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 October 2009. A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents from 2006-2009 also informed the development process.

The Plan was endorsed by the Principal, the President of the P&C and Executive Director (Schools) in 2009, and will be reviewed in 2012 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.
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)

Whole-school 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
   - 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.

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.

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
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

<table>
<thead>
<tr>
<th>Boys</th>
<th>Girls</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FORMAL UNIFORM</strong></td>
<td></td>
</tr>
<tr>
<td>• Tartan shirt</td>
<td>• Tartan dress</td>
</tr>
<tr>
<td>• Navy shorts with emblem</td>
<td></td>
</tr>
<tr>
<td><strong>SPORTS UNIFORM</strong></td>
<td></td>
</tr>
<tr>
<td>• Polo shirt with emblem</td>
<td>• Polo shirt with emblem</td>
</tr>
<tr>
<td>• Navy shorts with emblem</td>
<td>• Navy shorts with emblem</td>
</tr>
<tr>
<td><strong>HAT</strong></td>
<td></td>
</tr>
<tr>
<td>Three styles available, all with school emblem</td>
<td></td>
</tr>
<tr>
<td>• Navy broad brim</td>
<td>• Navy broad brim</td>
</tr>
<tr>
<td>• Legionnaire’s cap</td>
<td>• Legionnaire’s cap</td>
</tr>
<tr>
<td>• Baseball cap</td>
<td>• Baseball cap</td>
</tr>
<tr>
<td><strong>SHOES AND SOCKS</strong></td>
<td></td>
</tr>
<tr>
<td>• Must be a fully closed-in shoe for safety reasons, black sport or black leather type to be worn with formal uniform, black sport/leather type or white sport shoe to be worn with the sports uniform(no canvas/Mary Jane/sandal type shoes) .</td>
<td>• Socks – white or navy</td>
</tr>
<tr>
<td><strong>WINTER UNIFORM</strong></td>
<td></td>
</tr>
<tr>
<td>• Navy drill pants (no emblem) or navy track pants</td>
<td></td>
</tr>
<tr>
<td>• Navy jacket or jumper with emblem</td>
<td></td>
</tr>
<tr>
<td><strong>JEWELLERY (permitted)</strong></td>
<td></td>
</tr>
<tr>
<td>• Watch</td>
<td></td>
</tr>
<tr>
<td>• Sleepers or studs only, to be removed for sport or PE</td>
<td></td>
</tr>
<tr>
<td><strong>SCARFS/HEADBANDS/HAIR TIES</strong></td>
<td></td>
</tr>
<tr>
<td>• Only if in school colours</td>
<td></td>
</tr>
</tbody>
</table>

**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 P.E., 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

<table>
<thead>
<tr>
<th>Rule</th>
<th>Rights</th>
<th>Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FAIR COMMUNICATION RULE</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| 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. | Children:  
- To learn without undue interruption  
- To have a turn  
- Rule abiding requests to be heard at appropriate times  
Teachers/Staff:  
- To work without undue interruption  
- To be heard  
Parents/Carers:  
- To expect teachers to model appropriate behaviour  
- To be heard  |  
- 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  |
<table>
<thead>
<tr>
<th>FAIR LANGUAGE RULE</th>
<th>Children:</th>
<th>Teachers/Staff:</th>
<th>Parents/Carers:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Swearing, name calling, put downs, teasing, sarcasm are not part of this school</strong></td>
<td>• To be treated with dignity and respect (i.e. To be free from verbal harassment and intimidatory behaviour from other children, teachers, parents)</td>
<td>• To be treated with dignity and respect (i.e. To be free from verbal harassment and intimidatory behaviour from other children, teachers, parents)</td>
<td>• To learn to speak, assert, debate with socially acceptable language (not to humiliate, degrade, etc.)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• To model and teach the required behaviour (not to humiliate, degrade, etc) in all situations with children in classroom, playground, meetings.</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>• To support the rule</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>To practise the rule in interviews, meetings, etc. (not to humiliate, degrade, etc).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FAIR DIRECTION RULE</th>
<th>Children:</th>
<th>Teachers/Staff:</th>
<th>Parents/Carers:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Follow all reasonable directions the first time they are given</strong></td>
<td>• To receive reasonable directions</td>
<td>• To have reasonable directions obeyed implicitly and immediately without dissent</td>
<td>• To obey all directions from teachers implicitly and immediately</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• To maintain a cooperative working classroom</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• To give reasonable directions related to improved learning, safety, school organisation</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• To maintain a cooperative working classroom</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• To support the school in enforcement of the rule.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FAIR PROPERTY RULE</th>
<th>Children:</th>
<th>Teachers/Staff:</th>
<th>Parents/Carers:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>All property, school and other, is to be used and cared for appropriately</strong></td>
<td>• For personal and school property to be safe from theft or damage</td>
<td>• For personal property to be safe from theft or damage</td>
<td>• To care for own property and to urge others to respect property in general</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• For school property to be free from theft or damage</td>
<td>• To retain personal valuables at home</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• To hand in lost property</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• To set up structures to contribute to respect property</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• To be vigilant in supervising care of property at school even when not officially on duty</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• To support the rule</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>To practise the rule in interviews, meetings, etc. (not to humiliate, degrade, etc).</td>
</tr>
</tbody>
</table>
### FAIR TREATMENT RULE

**Keep hands, feet and objects to yourself**

**Children:**
- To be safe
- To be free from intimidation and harassment from other children, teachers, parents at school

**Teachers/Staff:**
- To be safe
- To be free from harassment and intimidation from children, other staff, parents

**Parents/Carers:**
- 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

- 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

### FAIR LEARNING AND PLAY RULE

**All will engage in behaviours which enable children to learn and play and teachers to teach**

**Children:**
- To learn in an environment free from disruption
- To learn at an appropriate level which meets needs
- To play free from disruption

**Teachers/Staff:**
- To teach in an environment free from disruption

**Parents/Carers:**
- 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

- 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.

### FAIR SAFE MOVEMENT RULE

**All children will walk in rooms and on paths in a safe orderly manner. Bikes will be walked to and from bike**

**Children:**
- To be safe from being knocked over or bumped severely by others
- To share the use of walkways with others

- To walk in designated walking areas safely
- To use bikes as directed
Skates and similar items will not be used at school.

<table>
<thead>
<tr>
<th>Teachers/Staff:</th>
<th>Parents/Carers:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• To share safely the use of walkways with others</td>
<td>• To share safely the use of walkways with others</td>
</tr>
<tr>
<td>• To know that all reasonable steps are taken to ensure safety of children</td>
<td>• To teach the required behaviour</td>
</tr>
<tr>
<td>• To be vigilant in formal and informal supervision of movement of children</td>
<td>• To support the school rule</td>
</tr>
</tbody>
</table>

**SUN SAFE RULE**  
*Children and staff will wear hats when working / moving in areas without shade*

<table>
<thead>
<tr>
<th>Whole School Community:</th>
<th>Children:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• To be reasonably safe from the effects of sun damage</td>
<td>• To wear hats out of the classroom</td>
</tr>
<tr>
<td></td>
<td>• To model the warning of hats</td>
</tr>
<tr>
<td></td>
<td>• To enforce ‘no hat no play’ rule</td>
</tr>
<tr>
<td></td>
<td>Parents/Carers:</td>
</tr>
<tr>
<td></td>
<td>• To provide hats for children</td>
</tr>
</tbody>
</table>
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 7) 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. (Appendix 7).
- 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
  - 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 4) 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.
Awards on Assembly

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.

Literacy
A Literacy award is given to a class that demonstrates excellent work/behaviour during weekly Literacy lessons.

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.

5. 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

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:

<table>
<thead>
<tr>
<th>Step</th>
<th>The choice is to work with the class or move to isolation in the room.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>It is imperative that the child makes a verbal commitment of choice.</td>
</tr>
<tr>
<td></td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td>If the child does not manage behaviour in isolation, then another choice is given.</td>
</tr>
<tr>
<td></td>
<td>A “Behaviour Notification Sheet” is started by the teacher.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Step 2</th>
<th>The choice is to work / sit quietly in isolation or move to administration.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Again the child must be given the opportunity to make a verbal commitment. Apply the consequence where necessary.</td>
</tr>
<tr>
<td></td>
<td>“Behaviour Notification Sheet” continued to be filled out by the classroom teacher.</td>
</tr>
<tr>
<td></td>
<td>Reminder given that a third offence will result in referral to the office.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Step 3</th>
<th>The child is advised that as a result of the continuing behaviour that he/she is to report to the office.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A “Behaviour Notification Sheet” is to be completed by the classroom teacher and sent to the Office / Administrator with the child.</td>
</tr>
<tr>
<td></td>
<td>Note - Should there be a severe breakdown in behaviour, the assistance of administration will be engaged immediately.</td>
</tr>
</tbody>
</table>
General

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.

Where teachers believe that writing is a necessary consequence, then a written rule reminder (which include the four ‘Ws’ listed below) may be appropriate.

- 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 in-school suspension’ for a period of time (e.g. one school session)

Third Visit - as in first visit, plus longer suspension, 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 in-school suspension, 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.

6. Emergency or critical incident responses

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

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

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

Basic defusing strategies

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

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

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

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

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

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

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

Appropriate physical intervention may be used to ensure that 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) (Appendix 12).

### 7. Network of student support

<table>
<thead>
<tr>
<th>School Based Services</th>
<th>District and other EQ Services</th>
<th>Community Services (Referrals made to these agencies for support where necessary.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guidance Officer – personal counselling, family support</td>
<td>District AVT Behaviour Support (based at school) – provides support for students experiencing behaviour difficulties.</td>
<td>Department of Child Safety Nerang Neighbourhood Centre Police Liaison Officer Nerang Early Years’ Centre Lifeline</td>
</tr>
<tr>
<td>Learning Difficulties Support – provides assistance to students with learning difficulties.</td>
<td>Positive Parenting Program – offered to parents</td>
<td>CYMHS Juvenile Aid Bureau Qld Health Services</td>
</tr>
<tr>
<td>Special Education Teacher-support of students with disabilities.</td>
<td>Senior Guidance Officer</td>
<td>Centacare – Catholic Community Service – home based support.</td>
</tr>
<tr>
<td></td>
<td>District – Intensive</td>
<td></td>
</tr>
</tbody>
</table>
Students at William Duncan State School are supported through positive reinforcement and a system of universal, targeted, and intensive behaviour supports by:

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
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 Regulation 1997
- Right to Information Act 2009
- Information Privacy (IP) Act 2009

10. Related policies

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

11. Some related resources

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

Endorsement

Principal  |  P&C President or Chair, School Council  |  Regional Executive Director or Executive Director (Schools)

Effective Date: 1 January 2010 – 31 December 2013
WILLIAM DUNCAN STATE SCHOOL

RESPONSIBLE BEHAVIOUR PLAN FOR STUDENTS

APPENDICES 1 – 13

- The Use of Personal Technology Devices at School
- Procedures for Preventing & Responding to Incidents of Bullying (including Cyberbullying)
- Class Behaviour Notification
- Playground Behaviour Referral
- Responsible Thinking Room – Reflection Sheet
- Responsible Thinking Room – Letter to Parents
- Behaviour Referral
- Behaviour Support Action Plan
- “Gotcha Good Choice” Award
- Office referral/visit – Letter to Parents
- Incident Report
- Bully Busting Reporting Sheet
- School Rules
Appendix 1

The Use of Personal Technology Devices* at School

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

Certain Personal Technology Devices Banned From School

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

Confiscation

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

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

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

Personal Technology Device Etiquette

Bringing personal technology devices to school is not encouraged by the school because of the potential for theft and general distraction and/or disruption associated with them. However, if they are brought to school, they must be turned off and handed to administration staff upon arrival and collected at the end of the school day.

Recording voice and Images

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

We uphold the value of trust and the right to privacy at 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 posting) builds a culture of distrust and disharmony.

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

Recording of events in class is not permitted unless express consent is provided by the class teacher.
A student at school who uses a personal technology device to record private conversations, ordinary school activities (apart from social functions like graduation ceremonies) or violent, illegal or embarrassing matter capable of bringing the school into public disrepute is considered to be in breach of this policy.

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

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

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

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

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

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

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

**Special Circumstances Arrangement**

---

1 Education Queensland does not tolerate bullying behaviour at schools. This includes bullying conducted by electronic means.
Students who require the use of a personal technology device in circumstances that would contravene this policy (for example to assist with a medical condition or other disability or for a special project) should negotiate a special circumstances arrangement with the Deputy Principal or Principal.

* Personal Technology Devices includes, but is not limited to, games devices (such as Portable gaming devices, Tamagotchi®, laptop computers, PDAs, Blackberrys®, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile telephones, iPods® and devices of a similar nature.
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
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.
• **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.
Appendix 3

BEHAVIOUR NOTIFICATION

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

<table>
<thead>
<tr>
<th>Incident and Rule</th>
<th>Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Choice given to follow the rule or go to time out in the classroom.</td>
</tr>
<tr>
<td>2.</td>
<td>Time out for ........minutes. Reminder given that third offence will result in referral to the office.</td>
</tr>
<tr>
<td>3.</td>
<td>Referred to office.</td>
</tr>
</tbody>
</table>

Time sent to office...........

Teacher’s Signature: 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)
- In-school suspension from ..................... to .....................
- External suspension from ..................... to .....................
- Other
PLAYGROUND BEHAVIOUR REFERRAL

(Please complete the following as appropriate to the situation)

NAME: ............................................. ................... YEAR ................. CLASS: ....................

DATE: ......................... TIME: ......................... DUTY AREA: ............................

TEACHER’S NAME: ................................... ................................................... ....................

<table>
<thead>
<tr>
<th>Behaviours with Immediate Consequences</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>FP</td>
<td>Deliberately disrupting others’ games</td>
</tr>
<tr>
<td>FT</td>
<td>Wrestling/tackling/kicking others in play</td>
</tr>
<tr>
<td>FT</td>
<td>Low level fighting/arguing without resulting injury</td>
</tr>
<tr>
<td>FL</td>
<td>Swearing AT another student</td>
</tr>
<tr>
<td>FL</td>
<td>Obscene gestures AT another student</td>
</tr>
<tr>
<td>FP</td>
<td>Spitting, not at anybody</td>
</tr>
<tr>
<td>FD</td>
<td>Refusing to follow clear teacher directions</td>
</tr>
<tr>
<td>FM</td>
<td>Out of bounds</td>
</tr>
<tr>
<td>FM</td>
<td>Playing around toilets</td>
</tr>
</tbody>
</table>

Refer to Responsible Thinking Room for These Behaviours

<table>
<thead>
<tr>
<th>Behaviours with Immediate Consequences</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>FT</td>
<td>Wrestling/tackling/kicking/hitting aggressively and dangerously</td>
</tr>
<tr>
<td>FL</td>
<td>Rudely talking to teachers</td>
</tr>
<tr>
<td>FT</td>
<td>Spitting on others</td>
</tr>
</tbody>
</table>

Send to Office for These Behaviours

<table>
<thead>
<tr>
<th>Behaviours with Immediate Consequences</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>FT</td>
<td>Throwing rocks/sticks/other at another student/teacher/property</td>
</tr>
<tr>
<td>FT</td>
<td>High level fighting</td>
</tr>
<tr>
<td>FL</td>
<td>Swearing at a teacher</td>
</tr>
<tr>
<td>FL</td>
<td>Obscene gestures at a teacher</td>
</tr>
</tbody>
</table>

Duty Teacher’s comments:

................................................................................................................................................
................................................................................................................................................
................................................................................................................................................

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

................................................................................................................................................
................................................................................................................................................

Action/Decision:

................................................................................................................................................
................................................................................................................................................
................................................................................................................................................

[ ] Counselling by administrator
[ ] Parents contacted
[ ] Reflection sheet completed
[ ] Statements to others – e.g. apology
[ ] Responsible Thinking Room
[ ] Internal withdrawal or external suspension (From......................to......................)
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)
Appendix 6

WILLIAM DUNCAN STATE SCHOOL
Alexander Drive
Highland Park QLD 4211
Phone: (07) 5596 3001
Fax: (07) 5596 5947

Dear Parent(s)/ Caregiver

Our school’s Behaviour Management Policy requires staff on playground duty to provide information on incidents that occur during their duty. One of the consequences for inappropriate behaviour may be that your child attends the ‘Responsible Thinking Room’.

The Responsible Thinking Room operates for part of our lunchtime and is run by a staff member. Children are counselled as to how their behaviour impacts on the safety and well being of themselves and the school community. During this ‘Thinking Time’ the child and teacher explore more appropriate choices and the strategies they will need to make these choices.

We are aware that parents are interested in all information regarding their child/ren. This letter is to advise you that ……………………………………… has attended the Responsible Thinking Room on ………………………………

Rules of William Duncan State School

Fair Direction Rule — Follow all reasonable directions the first time they are given.

Fair Treatment Rule — Keep hands feet and objects to yourself.

Fair Communication Rule — 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 and on paths in a safe and orderly manner.

Fair Language Rule — Swearing, name calling, put-downs, teasing and sarcasm are not part of this school

Fair Play Rule — playground behaviour is to allow all children to play safely and free from disruption

Fair Property Rule — All property, school and other, is to be used and cared for appropriately.

Sun Safe Rule — Children will wear hats when working or moving in areas without shade (including undercover areas)

Other Information

...............................................................................................................................................
...............................................................................................................................................

Thank you for your support.

...............................................................................................................................................

Responsible Thinking Room Teacher ........................................ Administrator ..................................
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

__________________________________________________________________________________

__________________________________________________________________________________

__________________________________________________________________________________

October 2009
Dear Parent(s)/ Caregiver

Our school’s Behaviour Management Policy requires staff to provide information regarding poor 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 ……………………………….. has been referred to the office on ………………………………..………..……….. for unacceptable:

- classroom behaviour
- playground behaviour

Rules of William Duncan State School are as follows:

- Fair Direction - Follow all reasonable directions the first time they are given
- Fair Treatment - Keep hands feet and objects to yourself
- Fair Learning and Play Rule - Will 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 Language - Swearing, name calling, put-downs, teasing and sarcasm are not part of this school.
- Fair Play from disruption - Playground behaviour is to allow all children to play safely and free
- Fair Property - All property, school and other, is to be used and cared for appropriately
- Sun Safe - Children to wear hats ensuring sun safety

Other Information

Thank you for your support

Deputy Principal
INCIDENT REPORT

Name:………………………………………………………… Date:……………………

Person Completing Form:………………………………………………………………..

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

### Who has been bullying you?
- ..............................................
- ..............................................

### What has happened?
- Pushed me
- Kicked me
- Punched me
- Hit me
- Called me names
- Teased me
- Took my money
- Damaged my things
- Other things

### 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

### 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?
- ..............................................
- ..............................................
- ..............................................
Are you being bullied?

If ignored, teased, or threatened?

Yes

Always

Is this really a problem?

No

Tell the bully you don’t like what they are doing

Tell a trusted older child

Not enough friends? Join the choir or a team game

Bring a game into school, play games in library

Avoid ‘risky’ situations where possible, stay close to adults

Be proud of yourself. Make a list of your strengths

Don’t be tempted to stay away from school – it won’t solve the problem

Get it off your chest. Draw a picture, write about it

Is there any truth in the name calling? If so, do you need to change?

Try not to make it fun for bullies by tears and tantrums – tell an adult instead

Don’t make things too easy. Look after your possessions and label them clearly.

Have you done anything to encourage the bullying by name-calling, annoying, boasting or showing off?

(Ask a friend)

Tell trusted adults

Talk to your parents

Talk to your friends

MAKE A PLAN

No

What can you do?

Yes

Can you ignore it?

Tell a trusted older child

Not enough friends? Join the choir or a team game

Bring a game into school, play games in library

Avoid ‘risky’ situations where possible, stay close to adults

Be proud of yourself. Make a list of your strengths

Don’t be tempted to stay away from school – it won’t solve the problem

Get it off your chest. Draw a picture, write about it

Is there any truth in the name calling? If so, do you need to change?

Try not to make it fun for bullies by tears and tantrums – tell an adult instead

Don’t make things too easy. Look after your possessions and label them clearly.

Pushed, hit or kicked?

Your things taken or damaged?

Asked for money?
Fair Communication Rule
Fair Direction Rule
Fair Language Rule

Thank you!
Fair Learning and Play Rule

250 ÷ 5
8 + 6

A B C
Fair Property Rule
Fair /Safe Movement Rule
Fair Treatment Rule
Sun Safe Rule