



# Manly West State School

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

Updated December 2017



### School Behaviour

Better Behaviour  
Better Learning



### 1. Purpose

Manly West 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 with a growth mindset in our school community.

### 2. Consultation and data review

Manly West SS developed this plan in collaboration with our school community. Broad consultation with parents, staff and students was undertaken through the 2016 Quadrennial School Review and 2017 community feedback processes. The consultation process included a review of the data sets for this school including learning effort and achievement, attendance, unexplained absences, suspensions and exclusions, behaviour incidents. This plan was endorsed by the Principal and the Chairperson of the School Council in January 2018. It will be reviewed as required by legislation in December 2018.

### 3. Learning and behaviour statement

Learners follow uncommon pathways to common outcomes and at MWSS we differentiate to provide a variety of pathways for our children to explore. Differentiation can be accurately described as practice where teachers continually ask: "What does this student need at this moment in order to be able to progress and what do I need to do to make this happen?" (Tomlinson, CA., 2011). We consider the Responsible Behaviour Plan to be an opportunity for differentiating learning and maximising student growth. Vygotsky's 'Gradual Release of Responsibility Model' is employed to lead students from dependence to interdependence and then independence. This is evidenced when students learn to **self-regulate their behaviour, monitor their attendance and report on their own learning through student-led conferencing.**

Our Responsible Behaviour Plan outlines our systems for facilitating positive learning behaviours and responding to unacceptable behaviours. Through this plan all school community members have clear and consistent expectations and understandings of their role in the educational process. These shared expectations for student behaviour assist Manly West SS to create and maintain a positive and productive learning and teaching environment.

Our school community has identified these four core values to teach and promote high standards of responsible learning behaviour:

- Be a BRIDGE BUILDER:** *be kind and respect the rights of others*
- Be a COLLABORATOR:** *show compassion, contribute and value diversity*
- Be a LEARNER:** *have a growth mindset and stretch yourself as a learner*
- Be a MEANING MAKER:** *use your knowledge and skills to make meaning and take action*

Our school values have been agreed upon and endorsed by all staff and our School Council. 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**

##### **Universal Behaviour Support**

The first step in facilitating standards of positive behaviour is communicating those standards to all students. At Manly West SS we emphasise the importance of directly teaching students the learning behaviours valued by our community. Communicating these behavioural expectations is a form of universal behaviour support - a strategy directed towards all students, designed to support appropriate behaviour choices and provide a framework for responding to unacceptable behaviour. To implement this strategy we use the Behaviour Support Model outlined in a flowchart included with this document **(Appendix 4)**.

At MWSS we value being a Bridge Builder, a Collaborator, a Learner and a Meaning Maker. Year 1-6 students monitor their own acquisition of these learning behaviours by setting goals and achieving Bronze, Silver or Gold levels.

An agreed list of learning behaviour expectations elaborates on the Bronze, Silver and Gold levels for these four core values. This list which is shared below and is presented in the form of a school-wide expectations matrix. It outlines the learning behaviour expectations to be used across each of our school settings.



## MANLY WEST SS SCHOOL-WIDE LEARNING BEHAVIOUR EXPECTATIONS

OUR CORE VALUES	BRONZE LEVEL (SELF) Bronze Wristband	SILVER (ENCOURAGE OTHERS) Silver Wristband Silver screen Movie	GOLD (ROLE MODEL) Gold Wristband Principal's Afternoon Tea (with parents)
<b>Be a BRIDGE BUILDER</b> Be kind and respect the rights of others	<ul style="list-style-type: none"> <li>• Use kind words</li> <li>• Keep your hands, feet and objects to yourself</li> <li>• Walk near the school buildings</li> <li>• Use all equipment safely</li> <li>• Walk to the left up and down the stairs</li> <li>• Put all rubbish in the bin</li> <li>• Strive to be calm when solving conflict</li> <li>• Use Bridge Builder strategies to ask for help when needed</li> </ul>	<ul style="list-style-type: none"> <li>• Build bridges for other students by helping them solve conflict</li> <li>• Accept responsibility for your own actions</li> <li>• Encourage others to make safe choices</li> <li>• Care for the school and your own or other's property</li> <li>• Confidently role model 'respect' when interacting with all adults</li> </ul>	<ul style="list-style-type: none"> <li>• Take the initiative to care for and help your peers and other students</li> <li>• Actively model safe and kind behaviour</li> <li>• Takes the initiative and encourage others to care for our school environment</li> </ul>
<b>Be a COLLABORATOR</b> Show compassion, contribute and value diversity.	<ul style="list-style-type: none"> <li>• Find a way to play together</li> <li>• Wear your correct school uniform and sun-safe hat</li> <li>• Follow adult directions</li> <li>• Use your manners</li> <li>• Show honesty</li> <li>• Follow directions from all school staff, umpires, referees and judges</li> <li>• Show respect for yourself, peers, team mates, officials, and your opponents and their skills</li> </ul>	<ul style="list-style-type: none"> <li>• Be cooperative and helpful with adults and other children</li> <li>• Welcome new children and staff into our school</li> <li>• Willingly include others in activities</li> <li>• Encourage team members</li> </ul>	<ul style="list-style-type: none"> <li>• Consistently display honesty and integrity</li> <li>• Actively ensure that other children are included</li> </ul>
<b>Be a LEARNER</b> Have a growth mindset and stretch yourself as a learner.	<ul style="list-style-type: none"> <li>• Set your learning goals</li> <li>• Aim for your personal best</li> <li>• Have a go even if you don't know</li> <li>• Listen</li> <li>• Ask and answer questions</li> <li>• Take responsibility for your own behaviour and performance, and work hard</li> <li>• Be a good sport</li> </ul>	<ul style="list-style-type: none"> <li>• Celebrate your mistakes</li> <li>• Embrace challenges and mistakes</li> <li>• Have a go at some extra-curricular activities</li> <li>• Encourage others to be a learner</li> </ul>	<ul style="list-style-type: none"> <li>• Attempt learning beyond the school gate and share your learning with Manly West students and staff</li> </ul>
<b>Be a MEANING MAKER</b> Use your knowledge and skills to understand and take action.	<ul style="list-style-type: none"> <li>• Strive to follow your class routines that support you to be organised for the day</li> <li>• Be in the right place at the right time</li> <li>• Listen to the speaker</li> <li>• Finish what you have started</li> </ul>	<ul style="list-style-type: none"> <li>• Manage your own time effectively</li> <li>• Listen well in every class</li> <li>• Be a respectful audience member</li> <li>• Present your work neatly</li> </ul>	<ul style="list-style-type: none"> <li>• Achieve your personal best in learning in every subject area</li> <li>• Be a learning role model</li> </ul>

### **The learning behaviour expectations listed above are communicated to students through:**

- Each class tuning into the new school year with an exploration of these four core values, awareness of the designated playground areas and playground games. In this process each class develops their own classroom expectations, practices the 4 prompt questions (listed below) and develops their class team meeting structure which they will use for future discussions.
- Behaviour lessons conducted by teachers for students on how to put these learning behaviours into action. These lessons include how to respond when other students display unacceptable behaviour and when a staff member re-directs their behaviour or consequences are applied.
- Reinforcement of learning from these behaviour lessons occurs on our school parade and in active supervision by staff during classroom and non-classroom activities.
- Displays of the behaviour expectations on all buildings, playgrounds and in the school newsletter.
- Celebration of student effort and growth towards mastery of learning behaviours through their classroom and whole school reward systems.
- Our school code of conduct policy - a list of agreed behaviours for use by all community members.

### **We aim to increase the quantity and quality of positive behaviour choices through consistent use of these proactive strategies:**

- Induction and enrolment information processes for new students, parents and staff including Year Level team planning, Step-Up Day and Parent information sessions in Week 3 of Term 1;
- Community education (face-to-face and online) for parents to be actively involved in supporting their child's positive behaviour growth, e.g. the school website, newsletter and facebook, Cybersafety, the BRIDGE BUILDERS Program, Managing Young Children's Program and 1,2,3 Magic Parenting and Emotion Coaching;
- The BRIDGE BUILDERS Program for students to learn problem-solving strategies for social situations: Calm your Mind and Body, Ask them to stop, Ignore-Don't React, Share – Take Turns, Talk and Listen, Be Kind, Make an Agreement, Apologise, Let It Go;
- Fluorescent vests on playground duty and wearing of name badges for easy identification;
- School-wide safety drill practice and safety alert notification to parents through our SMS system;
- On-going professional learning for school staff through sharing of best practice and Essential Skills and Functional Behaviour Analysis **(Appendix 12)**;
- Implementation of specific policies to address:
  - the use of personal property technology devices at school **(Appendix 1)** *Appropriate Use of Mobile Telephones and other Electronic Equipment by Students*
  - procedures for preventing and responding to incidents of bullying (including cyberbullying and recording incidents for data collection) **(Appendix 2)**
  - procedures regarding the use or possession of weapons including knives and any other items that could be considered a weapon in school **(Appendix 3)**.

### **We reinforce these expected learning behaviours by:**

Communicating our acknowledgement of effort and growth and providing students with feedback on engagement in expected learning behaviours. A formal recognition and monitoring system has been developed 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. We choose to use 'growth' to engage students in appropriate learning behaviours.

- Gold, Silver or Bronze level awards – Gold (gold badge and celebration with parents and the Principal), Silver (silver badge and end of term Silver Screen movie), Bronze (bronze wristband). Certificates are given on parade as these levels are achieved and recorded on OneSchool – positive record;
- Principal's Award (Weekly) – a behaviour statement or certificate shared on parade for selected students who consistently demonstrate effort or growth towards their learning goals;
- 'Caught Being a Good Learner' slip – completed by any school staff member. Awarded to students 'caught' following the 4 school rules in the playground. Each week 4 slips are drawn out of a box on parade and the selected students win a tuckshop voucher **(Appendix 8 – Caught Being a Good Learner slip)**;
- Book Box Award – students are nominated by a staff member for consistently demonstrating effort OR growth during learning. Students self-select a book prize and a name plate is glued into the book. (located in Principal's Office);
- Happy Hour – staff nominate a student to the principal for learning growth or effort. The principal shares this achievement with the child's parent/s through a phone call or letter home. (Recorded on OneSchool – positive record)

**We respond to unacceptable behaviour choices by:**

Communicating that students come to Manly West SS to learn. Behaviour choices represent important learning on how to get along with others. When unacceptable behaviour choices are made, students experience consequences depending on whether their behaviour is Minor or Major. Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour choice. The table below describes behaviours and the consequences that may occur for Minor and Major unacceptable behaviours.

CONSEQUENCES FOR MINOR AND MAJOR UNACCEPTABLE BEHAVIOUR CHOICES					
	Category	Minor (to Class Teacher)	Consequences	Major (to Admin)	Consequences
Bridge Builder, Collaborator, Learner, Meaning Maker	Movement around school	<ul style="list-style-type: none"> <li>Running on concrete,</li> <li>Unsafe movement</li> <li>Riding wheels in school</li> </ul>	Rule reminder Time-out, go back and walk		(ILP = Individual Learning Plan)
	Inappropriate play	<ul style="list-style-type: none"> <li>Playing in toilets</li> <li>Incorrect use of equipment</li> <li>Inappropriate/unsafe games</li> </ul>	Rule reminder Time-out	<ul style="list-style-type: none"> <li>Throwing objects causing injury</li> <li>Possession of weapons</li> </ul>	<ul style="list-style-type: none"> <li>Apology</li> <li>Playground plan</li> <li>Parent contact.</li> <li>1-5 day suspension, contract,</li> <li>5-20 day suspension ILP, Exclusion</li> </ul>
	Physical contact	<ul style="list-style-type: none"> <li>Minor physical contact (eg: pushing and shoving)</li> </ul>	Apology Time-out Buddy Class	<ul style="list-style-type: none"> <li>Serious Physical aggression</li> <li>Fighting</li> </ul>	<ul style="list-style-type: none"> <li>Apology, playground plan</li> <li>NVCI if needed</li> <li>Parent contact.</li> <li>1-20 day suspension.</li> <li>Contract, ILP, Exclusion</li> </ul>
	Dress Code	<ul style="list-style-type: none"> <li>Not wearing a hat</li> <li>Not wearing shoes</li> <li>Wearing make-up, nail polish or jewellery</li> </ul>	Rule reminder Time-out Remove make-up, nail polish or jewellery	<ul style="list-style-type: none"> <li>Persistently wearing make-up, nail polish or jewellery or other uniform infringement</li> </ul>	<ul style="list-style-type: none"> <li>Apology</li> <li>Parents contacted.</li> <li>1-5 day suspension.</li> </ul>
	Other			<ul style="list-style-type: none"> <li>Possess or sell drugs</li> </ul>	<ul style="list-style-type: none"> <li>Parents and police contacted</li> <li>Exclusion</li> </ul>
Bridge Builder, Collaborator, Learner, Meaning Maker	Class tasks	<ul style="list-style-type: none"> <li>Refusing to work</li> </ul>	Buddy class	<ul style="list-style-type: none"> <li>Persistent refusal to work/ class disruption</li> </ul>	<ul style="list-style-type: none"> <li>Parents contacted.</li> <li>1-5 day suspension</li> <li>Contract, ILP</li> </ul>
	Being in the right place	<ul style="list-style-type: none"> <li>Not being punctual (eg: lateness after breaks)</li> <li>Not in the right place at the right time</li> </ul>	Rule reminder Time-out Buddy Class	<ul style="list-style-type: none"> <li>Leaving class or school without permission (out of sight)</li> <li>Persistently late or not in right place</li> </ul>	<ul style="list-style-type: none"> <li>Community Service</li> <li>Playground Plan</li> <li>Parent contact.</li> <li>In school 1-5 day suspension, Contract</li> </ul>
	Follow instructions	<ul style="list-style-type: none"> <li>Low intensity failure to respond to adult request</li> <li>Minor unco-operative / defiant behaviour</li> </ul>	Rule reminder Apology Time-out Buddy Class	<ul style="list-style-type: none"> <li>Persistent non compliance</li> <li>Major defiance</li> </ul>	<ul style="list-style-type: none"> <li>Community Service, Apology, Playground Plan</li> <li>Parents contacted. In school/out of school,</li> <li>1-5 day suspension</li> <li>Contract, ILP</li> </ul>
	Accept consequences	<ul style="list-style-type: none"> <li>Minor dishonesty</li> </ul>	Time-out Buddy Class	<ul style="list-style-type: none"> <li>Major dishonesty</li> </ul>	<ul style="list-style-type: none"> <li>Parent contact.</li> <li>Restitution</li> <li>Police may be contacted.</li> <li>1-20 day Suspension</li> </ul>
	Rubbish	<ul style="list-style-type: none"> <li>Littering</li> </ul>	Redirect to clean up	<ul style="list-style-type: none"> <li>Persistent littering</li> </ul>	<ul style="list-style-type: none"> <li>Community Service</li> </ul>
	Mobile Phone	<ul style="list-style-type: none"> <li>Mobile phone switched on in school without permission</li> </ul>	Reminder - student to take phone to office	<ul style="list-style-type: none"> <li>Use of a mobile phone in school for voicemail, email, SMS or filming without authorisation</li> </ul>	<ul style="list-style-type: none"> <li>Community Service</li> <li>Parent contact.</li> <li>Confiscate phone.</li> <li>1-20 day suspension,</li> <li>Contract, ILP, police contact</li> </ul>
Bridge Builder, Collaborator, Learner, Meaning Maker	Language	<ul style="list-style-type: none"> <li>Inappropriate language (written/verbal)</li> <li>Calling out</li> <li>Disrespectful tone</li> </ul>	Apology Time-out Buddy class	<ul style="list-style-type: none"> <li>Offensive language</li> <li>Aggressive language</li> <li>Verbal abuse / directed profanity</li> </ul>	<ul style="list-style-type: none"> <li>Community Service, Apology, Playground Plan</li> <li>Parents contacted</li> <li>Community Service</li> <li>1-20 day suspension</li> </ul>
	Property	<ul style="list-style-type: none"> <li>Petty theft</li> <li>Lack of care for the environment</li> </ul>	Restitution Time-out Clean up area	<ul style="list-style-type: none"> <li>Stealing / major theft</li> <li>Wilful property damage</li> <li>Vandalism</li> </ul>	<ul style="list-style-type: none"> <li>Restitution, Community Service, Parent contact,</li> <li>5-20 day suspension. Contract, ILP, police contact. Exclusion</li> </ul>
	Others	<ul style="list-style-type: none"> <li>Playing unfairly – excluding others</li> <li>Minor disruption to class</li> <li>Minor bullying / harassment</li> </ul>	Time-out Apology Buddy Class	<ul style="list-style-type: none"> <li>Major bullying / harassment</li> <li>Major disruption to class</li> <li>Blatant disrespect</li> </ul>	<ul style="list-style-type: none"> <li>Community Service, Apology, Playground Plan</li> <li>Parent contact. 1-5 day suspension, contract. ILP.</li> <li>5-20 day suspension. Exclusion.</li> </ul>

### **We re-direct low-level and infrequent inappropriate behaviour choices (Minor):**

When a student chooses to exhibit low-level or infrequent inappropriate behaviour, the first response of staff is to remind the student of expected learning behaviours, and then ask them to change their behaviour so that it aligns with school expectations. Our preferred way of re-directing low-level problem behaviour is listed in the table above as **Minor behaviours** and also below with **key prompts**. This encourages students to reflect on their own behaviour choice, evaluate it against expected school behaviour, and choose how they will modify their behaviour to achieve appropriate learning behaviours. The purpose of this is to provide an opportunity for the students to learn social skills which will enable them to be a respectful, contributing community member.

The following 4 key prompts are used by all staff to ensure consistency of language. These questions aim to support students to think about their choices and set goals for positive behaviour.

1. **What are you doing?**
2. **What is the school rule?**
3. **What should you be doing?**
4. **What are you going to do next time? (learning goal)**

### **We provide targeted behaviour support (Major):**

Each year a small number students are identified through their behaviour choices as needing targeted behaviour support. In most cases their unacceptable behaviour may not be immediately regarded as severe, but the frequency of their behaviours may put their learning and social success at risk if not addressed in a timely manner. These students may attract one or more of the following responses as per the consequences table above:

- Community Service **(Appendix 10)**
- A Playground Plan **(Appendix 11)**
- A Student Support Team referral form **(Appendix 5)**
- A Behaviour Contract **(Appendix 9)**
- Classroom adjustments recorded in an Individual Learning Plan (ILP) on OneSchool. The ILP identifies adjustments required to support the student across all classroom and non-classroom settings. The ILP is co-constructed by the student, classroom teacher, parent, the School Deputy Principal/Principal and where necessary the Guidance Officer and/or Behaviour Support Services. The inclusion of Behaviour Support Services is used as a professional learning opportunity for school staff.

The ILP includes increased daily opportunities to receive positive contact with the class teacher, additional support from a buddy teacher and increased opportunities to receive positive reinforcement from Deputy Principal/Principal or Guidance Officer. Where required, adjustments may include academic support, adult mentoring or intensive social skills training; eg Cooking Club, Kitchen Garden Social Skills program, Silky Oaks Haven drumbeat, Behaviour Support team anger management.

ILP support is coordinated by the Student Support Team with Deputy Principal/Principal, Guidance Officer and staff involvement. All staff members are provided with continuous professional development consisting of ILP development and implementation support, Essential Skills, the referral, response, review and reporting responsibilities of staff for the students being supported.

Students whose behaviour does not improve after support with an ILP, or whose previous behaviour indicates a need for specialised intervention, are provided with intensive behaviour support.

### **We provide intensive behaviour support through our Student Support Team:**

Manly West SS is committed to educating all students, including those with the highest behavioural support needs. We recognise that students with highly complex and challenging behaviours may need comprehensive systems of support that require regular reviews in consultation with parents/caregivers and other relevant specialist staff. The Student Support Team:

- works with other staff to develop appropriate behaviour expectations and strategies
- monitors the impact of support for individual students through continuous data collection
- provides consistent strategies & adjustments outlined in the Individual Learning Plan
- works with the School Administration to achieve continuity and consistency



- supports student learning by accessing outside agencies eg Behaviour Support Services.
- Seek the support of the Non-violent Crisis Intervention Team if this is deemed necessary under the EQ guidelines.

The Student Support Team (SST) has a simple and quick referral system **(Appendix 6)**. Following referral, the SST works with the class teacher to begin a support process. The support process may involve individuals from other agencies who are already working with the student and their family, a representative from the school's administration and specialist behaviour services staff.

## 5. Consequences for inappropriate or unacceptable behaviour

Manly West SS makes systematic efforts to prevent inappropriate or unacceptable behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When these behaviour incidents occur, it is important that consequences are predictable. Our school seeks to ensure that responses to inappropriate or unacceptable behaviour are consistent and proportionate to the nature of the behaviour. These responses are outlined above in the table of Behaviours & Consequences.

A referral form **(Appendix 5)** is used to record all minor and major problem behaviour. Positive actions and behaviour incidents are recorded on OneSchool.

### Minor and major behaviours

When responding to behaviour incidents, the staff member determines if the problem behaviour is minor or major, with the following agreed understanding:

- **Minor** behaviour incidents are handled by staff members at the time it happens
- **Major** behaviour incidents are referred directly to the school Administration team

**Minor** problem behaviours are those that:

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

**Minor** problem behaviours may result in the following consequences:

- a minor consequence logically connected to the inappropriate behaviour, such as complete removal from an activity or event for a specified period of time, partial removal (time away), individual meeting with the student, apology, restitution or detention for work completion.
- a re-direction process where a staff member takes the student aside and:
  1. names the behaviour that student is displaying
  2. asks student to name expected school behaviour
  3. states and explains expected school behaviour if necessary
  4. gives positive verbal acknowledgement for expected school behaviour.

**Major** behaviours are those that:

- significantly violate the rights of others
- put others / self at risk of harm
- require the involvement of school Administration.

**Major** behaviours result in an immediate referral to school Administration because of their seriousness. When major unacceptable behaviour occurs, staff members calmly state the behaviour and remind the student of expected school behaviour. The staff member then escorts the student to Administration. A report of the student's behaviour is recorded on OneSchool.

### Definition of consequences\*

<b>Time out</b>	A principal or school staff may use time out as a strategy for students to manage their own behaviour and to assist the student to calm down. During time out, student is to be supervised and given an opportunity to re-join class in intervals of no more than 10 minutes.
<b>Community Service</b>	A principal or teacher may use community service time for students to learn social skills which will enable them to be an effective member of our school community. Community Service is no more than 20 minutes during school lunch.

<b>Detention</b>	A principal or teacher may use detention as a consequence for disobedience, misconduct, or other breaches of school expectations. A detention is no more than 20 minutes during school lunch or 30 minutes after school (parent will be contacted before after school detention is imposed).
<b>Temporary Removal of Property</b>	A principal or staff member of Manly West SS has the power to temporarily remove property from a student, as per the procedure <a href="#">Temporary Removal of Student Property by School Staff</a> .

<b>School Disciplinary Absences (SDA)</b>	
<b>Suspension</b>	A principal may suspend a student from school under the following circumstances: <ul style="list-style-type: none"> <li>▪ disobedience</li> <li>▪ misbehaviour</li> <li>▪ conduct that adversely affects, or is likely to adversely affect, other students enrolled at the school</li> <li>▪ conduct that adversely affects, or is likely to adversely affect, the good order and management of the school</li> <li>▪ the student's attendance at the school poses an unacceptable risk to the safety or wellbeing of other students or staff of the school</li> </ul>
<b>Discipline Improvement Plan (Manly West Individual Student Behaviour Contract)</b>	If the student behaviour warrants, at the suspension re-entry meeting the Principal will develop a Discipline Improvement Plan in consultation with the student and parent. This plan may be adjusted where needed by the class teacher.  A Discipline Improvement Plan requires the student to undertake a behaviour management program arranged by the school's principal. The program must be: <ul style="list-style-type: none"> <li>▪ reasonably appropriate to the challenging behaviour</li> <li>▪ conducted by an appropriately qualified person</li> <li>▪ designed to help the student not to re-engage in the challenging behaviour</li> <li>▪ no longer than three months</li> </ul>
<b>Proposed exclusion or recommended exclusion</b>	A student may be suspended pending a decision to exclude when the student's behaviour is so serious that suspension of the student from the school would be inadequate to deal with the behaviour. A student may be suspended or excluded for the following reasons: <ul style="list-style-type: none"> <li>▪ disobedience</li> <li>▪ misconduct</li> <li>▪ other conduct that is prejudicial to the good order and management of the school, or</li> <li>▪ breach of Behaviour Improvement Conditions.</li> </ul>
<b>Cancellation of enrolment</b>	The enrolment of a post compulsory school age student may be cancelled if the student's behaviour amounts to a refusal to participate in the educational program provided at the school.

\*Refer to departmental procedure [Safe, Supportive and Disciplined School Environment](#) for further details.

### **We relate inappropriate or unacceptable behaviour to expected school behaviours:**

When responding to inappropriate or unacceptable behaviours, staff members ensure that students understand the relationship of the behaviour to expected school behaviour. All staff members use key prompts to achieve this:

1. **What are you doing?**
2. **What is the school rule?**
3. **What should you be doing?**
4. **What are you going to do next time? (learning goal)**

Should an inappropriate or unacceptable behaviour be repeated, the staff member may not repeat the key prompts but simply remind the student of the consequences of their problem behaviour.

### **We ensure consistent responses to inappropriate or unacceptable behaviour:**

At MWSS, staff members authorised to issue consequences for behaviour incidents are provided with appropriate professional training, which is aimed at ensuring consistent responses to behaviour incidents across the school.

Students also receive training about how to respond when other students display inappropriate or unacceptable behaviour. The courteous way to respond when a staff member redirects a student's



behaviour is taught and rehearsed to reduce the impact of peer engagement in the behaviour incident.

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

- in the event of a serious, one-off behaviour incident or
- after consideration has been given to all other responses.
- on return from an SDA the student co-constructs a behaviour contract (**Appendix 9**).

## 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 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 Manly West'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:

- Physical intervention incident report (**Appendix 7**)
- [Health and Safety incident record](#) (link)
- Debriefing report (for student and staff) (**Appendix 7**).

## **7. Network of student support**

Students at Manly West SS are supported through positive reinforcement and a system of universal, targeted, and intensive behaviour supports by:

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

Support is also available through the following government and community agencies:

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

## **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. Manly West SS considers the individual circumstances of students when applying support and consequences by:

- promoting an environment which is responsive to the diverse needs of its students
- establishing procedures for applying fair, equitable and non-violent consequences for infringement of the code ranging from the least intrusive sanctions to the most stringent
- recognising and taking into account information relevant to the students' age, gender, disability, cultural background, socioeconomic situation, mental health and wellbeing, emotional state (such as individualised learning plan or individual education plan), and
- recognising the rights of all students to:

- express opinions in an appropriate manner and at the appropriate time
- work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation
- receive adjustments appropriate to their learning and/or impairment needs
- provide written or verbal statements that will be taken into consideration in the decision making processes
- ensure that processes maintain the dignity, respect, privacy and confidentiality of the student, consistent with the rights of the rest of the community.

## 9. Related legislation

- Commonwealth Disability Discrimination Act 1992
- Commonwealth Disability Standards for Education 2005
- Education (General Provisions) Act 2006
- Education (General Provisions) Regulation 2006
- Criminal Code Act 1899
- Anti-Discrimination Act 1991
- Commission for Children and Young People and Child Guardian Act 2000
- Judicial Review Act 1991
- Workplace Health and Safety Act 1995
- 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](#)

### The Use of Personal Technology Devices\* at School

#### ICT program team

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

#### **Certain Personal Technology Devices Banned From School**

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

#### **Confiscation**

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

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

Students who have a personal technology device confiscated 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. If they are brought to school, they must be handed in to the office at the start of the day and collected at the end of the day.

On occasions a teacher may ask students to bring a personal technology device for a class project. In this case it must be accessed by the student only under the direction of the teacher.

If a child with a personal technology device is leaving the school grounds and not returning to school, for example, to participate in an excursion or a sport, the personal technology device must be turned off and out of sight until 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 Manly West SS. Students using personal technology devices to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks etc) to disseminate to others (including distribution by phone or internet posting) build a culture of distrust and disharmony.

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

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

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

Even where consent is obtained for such recording, the school will not tolerate images or sound captured by personal technology devices on the school premises or elsewhere being disseminated to others, if it is done for the purpose of causing embarrassment to individuals or the school, for the purpose of bullying<sup>1</sup>, 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 proposal/recommendation for exclusion).

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

### **Text communication**

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

### **Assumption of cheating**

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

### **Recording Private Conversations and the *Invasion of Privacy Act 1971***

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

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

---

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

### **Special Circumstances Arrangement**

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

### **Inappropriate behaviour outside of school hours**

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

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



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

#### Purpose

1. Manly West SS strives to create positive, predictable environments for all students at all times of the day. The disciplined teaching environment that we are creating is essential to:
  - achieving overall school improvement, including the effectiveness and efficiency of our student support procedures
  - raising achievement and attendance
  - promoting equality and diversity and
  - ensuring the safety and well-being of all members of the school community.
2. There is no place for bullying in Manly West SS. Research indicates that both those being bullied and those who bully are at risk for behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community's goals and efforts for supporting all students.
3. Bullying behaviours that will not be tolerated at Manly West SS 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 Manly West SS there is broad agreement among students, staff and parents that bullying is an 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, is several or more 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 Manly West SS are an addition to our already research-validated school wide positive behaviour support processes. This means that all students are being explicitly taught the expected school behaviours and receiving high levels of social acknowledgement for doing so. Adding lessons on bullying and how to prevent and respond to it is a subset of procedures that our students are already accustomed to.

## Prevention

8. Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, our school wide universal behaviour support practices will be maintained at all times. This will ensure that:
  - Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour
  - All students know the **4 school rules** and have been taught the expected behaviours attached to each rule in all areas of the school
  - All students have been or are being taught the specific routines in the non-classroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms
  - All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the non-classroom areas of the school
  - A high level of quality active supervision is a permanent staff routine in the non-classroom areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the non-classroom areas.
9. Cyberbullying often does not occur at school. Students are explicitly taught Cyber safety for example how to safely conduct and internet search, what cyberbullying is and what they should do if they receive unwanted messages including for example:
  - Not to respond to messages but keep them to report to parents and/or teachers immediately
  - Report any instances they see as a bystander of cyberbullying to parents and/or teachers immediately.

Manly West SS will then investigate and respond to any incident of cyberbullying.

10. The student curriculum modules of the anti-bullying process consist of lessons taught by all teachers in all classrooms to a school wide schedule of instruction. At all times simultaneous instruction is our goal, in order to maintain consistency of skill acquisition across the school.
11. An initial introductory lesson is delivered, which teaches the process to be used by all students when experiencing bullying behaviour either as a person being bullied, the person bullying or bystander. (Refer - Bridge Builder teacher text)

12. The introductory lesson is followed by several shorter lessons, each of which focuses on one of the bullying behaviours that the school has identified and defined. These lessons include instruction on how to approach adults and also on what reactions and systemic responses they should expect from adults. (Refer - Bridge Builder teacher text)
  13. Research indicates that a common outcome of anti-bullying programming is an improvement in understanding of bullying but little change in the frequency or nature of actual bullying behaviour. One of the reasons cited for this outcome is the lack of behavioural rehearsal in the programming. The anti-bullying process at Manly West SS takes care to combine knowledge with practice in a process of active learning, so that students understand by 'doing' as much as by 'knowing'.
  14. Manly West SS uses behavioural data for decision-making. This data is entered into our database on One School and can be recalled as summary reports at any time. This facility allows the school to track the effectiveness of its anti-bullying process, to make any necessary adjustments, and to identify specific bullying behaviours that may need to be revisited or revised in the instructional process.
-

## WORKING TOGETHER TO KEEP Manly West SS SAFE

We can work together to keep knives out of school. At Manly West SS:

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

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

### What kinds of knife are banned?

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

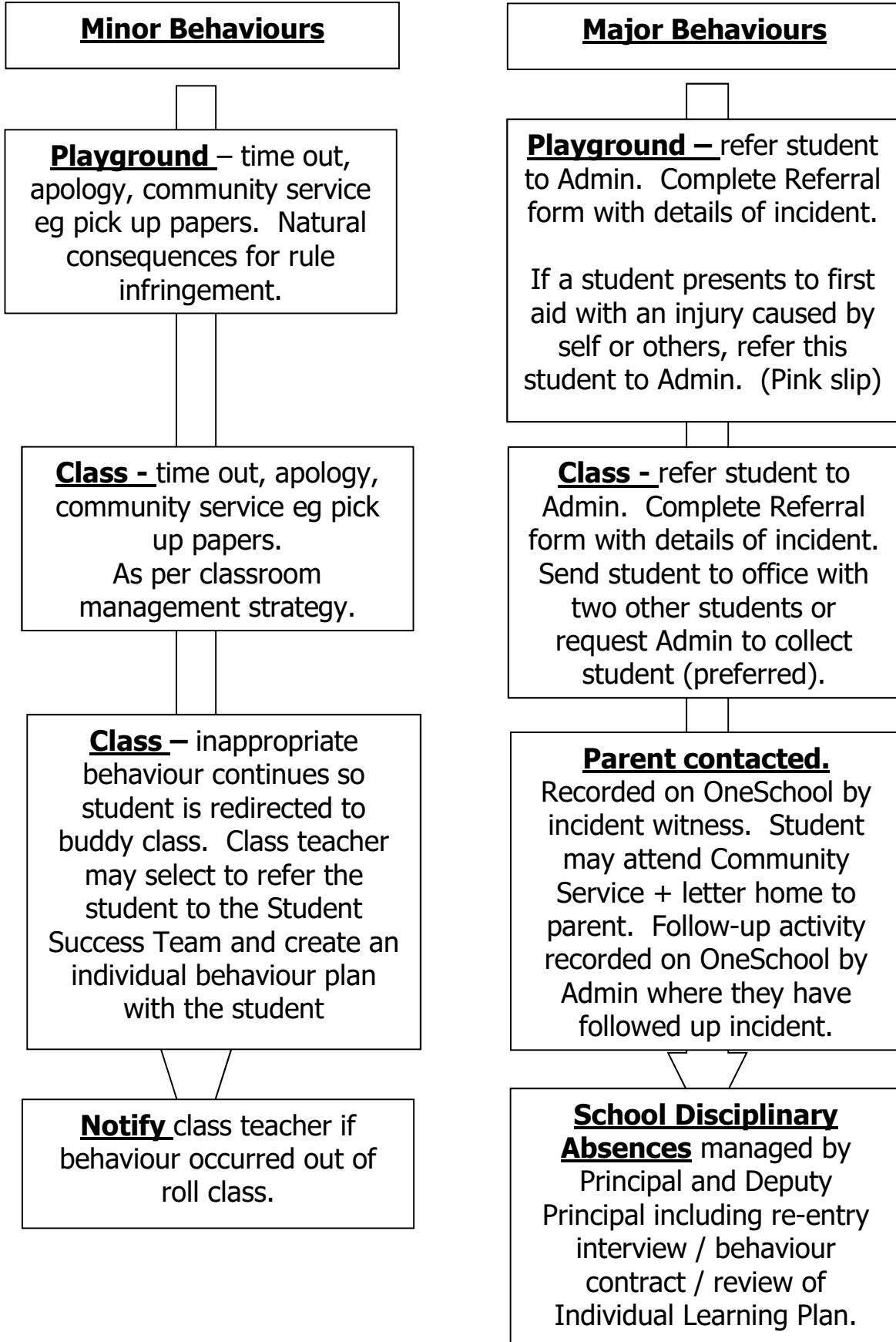
The Principal can take action against a student who brings a knife to school.

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

### How can parents help to keep Manly West SS safe?

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

**Referral Flowchart**  
**Staff Member Observes Behaviour and Responds with:**



## SAMPLE LETTER TO PARENT

Manly West State School  
Active Minds, Bright Futures



*Manly West SS expectations – be a bridge builder, a collaborator, a learner and a meaning maker.*

Date

Dear Parent/Caregiver,

As part of our Responsible Behaviour Program school staff have conversations with students about the learning behaviour choices they make in the playground and the classroom. This is a very important aspect of decision making and relationship building as they move through the school from one year level to the next.

Today I needed to speak to **Sean** about the playground choices he was making **with a group of other Year 4 students**. This behaviour took place **in the toilets where toilet paper was being thrown around**. In making this behaviour choice **Sean** has breached the code of school behaviour for Manly West SS students.

The students were all spoken to about why we have these rules and what can happen when these rules are broken. The consequences for **Sean's** behaviour are:

- **Sean** has also been asked to replace the roll of toilet paper he wasted at Morning tea.
- Each of the students has been given a 'community service' session
- Follow up during the week will take place with playground monitoring.

I have asked **Sean** to give this letter to you and to have you sign the attached form as part of our communication between home and school. I am sure **Sean** will make a successful re-entry into the playground and will think carefully about the choices he is making and how it impacts on himself and others.

Yours sincerely,

Lisa Morrison  
Principal

.....  
Please sign and return to the school office.

Dear Ms Morrison,

Thank you for your letter regarding playground/classroom choices. I am aware that **Sean** needs to think more carefully about his choices.

\_\_\_\_\_  
(Parent signature)

Principal: Lisa Morrison  
A/Deputy Principal: Petra von Richter  
Phone: 07 3906 8333 – Fax: 07 3906 8300

Manly West State School  
226 Manly Rd, Manly West Qld 4179  
Website: [www.manlywestss.eq.ed.au](http://www.manlywestss.eq.ed.au)





## MWSS INCIDENT & INJURY REFERRAL FORM (pink)

- MINOR** issues - help students use these BRIDGE BUILDER strategies:  
*Calm your Mind and Body, Ask them to stop, Ignore-Don't React, Share – Take Turns, Talk and Listen, Be Kind, Make an Agreement, Apologise, Let It Go*
- MAJOR** issues or **INJURY** - complete this form and send it to the office with child/ren involved.

<b>Who? Student Name/s:</b>			<b>Where?</b>	
<b>Date:</b>	<b>Time:</b>	<b>Class:</b>	Playground	
<b>Referring staff name:</b>			Specialist Lesson	
			Classroom	
			Other	

Tick if First Aid required

Details of Incident / Issues (circle below)

	Category	Minor (to Class Teacher)	Consequences	Major (to Admin)	Consequences
Bridge Builder, Collaborator, Learner, Meaning Maker	Movement around school	<ul style="list-style-type: none"> <li>Running on concrete,</li> <li>Unsafe movement</li> <li>Riding wheels in school</li> </ul>	Rule reminder Time-out, go back and walk		(ILP = Individual Learning Plan)
	Inappropriate play	<ul style="list-style-type: none"> <li>Playing in toilets</li> <li>Incorrect use of equipment</li> <li>Inappropriate/unsafe games</li> </ul>	Rule reminder Time-out	<ul style="list-style-type: none"> <li>Throwing objects causing injury</li> <li>Possession of weapons</li> </ul>	<ul style="list-style-type: none"> <li>Apology</li> <li>Playground plan</li> <li>Parent contact.</li> <li>1-5 day suspension, contract,</li> <li>5-20 day suspension ILP, Exclusion</li> </ul>
	Physical contact	<ul style="list-style-type: none"> <li>Minor physical contact (eg: pushing and shoving)</li> </ul>	Apology Time-out Buddy Class	<ul style="list-style-type: none"> <li>Serious Physical aggression</li> <li>Fighting</li> </ul>	<ul style="list-style-type: none"> <li>Apology, playground plan</li> <li>NVCI if needed</li> <li>Parent contact.</li> <li>1-20 day suspension.</li> <li>Contract, ILP, Exclusion</li> </ul>
	Dress Code	<ul style="list-style-type: none"> <li>Not wearing a hat</li> <li>Not wearing shoes</li> <li>Wearing make-up, nail polish or jewellery</li> </ul>	Rule reminder Time-out Remove make-up, nail polish or jewellery	<ul style="list-style-type: none"> <li>Persistently wearing make-up, nail polish or jewellery or other uniform infringement</li> </ul>	<ul style="list-style-type: none"> <li>Apology</li> <li>Parents contacted.</li> <li>1-5 day suspension.</li> </ul>
	Other			<ul style="list-style-type: none"> <li>Possess or sell drugs</li> </ul>	<ul style="list-style-type: none"> <li>Parents and police contacted</li> <li>Exclusion</li> </ul>
Bridge Builder, Collaborator, Learner, Meaning Maker	Class tasks	<ul style="list-style-type: none"> <li>Refusing to work</li> </ul>	Buddy class	<ul style="list-style-type: none"> <li>Persistent refusal to work/ class disruption</li> </ul>	<ul style="list-style-type: none"> <li>Parents contacted.</li> <li>1-5 day suspension</li> <li>Contract, ILP</li> </ul>
	Being in the right place	<ul style="list-style-type: none"> <li>Not being punctual (eg: lateness after breaks)</li> <li>Not in the right place at the right time</li> </ul>	Rule reminder Time-out Buddy Class	<ul style="list-style-type: none"> <li>Leaving class or school without permission (out of sight)</li> <li>Persistently late or not in right place</li> </ul>	<ul style="list-style-type: none"> <li>Community Service</li> <li>Playground Plan</li> <li>Parent contact.</li> <li>In school 1-5 day suspension, Contract</li> </ul>
	Follow instructions	<ul style="list-style-type: none"> <li>Low intensity failure to respond to adult request</li> <li>Minor unco-operative / defiant behaviour</li> </ul>	Rule reminder Apology Time-out Buddy Class	<ul style="list-style-type: none"> <li>Persistent non compliance</li> <li>Major defiance</li> </ul>	<ul style="list-style-type: none"> <li>Community Service, Apology, Playground Plan</li> <li>Parents contacted. In school/out of school,</li> <li>1-5 day suspension</li> </ul>

	Accept consequences	<ul style="list-style-type: none"> <li>Minor dishonesty</li> </ul>	Time-out Buddy Class	<ul style="list-style-type: none"> <li>Major dishonesty</li> </ul>	<ul style="list-style-type: none"> <li>Contract, ILP</li> <li>Parent contact.</li> <li>Restitution</li> <li>Police may be contacted.</li> <li>1-20 day Suspension</li> </ul>
	Rubbish	<ul style="list-style-type: none"> <li>Littering</li> </ul>	Redirect to clean up	<ul style="list-style-type: none"> <li>Persistent littering</li> </ul>	<ul style="list-style-type: none"> <li>Community Service</li> </ul>
	Mobile Phone	<ul style="list-style-type: none"> <li>Mobile phone switched on in school without permission</li> </ul>	Reminder - student to take phone to office	<ul style="list-style-type: none"> <li>Use of a mobile phone in school for voicemail, email, SMS or filming without authorisation</li> </ul>	<ul style="list-style-type: none"> <li>Community Service</li> <li>Parent contact.</li> <li>Confiscate phone.</li> <li>1-20 day suspension,</li> <li>Contract, ILP, police contact</li> </ul>
Bridge Builder, Collaborator, Learner, Meaning Maker	Language	<ul style="list-style-type: none"> <li>Inappropriate language (written/verbal)</li> <li>Calling out</li> <li>Disrespectful tone</li> </ul>	Apology Time-out Buddy class	<ul style="list-style-type: none"> <li>Offensive language</li> <li>Aggressive language</li> <li>Verbal abuse / directed profanity</li> </ul>	<ul style="list-style-type: none"> <li>Community Service, Apology, Playground Plan</li> <li>Parents contacted</li> <li>Community Service</li> <li>1-20 day suspension</li> </ul>
	Property	<ul style="list-style-type: none"> <li>Petty theft</li> <li>Lack of care for the environment</li> </ul>	Restitution Time-out Clean up area	<ul style="list-style-type: none"> <li>Stealing / major theft</li> <li>Wilful property damage</li> <li>Vandalism</li> </ul>	<ul style="list-style-type: none"> <li>Restitution, Community Service, Parent contact,</li> <li>5-20 day suspension.</li> <li>Contract, ILP, police contact.</li> <li>Exclusion</li> </ul>
	Others	<ul style="list-style-type: none"> <li>Playing unfairly – excluding others</li> <li>Minor disruption to class</li> <li>Minor bullying / harassment</li> </ul>	Time-out Apology Buddy Class	<ul style="list-style-type: none"> <li>Major bullying / harassment</li> <li>Major disruption to class</li> <li>Blatant disrespect</li> </ul>	<ul style="list-style-type: none"> <li>Community Service, Apology, Playground Plan</li> <li>Parent contact. 1-5 day suspension, contract. ILP.</li> <li>5-20 day suspension.</li> <li>Exclusion.</li> </ul>

**Others involved in incident? List below.**

Peers	Staff	Other

**Follow-Up**

What	Who	When
<ul style="list-style-type: none"> <li>✓ Contact with parents.</li> <li>✓ Record on OneSchool.</li> <li>✓ Referral to Student Support Team</li> <li>✓ Other actions?</li> </ul>		

REFERRAL FORM

Request for Student Support  
**Manly West State School**

<b>Child's Name</b>	<b>Parent's Name</b>
<b>Date of Birth</b>	<b>Home Phone</b>
<b>Home Address</b>	<b>Work Phone</b>
<b>Teacher/Class</b>	<b>Email</b>

Referred by: (.....) Teacher (.....) Parent (.....) Support Staff (.....) Other .....

**CLASS TEACHER INFORMATION**

.....

.....

.....

Learning Support/Enrichment

Class : **1 = minor** **2 = significant** **3 = major**

	Rating	Comments	Assessment Tools
Reading			
Writing			
Numeracy			
Social Skills			
Behaviour			

What strategies are currently being implemented to support the student at school?

.....

.....

.....

What assistance do you need to support this student?

.....

Has the student been referred for support previously? Yes/No

Checked student office file Yes/No

Information has been discussed with: Parent/s (.....) Colleague (.....) Administration (.....)

What were the outcomes of these discussions?

.....

Class Teacher's signature: ..... Date: ...../...../.....

**PARENT INFORMATION:**

What strategies are currently being implemented to support your child at home?

.....

.....

.....

I give permission for school support staff to work with and assess my child.

Parent signature: ..... Date: ...../...../.....

Received by school administration – signature .....Date: ...../...../.....

**SCHOOL REFERRAL PROCESS**

1. Class teacher collects student work samples.
2. Discusses concerns with parents.
3. Completes Student Support referral form in detail.
4. All signatures are required.
5. Brings the completed referral form and supporting work samples/assessment documents to the Student Support meeting for discussion.
6. Committee records meeting detail on student profile in OneSchool (record of contact).
7. In response to the meeting discussion:

(.....) classroom support in the form of ..... is recommended

The student is referred to the following:

- (.....) Support Teacher Literacy & Numeracy / Gifted Education Mentor
- (.....) Guidance Officer
- (.....) EQ Speech Language Pathologist for individual/group/home program intervention
- (.....) Contact recorded on OneSchool
- (.....) A review date is recorded on OneSchool for presentation of further action

**FOLLOW-UP ACTIONS**

- (.....) Specialist results presented and discussed at a subsequent SS meeting.
- (.....) Further action/support to be negotiated (classroom teacher present for discussion)

**Appendix 7**

**Physical Intervention Incident Report (add to OneSchool)**




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 <b>immediately</b> before the incident? Describe the activity, task, event.		
Describe what the student did during the incident.		
Describe the level of severity of the incident. (e.g. damage, injury to self/others)		
Describe who or what the incident was directed at.		
What action was taken to de-escalate or re-direct the problem?		
Briefly give your impression of why the student engaged in the above-described incident. (e.g. was angry because I asked him/her to stop teasing).		

## Appendix 8

<b>CAUGHT BEING A GOOD LEARNER</b>			
<b>WHO?</b>		<b>WHEN?</b>	
<b>CLASS?</b>		<b>WHERE?</b>	
			
<b>Be a BRIDGE BUILDER</b>	<b>Be a COLLABORATOR</b>	<b>Be a LEARNER</b>	<b>Be a MEANING MAKER</b>
✓ <i>Be kind and respect the rights of others</i>	✓ <i>Show compassion, contribute and value diversity</i>	✓ <i>Stretch yourself as a learner, have a growth mindset.</i>	✓ <i>Use your knowledge and skills to make meaning and take action</i>
<i>Other:</i>			





**Individual Student Behaviour Contract for:** \_\_\_\_\_

Student Agreement	Staff Agreement
<p>1) I understand that my choices and therefore my behaviour affect my time and options at school.</p> <p>2) I will keep my hands, feet and other objects to myself.</p> <p>3) I will not intentionally physically or verbally hurt anyone at school.</p> <p>4) I will treat all staff and students with respect.</p> <p>5) I will not swear and will speak nicely to everyone.</p> <p>6) If another child annoys, offends or insults me I will seek staff help in handling the situation.</p> <p>7) I will follow all adult directions.</p> <p>8) If I have a problem with a staff member I will speak directly to my class teacher or Ms Morrison.</p> <p>9) If I feel myself getting annoyed I will remove myself from the situation and relax away from the group.</p>	<p>1) All staff will treat _____ with respect</p> <p>2) Staff will spend time getting to know _____ interest and try to plan activities that reflect my needs and interests.</p> <p>3) Staff will speak nicely to _____ and treat me with respect.</p> <p>4) Staff will communicate with [Parent] my positive behaviours as well as my negative</p> <p>5) Staff will allow _____ time to cool down in the chill out zone when he/she is angry/ upset.</p> <p>6) Staff will assist in solving problems he/she may have with other students appropriately.</p> <p>7) Staff will help _____ to develop strategies to assist him/her in dealing with the problems.</p> <p>8) Staff will start fresh with _____ from today forwards.</p>
<p>I understand that breaking this agreement will result in my return to school being reevaluated by the school Principal and my [Parents].</p> <p>Signature: _____ Date: _____</p>	<p>On behalf of all staff members I agree to honour this contract and strive to make Manly West a safe and supportive environment for all our students, including _____</p> <p>Signature: _____ Date: _____</p>
<p>Parents Signature: _____</p> <p>Date: _____</p>	
<p> </p>	

<p style="text-align: center;"><b>Manly West State School - INDIVIDUAL STUDENT BEHAVIOUR SUPPORT PLAN For NAME:</b></p>	<p style="text-align: center;"><b>GOALS:</b></p>
<p>I am making good choices:</p> <ol style="list-style-type: none"> <li>1. Goal book</li> <li>2. Computer Time</li> <li>3.</li> </ol>	<p style="text-align: center;"><b>Support from Classroom teacher</b></p>
<p style="text-align: center;"><b>APPROPRIATE?</b></p>	<p style="text-align: center;"><b>SAFE? MANAGEABLE?</b></p>
<p style="text-align: center;"><b>YES</b> →      ← <b>NO</b></p>	<p style="text-align: center;"><b>NO</b>      <b>NO</b></p>
<p><b>CORRECTION PLAN</b></p> <ol style="list-style-type: none"> <li>1. Teacher to explain 'disruptions' e.g mimicking, OHT silliness, noise making, inappropriate language.</li> <li>2. Ask child – (shared language for home, school, OSHC)             <ol style="list-style-type: none"> <li>1. What are you doing?</li> <li>2. What is the school rule?</li> <li>3. What should you be doing?</li> <li>4. What are you going to do next time? (learning goal)</li> </ol> </li> <li>3. Negative response – exit to a safe place where he can calm down and reflect (Colouring in thinking book)</li> <li>4. Allow re entry to task within 3 minutes</li> <li>5. Repeat above format if required.</li> </ol> <p style="text-align: right;">(2 exits only)</p>	<p style="text-align: center;"><b>YES</b> →      ← <b>NO</b></p>
<p style="text-align: center;"><b>COOPERATIVE</b></p>	<p style="text-align: center;"><b>NO</b></p>
<p style="text-align: center;"><b>YES</b> →      ← <b>NO</b></p>	<p>I am not making good choices:</p> <ol style="list-style-type: none"> <li>1. Move to buddy class</li> <li>2. Move to office</li> <li>3. Parents contact</li> <li>4. Suspension</li> <li>5. Exclusion</li> </ol>

## MANLY WEST SS – COMMUNITY SERVICE PROCEDURE

Time-out of play is a consequence for serious and significant inappropriate behaviour choices. Attendance at Community Service is set by the class teacher or a member of the school leadership team. Usually, community service is set for one session and this may vary depending on context or behaviour history. During Community Service students are engaged in activities to learn social skills which will enable them to be a respectful and contributing member of our school community.

Community Service occurs in the designated classroom and/or various places around the school from 11.00am to 11.30am. Students may also be escorted by a member of the school leadership team. (Students are released 3-5 minutes before the end of morning tea break so that they can take a drink or toilet break). Please refer to the Playground Duty Roster to identify who is supervising the Community Service activity to inform them of any student absences.

### **Referring Staff Member:**

- The staff member notifies Community Service staff of student referrals via the Community Service list on the school intranet to inform how many sessions of community service have been set and which learning behaviour was not demonstrated.
- Community Service staff notify the Deputy Principal or Principal for follow-up of students who did not to attend community service.

### **Class Teacher**

- Remind (verbally & visually) student to attend community service in the morning. It may be necessary to request that DP/P escort student to Community Service room after eating time.
- Provide support with parent contact where required.

### **Community Service Duty Supervisor:**

**Before School** – check and print out community service list.

#### **During duty**

- Be on time for Community Service room by 11.00am (play bell at first lunch break). If no students require supervision move to supervise at the Quadrangle.
- Greet the student and explain the purpose of Community Service – to change behaviour choices through reflection and positive service to the school
- Mark the community service roll and phone the school office if a reminder announcement is required for late students. If a student does not attend inform a member of the school leadership team. The student may be asked to do their Community Service in the next break.
- Add the current date in Community Service folder to keep a record of the number of community services by each student. If it is their third, add a note to the Community Service roll requesting a '3rd service for this term' letter to be posted home to the parents. Notify Deputy or Principal for any students referred for more than 3 services.
- Choose a Community Service activity from the list in the folder and engage with the students, support them to reflect on their behaviour choice whilst completing the community service activity. Refer any inappropriate student behaviour to the deputy principal or principal.
- At the conclusion of the community service activity, complete the Community Service slip (see below) and send to the student's classroom teacher. Each slip must be signed by the student's parent/guardian and returned to their classroom teacher the following day.
- Return the Community Service roll to the school office.

### **Students at Community Service**

- Be on time - 11.00am (play bell at first lunch break)
- Greet the teacher on duty or wait outside until they arrive
- Follow all instructions from the teacher, participate actively in community service and seek support from the teacher if required.
- On the same day, share your Community Service slip with your parent for discussion and signing. Return this slip to your classroom teacher on the next day.

**Community Service Notification Slip**

<b>Name:</b>	<b>Date:</b>	<b>Class Teacher:</b>
<b>Incident:</b>		

**\*\* Please return to your child's classroom teacher \*\***

**Signed:** \_\_\_\_\_ **Name of Parent/Guardian:** \_\_\_\_\_

**COMMUNITY SERVICE**

**TO: CLASS** ..... **DATE:** ..... / ..... / .....

Please keep and use this slip to ensure each child attends their Community Service today and to ensure they return their Parent Community Service Notification Slip (tick box)

.....	<input type="checkbox"/>	.....	<input type="checkbox"/>
.....	<input type="checkbox"/>	.....	<input type="checkbox"/>

**Community Service Notification Letter**

**COPY TO: PARENT (by post), PRINCIPAL AND CLASS TEACHER**

\_\_\_/\_\_\_/\_\_\_

Dear Parent/Carer,

This letter is to notify you that your child, \_\_\_\_\_ in class \_\_\_\_\_ has been sent to Community Service during morning tea break for \_\_\_\_\_ day/s because of the following inappropriate behaviour choices:

- 
- 
- 

This is your child's third Community Service session for this school term.

As this is your child's 3<sup>rd</sup> Community Service, we request that you make an appointment with the Principal to discuss your child's current behaviour choices. Appointments can be made by phoning the school office on the above phone number.

Thank you,  
Lisa Morrison (Principal)

**Playground Plan**

**Focus:**



Child's Name:

Class:

Date:

Step 1: Collect Playground Plan from your teacher at the beginning of each break.

Step 2: Take Playground Plan to the teacher on duty at the beginning of play, and collect it at the end of the break.

Step 3: On Friday after first break bring the Playground Plan to the office for a discussion with the Deputy Principal.

NB: If student is not demonstrating the expected playground behaviours he/she is to be sent to the office.

	Monday	Tuesday	Wednesday	Thursday	Friday
First Break	Games Club	Back Oval	Games Club	Back Oval	Games Club
Signature:					
Comments:					
Second Break	Library	Back Oval	Library	Back Oval	Library
Signature:					
Comments:					
Parent Signature:					
Comments:					

## Essential Skills for Classroom Management

Essential Skills for Classroom Management is a classroom management system that operates on the premise that the only behaviour a teacher has control over is their own . It is appropriate mostly for Level 1 Inappropriate Behaviour Choices. The full implementation of ESCM training incorporates observation by a trained Microskills Profiler and feedback around management techniques you currently use (or even overlook or overuse). If you would like the support of a Profiler as a step to improving or enhancing your classroom management practices, please discuss this with the Principal who will contact the FNQ Region Flexible Learning Centre.

The microskills listed below are adapted from Glasser (1990), Richmond (1995), Rogers (1995).

<b>Microskill/ESCM Strategy</b>	<b>Purpose/Explanation</b>
<b>Establish expectations</b>	Clearly articulate and demonstrate desired behaviour and boundaries of pro-social behaviour
<b>Give instructions</b>	Give clear directions about what to do
<b>Verbal and Non-verbal Directions</b>	Redirect student behaviour using positive non-confrontational methods
<b>Waiting and Scanning</b>	Wait 5 – 10 seconds after giving an instruction, giving students time to process the direction
<b>Cueing with acknowledgement</b>	Acknowledge students' on-task behaviour with the intention of prompting another to follow suit
<b>Body Language Encouraging</b>	Intentionally use your body language to encourage students to remain on task
<b>Descriptive Encouraging</b>	Encourage students to become more aware of their competence by commenting on their positive behaviour choices
<b>Selective Attending</b>	Intentionally give minimal attention to off-task behaviour
<b>Give choices</b>	Respectfully confront the student who is disrupting others with the available choices and their natural consequences
<b>Follow through</b>	Resolute, planned action in the face of on-going disruptive behaviour that is seriously disturbing the learning environment
<b>Defusing</b>	Provide an opportunity for people who have participated in or witnessed a potentially traumatic classroom or playground event to talk it through