consequences. |
| Students at this level display a good level of: <ul style="list-style-type: none">• Working independently• Following teacher directions• Showing respect to others• Solving problems using the High Five• Following classroom procedures and school routines | |

Students in Years 4-7

| | |
|---|--|
| Gold Level | For a student requiring little assistance from the teacher to manage their own responsible behaviours in all aspects of schooling in line with the Responsible Behaviour Plan. Children at this level have received no more than 1 Thinking Room consequence. |
| Students at this level display a considerably high level of: | |
| <ul style="list-style-type: none">• commitment to their education and learning commitment by being prepared and ready to learn.• personal responsibility for their behaviour• active involvement in compulsory and non-compulsory school programs• commitment to Ipswich Central's ethos through abiding by it's rules and regulations | |

| | |
|---|--|
| Silver Level | For a student requiring some assistance from the teacher to help manage their own responsible behaviours in all aspects of schooling in line with the Responsible Behaviour Plan. Children at this level have received no more than 2 Thinking room" consequences or 1 Detention. |
| Students at this level display a good level of: | |
| <ul style="list-style-type: none">• Commitment to their education and learning through being prepared and ready to learn.• active involvement in compulsory and non-compulsory school programs• personal responsibility for their behaviour• commitment to Ipswich Central's ethos through abiding by it's rules and regulations | |

This initiative links into the following processes throughout the year.

g) Leadership Identification

School Captains (one boy and one girl)

Students entering year 7 will be invited to apply for this position, by writing a one page CV. Selection criteria will be used to identify and shortlist students. These shortlisted students will present a speech to the year 4-7 student body, after which a vote will be conducted and then once appointed; these leaders must maintain gold level behaviour.

Criteria for Selection for School Captain

- Demonstrated positive influential leadership in previous years
- Capacity to work with a range of students at the school
- Capable of encouraging and communicating the ethos of this school
- Maintain consistent Gold Level behaviour

Sports Captains (one boy captain one boy vice-captain, one girl captain one girl vice-captain for each house)

Students entering year 7 will be invited to apply for this position, by writing a one page CV. Selection criteria will be used to identify and shortlist students. These shortlisted students will present a speech to the year 4-7 student body, after which a vote will be conducted and then once appointed; these leaders must maintain gold level behaviour.

Class Captains (one per class)

Students will be invited to apply for this position by their class teacher. Selection criteria will be used to identify the eligible students. A class vote will be conducted and then once appointed; these leaders must maintain at least silver level. A child is not permitted to be a class captain twice in consecutive years at Ipswich Central.

Indigenous School Leaders (one boy and one girl)

Indigenous Students will be invited to apply for this position, by writing a one page CV. Selection criteria will be used to identify and shortlist students. These shortlisted students will present a speech to the year 4-7 student body, after which a vote will be conducted and then once appointed; these leaders must maintain gold level behaviour.

Student Councillors (two from each class 4-7)

Two Students from each class year 4-7 will be elected by popular vote for membership on the Student Council. These students must maintain Gold or Silver all year round and demonstrate highly effective role modelling in the project they are conducting. These projects might be short term or long term. It is also an opportunity for some Year 6 students to demonstrate some leadership potential.

Cultural/Music Captains

Specialist teachers from our Music or cultural program shall choose a Music Captain (1) and a Choir Captain (1) from the children who participate in these programs.

S.E.P Leader

The Staff involved with the ECDP and SEP programs in the school shall select a S.E.P Leader from the cohort each year.

h) Reward Programs

Celebration of positive behaviour is a fundamental cornerstone in promoting quality responsible citizens. Student behaviour levels are examined and presented to students both the end of each term. At each point of presentation, rewards are given to students. These are done in the following form:

- Gold Level / Silver Level reward day at the end of term.
- Good Conduct excursion (one child per class per Semester) for demonstrating exemplary behaviour.

5. Consequences for Unacceptable Behaviour

Consequences for unacceptable behaviour are an integral part of behaviour management. Standards and expectations without enforcement make for an ineffective plan for managing behaviour.

Formally maintained records for tracking consequences for unacceptable behaviour are recorded on line in a system called *One School*. Any student or parent can request to see a summary of this record. This information contributes to the overall judgement of Behaviour Levels issued to students each term. This information is also used in the selection process for student leaders within our school.

Definition of consequences*

| | |
|--|---|
| 5 Step Approach | <p>Step 1 Informal warning Step 2 Formal warning Step 3 Time out in classroom Step 4 Time out in “buddy teachers” classroom Step 5 Sent to Principals Office</p> |
| Thinking Room (Recorded on One School) | <p>A principal, teacher, or staff member may use thinking room as a consequence for disobedience, misconduct, detention or other breaches of school expectations. A classroom in the school shall be designated each year for “thinking room detention”</p> |
| Detention (Recorded on One School) | <p>A principal, teacher, or staff member may use detention as a consequence for more serious disobedience, misconduct, failure to attend a thinking room detention or other breaches of school expectations.</p> <p>A detention will take place in the school Office or other designated area as deemed suitable by the Principal or Deputy. The length of this suspension shall be negotiated by the school, students and/or parents.</p> |
| Temporary Removal of Property | <p>A principal or staff member of Ipswich Central has the power to temporarily remove property from a student, as per the procedure Temporary Removal of Student Property by School Staff.</p> |
| School Disciplinary Absences (SDA) | |
| Suspension | <p>A principal or Deputy may suspend a student from school under the following circumstances:</p> <ul style="list-style-type: none"> ▪ Wilful and persistent disobedience by the student ▪ Gross misconduct by the student ▪ other conduct that is prejudicial to the good order and management of the school. |
| Behaviour Improvement Condition | <p>A principal or Deputy may impose a behaviour improvement condition if they are reasonably satisfied that the student has engaged in behaviour that warrants the grounds for exclusion or other conduct that is so serious that suspension of the student from school is inadequate to deal with the behaviour.</p> <p>A <i>Behaviour Improvement Condition</i> requires the student to undertake a behaviour management program arranged by the school’s principal. The program must be:</p> <ul style="list-style-type: none"> ▪ reasonably appropriate to the challenging behaviour ▪ conducted by an appropriately qualified person ▪ designed to help the student not to re-engage in the challenging behaviour ▪ no longer than three months. |
| Proposed exclusion or recommended exclusion | <p>A student may be suspended pending a decision to exclude when the student’s behaviour is so serious that suspension of the student from the school would be inadequate to deal with the behaviour. A student may be suspended or excluded for the following reasons:</p> <ul style="list-style-type: none"> ▪ disobedience ▪ misconduct ▪ other conduct that is prejudicial to the good order and management of the school, or ▪ breach of Behaviour Improvement Conditions. |

Behaviour Management Chart

| MANAGEMENT | CONSEQUENCE | ONGOING MANAGEMENT |
|---|--|---|
| <p style="text-align: center;"><i>CLASSROOM MANAGEMENT</i></p> <p>Minor classroom misbehaviour is managed on a daily basis by the class or specialist teacher. Many of these low level incidents are not recorded unless they become persistent.</p> | <p>“5 Steps” chart approach to behaviour consequences. This chart is prominently displayed in every classroom and clearly articulated to all staff and children to ensure a consistency of application.</p> | <p>Class teacher monitors any persistent and ongoing low level incidents of poor behaviour choices. This could result in time out with the teacher at lunch time, phone call home or admin intervention.</p> |
| <p style="text-align: center;"><i>TIME OUT IN OFFICE</i></p> <p>Behaviour choices that impact on personal learning or the safety or learning of others. Or leaching Step 5 on the “5 Step Plan”</p> | <p>The child spends a negotiated period of the day in the office on task completing work set by the teacher. These misdemeanours are formally recorded by the relevant Admin person on “ONE SCHOOL”</p> | <p>Class teacher monitors the relative success of this consequence. If no noticeable change in the child’s behaviour is seen then they will process to the next consequence.</p> |
| <p style="text-align: center;"><i>THINKING ROOM</i></p> <p>More significant poor behaviour choices that cannot be managed by the “5 step “ approach or time out in the office, may incur a thinking room detention.</p> | <p>Through the “ONE SCHOOL” incident reporting process the child is referred to the thinking room detention that is held on Tuesday and Thursday at first break. The child will sit remain silent and reflect on their poor behaviour choices.</p> | <p>The Deputy Principal will monitor the number and frequency of these incidents and if necessary report home on the increasing number or severity of poor behaviour choices.</p> |
| <p style="text-align: center;"><i>DETENTION</i></p> <p>Persistent and ongoing poor behaviour choices or incidents of a more serious nature will result in Detention consequence.</p> | <p>Again through the “ONE SCHOOL” incident reporting process the child is referred to the office for detention that is held at first break. The child will sit remain silent and reflect on their poor behaviour choice</p> | <p>The Deputy Principal will phone home to discuss the behaviour or formalise a meeting re the incident that has led to this consequence.</p> |
| <p style="text-align: center;"><i>SUSPENSION</i></p> <p>Wilful and present disobedience, significant or gross misconduct will result in suspension from school.</p> | <p>The child and parent will be formally notified in person and by letter of their suspension and the reasons for this suspension.</p> | <p>The parent and child will be required to attend a readmission interview with the school to determine Behaviour Improvement Conditions that will be placed upon the child and for the period of time this will involve.</p> |
| <p style="text-align: center;"><i>PROPOSED EXCLUSION</i></p> <p>A decision to exclude may be made if the child’s behaviour is so serious that suspension would be inadequate to deal with the behaviour.</p> | | |

In order of severity, the consequences for managing unacceptable behaviour are as follows:

1. **Teacher Determined** - classroom management strategies in line with the five step approach model

2. **Thinking Room** - These consequences serve as a formal warning to students. A thinking room could be issued for minor infringements:-
 - continued or persistent minor infringements (not following directions, inappropriate manners,)
 - Consciously / purposefully wandering into out of bounds areas
 - minor teasing or not speaking kindly
 - Defiant behaviour in the classroom resulting in Administrative intervention
 - Reaching Step 5.
 - use of mobile phone in any part of the school for voicemail, email, text messaging or filming/photographic purposes with intent to humiliate, harass and / or otherwise reflect poorly on the good order and management of the school.

3. **Detention** - serves as a significant reminder to students who demonstrate obvious breaches of the school Responsible Behaviour Plan expectations. A detention could be issued for:
 - insolence
 - causing harm to others
 - minor cyber bullying or teasing
 - threatening others with violence
 - abusive or obscene language
 - harassment and bullying
 - physical fighting (pushing, tripping, wrestling with intent to harm and done with anger)
 - disobedience after a clear direction is given
 - unsafe behaviours placing themselves or others at risk of injury (eg: climbing up on a roof, jumping off verandas or climbing up into trees)
 - 'hijacking' a learning environment (eg: upturning furniture, walking out of a classroom through anger and creating major classroom disturbances)
 - Refusal to attend a Thinking Room Detention

A detention can be administered in one of the following ways:

- Loss of play time as negotiated with Teacher, Student and /or Parent
- After School 3.00pm - 3.30pm (to be administered in consultation with parental approval)

Games Room

The school operates an alternate play area during first lunch breaks from 11.15am – 11.45am every day. This Alternate program is for children from P-7 who upon teacher referral attend this designated room (DM1). Children considered for this program include:

- Those returning from suspension
- Children injured or for safety reasons who need to be withdrawn from the playground.
- Children with Friendship / Social issues.

Visitors to the games room are reviewed every 5 weeks or half term

Reduction in Behaviour Levels

Reduction from Gold Level to Silver Level will occur if a student receives either of these in a term:

- 1 thinking room detention
- Reaching Step 5 on the classroom step process
- Regular use of the first few steps of the classroom step process; or
- other teacher anecdotal notes and observations of regular student non-compliance to school procedures and expectations

Reduction from Silver Level will occur if a student receives either of these in a five week period:

- 1 detentions; or 2 Thinking Rooms
- other teacher anecdotal notes and observations of regular student non-compliance to school procedures and expectations

Removal from Behaviour Levels

Removal from Behaviour Levels will result if a student receives any of the following:

- suspension,
- three detentions or more detentions

Students must be placed immediately on an Individual Behaviour Plan. The decision to lodge a referral to the *Behaviour Support Team* (who support intensive behaviours – see below) will be determined by the circumstances at the time and facilitated through consultation with Administration Team.

Students on Individual Behaviour Plans will be required to meet with the Principal/Deputy Principal each week to review progress made. Students on Individual Behaviour Plans may be required to miss out on a range of out of school or extra-curricula activities depending on the goals and make-up of the specific details.

This is a developmental plan that provides for the parents and the student a regular account of the behaviour progress of that student against agreed goals for behaviour improvement. This plan would travel to and from home on a regular basis.

Suspension

There are two types of suspensions that may be approved by the Principal.

1. Severe breaches of the code of behaviour

- harassment (verbal, sexual, racism, bullying –verbal)
- leaving class without permission resulting in significant resourcing and time management to rectify.
- throwing objects with intent to injure or damage.
- inappropriate use of social network sites that impact on the good order and management of the school
- Non provoked physical violence causing harm (punching and/or causing injury)
- severe defiance and wilful and persistent disobedience
- ongoing persistent bullying of students and staff
- possession of an object with the intention to injure
- possession of a weapon with the intention to injure
- major vandalism and graffiti
- substantiated theft of items
- possession of unsafe substances (including illegal drugs)
- a severe problem resulting in a critical incident
- severe cyber bullying
- significant property damage

2. Ongoing deterioration of behaviour

This is reserved for students that have been removed from Behaviour Levels and a suspension notice is imminent.

A student receiving further disciplinary measures (Thinking Room, Time Out, Detention) while on an Individual Behaviour Plan will be subject to further disciplinary action and may include a suspension from school.

When this suspension is pending there must be clear evidence that ongoing intervention is being requested or is being accessed. There is a requirement for the class teacher and school Principal to keep detailed records on One School and to maintain regular contact with the parents concerned.

Suspension and/or Proposal/Recommendation for Exclusion

A student may be suspended pending a decision to exclude when the student's behaviour is so serious that suspension of the student from the school would be inadequate to deal with the behaviour. A student may be suspended or excluded for the following reasons:

- Wilful and persistent disobedience
- Significant misconduct
- Other conduct that is prejudicial to the good order and management of the school, or
- Breach of Behaviour Improvement Conditions.

Items identified in the section above "Severe Breaches of the Code of Behaviour" are an indication of the types of behaviour that may result in exclusion from school.

Relating Inappropriate or Unacceptable Behaviour to Expected School Behaviours

When responding to inappropriate or unacceptable behaviours, staff members ensure that students understand the relationship of the 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 an inappropriate or unacceptable 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 Inappropriate or Unacceptable Behaviour

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

Students also receive training about how to respond when other students display inappropriate or unacceptable behaviour. The courteous way to respond when a staff member redirects a student's behaviour is taught and rehearsed to reduce the impact of peer engagement in the behaviour incident.

Student disciplinary absences (suspension and exclusion) may be considered:

- in the event of a serious, one-off behaviour incident or
- after consideration has been given to all other responses.

6. Emergency situation or critical incident responses

It is important that all staff have a consistent understanding of how to respond to emergency situations or critical incidents involving severe unacceptable behaviour. This consistency ensures that actions taken are responsive to the safety and well-being of students and staff.

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 unacceptable behaviour is defined as behaviour of such intensity, frequency, or duration that the physical safety and well-being of the student or others is likely to be placed at serious risk.

Immediate Strategies

- **Avoid escalating the unacceptable 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 situation or incident, 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 if the safety of others is not at risk.

Reinforcement and Correction Strategies

- 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 unacceptable behaviour then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour.

Follow Up Strategies

- Restore normal school operations as soon as possible.
- Provide post incident opportunities that include:
 - Assisting any distressed student/s to access appropriate support, e.g. Guidance Officer.
 - Assisting the individual 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.
 - Recording a reflection or individual learning plan to assist the student to develop a personal framework of expectations and appropriate actions.

Physical Intervention

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

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

Appropriate physical intervention may be used to ensure that Ipswich Central's staff demonstrate a duty of care to protect students and staff from foreseeable risks of injury. The use of physical intervention is only considered appropriate where the immediate safety of others is threatened and the strategy is used to prevent injury.

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

It is important that all staff understand:

- physical intervention cannot be used as a form of punishment
- physical intervention must not be used when a less severe response can effectively resolve the situation
- the underlying function of the behaviour.

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

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

Any physical intervention made must:

- be reasonable in the particular circumstances,
- be in proportion to the circumstances of the incident
- always be the minimum force needed to reduce the risk of harm to self or others
- take into account the age, stature, disability, understanding and gender of the student.

Record keeping

Each instance involving the use of physical intervention must be formally documented. The following records must be maintained:

- School Incident Report
- Student Record of Incident

7. Network of student support

Students at Ipswich Central are supported through positive reinforcement and a system of universal, targeted, and intensive behaviour supports by:

- Parents
- Teachers
- Support Staff
- Administration Staff
- Guidance Officer
- Advisory Visiting Teachers
- Positive Learning Centre Staff
- Senior Guidance Officer
- School Chaplain

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

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.

Ipswich Central considers the individual circumstances of students when applying support and consequences by:

- promoting an environment which is responsive to the diverse needs of its students
- establishing procedures for applying fair, equitable and non-violent consequences for infringement of the code ranging from the least intrusive sanctions to the most stringent
- recognising and taking into account information relevant to the students' age, gender, disability, cultural background, socioeconomic situation, mental health and wellbeing, emotional state (such as individualised learning plan or individual education plan), and
- recognising the rights of all students to:
 - express opinions in an appropriate manner and at the appropriate time
 - work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation
 - receive adjustments appropriate to their learning and/or impairment needs
 - provide written or verbal statements that will be taken into consideration in the decision making processes
 - ensure that processes maintain the dignity, respect, privacy and confidentiality of the student, consistent with the rights of the rest of the community.

9. Related legislation

- [Commonwealth Disability Discrimination Act 1992](#)
- [Commonwealth Disability Standards for Education 2005](#)
- [Education \(General Provisions\) Act 2006](#)
- [Education \(General Provisions\) Regulation 2006](#)
- [Criminal Code Act 1899](#)
- [Anti-Discrimination Act 1991](#)
- [Commission for Children and Young People and Child Guardian Act 2000](#)
- [Judicial Review Act 1991](#)
- [Weapons Act 1990](#)
- [Work Health and Safety Act 2011](#)
- [Work Health and Safety Regulation 2011](#)
- [Right to Information Act 2009](#)
- [Information Privacy \(IP\) Act 2009](#)

10. Related procedures

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

11. Some related resources

- [Schoolwide Positive Behaviour Support](#)
- [Code of Conduct for School Students Travelling on Buses](#)
- [National Safe Schools Framework](#)
- [National Safe Schools Framework Resource Manual](#)
- [Working Together resources for schools](#)
- [Cybersafety and schools resources](#)
- [Bullying. No way!](#)
- [Take a Stand Together](#)

12. Endorsement

.....
Principal

.....
P&C President

.....
Assistant Regional Director

Effective Date: **SOMETIME** 2013 to December 2015

Appendix 1

The Use of Personal Technology Devices* at School

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

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 disciplinary consequences.

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 regularly will not be permitted to have a personal technology device at school indefinitely.

Personal Technology Device Etiquette

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

Recording voice and Images

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

We uphold the value of trust and the right to privacy at Ipswich Central, students using personal technology devices to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks etc) to disseminate to others (including distribution by phone or internet posting) build 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 school student 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 bullying¹, including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur.

Students involved in:

- recording; and/or
- disseminating material (through text messaging, display, internet uploading etc); and/or,
- knowingly being a subject of a recording

breach this policy and may be subject to discipline (including suspension and proposal/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 the Queensland Police Service.

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 assistive 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.

Inappropriate behaviour outside of school hours

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

Students may receive disciplinary consequences for bullying or cyberbullying or other inappropriate online behaviour that occurs out of school hours, and affects the good order and management of the school.

** Personal Technology Devices include, but are not limited to the following devices; portable gaming devices, the iPhone, iPod, iPod Touch or iPad, Tamagotchi® and similar games, laptop computers, PDAs, Blackberries®, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile telephones and devices of a similar nature.*

Ipswich Central State School Homework Policy

Ipswich Central State School has developed this policy in consultation with the school community with reference to guidelines from the Department of Education and the Arts.

Homework provides students with opportunities to consolidate their classroom learning, pattern behaviour for lifelong learning beyond the classroom and involve family members in their learning. The setting of homework takes into account the need for students to have a balanced lifestyle. This includes sufficient time for family, recreation and cultural pursuits.

The ICSS homework policy provides a guide in determining the amount of set homework that students might be expected to undertake. It is of course open to parents to consult with a student's teacher about modifications, exemptions, additional materials or practice exercised with which parents can assist their children at home.

ICSS acknowledges that certain situations may arise resulting in difficulty for students to complete set homework. When this occurs, changes will be made to the homework expectations in consultation with the student, parent and teacher.

Homework that enhances student learning:

- Is purposeful and relevant to students needs
- Is appropriate to the phase of learning (early, middle and senior)
- Is appropriate to the capability of the student
- Develops the student's independence as a learner
- Is varied, challenging and clearly related to class work
- Allows for student commitment to recreational, employment, family and cultural activities.

As a guide to the amount of time students should spend on homework each week, we recommend the following maximum homework hours:

| Year Level | Hour(s) Per Week |
|------------|--|
| Prep | 5-10 minutes per day |
| Years 1-3 | Up to but generally not more than 1 hour per week |
| Years 4-5 | Up to but generally not more than 2-3 hours per week |
| Years 6-7 | Up to but generally not more than 3-4 hours per week |

Parents and caregivers can help their children by:

- reading to them, talking with them and involving them in tasks at home including shopping, playing games and physical activity
- helping them to complete tasks by discussing key questions or directing them to resources
- encouraging them to organise their time and take responsibility for their learning
- encouraging them to read and to take an interest in and discuss current local, national and international events
- helping them to balance the amount of time spent completing homework, watching television, playing computer
- games, playing sport and engaging in other recreational activities
- contacting the relevant teacher to discuss any concerns about the nature of homework and their children's approach to the homework

Students can take responsibility for their own learning by:

- being aware of the school's homework policy
- discussing with their parents or caregivers homework expectations
- accepting responsibility for the completion of homework tasks within set time frames
- following up on comments made by teachers
- seeking assistance when difficulties arise
- organising their time to manage home obligations, participation in physical activity and sports, recreational and cultural activities

***Ipswich Central State School Homework Policy
Whole Staff Implementation Agreement***

- Homework at Ipswich Central State School will consist of activities revising and reinforcing current classroom activities
- Each week homework will reflect numeracy and literacy
- Homework is communicated by written sheet and will either be weekly or part weekly
- Homework sheets will include a feedback opportunity section where parent/s can indicate if the child/ren required a lot of help, a little help or no help
- Homework should require minimal parental involvement
- Homework can be marked by individual children, but will be thoroughly checked and signed off by teacher weekly
- Consequences for non completion of homework are the responsibility of the classroom teacher. Exemption to this is if the homework is dependent on parental help (eg: Early Years Readers)
- In some cases individualised homework arrangements are made with specific children

Appendix 2

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

Purpose

1. Ipswich Central strives to create positive, predictable environments for all students at all times of the day. The disciplined teaching environment that we are creating is essential to:
 - achieving overall school improvement, including the effectiveness and efficiency of our student support procedures
 - raising achievement and attendance
 - promoting equality and diversity and
 - ensuring the safety and well-being of all members of the school community.
2. There is no place for bullying in Ipswich Central. 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 Ipswich Central include name-calling, taunting, mocking, making offensive comments, kicking, hitting, pushing, taking belongings, inappropriate text messaging, sending offensive or degrading images by phone or internet, producing offensive graffiti, gossiping, excluding people from groups, and spreading hurtful and untruthful rumours.
4. Bullying may be related to:
 - race, religion or culture
 - disability
 - appearance or health conditions
 - sexual orientation
 - sexist or sexual language
 - young carers or children in care.
5. At Ipswich Central there is broad agreement among students, staff and parents that bullying is observable and measurable behaviour. When considering whether or not bullying has occurred, we will therefore avoid speculation on the intent of the behaviour, the power of individuals involved, or the frequency of its occurrence. Whether bullying behaviour is observed between students of equal or unequal power, whether it occurs once or several times, and whether or not the persons involved cite intimidation, revenge, or self-defence as a motive, the behaviour will be responded to in similar fashion, that is, as categorically unacceptable in the school community.

Rationale

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

8. Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, our 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 school rights and responsibilities 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.
9. Cyberbullying often does not occur at school. Students are explicitly taught Cybersafety. For example how to safely conduct and internet search, what cyberbullying is and what they should do if they receive unwanted messages including:

- Not to respond to messages but keep them to report to parents and/or teachers immediately
- Report any instances they see as a bystander of cyberbullying to parents and/or teachers immediately.

Ipswich Central will then investigate and respond to any incident of cyberbullying.

10. The student curriculum modules of the anti-bullying process consist of lessons taught by all teachers in all classrooms to a schoolwide schedule of instruction. At all times simultaneous instruction is our goal, in order to maintain consistency of skill acquisition across the school.
11. An initial introductory lesson is delivered, which teaches the High Five to be used by all students when experiencing bullying behaviour either as a person being bullied, the person bullying or bystander.
12. 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.
13. 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 Ipswich Central takes care to combine knowledge with practice in a process of active learning, so that students understand by 'doing' as much as by 'knowing'.
14. Ipswich Central 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.

WORKING TOGETHER TO KEEP IPSWICH CENTRAL SAFE

We can work together to keep knives out of school. At Ipswich Central:

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

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

What kinds of knife are banned?

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

The Principal can take action against a student who brings a knife to school.

- If a student has a knife at school, principals can inform the police.
- Possessing a knife at school may result in serious disciplinary consequences
- Police can search a student and their property at school if they suspect a student has a knife.
- A student may be charged with a criminal offence and may face serious consequences if convicted, including a fine or jail.
- School property such as desks or lockers may be searched if the principal suspects that a student has a knife on or in school property.
- If the principal suspects the student has a knife in their bag, the bag may be temporarily confiscated until police arrive.
- If the student does have a knife at school, it can be confiscated by the principal and given to the police.

How can parents help to keep Ipswich Central safe?

- Make sure your child knows what the laws and rules are about knives.
- Do not include knives or knife tools in children's lunch boxes, pencil cases or craft kits.
- Contact your school principal if you believe your child is being bullied or threatened at school.
- If you want to talk about students and knives at school, please contact the Principal.

Appendix 4

| | | | | |
|---------------------------------|--------------|---------------|-------------------------------|--|
| Student Name: | | | Location (please tick) | |
| Date: | Time: | Class: | Playground | |
| Referring staff member : | | | Specialist Lesson | |
| | | | Classroom | |
| | | | Other | |

Ipswich Central Internal Behaviour Referral Form (Optional)

| Problem Behaviour | |
|--|--|
| Minor (Please tick) | Major (Please tick) |
| Defiance/Disrespect Low intensity brief failure to follow directions | Defiance/Disrespect Continued refusal to follow directions, talking back and / or socially rude interactions. |
| Physical Contact Student engages in non-serious but inappropriate physical contact. | Physical Aggression Actions involving serious physical contact where injury may occur (eg hitting, punching, hitting with an object, using weapons (including knives) kicking, scratching etc) |
| Inappropriate language Low intensity language (eg shut up, idiot etc) | Inappropriate / Abusive language Repeated verbal messages that involve swearing or use of words in an inappropriate way directed at other individual or group |
| Disruption Low intensity but inappropriate disruption. | Disruption Repeated behaviour causing an interruption in a class or playground. (eg. yelling or screaming, noise with material, disrupting games, sustained out of seat behaviour etc) |
| Property Misuse Low intensity misuse of property. | Vandalism Student engages in an activity that results in substantial destruction or disfigurement of property |
| Bringing/using personal property at school Access social media website such as Facebook during school hours | Bringing/using personal property at school Possess items (eg. weapons including knives) that could potentially affect the safety and wellbeing of students and staff. |
| Dress Code Student wears clothing that is near, but not within, the dress code guidelines defined by the school. | Dress Code Refusal to comply with school dress code. |
| Safety Student engages in brief or low-level safety violation not involving hurting any other individuals or groups. | Safety Student engages in frequent unsafe activities where injury may occur. |
| Dishonesty Student engages in minor lying/cheating not involving any other person. | Major Dishonesty Student delivers message that is untrue and / or deliberately violates rules and/or harms others |
| Other | Bullying Repeated teasing, physical and verbal intimidation of a student. |
| | Other |

| | | | | |
|------------------------------------|--|---------------|--|----------------|
| School Expectation Category | | | | |
| Be SAFE | | Be Respectful | | Be Responsible |

| | | | | | |
|------------------------------------|--|-------|--|-------|--|
| Others involved in incident | | | | | |
| None | | Peers | | Staff | |
| | | | | Other | |

Appendix 5

**Incident Report
(optional)**

Name: Date:

Person Completing Form:

| | | |
|--|-----------------------|---------------------|
| Name PROBLEM BEHAVIOUR | | |
| Date of incident | Time incident started | Time incident ended |
| Where was the student when the incident occurred? | | |
| Who was working with the student when the incident occurred? | | |
| Where was 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? | | |
| What occurred immediately before the incident? Describe the activity, task, event. | | |
| Describe what the student did during the incident. | | |
| Describe the level of severity of the incident. (e.g. damage, injury to self/others) | | |
| Describe who or what the incident was directed at. | | |
| What action was taken to de-escalate or re-direct the problem? | | |
| 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). | | |

NOTES FOR THE 5 STEP PLAN

Step 1 - Warning

Preliminary context:

- Teacher has given instructions to the class
- Teacher has utilised a range of strategies to ensure that students understand instructions
 - Request students to re-state instructions
 - Instructions/directions might be placed on the whiteboard for clarity
 - Personal check-in with students with special needs
 - Student demonstrates a non-compliance then the teacher undergoes a rule reminder.

"Remember the instructions Johnny, you are expected to If you continue to Then I will have to place you on Step 1"

Student continues – they are placed on Step 1 after you state, *"I am placing you on Step 1 because"*

There must be some visual system in the classroom for this so that the student can see they are on Step 1.

Step 2 - Name on the Board

Minor low level behaviours continue.

The teacher can immediately move to Step 2.

A very clear statement needs to be made by the teacher here, *"Johnny, I have given you a warning already and you have still continued with I am now placing you on Step 2. Go and put your name on the board."*

Step 3 - Time Out

The low level behaviours continue to occur and the student needs to be placed in time out. The statement made is this, *"Johnny I have no choice but to place you on Step 3. Please go to the Time Out chair and I will speak with you shortly."*

The time out location must be within the classroom confines so that the student can still continue to learn and listen should they choose to but they are not to move or have any interaction with other students in the room during this time.

At a time convenient to the teacher, hopefully within 15 minutes after the time out strategy has been used, the teacher approaches the student to have a private

1-1 conversation. The conversation needs to use the following questions and statements:

"Johnny is there a problem you are having that I am not aware of?"

"Johnny are you having difficulty understanding what to do?"

"Johnny do you understand why I have put you in the time out chair?"

The teacher should explain clearly, again, why the student has been placed in the time out chair.

Then this very important question must be asked, *"Do you wish to come back into the class to continue your work?"* If the answer is yes, then the teacher articulates what that looks like by saying something like, *"Johnny, when you come back to class this is what I expect you to do"*

The question, *"Do you understand? Do you have any questions?"* should be asked next.

Student returns to the class activity.

Step 4 - Buddy Class

The student continues to be disruptive or not follow directions, so the statement is made, *"Johnny you have continued to be disruptive/not follow my directions by, so I am sending you to buddy class. Please collect up what you are working on and go to"*

The teacher then contacts the buddy classroom and informs the teacher there that Johnny is coming down for 30mins. The teacher then asks for the student to be returned after that time. A report from the buddy class teacher after the 30 minutes is important to gauge if the student has been compliant and completed work while in buddy class.

Step 5 - Sent to the Office

On the return of the student to class, if the behaviour continues then they can be sent to the office. A message needs to be phoned through saying *"Johnny is being sent to the office on Step 5"*.

Somebody from the admin team with undertake a review of the process with the student using the Five Step Reflection Tool. The student must come with work to complete.