



WILLIAM DUNCAN STATE SCHOOL

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

1. Purpose

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

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

2. Consultation and data review

William Duncan State School developed this plan in collaboration with our school community. Consultation with parents, staff and students was undertaken through community meetings held during November/December 2012. A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents from 2006-2012 also informed the development process.

The Plan was endorsed by the Principal, the President of the P&C and Assistant Regional Director (Schools) in 2013, and will be reviewed in 2016 as required in legislation.

3. Learning and behaviour statement

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

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

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

- Fair Communication
- Fair Language
- Fair Direction
- Fair Property
- Fair Treatment
- Fair Learning and Play
- Fair Movement
- Sun safety

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.

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

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

- Comprehensive induction programs in the William Duncan State School Responsible Behaviour Plan for Students delivered to new students as well as new and relief staff
- Individual support profiles developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings
- Development of specific policies to address:
 - The School Dress Code
 - The Use of Personal Technology Devices* at School (*Appendix 1*)
 - Procedures for Preventing and Responding to Incidents of Bullying (*Appendix 2*)

Universal behaviour support

At William Duncan State School a whole school approach shapes, supports and recognises appropriate behaviours in all students. With a focus on proactive approaches, most students will meet the desired acceptable level of conduct and will have little or no difficulties being managed using this process.



A. CLASSROOM BEHAVIOUR PLAN

All teachers and support staff are encouraged to develop a **Classroom Behaviour Plan** which is used consistently to support their skills where appropriate, and to ensure productive learning occurs.

Each **Classroom Behaviour Plan** should include the following:

1. Class based rules and routines that:

- identify precise observable behaviour
- are applicable at all times
- promote students' best interests
- are negotiated and formulated in consultation with students
- are written in a positive manner
- are consistent with the Code of School Behaviour
- are visually displayed and reinforced in the classroom

2. Positive Recognition for positive behaviour and class work. It is important for each classroom to formulate positive recognition strategies that:

- are achievable for all students (within realistic and appropriate time frames)
- are age appropriate



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- are valued by students
- are visually displayed and reinforced in the classroom
- could involve individual / group / whole class recognition

Examples – stickers, stamps, group / class rewards, letters, phone calls home, displays, certificates, visits to administrators etc.

Class Awards

Appropriate work/ behaviour during class is recognised at William Duncan State School on a weekly basis at our school assembly. Each teacher nominates a class member who has shown a positive attitude to work and/or behaviour to receive an award, to be presented at assembly by the Principal.

Specialist lessons

Music and PE Teachers also recognise the work/behaviour of students by awarding individual merit certificates. These are also presented on a weekly basis at school assemblies.

Principal's Award

Periodically teachers are asked by the Principal, to rate the students' behaviour.

Playground Awards

'Gotcha Good Choice Awards' (*Appendix 9*) are given to students who display responsible, safe and courteous behaviour during play time. For example:

- Playing responsibly
- Reporting a concern to a teacher
- Assisting a peer / teacher
- Caring for the school environment
- Following school rules

The playground duty teacher issues the 'Gotcha Good Choice Award' whilst on duty and the student is then entered in a weekly draw for the prize of a free ice block from the tuckshop. A senior student and a junior student are drawn out every week and are awarded their prize on the weekly assembly.

3. Consequences - At all times individual staff will apply personal behaviour strategies when inappropriate behaviour is displayed, utilising Education Queensland's Essential Skills for Classroom Management if required. If the inappropriate behaviour continues, staff will then apply personal reactive strategies to again deal with the behaviour, as outlined in the Behaviour Notification referral form (*Appendix 3*).

B. PLAYGROUND BEHAVIOUR PLAN

At WDSS all 8 School Rules, associated rights and responsibilities are to be followed during playtime.

Playground duty teachers report all incidents on the 'Playground Behaviour Referral Sheet' (*Appendix 4*) which is given to the administration staff.

All incidents are recorded on a data base for further reference.

There are 3 levels:

- Behaviours with immediate consequences
- Behaviours that require referral to the Responsible Thinking Room
- Behaviours that require the student to report immediately to the office

Duty teachers are required to write a brief comment/description on the referral sheet to assist with student counselling when an incident is being dealt with.



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C. RESPONSIBLE THINKING ROOM

The Responsible Thinking Room operates during lunch breaks 4 days per week.

Students are referred to the Responsible Thinking Room as a result of higher level unacceptable behaviour during Morning Tea or Lunch breaks. (Refer Appendix 4)

- Students report to the Responsible Thinking Room at the beginning of the lunch break as requested by the RTR Duty Teacher
- Students are counselled in relation to the inappropriate behaviour choice
- Students then complete a ‘Reflection Sheet’ (Appendix 5) describing their actions and also their plan for dealing with a situation if it happens again
- Student details, along with the details of the offence and the name of the playground duty teacher are recorded
- A letter is then sent home to the parents to advise them that the student has been involved in an incident/s and has attended the Responsible Thinking Room (Appendix 6)

If a student has attended the Responsible Thinking Room 3 (three) times in one term, they are then involved in a ‘Negotiated Play’ situation.

A letter is sent home advising parents of the student being required to attend ‘Negotiated Play’ for the week.

Students on ‘Negotiated Play’ are required to report to a designated area with a friend of their choice.

The student is then encouraged to play and socialize in the playground environment, monitored by the playground duty teacher.

Students involved are required to attend ‘Negotiated Play’ for one week – at both Morning Tea and Lunch play times.

The Playground Duty Teacher is required to sign, date and comment on the attendance and behaviour of the student concerned.

D. BEHAVIOUR SUPPORT TEACHER

A part-time Behaviour Support Teacher assists with both proactive and reactive support for student behaviour. This support is provided at a whole school, targeted and intensive support level. The role of the Behaviour Support Teacher is to support students by:

- working with administration and staff on behaviour issues
- assisting with the school’s Special Needs Process
- assisting teachers with behaviour support strategies
- assisting teachers with classroom plans to manage individual student behaviours
- monitoring and alteration of individual classroom plans
- monitoring of individual Student Support Action Plans
- working with students on behavioural choices and social skills – individual and small groups
- monitoring the Responsible Thinking Room Process for playground referrals
- encouraging community and whole school communication on behaviour issues

E. SCHOOL DRESS CODE

	Boys	Girls
FORMAL UNIFORM	<ul style="list-style-type: none"> • Tartan shirt • Navy shorts with emblem 	<ul style="list-style-type: none"> • Tartan dress
SPORTS UNIFORM	<ul style="list-style-type: none"> • Polo shirt with emblem 	<ul style="list-style-type: none"> • Polo shirt with emblem • Navy shorts or skorts with





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	<ul style="list-style-type: none"> Navy shorts with emblem 	<ul style="list-style-type: none"> emblem Navy pleated skirt with navy sports briefs
HAT	Three styles available, all with school emblem <ul style="list-style-type: none"> Navy broad brim Legionnaire's cap Baseball cap Prep - red hat 	
SHOES AND SOCKS	<ul style="list-style-type: none"> Full black leather enclosed school shoes (toe, sides, heel & upper with a tongue, plus black laces) should be worn with the day uniform. Sports shoes with the sport uniform, which may be of a formal or sports style. <p>Ballet-type/Mary-Jane shoes and canvas shoes are not permitted as they do not provide sufficient protection when students are participating in learning experience or in the playground.</p> <p>Socks – white or navy</p>	
WINTER UNIFORM	<ul style="list-style-type: none"> Navy drill pants (no emblem) or navy track pants Navy jacket or jumper with emblem Navy tights/stockings (with feet) 	
JEWELLERY (permitted)	<ul style="list-style-type: none"> Watch Sleepers or studs only, to be removed for sport or PE 	
HEADSCARVES/ HEADBANDS/ HAIR TIES	<ul style="list-style-type: none"> Only if in school colours 	

The P and C Association have determined that William Duncan State School shall be a uniformed school for all children from Prep to Year 7.

It has been decided that the wearing of the school uniform has the following benefits:

- it promotes a sense of identity and pride
- children are easily identifiable
- the design affords some measure of sun protection

Uniform Requirements

Formal Uniform: to be worn on all days except P.E., sport, interschool sport

- must be worn for school photos
- band and choir events and outings
- excursions (depending on venue)
- special tasks in assemblies

Sports Uniform:

Days when PE, sport or interschool sport are held and for certain excursions

Shoes and Socks:

- must be worn at all times unless instructed by a teacher

Hat:

- must be worn at all times when playing in the sun; the 'no hat, no play' rule is strictly enforced





Not Permitted:

- clothing bearing brand names (e.g. Billabong) even if in the correct colour
- blue jeans
- sandals or thongs
- makeup
- rings, necklaces, bangles (except medical bracelets)

Interhouse Competitions

When interhouse competitions are held, students may wear t-shirts and shorts in their House colours: Campbell (blue), Stewart (green), Lachlan (white) and Macintosh (yellow). Failing this, students should wear the sports uniform with a ribbon in their House colours.

Consequences for Uniform Breaches

Consequences are applied for breaches of the school dress code. Consequences can include having a student remove inappropriate clothing or jewellery or requesting a parent/carer to bring appropriate clothing to school.

The process for uniform breaches is as follows:

1. 1st, 2nd & 3rd uniform breach during a school term: letter sent to parents/carers notifying of breach.
2. 4th uniform breach during a school term: letter from principal is sent to parents/carers warning of impending 20 minute detention should breaches continue
3. Subsequent breaches during a school term: 20 minute detention in administration

EIGHT SCHOOL RULES WITH THE ASSOCIATED RIGHTS AND RESPONSIBILITIES

<i>Rule</i>	<i>Rights</i>	<i>Responsibilities</i>
<p>FAIR COMMUNICATION RULE</p> <p><i>Raise hand & wait to be called upon before commenting on, answering, and asking a question. Do not talk or yell over the talking/directions of teachers.</i></p>	<p>Children:</p> <ul style="list-style-type: none"> • To learn without undue interruption • To have a turn • Rule abiding requests to be heard at appropriate times <p>Teachers/Staff:</p> <ul style="list-style-type: none"> • To work without undue interruption • To be heard <p>Parents/Carers:</p> <ul style="list-style-type: none"> • To expect teachers to model appropriate behaviour • To be heard 	<ul style="list-style-type: none"> • To respect the rights of other children to speak by listening courteously • To respect the rights of teachers to direct actions to occur • To model desired communication patterns • To give others a fair hearing • To support the communication rule • To give teachers/children a fair hearing
<p>FAIR LANGUAGE RULE</p> <p><i>Swearing, name calling, put downs, teasing, sarcasm are not part of this school</i></p>	<p>Children:</p> <ul style="list-style-type: none"> • To be treated with dignity and respect (i.e. To be free from verbal harassment and intimidatory behaviour from other children, teachers, parents) 	<ul style="list-style-type: none"> • To learn to speak, assert, debate with socially acceptable language (not to humiliate, degrade, etc.)



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	<p>Teachers/Staff:</p> <ul style="list-style-type: none"> To be treated with dignity and respect (i.e. To be free from verbal harassment and intimidatory behaviour from other children, teachers, parents) <p>Parents/Carers:</p> <ul style="list-style-type: none"> To be treated with dignity and respect (i.e. To be free from verbal harassment and intimidatory behaviour from other children, teachers, parents) 	<ul style="list-style-type: none"> To model and teach the required behaviour (not to humiliate, degrade, etc) in all situations with children in classroom, playground, meetings. To support the rule To practise the rule in interviews, meetings, etc. (not to humiliate, degrade, etc).
<p>FAIR DIRECTION RULE</p> <p><i>Follow all reasonable directions the first time they are given</i></p>	<p>Children:</p> <ul style="list-style-type: none"> To receive reasonable directions <p>Teachers/Staff:</p> <ul style="list-style-type: none"> To have reasonable directions obeyed implicitly and immediately without dissent <p>Parents/Carers:</p> <ul style="list-style-type: none"> To know that directions to children will be reasonable, leading to improved learning safety organisation To have the opportunity to discuss with teachers any seemingly unfair/unreasonable directions 	<ul style="list-style-type: none"> To obey all directions from teachers implicitly and immediately To maintain a cooperative working classroom To give reasonable directions related to improved learning, safety, school organisation To maintain a cooperative working classroom To support the school in enforcement of the rule.
<p>FAIR PROPERTY RULE</p> <p><i>All property, school and other, is to be used and cared for appropriately</i></p>	<p>Children:</p> <ul style="list-style-type: none"> For personal and school property to be safe from theft or damage <p>Teachers/Staff:</p> <ul style="list-style-type: none"> For personal property to be safe from theft or damage For school property to be free from theft or damage <p>Parents/Carers:</p> <ul style="list-style-type: none"> To know that their child's property and the school's property is reasonably safe from theft or damage 	<ul style="list-style-type: none"> To care for own property and to urge others to respect property in general To retain personal valuables at home To hand in lost property To set up structures to contribute to respect property To be vigilant in supervising care of property at school even when not officially on duty To label personal property To check that children do not take valuables to school To check with the school on items brought home by children if such items are not recognised as not belonging



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<p>FAIR TREATMENT RULE</p> <p><i>Keep hands, feet and objects to yourself</i></p>	<p>Children:</p> <ul style="list-style-type: none"> To be safe To be free from intimidation and harassment from other children, teachers, parents at school <p>Teachers/Staff:</p> <ul style="list-style-type: none"> To be safe To be free from harassment and intimidation from children, other staff, parents <p>Parents/Carers:</p> <ul style="list-style-type: none"> To know that the school takes all reasonable steps to ensure safety of children To be free from harassment and intimidation about children's behaviour 	<p>to the family</p> <ul style="list-style-type: none"> To allow others to be free to be safe; not to mistreat others To obey the rule To organise classes/groups to work, play, move around the school in a manner which will respect personal space and avoid the likelihood of physical confrontation To be vigilant (on and off duty) to enforce the rule To support the school policy To allow the school the opportunity to handle problems of breaches of the rule
<p>FAIR LEARNING AND PLAY RULE</p> <p><i>All will engage in behaviours which enable children to learn and play and teachers to teach</i></p>	<p>Children:</p> <ul style="list-style-type: none"> To learn in an environment free from disruption To learn at an appropriate level which meets needs To play free from disruption <p>Teachers/Staff:</p> <ul style="list-style-type: none"> To teach in an environment free from disruption <p>Parents/Carers:</p> <ul style="list-style-type: none"> To know that the child is in an environment where learning occurs To know that those who choose disruptive behaviour will be managed to improve or be removed from the activity 	<ul style="list-style-type: none"> To behave in a way to allow learning for self and others To behave in a way to allow teachers to teach without digression for disruption To follow common steps to manage or ultimately remove disruptive influences To prepare tasks to meet the needs of children To support the school plan for management or removal of disruptive influences To work with the school as outside help agencies to reduce disruptive tendencies of children.
<p>FAIR SAFE MOVEMENT RULE</p> <p><i>All children will walk in rooms and on paths in a safe orderly manner. Bikes will be walked to and from bike racks. Skates and similar items will not be used at school.</i></p>	<p>Children:</p> <ul style="list-style-type: none"> To be safe from being knocked over or bumped severely by others To share the use of walkways with others <p>Teachers/Staff:</p> <ul style="list-style-type: none"> To share safely the use of walkways with others <p>Parents/Carers:</p> <ul style="list-style-type: none"> To share safely the use of walkways with others 	<ul style="list-style-type: none"> To walk in designated walking areas safely To use bikes as directed To teach the required behaviour To be vigilant in formal and informal supervision of movement of children



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	<ul style="list-style-type: none"> To know that all reasonable steps are taken to ensure safety of children 	<ul style="list-style-type: none"> To support the school rule
<p>SUN SAFE RULE</p> <p><i>Children and staff will wear hats when working / moving in areas without shade</i></p>	<p>Whole School Community:</p> <ul style="list-style-type: none"> To be reasonably safe from the effects of sun damage 	<p>Children:</p> <ul style="list-style-type: none"> To wear hats out of the classroom <p>Teachers/Staff:</p> <ul style="list-style-type: none"> To model the wearing of hats To enforce 'no hat no play' rule <p>Parents/Carers:</p> <ul style="list-style-type: none"> To provide hats for children

Personal property at school

The bringing of toys and valuables to school is strongly discouraged. The school accepts no responsibility for toys or valuables which are lost or stolen. From time to time, collector cards or similar hobbies become popular. Students bringing such items to school do so at their own risk. Usually a short season is declared for these activities and then items are no longer permitted. If a student continues to bring the item, once the season has been declared over, then the item will be confiscated by a staff member and a parent contacted to collect the item from the office.

Any item that may cause a danger to an individual, or property, on the school site (eg knives or other weapons) will be confiscated. Dangerous objects confiscated will be reported to the appropriate personnel eg. Parent, Regional Director, Child Safety, Police. A thorough investigation will occur, by a member of the administrative team, to source all information prior to making a student disciplinary decision. The outcome of this investigation will be discussed with the parent at a specially convened meeting at the conclusion of the investigation.



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Targeted behaviour support

Additional support is provided for students who require intervention on an individual basis. This is provided when the student has ongoing concerns with behaviour or in support during a short term or one-off incident. A Behaviour Support Action Plan (*Appendix 8*) is implemented to assist these students to make more appropriate behavioural choices.

Members of this school community have a right to be free of harassment and bullying, and if harassed or bullied, to be provided with help and support. (*Refer Appendix 2*)

It is the responsibility of the members of the school community to

- abstain personally from harassing or bullying others
- actively discourage harassment and bullying when it occurs
- give support to those who are victimised

Intensive behaviour support

- When a student's inappropriate behaviours continue, or when minor infringements become more serious breaches of the Responsible Behaviour Plan for Students, more extensive support is offered.
- Potential students are identified and discussed at Special Needs Committee meetings which are held each week.
- Types of extended support include
 - in class support
 - one on one behaviour adjustment support
 - anger management programs
 - social skill programs, eg. You Can Do It, Rock+Water
 - mentor program
 - supervised play
 - or a combination of several of these

Behaviour support action plan

For more extreme cases of continued inappropriate behaviour, a Behaviour Support Action Plan (*Appendix 8*) is developed and implemented.

The classroom teacher, principal/deputy principal, guidance officer, behaviour support teacher and parents are all involved in developing a plan that documents the aims and expected behaviours, strategies, consequences, personnel involved, review and assessment.

Once a Behaviour Support Action Plan is in place, it is reviewed and assessed using data collection of behaviours displayed by the student. If after several reviews, unacceptable behaviours persist or behaviours escalate, a student is considered to be seriously at risk of significant educational underachievement due to their inappropriate behaviours.

These students are then referred to outside support agencies to further help with the aims of their Behaviour Support Action Plan. These agencies are able to offer support to the student, their family and the school.

Reinforcing expected school behaviour

At William Duncan State School, communication of our key messages about behaviour is backed up through reinforcement, which provides students with feedback for engaging in



expected school behaviour. A formal recognition and monitoring system has been developed. This reinforcement system is designed to increase the quantity and quality of positive interactions between students and staff. All staff members are trained to give consistent and appropriate acknowledgement and rewards.

5. Emergency responses or critical incident responses

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

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

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

Basic defusing strategies

Avoid escalating the problem behaviour

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

Maintain calmness, respect and detachment

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

Approach the student in a non-threatening manner

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

Follow through

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

Debrief

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

Physical Intervention

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

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

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

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

It is important that all staff understand:

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

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

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

Any physical intervention made must:

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

Record keeping

Each instance involving the use of physical intervention must be formally documented.

The following records must be maintained:

- incident report (Appendix 11)
- [Health and Safety incident record](#) (link)
- debriefing report (for student and staff)

6. Consequences for unacceptable behaviour

William Duncan State School makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When unacceptable behaviour occurs, students experience predictable consequences. Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour. An office referral form (*Appendices 3 & 4*) is used to record all minor and major problem behaviours.

At William Duncan State School we base our preferred practices on the following model:
Carl Roger's Supportive, Preventative and Corrective Behaviours

Supportive

- foster a positive classroom environment acknowledging student and teacher needs



- valuing cultural and socio economic backgrounds
- create a non threatening learning environment
- foster care, mutual respect and courtesy
- value a sense of humour
- inform parents of academic, behavioural expectations, plans and progress
- value and encourage parental involvement
- teach, model and reinforce effective social skills
- continually reflect, evaluate and adjust teaching practices

Preventative

- spend time relationship and team building- building trust and respect
- identify roles, rights and responsibilities of class members – explicitly teach and reinforce
- value a charter of rights-safety, learning, listening to others, valuing others and safe movement in conjunction with non negotiable responsibilities i.e. respecting rights of others
- model and encourage appropriate language and behaviours
- publish and prominently display rules – explicitly teach and reinforce
- set clear, realistic expectations
- establish routines, timetables
- build a curriculum which is relevant, meaningful and catering to mixed abilities and needs
- use whole, class, group and individual reinforcers – verbal, social, token, physical and activity

Corrective

- construct a whole class behaviour plan with clear steps- direction, redirection, choice, consequences – least intrusive to most intrusive
- use clear, specific instructions – firm calm voice, wait/take up time
- acknowledge on tasks behaviours - body language, verbal cues
- use the language of choice and consequences – ‘What are you doing?’ ‘What should you be doing?’ ‘Is this strategy working for you?’ ‘What else could you do?’
- consistently follow through
- employ individual behaviour management plans if necessary

School Disciplinary Absences are to be used after consideration is given to all other responses.

IN THE CLASSROOM

Whilst applying the preferred practise management techniques, when students do not manage behaviour within the expectations of the established class and / or school rules, we implement other simple choices and consequences. A ‘Behaviour Notification Sheet’ is used by the classroom teacher to record details of student behaviour and to identify recommended consequences (*Appendix 3*).

For example:

Step 1	<p>The choice is to work with the class or move to isolation in the room. It is imperative that the child makes a verbal commitment of choice. If the child’s behaviour earns the consequence of isolation, this move will be generally brief (e.g. up to 5 minutes) with the child indicating a choice to rejoin class with a commitment to a choice of correct behaviour. If the child does not manage behaviour in isolation, then another choice is given. A ‘Behaviour Notification Sheet’ is started by the teacher.</p>
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Step 2	<p>The choice is to work / sit quietly in isolation or move to administration. Again the child must be given the opportunity to make a verbal commitment. Apply the consequence where necessary.</p> <p>'Behaviour Notification Sheet' continued to be filled out by the classroom teacher.</p> <p>Reminder given that a third offence will result in referral to the office.</p>
Step 3	<p>The child is advised that as a result of the continuing behaviour that he/she is to report to the office.</p> <p>A 'Behaviour Notification Sheet' is to be completed by the classroom teacher and sent to the Office / Administrator with the child.</p> <p>Note - Should there be a severe breakdown in behaviour, the assistance of administration will be engaged immediately.</p>
General	<p>In many cases where children have experienced isolation, teachers may find it useful to conduct a semi-private conversation with the child at the next school break, after a cool off time to discuss the behaviour and to plan future action.</p> <p>Where teachers believe that writing is a necessary consequence, then a written rule reminder (which include the four 'Ws' listed below) may be appropriate.</p> <ul style="list-style-type: none"> • What did I do wrong? • Why did I do it? • What rule did I break? • What will I do in the future?

IN THE ADMINISTRATION AREA

The administration area is used when the classroom teacher needs to refer the student to administration for extended support. They are to report to the administration area with a Behaviour Notification Sheet.

When the student is seen by the administration the focus is on students thinking about and stating their responsibilities, their restitution, where applicable, and their commitment to improved self management of behaviour.

First Visit - children will have to explain what they did, what rule they broke, what choices and commitments they made. A rule reminder will then be given, a choice and a verbal commitment to the choice will be made by the child and the child will return to the classroom.

Second Visit - as with first visit, plus the application of an 'informal withdrawal from class' for a period of time (e.g. one school session)

Third Visit - as in first visit, plus longer withdrawal from class, plus parent contact.

Subsequent Visits

- More of the above with the option of out of school suspension
- Conferences with parents/carers, Guidance Officer and Behaviour Support Teacher prior to out-of-school suspension
- During withdrawal from class, the expectation is that the student will engage in regular school work provided by the classroom teacher
- Counselling sessions do occur before a child resumes class work

NOTE: These steps are a guide and are flexible to meet the needs of the situation. Under normal circumstances parents/carers are notified in writing that a suspension will occur if the specified behaviour/s continues. However, extreme behaviour/s may result in immediate suspension.





IN THE PLAYGROUND

Consequences for unacceptable behaviour in the playground are listed in detail on the

- ‘Playground Behaviour Referral Sheet’ (*Appendix 4*) and involve 3 steps:
 - behaviours with immediate consequences
 - referral to the Responsible Thinking Room
 - students being sent directly to the office

Parents/Carers of students referred to the office for inappropriate behaviour in the classroom and/or playground will in most cases be notified by letter, telephone call or in person by a member of the administration team. (*Appendix 10 – Parent letter*)

Ensuring consistent responses to problem behaviour

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

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

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7. Network of student support

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

<i>School Based Services</i>	<i>District and other EQ Services</i>	<i>Community Services (Referrals made to these agencies for support where necessary.)</i>
Guidance Officer – personal counselling, family support	District AVT Behaviour Support (based at school) – provides support for students experiencing behaviour difficulties. Various Advisory Visiting Teachers	Department of Child Safety Nerang Neighbourhood Centre Police Liaison Officer Nerang Early Years’ Centre Lifeline
Learning Difficulties Support – provides assistance to students with learning difficulties.	Positive Parenting Program – offered to parents Positive Learning Centre Staff	CYMHS Juvenile Aid Bureau Qld Health Services
Special Education Teacher- support of students with disabilities.	Senior Guidance Officer	Centacare – Catholic Community Service – home based support.
Other various support staff	District – Intensive Behaviour Support District Intern Psychologist (Social Skilling)	
	School based Youth Health Nurse	



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.

William Duncan State School considers the individual circumstances of students when applying support and consequences by:

- promoting an environment which is responsive to the diverse needs of its students
- establishing procedures for applying fair, equitable and non violent consequences for infringement of the code ranging from the least intrusive sanctions to the most stringent
- recognising and taking into account students' age, gender, disability, cultural background, socioeconomic situation and their emotional state
- recognising the rights of all students to:
 - 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, and
 - receive adjustments appropriate to their learning and/or impairment needs

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9. Related legislation

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

10. Related policies

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

11. Some related resources

- [National Safe Schools Framework](#)
- [National Safe Schools Framework Resource Manual](#)
- [Working Together resources for schools](#)
- [Cybersafety and schools resources](#)
- [Bullying. No way!](#)
- [Take a Stand Together](#)

Endorsement

Principal

**P&C President or
Chair, School Council**

**Regional Assistant Director or
Regional Director (Schools)**



Effective Date: 12 February 2013 – 12 February 2016



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WILLIAM DUNCAN STATE SCHOOL

RESPONSIBLE BEHAVIOUR PLAN FOR STUDENTS

APPENDICES 1 – 14

1. The Use of Personal Technology Devices at School
2. Procedures for Preventing & Responding to Incidents of Bullying
(including Cyberbullying)
3. Class Behaviour Notification
4. Playground Behaviour Referral
5. Responsible Thinking Room – Reflection Sheet
6. Responsible Thinking Room – Letter to Parents
7. Behaviour Referral
8. Behaviour Support Action Plan
9. 'Gotcha Good Choice' Award
10. Office referral/visit – Letter to Parents
11. Incident Report
12. Debriefing Report
13. Bully Busting Reporting Sheet
14. School Rules



William Duncan State School Use of Personal Technology Devices* at School

This policy reflects the importance the school places on students being safe, respectful and responsible whenever they are using personal technology devices.

Personal Technology Devices at School

Students should not bring valuable personal technology devices like mobile phones, cameras, video cameras or MP3 players, iPods, or video/computer games to school as there is a risk of damage or theft. No responsibility is taken for the security of these devices at school.

Should the devices be necessary, a letter of permission from the parent must be submitted to the Office and such devices must be turned off and left in the school office for the entire school day. **Please note that we recommend these devices NOT be brought to school.**

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 / guardian.

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 directly.

Students who have a personal technology device confiscated more than once will have to have the device collected by a parent/guardian and 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.

Recording Voice / Images

Every member of our school community should feel confident about participating fully 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 William Duncan State School. Students using personal technology devices to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks etc.) for the purpose of dissemination among the student body or outside the school, by any means (including distribution by phone or internet) builds a culture of distrust and disharmony.

Students should obtain permission from their teacher for any recording (still, film or voice) done in class, on school grounds or during school activities.

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 when consent is obtained for such recording, the school will not tolerate images or sound captured by Personal Technology Devices on school premises or elsewhere being disseminated to others, if it is done for the purpose of bullying or harassment, including racial or 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 etc.) and /or
 - knowingly being the subject of a recording
- will be considered in breach of the policy.



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Breach of this policy may be subject to discipline (including suspension and recommendation for exclusion).

Social Media Communication

Sending messages through social media forums (eg texting, Facebook & twitter) that contain obscene language and/or threats of violence may account to bullying or harassment and will subject the sender to school disciplinary processes and possible referral to QPS. Students receiving such social media messages should ensure they keep the message as evidence and bring the matter to the attention of the Principal.

Special Circumstances

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 circumstance arrangement with the Principal.

Additional Notes

Teachers will discuss mobile phone etiquette and cyber safety with students as part of our social skills and health programs.

In addition, the school may decide to invite the school's *Adopt A Cop* to address the students on their responsibilities when using this technology.

Cyber bullying (bullying via text, telephone, internet, and other electronic means) will be dealt with via school processes for bullying.

*Personal Technology Devices include, but is not limited to, games devices (such as portable gaming devices) laptop computers, PDAs, Blackberries, cameras and or voice recording devices, mobile telephones, ipods and devices of similar nature.

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Appendix 2

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

Purpose

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

Rationale

6. Research indicates that many problem behaviours are peer-maintained. That is, peers react to bullying in ways that may increase the likelihood of it occurring again in the future. Reactions include joining in, laughing, or simply standing and watching, rather than intervening to help the person being bullied. Whilst



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our school would never encourage students to place themselves at risk, our anti-bullying procedures involve teaching the entire school a set of safe and effective response to all problem behaviour, including bullying, in such a way that those who bully are not socially reinforced for demonstrating it.

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

Prevention

8. Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, our 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 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.
9. Our anti-bullying program includes the following actions:
Appropriate action may include:
 - **Informal approaches** – where the behaviour is of low severity. With repeated and more serious offences a more formal approach may be necessary.
 - **Helping the victim** - giving advice on how to act more assertively can help the victim develop more effective ways of coping. However, in many cases the victim will be unable to solve the problem and intervention by staff members, administration or counsellors may be necessary.
 - **Students** may be asked to complete a “Bully Busting” Report (*Appendix 12*) if a pattern of harassment and bullying is evident.
 - **Counselling and Problem Solving** – where the behaviour is of medium severity, counselling can elicit responsible action from those involved and problem solving strategies can help with peer relationships.



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- **Mediation** – by staff members or trained peers can often help – especially if the bullying or harassment is sustained by a resolvable dispute. William Duncan State School operates a Peer Mediator Program at crucial times throughout the school year. This involves the training of Year 6 and 7 students to be on duty in the playground to assist in the process of resolving minor issues.
 - **Consequences** – may be applied where rules are clearly broken. In some cases of harassment and bullying, clear rules are hard to specify and interpret, however, where the offence is severe and repeated, consequences need to be applied. These consequences are determined at the discretion of Administration and may include interviews with parents and in extreme cases, suspension.
10. 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 William Duncan State School takes care to combine knowledge with practice in a process of active learning, so that students understand by ‘doing’ as much as by ‘knowing’.
 11. William Duncan State School 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.



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Appendix 3

BEHAVIOUR NOTIFICATION

Student Name:..... Class:..... Date:.....

<i>Incident and Rule</i>	<i>Consequence</i>
1.	<i>Choice given to follow the rule or go to time out in the classroom.</i>
2.	<i>Time out forminutes. Reminder given that third offence will result in referral to the office.</i>
3.	<i>Referred to office.</i>

.....
Teacher's Signature:

Time sent to office.....

Arrival time at office.....

Time sent back to class.....

Administration Use Only

- Student counselled
- Reflection Sheet completed
- Internal withdrawal (at office) from to
- Parent notified by.....on.....(date)
- Withdrawal from class from to
- Suspension from to
- Other



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Appendix 4
WILLIAM DUNCAN STATE SCHOOL

PLAYGROUND BEHAVIOUR REFERRAL

(Please complete the following as appropriate to the situation)

NAME: YEAR CLASS:

DATE: TIME: DUTY AREA:

TEACHER'S NAME:

Behaviours with Immediate Consequences		Action
FP	Deliberately disrupting others' games	5 minutes timeout Ask these questions: What were you doing? What should you be doing? What rule did you break? What are you going to do now?
FT	Wrestling/tackling/kicking others in play	
FT	Low level fighting/arguing without resulting injury	
FL	Swearing AT another student	
FL	Obscene gestures AT another student	
FP	Spitting, not at anybody	
FD	Refusing to follow clear teacher directions	
FM	Out of bounds	
FM	Playing around toilets	
<i>Refer to Responsible Thinking Room for These Behaviours</i>		
FT	Wrestling/tackling/kicking/hitting aggressively and dangerously	Any behaviour from this list that is repeated after a teacher has spoken to the student
FL	Rudely talking to teachers	
FT	Spitting on others	
<i>Send to Office for These Behaviours</i>		
FT	Throwing rocks/sticks/other at another student/teacher/property	Trespassing on others' property Pulling others' clothing in an offensive way Stealing Bring drugs, alcohol or weapon into school
FT	High level fighting	
FL	Swearing at a teacher	
FL	Obscene gestures at a teacher	

Duty Teacher's comments:

.....

Witnesses (Teacher, if you witnessed it: Other Students)

.....

Action/Decision:

.....

<input type="checkbox"/>	Counselling by administrator
<input type="checkbox"/>	Parents contacted
<input type="checkbox"/>	Reflection sheet completed
<input type="checkbox"/>	Statements to others – e.g. apology
<input type="checkbox"/>	Responsible Thinking Room
<input type="checkbox"/>	Internal withdrawal or external suspension (From.....to.....)

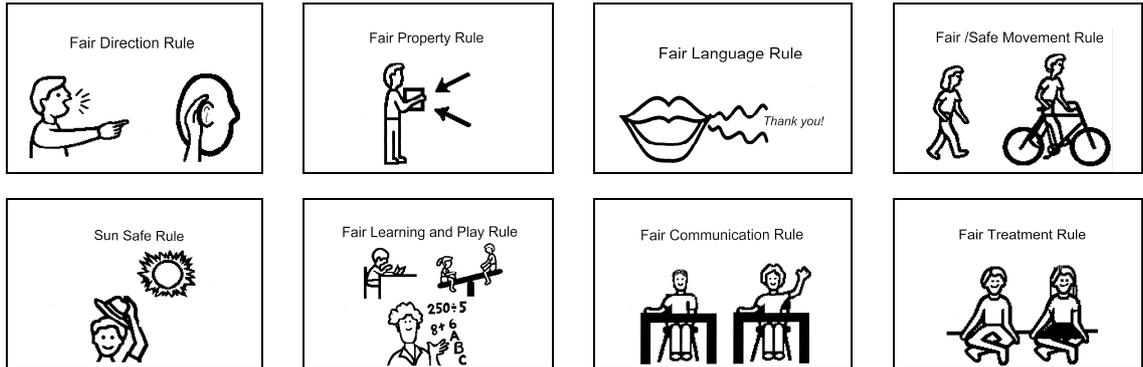


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Appendix 5



Responsible Thinking Room Plan



Name: _____ Class: _____ Date: _____

1. Why are you in the thinking room? (write or draw)
2. What school rule did you break?
3. Why do we have that rule?
4. What should you have done instead? (write or draw)
5. What are you going to do now / next time? (write or draw)



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Appendix 6



WILLIAM DUNCAN STATE SCHOOL

Alexander Drive
Highland Park QLD 4211
Phone: (07) 5581 4888
Fax: (07) 5596 5947

PRINCIPAL: Mr Landon Dare
DEPUTY PRINCIPAL: Ms Veronica Buhner

Dear Parent(s)/ Caregiver

Our school's Behaviour Management Policy requires staff to provide information regarding inappropriate behaviour occurring in the classroom or in the playground. A consequence for inappropriate, ongoing, or extreme behaviour is that your child is referred to a Deputy Principal.

Students are then counselled as to how their behaviour impacts on the learning, well being or safety of themselves and the school community. As stated by the School Behaviour Management policy, clear consequences are put in place to encourage the student to make positive future choices.

We are aware that parents are interested in all information regarding their child/ren. This letter is to advise you that your child was referred to the Responsible Thinking Room for unacceptable playground behaviour.

The following rules of William Duncan State School were breached:

- | | |
|--|--|
| <input type="checkbox"/> Fair Direction | Follow all reasonable directions the first time they are given. |
| <input type="checkbox"/> Fair Learning and Play | Engage in behaviours which enable children to learn and play and teachers to teach. |
| <input type="checkbox"/> Fair Communication | Wait to be called upon to comment or answer. Do not talk or yell over the directions of the teacher. |
| <input type="checkbox"/> Fair Safe Movement | Children are to be in their appropriate play areas. They are to walk in rooms on paths in a safe and orderly manner. |
| <input type="checkbox"/> Fair Property | All property, school and other, is to be used and cared for appropriately. |
| <input type="checkbox"/> Fair Treatment | Keep hands feet and objects to yourself. |
| <input checked="" type="checkbox"/> Fair Language | Swearing, name calling, put-downs, teasing and sarcasm are not part of this school. |
| <input type="checkbox"/> Sun Safe | Children to wear hats ensuring sun safety. |

Child's name spent time with me to allow her to reflect on appropriate behaviours and positive choices on 6 November 2012.

Explanation of the behaviour eg xxxx pushed and hit another student.

Our Behaviour Support Plan exists to promote safety, respect, health and learning of all the school community. In order to maintain this environment we ask for parental involvement in these matters. We would appreciate your support in discussing these important issues with your child.

Thank you for your support

Amanda Murphy
Behaviour Support Teacher

Veronica Buhner
Deputy Principal



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Appendix 7

BEHAVIOUR REFERRAL

Behaviour Support, Social Skills and Anger Management

Student Name: _____

Class: _____ Teacher: _____

Date of Referral: _____

Behaviours Causing Concern –

Briefly describe the main areas of concern and related behaviours.

- 1. _____

- 2. _____

- 3. _____

Skills / Behaviours Child Needs To Focus On —

- 1. _____
- 2. _____
- 3. _____

ADDITIONAL NOTES



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Appendix 8

BEHAVIOUR SUPPORT ACTION PLAN

Students Name: _____ Year Level: _____

Date: _____ Developed By: _____

BEHAVIOURS OF CONCERN:

EXPECTED BEHAVIOURS

--	--	--	--

ACKNOWLEDGEMENTS FOR EFFORT

--	--	--	--

CONSEQUENCES

LEVEL ONE				
LEVEL TWO				
LEVEL THREE				

SUPPORTS

In Class	Lunch Breaks	Administration	Other School Personnel	Parents/Carers
-----------------	---------------------	-----------------------	-------------------------------	-----------------------

Copies of Action Plan to:

Principal Deputy Principal Guidance Officer AVT -BAT Class Teacher Music Teacher LOTE Teacher P.E Teacher Parents

Appendix 9



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Name:

Class: Teachers Initial:

playing responsibly

reporting a concern to a teacher

assisting a peer/teacher

caring for the school environment

following school rules

Name:

Class: Teachers Initial:

playing responsibly

reporting a concern to a teacher

assisting a peer/teacher

caring for the school environment

following school rules

Name:

Class: Teachers Initial:

playing responsibly

reporting a concern to a teacher

assisting a peer/teacher

caring for the school environment

following school rules

Name:

Class: Teachers Initial:

playing responsibly

reporting a concern to a teacher

assisting a peer/teacher

caring for the school environment

following school rules

Name:

Class: Teachers Initial:

playing responsibly

reporting a concern to a teacher

assisting a peer/teacher

caring for the school environment

following school rules

Name:

Class: Teachers Initial:

playing responsibly

reporting a concern to a teacher

assisting a peer/teacher

caring for the school environment

following school rules

Name:

Class: Teachers Initial:

playing responsibly

reporting a concern to a teacher

assisting a peer/teacher

caring for the school environment

following school rules

Name:

Class: Teachers Initial:

playing responsibly

reporting a concern to a teacher

assisting a peer/teacher

caring for the school environment

following school rules

Name:

Class: Teachers Initial:

playing responsibly

reporting a concern to a teacher

assisting a peer/teacher

caring for the school environment

following school rules

Name:

Class: Teachers Initial:

playing responsibly

reporting a concern to a teacher

assisting a peer/teacher

caring for the school environment

following school rules

Name:

Class: Teachers Initial:

playing responsibly

reporting a concern to a teacher

assisting a peer/teacher

caring for the school environment

following school rules

Name:

Class: Teachers Initial:

playing responsibly

reporting a concern to a teacher

assisting a peer/teacher

caring for the school environment

following school rules



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WILLIAM DUNCAN STATE SCHOOL

Alexander Drive
Highland Park
QLD 4211

Phone: (07) 55814888
Fax: (07) 5596 5947

PRINCIPAL : L Dare
DEPUTY PRINCIPAL: V Buhner

Dear Parent(s)/ Caregiver

Our school's Behaviour Management Policy requires staff to provide information regarding inappropriate behaviour occurring in the classroom or in the playground. A consequence for inappropriate, ongoing, or extreme behaviour is that your child is referred to a Deputy Principal.

Students are then counselled as to how their behaviour impacts on the learning, well being or safety of themselves and the school community. As stated by the School Behaviour Management policy, clear consequences are put in place to encourage the student to make positive future choices.

We are aware that parents are interested in all information regarding their child/ren. This letter is to advise you that STUDENT was referred to the office on DATE November 2012 for unacceptable:

- classroom behaviour playground behaviour

The following rules of William Duncan State School were breached:

- Fair Direction** Follow all reasonable directions the first time they are given.
- Fair Learning and Play** Engage in behaviours which enable children to learn and play and teachers to teach.
- Fair Communication** Wait to be called upon to comment or answer. Do not talk or yell over the directions of the teacher.
- Fair Safe Movement** Children are to be in their appropriate play areas. They are to walk in rooms on paths in a safe and orderly manner.
- Fair Property** All property, school and other, is to be used and cared for appropriately.
- Fair Treatment** Keep hands feet and objects to yourself.
- Fair Language** Swearing, name calling, put-downs, teasing and sarcasm are not part of this school.
- Sun Safe** Children to wear hats ensuring sun safety.

Other Information

XX spent time with me to allow him to reflect on appropriate behaviours and positive choices.

Incident detail: XX

Our Behaviour Support Plan exists to promote safety, respect, health and learning of all the school community. In order to maintain this environment we ask for parental involvement in these matters. We would appreciate your support in discussing these important issues with your child.

Thank you for your support

Veronica Buhner

P – Yr 7 Deputy Principal

April 2013



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Appendix 11

INCIDENT REPORT

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. angry because I asked him/her to stop teasing).		



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Appendix 12

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

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

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

Debriefing should provide information on:

- Who was involved
- What happened
- Where it happened
- Why it happened
- What we learned

The specific questions we want to answer through the debriefing process are:

FACTS: What do we know happened?

FEELINGS: how do you feel about the event that happened?

PLANNING: what can/should we do next?

Questions for staff

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

Questions for student

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

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



Appendix 13
BULLY BUSTING REPORT

Who has been bullying you?

.....

.....

Circle how many times this has happened:

1 2 3 4 more

When does the bullying happen?

Before school

During lessons

At little lunch

At big lunch

After I leave school

On the weekend

Other times

What has happened?

Pushed me

Kicked me

Punched me

Hit me

Called me names

Teased me

Took my money

Damaged my things

Other things

.....

Where did the bullying happen?

In the playground

In the toilets

In the classroom

On the way to school

On the way home from school

Other places

.....

Anything else you want to tell us?

.....

....

.....

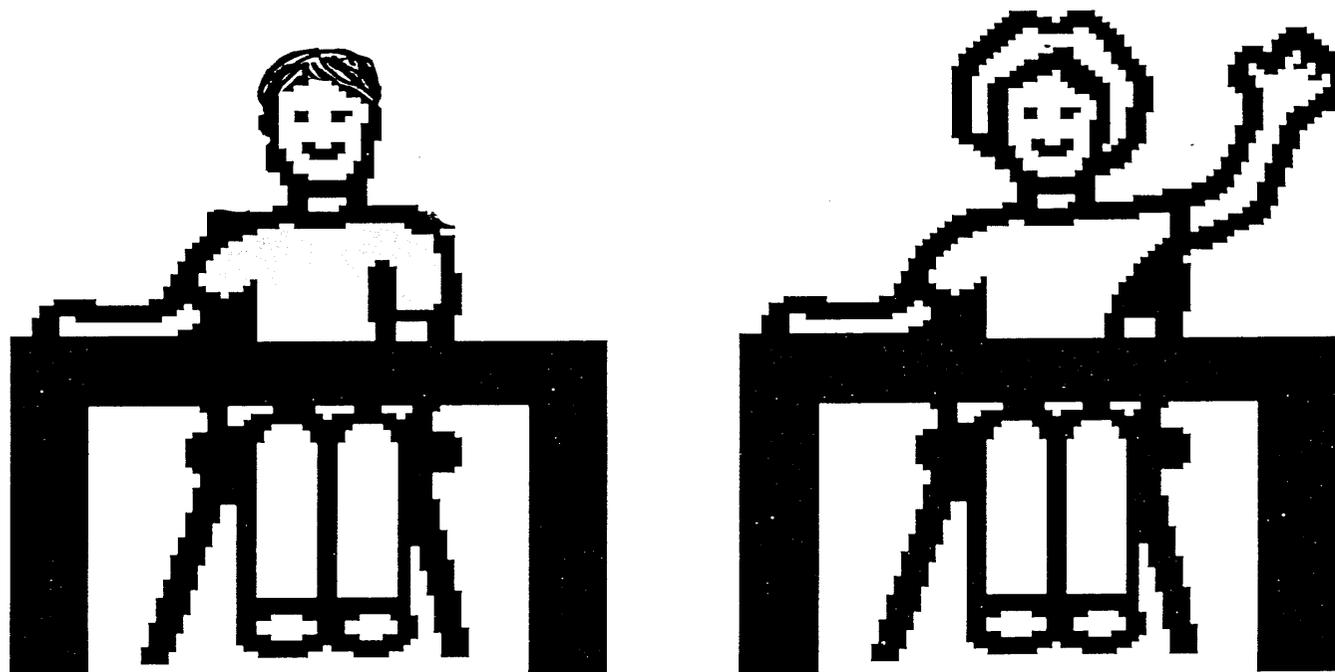
...

Fair Communication Rule



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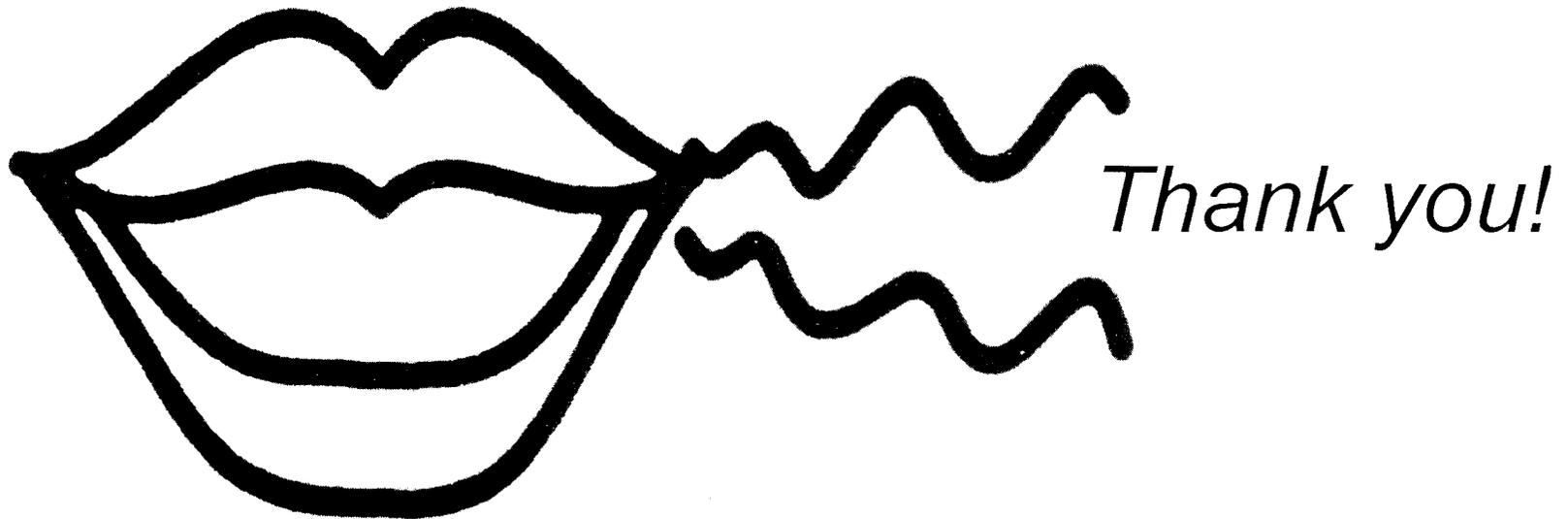
Fair Direction Rule





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Behaviour**
Better Behaviour
Better Learning

Fair Language Rule





Fair Learning and Play Rule



The Code of
**School
Behaviour**

Better Behaviour
Better Learning

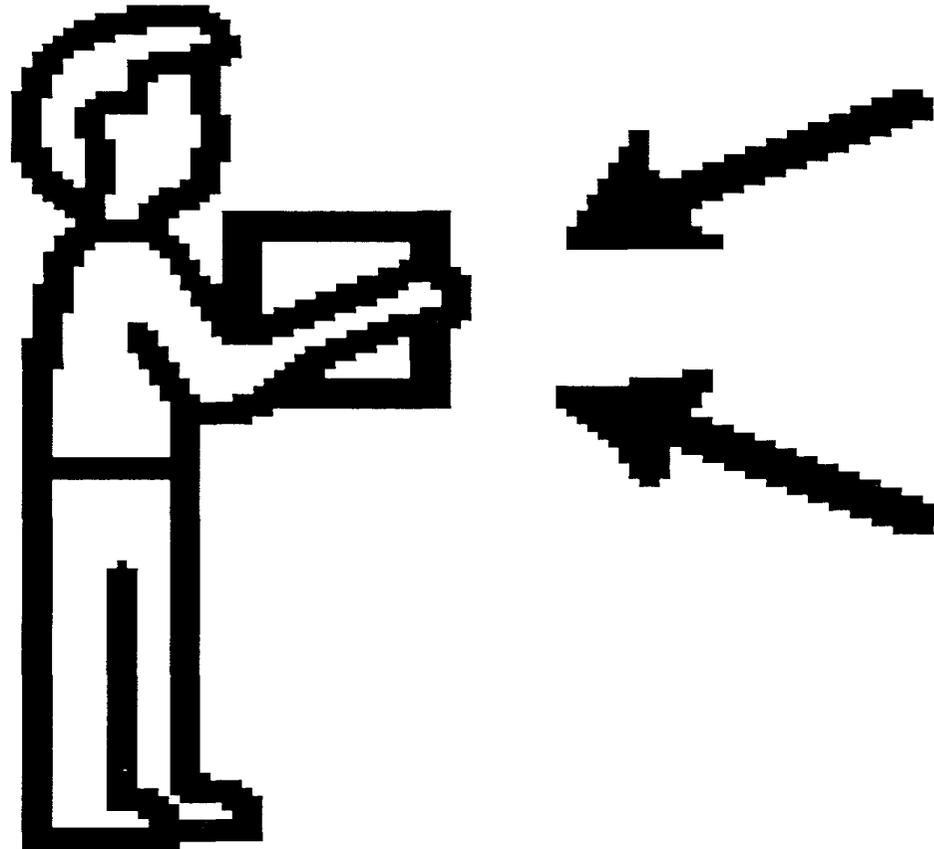




The Code of
**School
Behaviour**

Better Behaviour
Better Learning

Fair Property Rule

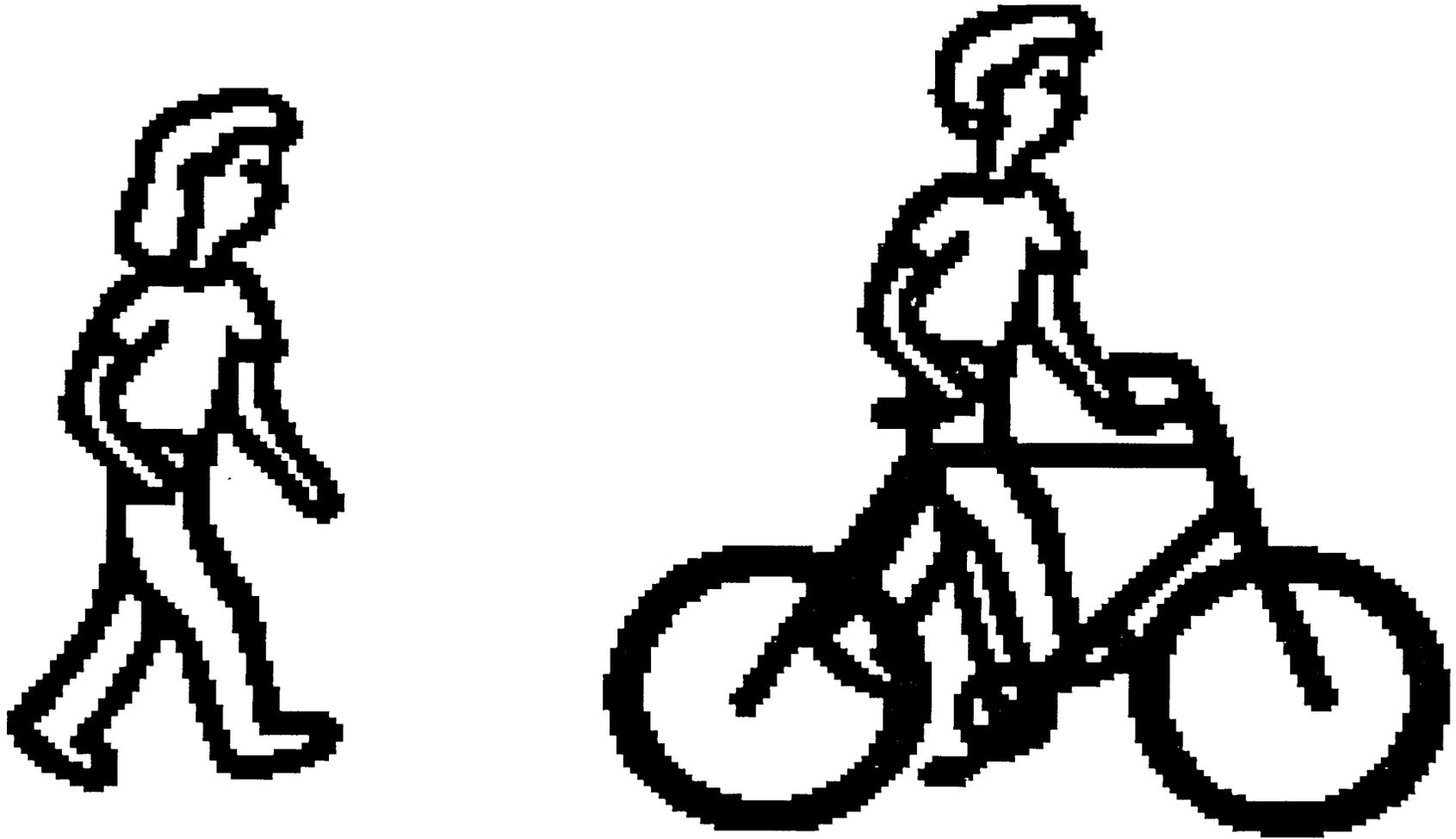


Fair /Safe Movement Rule



The Code of
**School
Behaviour**

Better Behaviour
Better Learning

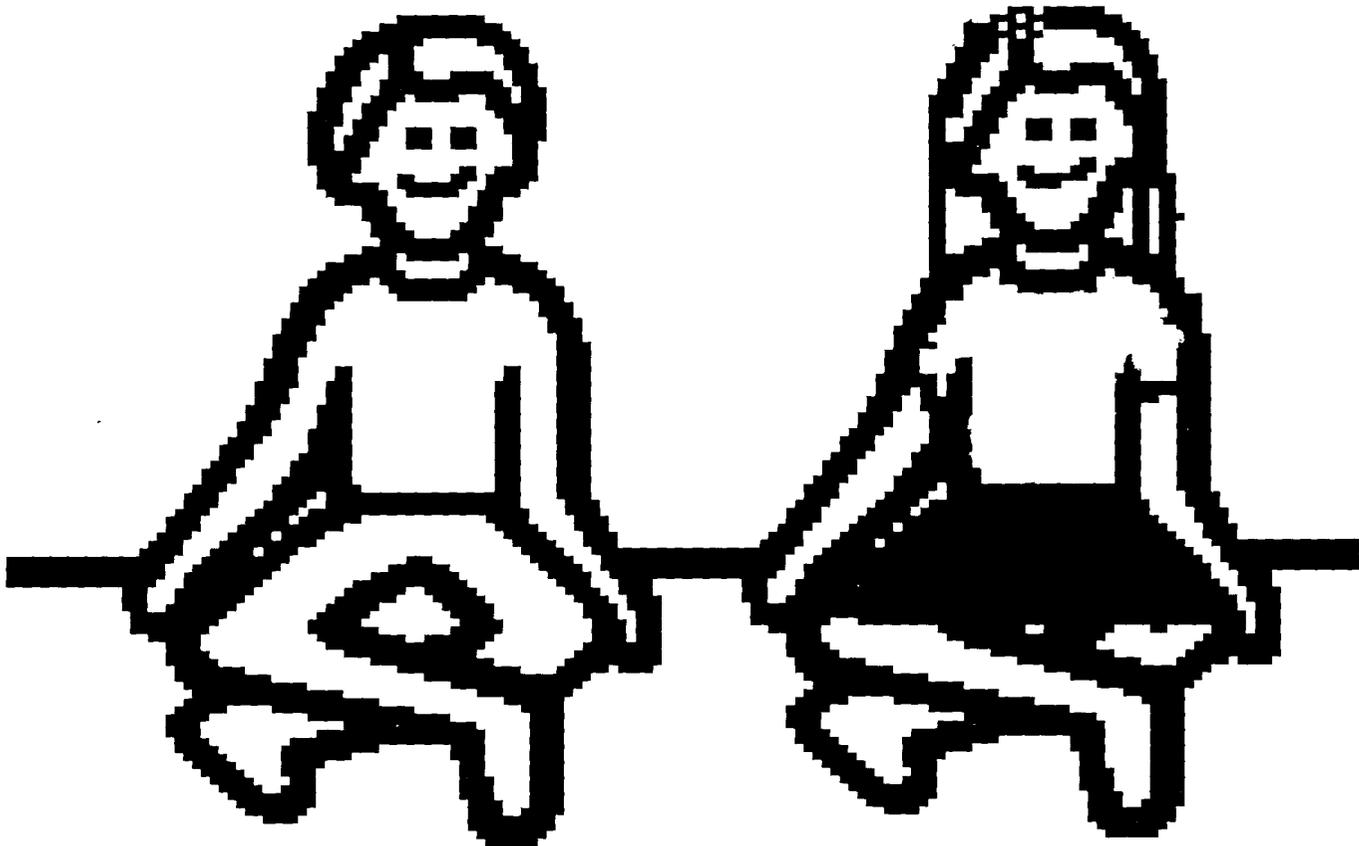


Fair Treatment Rule



The Code of
**School
Behaviour**

Better Behaviour
Better Learning





The Code of
**School
Behaviour**

Better Behaviour
Better Learning

Sun Safe Rule

