

# Carole Park State School

## Responsible Behaviour Plan for Students



**Revised in February 2017**

### 1. Purpose

Education Queensland is committed to provisions that ensure all young Queenslanders have a right to receive a quality education.

At Carole Park State School we ensure that Education Queensland's commitment to all young Queenslanders is met by having a vision to build a safer, caring community that nurtures the qualities our students need to succeed. Feeling safe, supported and valued at school is every student's right, and is essential to effective learning.

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. Carole Park State School's Responsible Behaviour Plan for Students responds and aligns to *The Code of School Behaviour* and other key planning documents to address the particular social and behavioural contexts of our school community.

It focuses on developing a safe, disciplined and supportive school environment and responsible behaviour in all students as well as providing opportunities for students to develop positive relationships. Our plan achieves this by explicitly teaching social and academic behaviours to all students that reinforces a school wide approach to positive behaviour.

In our supportive environment we value:

- all members of the school have the right to a safe learning environment
- a consistent approach to social and academic behaviour from all staff and students
- providing opportunities for all members to succeed
- a collaborative team approach
- training and skill development for all members of the school

### 2. Consultation and data review

Carole Park State School developed this plan in collaboration with our school community. A review of Positive Behaviour Learning policies, school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents from 2016 also informed the development process.

The Plan was endorsed by the Principal, the President of the P&C and (Regional Executive Director or Executive Director (Schools) in 2017, and will be reviewed in 2018 as required in legislation.

### **3. Learning and behaviour statement**

All areas of Carole Park State School are learning and teaching environments. We consider the PBL (Positive Behaviour Learning) framework to be the organisational tool under which we can maximise social and academic successful learning across the school.

Our Responsible Behaviour Plan outlines our systems for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours. Through our school vision expectations for social and academic behaviours are explicit, assisting Carole Park State School to create and maintain a positive and productive learning and teaching environment. All school community members have a clear and consistent understanding of their expectations and role in the educational process.

In 2016 our school community has identified the following three expectations to teach and promote our high standards of responsible behaviour.

These expectations are:

- Be Safe
- Be Respectful
- Be a Learner

Our school expectations have been agreed upon and endorsed by all staff and our school P&C. They are aligned with the values, principles and expected standards outlined in Education Queensland's Code of School Behaviour.

#### **School beliefs about behaviour and learning**

Our strategy is grounded in the belief that the practices and behaviours of teachers and other staff members at our school can, and do, influence student behaviours. We at Carole Park State School operate the following beliefs about behaviour and learning aligned with those of the Positive Behaviour Learning.

Our behaviour learning strategy uses a range of both proactive and reactive interventions, as well as whole group and individualized strategies, to achieve important social and learning outcomes while preventing problem behaviour with students.

The underpinning belief that students are responsible for their own learning and behaviour is strengthened and supported by the belief that the school's role is to support the development of responsible thinking in students. An outcome of this would be their decision to choose acceptable behaviour over unacceptable behaviour. We actively create a supportive environment through our practices of;

- Restorative Practices
- Intrinsic/Extrinsic reward systems
- Appropriate and differentiate environmental adjustments
- Consistent differentiated and fair management of inappropriate behaviour

We believe when this learning happens it is vital to;

- celebrate diversity and recognise everyone has skills and strengths to contribute,
- differentiate and meet the needs of students not only academically but behaviourally and social emotionally

#### **Our Philosophy**

Staff and students at Carole Park State School have the right to work to their potential in a safe, disciplined and supportive environment, free from disruption, abuse or threat. We reinforce and promote this philosophy through the school's expectations of Be Safe, Be Respectful and Be a Learner.

We do this by setting expectations, facilitating explicit teaching and learning, monitoring student responses and reporting regularly to parents. We:

- adhere to the Positive Behaviour for Learning Expectations Matrix
- implement and model school behaviours regularly through explicit reference and formal and informal conversation
- teach explicit behavioural and social expectations and standards for classrooms and every other area of the school (See *Positive Behaviour for Learning Matrix*)

**When monitoring student responses teachers:**

- observe and record student behaviour through anecdotal notes/ One School
- use positive reinforcement (SNAPS, class SNAPS)
- review expectations (Parade, Daily, Weekly Lessons)
- provide support when required (Student Services Referral Process)
- facilitate extra social and emotional learning experiences (Student Services)
- regularly gather data and information to inform planning (One School)

**In reporting we:**

- use data and information gathered to inform program development and specific lessons required for positive student behaviours
- communicate effectively with students on how to improve behaviour
- provide quarterly behaviour report cards to students and parents / carers
- provide oral feedback to parent/carers
- promote improved standard of behaviour (Behaviour Days)

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

##### **Positive Behaviour for Learning Support**

The first step in facilitating expectations of positive behaviour is communicating those expectations to all members of the school community. At Carole Park State School we emphasise the importance of explicitly teaching the social and academic behaviours we want demonstrated at school. Teachers ensure behaviour expectations for all areas of the school are clear to all students. This is achieved by a weekly focus determined by the analysis of school wide data. All staff members are aware of the expectations and implement them consistently across the whole school.

Communicating behavioural expectations is a form of whole school behaviour support—a strategy directed towards all members of the school and designed to prevent problem behaviour. It also provides a framework for responding to unacceptable behaviour. This document is regularly revised and adjusted to reflect current school needs. The school wide Positive Behaviour for Learning Expectations Teaching Matrix below outlines our agreed rules and specific behavioural expectations in all school settings.

See Appendices 7

##### **Building and maintaining a safe, disciplined and supportive learning environment**

Positive Behaviour Learning supports that expectations are communicated to students via a number of strategies, including:

- Positive Behaviour Learning expectations are informed at Weekly Parades and then followed up by teaching lessons related to the matrix. Lessons are taught by classroom teachers weekly;
- Reinforcement of learning from matrix lessons at school assemblies, and during active supervision by staff in classroom and non-classroom activities
- Visual displays in classrooms, playgrounds, learning areas, office and on electronic communication (e.g: Lesson posters, School Expectation Posters, newsletter, Twitter Feeds)

Carole Park State School implements the following proactive and preventative processes and strategies to support student behaviour:

- A dedicated section of the school newsletter, enabling parents to be actively and positively informed in school behaviour expectations.
- Twitter Feeds to communicate the message and successes of the week.
- School Leadership team members' regular provision of information to staff and parents, and support to others in sharing successful practices
- Comprehensive induction programs in the Carole Park State School Responsible Behaviour Plan for Students delivered to new students as well as new members of staff by the Student Services Teacher and Principal.
- Individual support profiles developed for students with high behavioural needs, enabling staff to make the necessary differentiated adjustments to support these students consistently across all classroom and non-classroom settings.
- Development of specific policies to address:
  - The Use of Personal Technology Devices at School (Appendix 1)
  - Procedures for Preventing and Responding to Incidents of Bullying (Appendix 2).
  - The Use of School Computers (Appendix)

### **Supporting Staff**

Staff are supported with the implementation of the Responsible Behaviour Plan for Students through:

- Regular Professional Development sessions to develop best practice.
- An appointed (HOC) Student Services Teacher to assist with students demonstrating high levels of behaviour.
- School Administrative Support to assist with students demonstrating high levels of behaviour and debriefing staff after incidents.
- Regional Behaviour Advisor Team support in the areas of staff professional development and individual student support (on referral process only)

### **Responsible Behaviour Plan for Students**

The School community is made aware of the aspects of the Responsible Behaviour Plan for students through various means of communication: parent meetings; enrolment meetings; enrolment packages; parent handbook; school website; Twitter and school newsletter.

### **Reinforcing Expected School Behaviour**

At Carole Park State School, our reinforcement system provides students with feedback for engaging in expected school behaviour. A school wide reinforcement and monitoring system has been developed. This 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.

Carole Park State School focuses on the development of a positive whole school culture, employing quality learning and teaching practices, relevant and engaging curriculum and a range of support and intervention strategies. They range from positive proactive action for all students (designed to produce change over period of time), through to appropriate reactive measures designed to maintain safety for all members of the school community.

The following positive strategies are used to proactively encourage appropriate behaviours as outlined in the Positive Behaviour Learning Matrix:

### **Classroom Strategies**

The following practices are used in classrooms to recognise appropriate behaviours:

- Specific and genuine praise
- SNAPS – The class teacher hands out SNAP awards
- Croc stamps on whole school awards Croc posters
- Stamps, stickers and prizes - class negotiated rewards with class teacher
- Principal's Class Award – presented at weekly whole school assemblies
- Individual Learning/Support Plan rewards

- Opportunity for students to visit the Principal or colleagues to showcase excellent social and academic work
- Student of the Week awards handed out at parade and recorded on One School.

### **Playground**

The following practices are used in the playground to recognise appropriate behaviours:

- Specific and genuine praise
- SNAPS - When a staff member witnesses a student following the expectation of the week or any of the school expectations they can give them a SNAP. SNAPS handed to the classroom teacher and accumulate over a weekly period in that class. Students count their SNAPS to earn tangible PBL prizes.

### **Whole School**

- Behaviour Celebration Day (once a term) – For students who always display positive behaviour in all school settings. (Data rule applies)
- One School Student of the Week awards at Parade
- Whole school PBL prizes
- Recording of positive behaviour in One School
- Student's work published in the school newsletter
- Student's acknowledged in the school newsletter
- Students'/class work showcased on the school website

### **Responding to Unacceptable Behaviour**

Carole Park State School use a variety of preventative and proactive whole school processes to facilitate standards of positive behaviour and meet the needs of all children that are relevant and tailored to the school's context. The overall aim of these preventative and proactive approaches is to instil an internal motivation to succeed and make choices appropriate at school. The following strategies are in place as proactive measures against behaviour incidents;

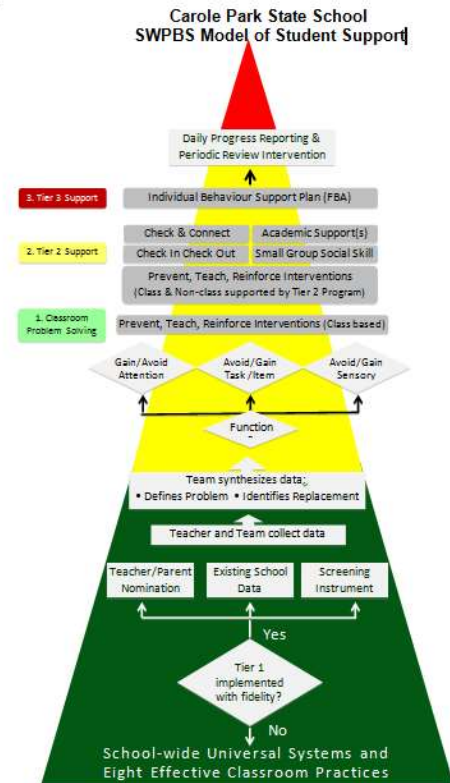
- Staff constantly model and display expected behaviour, treating all students equally and building rapport,
- All staff using the same language model that provides students with opportunities for discussion, problem solving and choice,

- Staff engaging in preventative skills related to school's context and location; such as NCI training, Behaviour Essential Skills, Poverty Training. All staff are familiar with the document Calmer Classrooms, and reflect this through their practice.

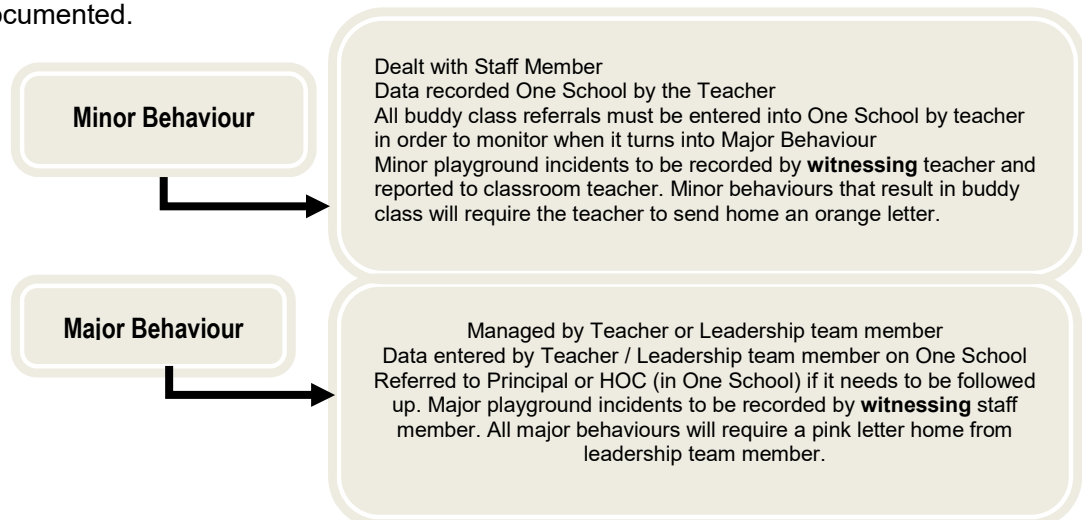
Our goal is to have the majority of our students working within the 'green zone'. Support structures are in place for students who at times are in the yellow and red zone.

Class teachers all implement School wide universal systems within their classrooms and implement the Eight Effective Classroom practices.

- Establishing expectations
- Giving instructions
- Waiting and scanning
- Cueing with parallel acknowledgment
- Body language encouraging
- Descriptive encouraging
- Selective attending
- Redirecting to the learning
- Giving a choice
- Following through



The following diagram indicates how Minor and Major behaviours are dealt with and documented.



### Re-directing low-level and infrequent problem behaviour

When student exhibits low-level and infrequent problem behaviour, the first response of school staff members is to remind the student of expected school behaviour, then advise them to change their behaviour so that it aligns with our school's expectations. These behaviours are recorded on the blue chart. This chart travels with the class to specialist lessons to reinforce the expectations and consequences are consistent throughout the school.

### Targeted Behaviour Support

Targeted behaviour support is delivered in the explicit teaching of lessons designed by the school and informal conversations and discussion when certain inappropriate behaviours

are displayed. Appropriate behaviour is constantly reinforced by all staff. At times problem behaviours may not be immediately regarded as severe, but the frequency of their behaviours may put these students' learning and social success at risk if not addressed in a timely manner. Individuals or groups displaying high level and frequent low level behaviours are addressed through:

- Special Needs Referral
- Supported Play Group
- Time out of play
- Individual negotiated behaviour contracts
- Self-Management Plans
- Alternative play arrangements/class placements
- Risk Management Plans
- Parent support

Some students experience difficulty monitoring their own behaviour and require additional intervention and support. Staff members respond as per the behaviour for all behaviour incidents in order to clarify process of recording and referral. Two distinct pathways have been developed to ensure behaviours are targeted appropriately. The first section is the most important in preventing low frequency and high frequency behaviour incidents.

# Carole Park SS

## Behaviour Flow Chart



1. **Instruction** – Student is given an instruction in response to behaviour demonstrated. Teacher will inform the student that they will receive a warning and give them positive instruction how to participate in the correct manner.

2. **Redirect** – Student will be informed be informed that the teacher has noticed the choice they are making. Teacher will inform the student that they will receive a warning and give them positive instruction how to participate in the correct manner.

3. **Problem-Solve** – Teacher will inform student of the behaviour the student is demonstrating. Teacher will have a conference with the student in give them a positive instruction on how they can demonstrated the school expectations.

4. **Time Away** – Teacher informs the student that they will need time away at the allocated position in the classroom.

5. **Buddy class** – Students will move to buddy class for no longer than 15 minutes. Students will then return to their classroom. If student does not follow rules at buddy class they will need be referred to step 8 (Major Referral).

6. **Minor Referral** – Given by the class teacher and recorded on One School as a minor.

7. **Inappropriate behaviour after buddy class, automatic Major Referral**

- Contact Student Service Teacher, Principal, Head of Curriculum, Special Education Co-Ordinator

8. **Major Referral** – Given by members of the school leadership team (Principal, Student Services Teacher, HOC, Special Education Co-Ordinator).

Students will:

- Receive a letter to go home and be signed by parent / caregiver
- Incident may require instant contact with parent / caregiver
- Students will receive a consequence (Thinking Room)



- This process is for the day.
- This process for prep is for each session during terms 1, 2 and 3.
- Differentiated process may apply to students on individual behaviour plans (refer Leadership team for support)



## Phone Referral Procedure

### Principal Referral Phone Procedure

*To be used in the case when a student is displaying a major behaviour or has been to buddy class and continues to demonstrate inappropriate behaviour.*

#### Principal (HOC) Student Services Office

Details that need to be clear and precise:

1. Student's Name
2. Location of student
3. Is the student displaying unsafe or dangerous behaviour?
4. Have all steps been followed?
5. What is the major behaviour incident? eg: fighting/physical aggression, defiance/ threats to adults

## Intensive Behaviour Support

At Carole Park State School, all students who are considered to be at risk of significant educational underachievement due to their inappropriate behaviours are supported using a proactive problem solving approach. A functional analysis approach to assessing behavioural problems is adopted involving a systems approach which looks at the 'whole' student. The case manager for each student is the (HOC) Student Services Teacher and classroom teacher. However a support team approach is adopted with staff working collaboratively.

Intensive behaviour support is for students who:

- Demonstrate behaviours that have not improved with plans and strategies implemented with parent support – students continue to demonstrate persistent severe misconduct in the classroom or in the playground.
- Have had suspensions for serious misconduct and continue to demonstrate persistent severe misconduct in the classroom or in the playground.

Systemic assessment procedures and further support is implemented through:

- collation of data which gives an overview of problematic behaviours and consequences implemented by class teacher
- referral to Principal
- referral to Advisory Visiting Teacher Behaviour for learning/behaviour support
- referral to Guidance Officer for assessment
- referral to Regional Supports that can assist school and student
- collaboration with staff for whole school initiatives and support (e.g. playground monitoring plans, graduated re-entry, etc.)
- continued collaboration with student's parents

**Support strategies used will be preventative, supportive and/or corrective.**

## Preventative

Action taken to prevent or minimise unnecessary disruption may include:

- review of effective learning and teaching practices
- classroom re-organisation
- positive modelling
- explicit teaching of expected behaviours as per The Positive Behaviour for Learning Expectations Teaching Matrix
- the investigation of health and nutrition issues
- Individual Risk Management Plan developed and implemented
- Individual Learning Support/Behaviour Plan revised and implemented

### **Supportive**

Action taken to support the student and teacher may include:

- employment of extra resources for the student/teacher
- additional support from other staff in the school for the teacher and/or the student
- alternative arrangements for the student for a set period of time made with teacher/s in another class in the school
- negotiated attendance plan (negotiated between school and parent / caregiver)
- follow up and consultation with student/teacher regularly by administration staff

### **Corrective**

Teacher management of severe misconduct will follow procedures in the:

- Responsible Behaviour Plan for Students
- student's Individual Risk Management Plan
- student's Individual Support Plan

### **Thinking Room Procedure**

Thinking room is a strategy used to meet a need for students who display low level constant behaviour incidents, whether classroom or behaviour. It targets students with multiple incidents in the minor category that result in a major behaviour being recorded.

Administration / School Leadership staff give Thinking Room consequences in combination with communication to parents and carers, and explicit conversation with the students regarding their behaviour. In this time students have the opportunity to discuss with the Thinking Room teacher ways in restoring relationships, friendships, and natural consequences.

All behaviour that is contrary to school rules and the Code of Conduct will be managed by the (HOC) Student Services Teacher and Principal based on the individual involved. Parents of the student involved will be informed of severe misconduct. Consequences will be developed based on individual circumstances.

## **5. Consequences for unacceptable behaviour**

Carole Park 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.

Consequences of unacceptable behaviour include

- Redirection
- Reminder of consequences
- Time Out
- Buddy class or in playground
- Parent communication (minor / major letter)
- Loss of Play time (Thinking Room)
- Restorative Conference
- Behavioural Advisory Visiting teacher (AVT) referrals
- Suspension
- Alternative placement- e.g. Tennyson
- Exclusion

### **Whole School Behaviour Support Plan — Classroom**

All teachers manage students in class using:

- Classroom rules and behaviour expectations (refer to matrix)
- A supportive learning environment
- Positive reinforcement
- Clear and consistent use of consequences for unsafe behaviour, lack of respect and self-responsibility
- Differentiated classroom behaviour plan to meet the needs of each individual student's needs and circumstances.

- Self-management plan – students who repeatedly display minor or major behaviours

	<b>Behaviour</b>	<b>Strategies</b>	<b>Consequence</b>	<b>Data</b>
<b>Tier Support A</b>	Minor Behaviour include low intensity incidents without malice or intended harm to self or others: Bullying/Harassment Defiant/threats/to adults Disruptive Dress Code Lying Cheating Misconduct involving object Non-Compliant with Routine Physical Misconduct Possesses prohibited items Property misconduct Refusal to participate in programs of instruction Threats to others Truancy/Skip Class Verbal Misconduct	<ul style="list-style-type: none"> <li>• Check student knows what to do → redirection to work,</li> <li>• Check level of work, help student, set-up student for success</li> <li>• Redirection to work,</li> <li>• Class rules and Code of Behaviour expectations reminder</li> <li>• Provide students with a choice</li> <li>• Reminder of positives for completing work/good behaviour</li> <li>• Positive reinforcement to others following the rules</li> <li>• Student completes work at 1st or 2nd break under supervision of class teacher</li> </ul> <p><b>Refer to CPSS language steps at all times (located above whiteboard)</b></p>	Redirection Problem Solving	
<b>Tier Support B</b>	Student continues to do any of the above <b>MINOR</b> behaviours with a higher intensity or repeatedly.	<ul style="list-style-type: none"> <li>• Repeat above strategies</li> <li>• Visually show students small issue/large issue</li> </ul> <p><b>Refer to CPSS language steps at all times (located above whiteboard)</b></p>	Problem Solving	Professional notation in diary of repeated behaviours (e.g. how many times student has displayed minor behaviour)
<b>Tier Support C</b>	Student continues to display any of the above minor behaviour definitions with disregard to teacher redirection and problem solving	<ul style="list-style-type: none"> <li>• Time Away Area in class for set time (5, 10 mins or until student is ready to return)</li> <li>• Visually show students small issue/large issue</li> <li>• Individual conferencing with student</li> </ul> <p><b>Refer to CPSS language steps at all times (located above whiteboard)</b></p>	Time Away	Professional notation in diary of time away.
<b>Tier Support D</b>	Student has been to Time Away area in class and still does not comply with expected classroom and school expectations  Student displays unsafe, defiant, threatening or disrupting, verbal/physical aggression ( <i>however still minor by definition</i> )	<ul style="list-style-type: none"> <li>• Buddy Class with work for 15, 20, 30 min (Time shown on Buddy Class Slip)</li> <li>• Ring buddy class teacher—advise student on way</li> <li>• Class teacher to make contact with parents re student's misconduct</li> <li>• Individual conferencing for student</li> <li>• Proactive strategies – to minimise reoccurrence</li> </ul> <p><b>Refer to CPSS language steps at all times, allow time for student to process language (located above whiteboard)</b></p>	Buddy Class Loss of Privilege – (e.g. computer time)  Contact with parent/caregiver	Buddy Class Teacher to sign slip  Record of Buddy Class entered by <b>Teacher in One School</b>  Record of conversation recorded in One School by <b>Teacher</b>
<b>Targeted Support A</b>	Student returns from Buddy Class and demonstrates an inability to behave in a reasonable and safe manner.  Student engages in behaviour that is Major by definition without any prior behaviour incidents.	<ul style="list-style-type: none"> <li>• Send back to buddy class</li> <li>• Class teacher to make contact with parents re student's misconduct – develop self-management plan</li> <li>• Loss of Lunchtime play – student sits in Area 1,2,3,4 or library for designated time.</li> <li>• Referral to supported play</li> <li>• Logical Consequence – student repairs broken/damaged property or relationship (e.g. sorry letter, conversation, repair work)</li> </ul> <p><b>Refer to CPSS language steps at all times, allow time for student to process language (located above whiteboard)</b></p>	Buddy Class  Self-Management Plan  Loss of Play Time – Planning Room  Logical Consequence	Record in <b>One School</b> by <b>Teacher</b> – refer to Principal and Behaviour Support Teacher and entered by <b>Teacher in One School</b>  Record of conversation to parent recorded in <b>One School</b> by <b>Teacher</b>  <b>Planning Room form (triplicate book)</b>

<b>Targeted Support B</b>	<p>Student engages in behaviour that is Major by definition with:</p> <ul style="list-style-type: none"> <li>repeated occurrence (e.g. leaving the room)</li> <li>behaviour in which is escalating</li> </ul> <p>Student displays unsafe, defiant, threatening or disrupting, verbal/physical aggression</p> <p><b>Office Managed</b> (if behaviour is unsafe)</p>	<ul style="list-style-type: none"> <li>Repeat above strategies</li> <li>Proactively try to minimise escalation of behaviour – give student choices, time and space to process and make a choice</li> <li>Make sure student understands the consequences for continued major behaviour (Problem Solving)</li> <li><b>Phone Referral to Principal</b> is (as per procedure next to phone)</li> <li>Complete One School entry —outline student behaviour and the strategies you have used.</li> </ul> <p><b>Refer to CPSS language steps at all times in a calm manner, allow time for student to process language (located above whiteboard)</b></p>	<p>Buddy Class</p> <p>Contact Office</p> <p>Self-Management Plan</p> <p>Loss of Play Time – Planning Room</p> <p>Logical Consequence</p> <p>Suspension</p>	<p>Record in <b>One School</b> by <b>Teacher</b> – refer to Principal and Behaviour Support Teacher and entered by <b>Teacher in One School</b></p> <p>Record of conversation to parent recorded in <b>One School</b> by <b>Teacher</b></p> <p><b>Planning Room form (triplicate book)</b> – Classroom teacher to contact parents (verbal) once second PR has been handed out</p>
<b>Targeted Support C</b>	<p>Student engages in behaviour in the classroom that intentionally and/or with the intent to endanger themselves and other students</p> <p>Student knowingly brings to school items that endanger the health and safety of themselves and others.</p> <p>Behaviour that is reckless and endangers the safety of others.</p> <p><b>Office Managed</b></p>	<ul style="list-style-type: none"> <li>Evacuate class if necessary → maintain safety of self and student if personal safety is in danger and remove from class take to safe area (refer to NCI Steps)</li> <li>Runner/Phone call to office for Principal to manage situation.</li> </ul> <p><b>Refer to CPSS language steps at all times, allow time for student to process language (located above whiteboard)</b></p>	<p>Suspension</p> <p>Application for exclusion</p>	<p>Record in <b>One School</b> by <b>Teacher</b> refer to Principal and Behaviour Support Teacher and entered by <b>Teacher in One School</b></p> <p>Record of conversation to parent recorded in <b>One School</b> by <b>Teacher or Principal</b></p>

Class teachers monitor and record student behaviour for behaviour support plans, student reports, discussions with parents, investigations and accountability purposes through One School.

TRS teachers follow these same procedures and provide information using the TRS feedback form, daily to Principal and class teacher.

Level	Action	Response
Tier Support A	Redirection, Teaching moment	Universal Tier 1 systems
Tier Support B	Redirection, Problem solving, time away, buddy class, individual monitoring/positive goal system	
Tier Support C		
Tier Support D		
Targeted Support A	Loss of play, planning room, natural consequence On identification of the second planning room parents are contacted by classroom teacher to discuss.	Parent communication Tier 2 support systems
Targeted Support B	On the identification of the fifth planning room (over one term) students will receive a 3 day external suspension.	Transition process back into class – goals set for behaviour Recognition and Response referral Tier 2 support systems
Targeted Support C	Suspension, Application for exclusion	Tier 2 support systems Referral to Behaviour services

#### Consequences for severe misconduct:

- In-school withdrawal or suspension, managed by the Head of Curriculum, HOC - Student Services, Principal or delegated officer
- Application for exclusion, managed by the Principal

#### Whole School Behaviour Support Plan—Playground

Playground rules are generic for all play areas and are supported with reminders through the allocated signage to support individual play areas.

Duty staff manages students in the playground using:

- Positive reinforcement—acknowledgement student doing right thing
- Praise—student following rules, playing safely, being respectful
- Conversation—get to know student, reference to school rules
- Problem Solving Language – small issue/big issue
- Time Out– Time away on an assigned location for student reflection
- Proactive monitoring and regular physical movement in the duty area
- SNAPS—student demonstrates school expectations

	<b>Behaviour</b>	<b>Strategies</b>	<b>Consequence</b>	<b>Data</b>
<b>Tier Support A</b>	Minor Behaviour include low intensity incidents without malice or intended harm to self or others: Bullying/Harassment Defiant/threats/to adults Disruptive Dress Code Lying Cheating Misconduct involving object Non-Compliant with Routine Physical Misconduct Possesses prohibited items Property misconduct Threats to others Verbal Misconduct	<ul style="list-style-type: none"> <li>• Check student knows rule</li> <li>• Help student—set-up for success</li> <li>• Suggest play area/friends to play with</li> <li>• Rule reminder</li> <li>• Ask/tell student to stop doing</li> <li>• School rules and Code of Behaviour expectations reminder</li> <li>• Show students ways to solve the problem (Teaching Moment)</li> <li>• Provide students with a choice</li> <li>• Reminder of positives for good behaviour</li> <li>• Positive reinforcement to others following the rules</li> </ul> <p><b>Refer to CPSS Playground language steps at all times (located on playground folder)</b></p>	Redirection Problem Solving	
<b>Tier Support B</b>	Student continues to do any of the above <b>MINOR</b> behaviours with a higher intensity or repeatedly.	<ul style="list-style-type: none"> <li>• Repeat above strategies</li> <li>• Warning that student will sit-out and miss out on game/play</li> <li>• Discuss with student rules and discuss how he/she will behave in future before returning to play</li> <li>• Visually show students small issue/large issue</li> </ul> <p><b>Refer to CPSS Playground language steps at all times (located on playground folder)</b></p>	Problem Solving	
<b>Tier Support C</b>	Student continues to display any of the above minor behaviour definitions with disregard to teacher redirection and problem solving	<ul style="list-style-type: none"> <li>• Time Out (2 mins—10 mins or until student is ready to play safely) – quiet place in playground (</li> <li>• Student walks and talks with teacher until ready to play safely</li> <li>• Time Out again—if needed</li> <li>• Fill out Minor referral sheet (found in playground folder)</li> <li>• Visually show students small issue/large issue – with hands</li> <li>• Individual conferencing with student</li> </ul> <p><b>Refer to CPSS Playground language steps at all times (located on playground folder)</b></p>	Time Away	Fill out Minor Incident Playground form – found in Playground folder
<b>Tier Support D</b>	Student has been to Time Away area and still does not comply with expected school expectations  Student displays unsafe, defiant, threatening or disrupting, verbal/physical aggression ( <i>however still minor by definition</i> )	<ul style="list-style-type: none"> <li>• Time Out —if needed</li> <li>• Loss of play time next break</li> <li>• Individual conferencing for student</li> <li>• Proactive strategies – to minimise reoccurrence (meet student next play break and discuss actions and consequences)</li> <li>• Talk with classroom teacher</li> </ul> <p><b>Refer to CPSS Playground language steps at all times, allow time for student to process language (located on playground folder)</b></p>	Time away	Fill out Minor Incident Playground form – found in Playground folder

<b>Targeted Support A</b>	<p>Student returns from repeated Time Away and demonstrates an inability to behave in a reasonable and safe manner.</p> <p>Student engages in behaviour that is Major by definition without any prior behaviour incidents.</p>	<ul style="list-style-type: none"> <li>Loss of Lunchtime play – student sits in Area 1,2,3,4 for designated time.</li> <li>Referral to supported play</li> <li>Logical Consequence – student repairs broken/damaged property or relationship (e.g. sorry letter, conversation, repair work)</li> <li>Talk with classroom teacher</li> </ul> <p><b>Refer to CPSS Playground language steps at all times, allow time for student to process language (located on playground folder)</b></p>	<p>Playground plan</p> <p>Loss of Play Time</p> <p>Logical Consequence</p>	<p>Fill out Major Incident Playground form – found in Playground folder</p> <p>Record in <b>One School</b> by <b>Teacher</b> – refer to Principal if it needs to be followed up.</p>
<b>Targeted Support B</b>	<p>Student engages in behaviour that is Major by definition with:</p> <ul style="list-style-type: none"> <li>repeated occurrence (e.g. unsafe area)</li> <li>behaviour in which is escalating</li> </ul> <p>Student displays unsafe, defiant, threatening or disrupting, verbal/physical aggression</p>	<ul style="list-style-type: none"> <li>Repeat above strategies</li> <li>Proactively try to minimise escalation of behaviour – give student choices, time and space to process and make a choice</li> <li>Make sure student understands the consequences for continued major behaviour (Problem Solving)</li> <li>Talk with classroom teacher</li> </ul> <p><b>Refer to CPSS Playground language steps at all times in a calm manner, allow time for student to process language (located on playground folder)</b></p>	<p>Playground Plan</p> <p>Loss of Play Time – Planning Room</p> <p>Logical Consequence</p> <p>Suspension</p>	<p>Fill out Major Incident Playground form – found in Playground folder</p> <p>Record in <b>One School</b> by <b>Teacher</b> – refer to Principal</p> <p>Record of conversation to parent recorded in <b>One School</b> by <b>Teacher</b></p> <p>Planning Room form (triplicate book)</p>
<b>Targeted Support C</b>	<p>Student engages in behaviour in the playground that intentionally and/or with the intent to endanger themselves and other students</p> <p>Student knowingly brings to school items that endanger the health and safety of themselves and others.</p> <p>Behaviour that is reckless and endangers the safety of others.</p>	<ul style="list-style-type: none"> <li>Evacuate area if necessary → maintain safety of self and student if personal safety is in danger and remove from class take to safe area (refer to NCI Steps)</li> <li>Runner/Phone call to office for Principal to manage situation.</li> <li>Complete Major Behaviour Incident Report Sheet and forward to Principal on the same day and ASAP</li> </ul> <p><b>Refer to CPSS Playground language steps at all times, allow time for student to process language (located on playground folder)</b></p>	<p>Suspension</p> <p>Application for exclusion</p>	<p>Record in <b>One School</b> by <b>Teacher</b> – refer to Principal &amp; HOC</p> <p>Record of conversation to parent recorded in <b>One School</b> by <b>Teacher</b> or <b>Principal</b></p>

Students are monitored and records made in the Playground Incident Referrals found in the Duty Folder, on behaviour incident sheets and One School data base. Information from Duty Folders goes to teachers weekly for record keeping/monitoring/management. Class teachers follow-up notifications received in Duty Folders.

Level	Action	Response
Tier Support A	Redirection, Teaching moment	Universal Tier 1 systems
Tier Support B	Redirection, Problem solving, time away, buddy class, individual monitoring/positive goal system	
Tier Support C		
Tier Support D		
Targeted Support A	Loss of play, planning room, natural consequence On identification of the second planning room parents are contacted by classroom teacher to discuss.	Parent communication Tier 2 support systems
Targeted Support B	On the identification of the fifth planning room (over one term) students will receive a 3 day external suspension.	Transition process back into class – goals set for behaviour Recognition and Response referral Tier 2 support systems
Targeted Support C	Suspension, Application for exclusion	Tier 2 support systems Referral to Behaviour services

#### Consequences for severe misconduct:

- In-school suspension or suspension, managed by (HOC) Student Services and the Principal
- Application for exclusion, managed by the Principal

An example of the Carole Park State School Minor and Major Behaviour Definitions are available in Appendix 8.

### **Relate problem behaviours to expected school behaviours**

When responding to problem behaviours, staff members ensure that students understand the relationship of the problem behaviour to expected school behaviour. One method that staff members might use to achieve this is to have students:

- articulate the relevant expected school behaviour
- work with restorative questions to understand the problem and encourage reflection on actions
- explain how their behaviour differs from expected school behaviour,
- describe the likely consequences if the problem behaviour continues; and
- Identify what they will do to change their behaviour in line with expected school behaviour

Should the problem behaviour be repeated, the staff member may not repeat the discussion/explanation process but simply remind the student of the consequences of their problem behaviour.

### **Ensuring consistent responses to problem behaviour**

At Carole Park 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.

The Crisis Prevention Institute <i>Crisis Development Model</i>	
Behaviour Levels	Staff Attitude
1. Anxiety	1. Supportive
1. Defensive	2. Directive
2. Acting-Out Person	3. <i>Non-Violent Physical Crisis Intervention</i>
3. Tension Reduction	4. Therapeutic Rapport

### **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 Carole Park 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 4)
- [Health and Safety incident record](#) (link)
- Debriefing report (for student and staff) (Appendix 5).

## 7. Network of student support

Carole Park State School is able to access a network of support both within the Department of Education and the Arts and through the community. When behaviour is inappropriate, programs will be collaboratively developed involving some of the following people and organizations for support and guidance.

School-based support	District/Regional support services	Community support services
<ul style="list-style-type: none"> <li>▪ Classroom Teachers</li> <li>▪ Buddy Class Teachers</li> <li>▪ Teaching block colleagues</li> <li>▪ Year level colleagues</li> <li>▪ Principal</li> <li>▪ Teacher Aides</li> <li>▪ Parents</li> <li>▪ Specialist Teachers</li> <li>▪ Support Teacher</li> <li>▪ :Learning Difficulties</li> <li>▪ Intervention Committee</li> <li>▪ Guidance Officer</li> <li>▪ School Counselor</li> <li>▪ School Youth Worker</li> <li>▪ Sexual Harassment Officer</li> </ul>	<ul style="list-style-type: none"> <li>▪ District Advisory Visiting Teacher for Behaviour Support</li> <li>▪ Senior Guidance Officers</li> <li>▪ Guidance Officer: Intensive Behaviour</li> <li>▪ Acacia Ridge Behaviour Hub</li> <li>▪ Acacia Ridge Intervention Centre</li> <li>▪ Therapists</li> </ul>	<ul style="list-style-type: none"> <li>▪ Department of Child Safety</li> <li>▪ Department of Communities</li> <li>▪ Police Liaison Officers</li> <li>▪ Pathways to Prevention</li> <li>▪ Qld Health Services (Nurses)</li> <li>▪ Parent Support Groups</li> <li>▪ Disability Services Qld</li> <li>▪ Autism Qld,</li> <li>▪ Mater Children's Hospital</li> <li>▪ Inala Kids in Mind (IKIM)</li> <li>▪ ELORAC House</li> <li>▪ Church Groups</li> <li>▪ CYMHS (Child Youth &amp; Mental Health Unit)</li> </ul>

## 8. Consideration of individual circumstances

Carole Park State School is a multi-cultural school. When implementing any strategies to support positive student behaviour, whether whole school, targeted or intensive behaviour support or applying any consequence, Carole Park State School uses strategies that take into account the different abilities, skills and life experiences of students through our curriculum, interpersonal relationships and organisational practices.

A range of significant factors are considered when choosing responses to student behaviour, including context, emotional well-being, culture, gender, race, socio-economic situation and impairment, all of which can influence the way in which students act and react to adult responses.

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 will be considered at all times. Consequences for breaking the rules or breaching the school's Code of Behaviour vary according to a number of factors, which may include:

- age of the student
- previous behaviour record
- severity of the incident
- amount of reliable evidence
- degree of provocation
- intent of the action
- honesty and perceived level of genuine remorse

As a school we promote a teaching/learning environment which is responsive to the diverse needs of our students by:

- establishing procedures for applying fair, equitable and non-violent consequences for misconduct ranging from the least intrusive sanctions to the most stringent
- recognising the rights of all students to:
  - express their opinions in an appropriate manner and at the appropriate time
  - work and learn in a safe and disciplined environment regardless of their age, gender, cultural background, socio-economic situation and impairment
- recognising that students who are faced with suspension or exclusion have the right to natural justice. This opportunity must be given in relation to all relevant adverse evidence.
- This includes:
  - being advised why the proposed action is being taken
  - given opportunity to respond (either by written or verbal statement) to the allegations present their case prior to any decision being made

## 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

- [Schoolwide Positive Behaviour Support](#)
- [Code of Conduct for School Students Travelling on Buses](#)

## ***Endorsement***

---

**Principal**

**P&C President or**

**Regional Executive**

**Effective Date: 1 March 2017 —1 March 2018**

---

### 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.

#### **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 Carole Park 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<sup>1</sup> 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).

---

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

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

#### **Text communication**

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

#### **Assumption of cheating**

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

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

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

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

#### **Special Circumstances Arrangement**

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

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

## Appendix 2

### Procedures for Preventing and Responding to Incidents of Bullying (Including Cyber bullying)

#### Purpose

1. Carole Park 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 Carole Park 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 Carole Park 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 Carole Park 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 Carole Park 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 schoolwide 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 3 school expectations 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. The student curriculum modules of the anti-bullying process consist of lessons taught by all teachers in all classrooms to a schoolwide schedule of instruction. At all times simultaneous instruction is our goal, in order to maintain consistency of skill acquisition across the school.
  10. An initial introductory lesson is delivered, which teaches the 3-step process to be used by all students when experiencing bullying behaviour either as a person being bullied, the person bullying or bystander.
  11. 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.
  12. 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 Carole Park 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'.
  13. Carole Park 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.

## CAROLE PARK STATE SCHOOL STUDENT DRESS CODE

The P & C of Carole Park State School supports a student dress code for Carole Park State School because it believes that a student dress code promotes objectives of Education (General Provisions) Act 2006.

In particular, the P & C supports the intention of a student dress code in providing a safe, supportive teaching and learning environment by:

- ready identification of students and non-students at school;
- eliminating distraction of competition in dress and fashion at school;
- fostering a sense of belonging; and
- developing mutual respect among students by minimising visible evidence of economic or social differences.

Our student dress code consists of an agreed standard of items of clothing that our students wear when:

- attending or representing Carole Park State School;
- travelling to and from this school; and
- engaging in school activities out of school hours.

### Requirements of Carole Park State School Student Dress Code

Girls—royal blue shorts or skorts and royal blue polo shirt

Boys—royal blue shorts and royal Blue polo shirt

Sun Smart Hats—royal blue - compulsory for outside lessons and play breaks

Shoes—closed in shoes must be worn at all times for safety reasons

Hair—all students with long hair are required to tie it back for health and safety reasons

Make-up—students must not wear make-up

Swimming—students are required to wear a tee-shirt or sun smart shirt over their swimming togs

Jewellery **is not** to be worn at school as it presents a safety hazard to students. The exceptions are:

- a watch
- a medical bracelet
- one small stud or one pair of small stud or sleeper earrings
- a religious necklace

Sun Smart hats — there are two types

- Royal blue Legionnaires
- Royal blue Surf Hat with 8 cm approved brim

Playground Buddies and Sports Monitors wear Sun Smart surf hats in colours other than royal blue so that they are easily recognised by teachers and students in the play ground. The school provides these hats for the students to wear.

Students may wear acceptable or reasonable dress that is socially acceptable, although it may not conform to the school's dress code.

Students must not wear **inappropriate dress items** for school. Inappropriate refers to clothing or apparel worn by students that is deemed to be:

- offensive;
- likely to disrupt, or negatively influence normal school operations;
- unsafe for students or others;
- not sun-safe; and
- likely to result in a risk to health and safety of students or others.



In the event that a student is wearing **inappropriate dress items** the school will:

- endeavour to contact parents and ask that they bring appropriate dress items to school for their child; or
- provide appropriate item/s from the bank of clothing/uniforms held at school for the child to wear.

Sanctions for students who **persistently fail** to uphold the student dress code with non-compliance include:

- time away at first or second break;
- student prevented from attending, or participating in any activity for which the student is representing the school; or
- student is prevented from attending or participating in any activity that is not an essential educational program.

Exemptions are possible. The process for exemptions is for parents to contact the Principal with their written request. Alternative arrangements can be made for a set period of time. The process for this is for parents to contact the Principal with their written request.

### Debriefing Report

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

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

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

Debriefing should provide information on:

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

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

- FACTS: what do we know happened?
- FEELINGS: how do you feel about the event that happened?
- PLANNING: what can/should we do next?

#### Questions for staff

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

#### Questions for student

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

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

**Appendix 5**

**Carole Park State School  
Referral Form  
Special Needs—Learning Support**

Name: \_\_\_\_\_ DOB: \_\_\_\_\_ EQ No: \_\_\_\_\_  
\_\_\_\_\_

Year Level: \_\_\_\_\_ Teacher: \_\_\_\_\_  
\_\_\_\_\_

Referral Initiated by: \_\_\_\_\_ Position: \_\_\_\_\_  
\_\_\_\_\_ Date: \_\_\_\_\_

Date of Admission to CPSS: \_\_\_\_\_ Yr Level on Entry: \_\_\_\_\_ Attendance History: \_\_\_\_\_  
\_\_\_\_\_

Previous school/s: \_\_\_\_\_  
\_\_\_\_\_

Grade Repeated: \_\_\_\_\_ Siblings/Position in Family: \_\_\_\_\_  
\_\_\_\_\_

Parent/Guardian: \_\_\_\_\_ Home Phone No: \_\_\_\_\_  
\_\_\_\_\_

Address: \_\_\_\_\_  
\_\_\_\_\_

**This referral has been discussed with Parent/Guardian**      Yes     No

\_\_\_\_\_ Date: \_\_\_\_\_

\_\_\_\_\_ Class Teacher Signature

\_\_\_\_\_ Parent/s Caregiver/s Signature

**Reason for Referral**

Please indicate concerns and complete the checklist on the reverse to support this referral.

- |   |                                     |                                 |
|---|-------------------------------------|---------------------------------|
| <input type="checkbox"/> Academic         | <input type="checkbox"/> Behaviour  | <input type="checkbox"/>        |
| <input type="checkbox"/> Speech Language  | <input type="checkbox"/> Hearing    | <input type="checkbox"/> Health |
| <input type="checkbox"/> Vision           | <input type="checkbox"/> Fine/Motor | <input type="checkbox"/> Gross  |
| <input type="checkbox"/> Social/Emotional |                                     |                                 |
| <input type="checkbox"/> Other            |                                     |                                 |

**Academic Performance**

	Below Year Level	Year Level	Above
<b>Year Level</b>			
Reading	←-----		
-----→			
Writing	←-----		
-----→			
Numeracy	←-----		
-----→			

**Comment:**

\_\_\_\_\_

—

Behaviour	Poor	Average
<b>Good</b>		
Behaviour in Class ----->	←-----	
Attitude to School Work ----->	←-----	
Behaviour in Playground ----->	←-----	
Adjustments with Peers ----->	←-----	
<b>Comment:</b>		
_____		
-		

**What classroom interventions have been tried?** (Circle as appropriate)

Teacher Support	Small Group Instruction	Teacher Aide Support	Peer Tutoring	Modification to Class Program	Other
-----------------	-------------------------	----------------------	---------------	-------------------------------	-------

List any individualised programs:

\_\_\_\_\_

Has the student received support from or been referred to any of the following specialists?

ESL	Reading Recovery	Yr 2 Intervention	Learning Support Teacher	Guidance Office	Speech Pathologist	Other
-----	------------------	-------------------	--------------------------	-----------------	--------------------	-------

### STUDENT PROFILE

#### Factors That May Contribute to Difficulties

Please tick the following checklists to indicate areas to target for this child.  
Parents/guardians might be able to contribute in gathering this information.

<b>Hearing</b>	
<b><i>Does the child appear to:</i></b>	
Miss what you are saying?	
Ask you to repeat instructions?	
Refer to others to find out what to do?	
Have difficulty learning sounds?	
Day dream frequently?	
<b>Vision</b>	
<b><i>Does the child appear to:</i></b>	
Find it difficult to copy from the board?	
Lose place when reading?	
Tire quickly when copying from board?	
<b>Behaviour</b>	
<b><i>Does the child display signs of:</i></b>	
Temper tantrums?	
Defiance, disruption, off task?	
Immature behaviour for age or setting?	
Quiet or withdrawn behaviours?	
Aggression: fighting, bullying, verbal abuse?	
Poor self concept, lacking confidence?	
Anxiety in certain situations?	
Attention seeking?	

<b>Motor Skills</b>	
<b><i>Does the child experience difficulty in:</i></b>	
Physical Education classes?	
Sitting without leaning or slouching?	
Sitting still in class?	
Clumsiness in class?	
Gross or fine motor activities?	
Writing legibly or holding a pencil?	
<b>Organisational Abilities</b>	
<b><i>Does the child:</i></b>	
Have difficulty following directions?	
Often misplace belongings?	
Forget items for special lessons?	
Become distracted between tasks?	
Not complete schoolwork on time?	
Not complete homework on time?	
Not deliver notes when taken home?	
<b>Approaches To Learning</b>	
<b><i>Does the child:</i></b>	
Have difficulty solving problems?	
Not understand cause and effect?	
Require concrete materials for tasks?	

Sudden change in behaviour?	
Truancy, school refusal?	
External factors that may have influenced behaviour?	
Disruptive playground behaviour?	
Not having empathy for other's feelings?	
<b>Oral Language</b>	
<b><i>Does the child have difficulty:</i></b>	
Maintaining a topic?	
Initiating conversations?	
Sustaining a conversation, or introducing new topics?	
Understanding verbal inflections, facial expressions and gestures?	
Understanding verbal instructions?	
Accurately sequencing oral and written tasks?	
Using age appropriate grammar?	
Finding words when talking?	
Articulating words?	
<b><i>Does the child:</i></b>	
Have a specific speech problem?	
Stutter?	
Demonstrate poor listening skills?	
Display phonological awareness difficulties?	
<b><i>Is the child able to:</i></b>	
Concentrate in a noisy environment?	
Make predictions and inferences from texts?	

Have difficulty recalling recent information?	
Not understand new concepts easily?	
Have a slower rate of learning compared to peers?	
Learn best from direct teaching?	
Lack motivation?	
Have tasks presented in different ways to suit learning needs?	
<b>External Factors</b>	
<b><i>Does the child have/had:</i></b>	
Poor attendance?	
Difficult cultural or linguistic background?	
Difficulties in first language?	
Developmental difficulties?	
Medical/medication requirements?	
Family circumstances?	
<b><i>Has the child had:</i></b>	
Interstate schooling?	
Numerous changes to / of schools?	
<b><i>Other:</i></b>	

**PLEASE READ AND COMPLETE BEFORE HANDING IN REFERRAL FORM**

This referral form is the first step in initiating learning support outside normal classroom and school intervention. Please:

- Leave on and tick off this attached checklist indicating the steps you have taken to cater for this student's needs
- Complete this form with all three signatures and dates
- Hand, in person, the completed forms to the Learning Support Teacher.

Have you:

- Sought previous school/class/health information on this student?
- Checked the student's folio and familiarised yourself with the student's school history?
- Collected work samples and collated test results in student folder to illustrate your concerns?
- Discussed your concerns with the parents or guardians of the student? You can arrange for them to sign this referral form at the meeting.
- Checked that ALL information has been completed on the Referral Form?

Your referral will be processed in order of date of submission unless the SNC prioritises it as urgent. When all data is collated an initial assessment is carried out by the SNC with input from appropriate outside agencies. Feedback will be given to the teacher. This is when you may be given an appropriate Referral Form to be sent home to the parents. A case conference may be called by the SNC to discuss any reports with you and the parents.

**SPECIAL NEEDS APPROVAL**

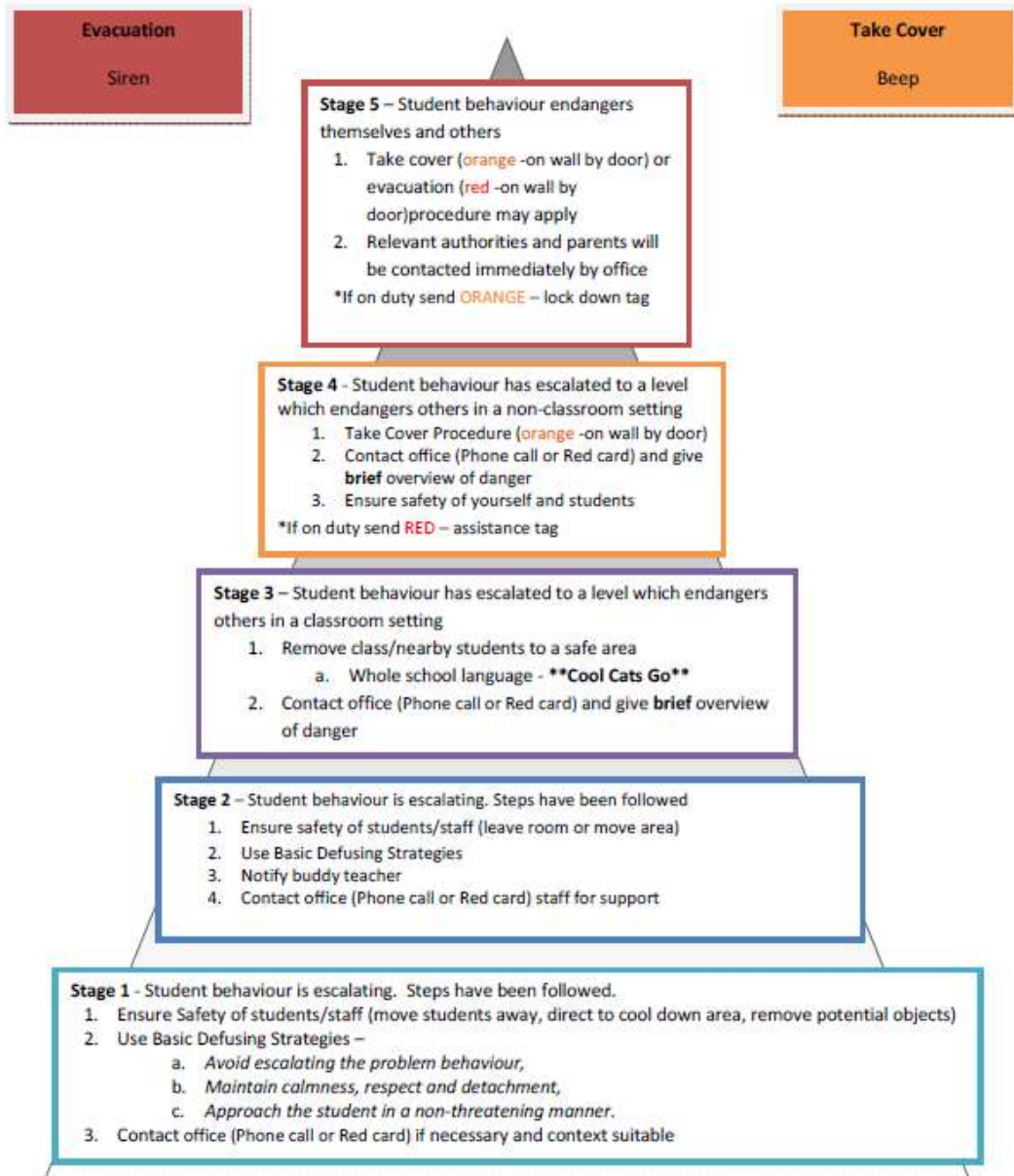


## Appendix 6

### Carole Park State School Playground Incident Referral MINOR/MAJOR

#### Responding to Unacceptable Student Behaviour

#### Carole Park State School – Crisis Management Protocol



Carole Park State School –  
Positive Behaviour for Learning Matrix

Carole Park State School Expectations Matrix										
2017	Whole School	Classroom	Office	Library	Parade/ Audience	Lining up/ Walkways	Playground/ Oval	Toilets	Bus	Sport/ excursion/ event
<b>Be Safe</b>	<ul style="list-style-type: none"> <li>Keep hands feet and objects to yourself</li> <li>Be in the right area at the right time; all the time.</li> <li>Walk when moving around the school</li> </ul>	<ul style="list-style-type: none"> <li>Organise and use equipment properly</li> <li>Remain in the room/learning environment; unless given permission</li> </ul>	<ul style="list-style-type: none"> <li>Walk in the student door</li> <li>Wait your turn and use polite language</li> </ul>	<ul style="list-style-type: none"> <li>Place all books in the returns box carefully</li> <li>Walk inside the library</li> </ul>	<ul style="list-style-type: none"> <li>Remain with class, in 1 or 2 lines</li> <li>Sit still with your legs crossed and back straight.</li> <li>Walk in and out quietly with the class- looking out for equipment</li> </ul>	<ul style="list-style-type: none"> <li>Walk on the left in 1 or 2 straight lines</li> <li>Stay together as a class</li> <li>Stop/wait where the teacher has instructed you to line up.</li> </ul>	<ul style="list-style-type: none"> <li>Play school safe approved games</li> <li>Use equipment properly</li> <li>Wear the correct hat and keep your shoes on.</li> </ul>	<ul style="list-style-type: none"> <li>Go in and out of the toilets quickly and quietly</li> <li>Wash hands carefully</li> </ul>	<ul style="list-style-type: none"> <li>Sit and wait for teachers instructions to move to the bus.</li> <li>Stay seated on the blue bus benches.</li> </ul>	<ul style="list-style-type: none"> <li>Remain with the group</li> <li>Be in full school uniform</li> </ul>
<b>Be Respectful</b>	<ul style="list-style-type: none"> <li>Use polite language and manners</li> <li>Follow directions the first time; every time</li> </ul>	<ul style="list-style-type: none"> <li>Raise your hand to speak</li> <li>Always take turns</li> <li>Always use encouraging words</li> </ul>	<ul style="list-style-type: none"> <li>Always use your walking feet.</li> <li>Wait quietly</li> <li>Shut the door behind you</li> </ul>	<ul style="list-style-type: none"> <li>Use your shelf marker every time you look for a book to borrow</li> <li>Place books back on the shelf, spine facing out</li> <li>Use a whisper voice</li> </ul>	<ul style="list-style-type: none"> <li>Remove your hat before entering the hall.</li> <li>Stand still and respectful during the anthem</li> <li>Listen and respond in an acceptable way; by not talking, yelling or calling out</li> </ul>	<ul style="list-style-type: none"> <li>Be on time ready and organised</li> </ul>	<ul style="list-style-type: none"> <li>Share and take turns</li> <li>Solve issues with kind words</li> <li>Put all equipment away on the bell</li> </ul>	<ul style="list-style-type: none"> <li>Use toilets correctly</li> <li>Respect people's privacy</li> <li>Put used paper towel in the bin</li> </ul>	<ul style="list-style-type: none"> <li>Listen to the adult on duties instructions</li> <li>Let adults on and off first and have your bus pass ready</li> <li>Sit quietly on the bus</li> </ul>	<ul style="list-style-type: none"> <li>Show sportsmanship</li> <li>Care for equipment and other places</li> <li>Show pride in your schools uniform</li> </ul>
<b>Be a Learner</b>	<ul style="list-style-type: none"> <li>Be confident knowing the school rules</li> <li>Know what you need to do to be able to learn</li> </ul>	<ul style="list-style-type: none"> <li>Participate in all activities and try your best</li> <li>Take ownership of your learning</li> <li>Ask for help when needed</li> </ul>	<ul style="list-style-type: none"> <li>Only bring one buddy with you to the office.</li> </ul>	<ul style="list-style-type: none"> <li>Trying books that are a challenge but make sure you can still read them</li> <li>Wait patiently in line to borrow your books</li> </ul>	<ul style="list-style-type: none"> <li>Speak confidently to the audience when answering a question or presenting on stage.</li> </ul>	<ul style="list-style-type: none"> <li>Wait with a patient attitude</li> <li>Line up at your classroom on the bell ready for learning.</li> </ul>	<ul style="list-style-type: none"> <li>Show sportsmanship</li> <li>Know and play by the rules</li> <li>Be fair to all players</li> </ul>	<ul style="list-style-type: none"> <li>Ask for permission to go to the toilet</li> <li>Go during break times</li> <li>Be water wise when flushing and washing hands</li> </ul>	<ul style="list-style-type: none"> <li>Show that you are willing to listen and learn new things</li> <li>Work as a team</li> <li>Reflect on new ideas and problem solve</li> </ul>	



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

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

<b>What strategies have you used:</b> <ul style="list-style-type: none"> <li>o Apology</li> <li>o Natural Consequence</li> <li>o Blue Chill Out Spot</li> <li>o Short term Withdrawal e.g. walk with me</li> <li>o Temporary Alternate Location</li> <li>o Withdrawal</li> <li>o Time away in office</li> <li>o Principal Referral</li> </ul>	<b>Notes IF required: (Others Involved etc.)</b>
<b>Entered In One School:</b> <input type="checkbox"/> Yes <input type="checkbox"/> No	<b>Sign and date by entering staff member:</b>

Negotiated Attendance



# Carole Park State School

PO Box 186  
Waterford Road,  
CAROLE PARK Q 4300

Telephone: (07) 3718 5333  
Fax: (07) 3718 5300  
A.B.N. 11 085 847 929

EMAIL: [the.principal@caroleparkss.eq.edu.au](mailto:the.principal@caroleparkss.eq.edu.au)

**Negotiated Attendance Plan – Carole Park State School**

Name: \_\_\_\_\_

The objective of this plan is to provide a structured increase in NAME[s] time at school giving him the best opportunity to have success through:

- ☺ Diminished time at school during at 'risk times'
- ☺ Increasing the amount of time Troy spends at school being successful
- ☺ The provision of slowly integrated play, socialisation and academic program.
- ☺ Work will be provided for the student for the classes they are not present for.
- ☺ Negotiated attendance plan is part of the student support provisions to support their behaviours.

**Note:**

**Term**

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1 11/7/16					
Review					
Week 2 18/7/16					
Review					
Week 3 25/7/16					
Review					
Week 4 1/8/16					
Review					
Week 5 8/8/16					
Review					
Week 6 15/8/16					
Review					
Week 7 22/8/16					
Review					
Week 8 29/8/16					
Review					
Week 9 5/9/16					
Review					
Week 10 12/9/16					
Review					

If this entry program breaks down at any time for any reason a meeting will need to be held between stakeholders that are working with NAME.

Principal \_\_\_\_\_

Parent \_\_\_\_\_

Classroom Teacher \_\_\_\_\_

Principal Referral Letter



# Carole Park State School

240 Waterford Rd, Carole Park Q 4301  
Telephone: 3781 5333  
Fax: 3718 5300  
[the.principal@caroleparkss.eq.edu.au](mailto:the.principal@caroleparkss.eq.edu.au)



Date: .....

Dear Parents/Caregivers

Today ..... was referred to the Principal for behaviour that was not demonstrating the school expectations. A referral to the Principal occurs when a behaviour is considered to be that of a Major level. For the benefit of all children in our school we need to ensure that students demonstrate our behaviour expectation.

..... was referred to the Principal for the following reason

- Disruption
- Non-compliance
- Refusing to complete work
- Naming calling
- Defiance
- Hitting or kicking or using objects to hurt others
- Not being in the right place
- Damaging property
- Swearing

Please return the confirmation slip below on the following school day to the office. If you would like to discuss your child's inappropriate action/s, please contact the school to organise an appropriate time with the Principal. It would be appreciated if you could discuss this action/s with your child to promote safe, respectful, learning behaviour in the future.

Thank you for your support and commitment to ensuring our school is a safe and positive environment for all children.

Regards,

Scott Medford  
Principal

Confirmation of Receipt of Letter (please return to school the following day)

Principal referral letter for (student) ..... received (date) .....

Parent name: ..... Signed: .....