Carole Park State School

Responsible Behaviour Plan for Students

The Code of
School Behaviour

Better Behaviour
Better Learning

Caring Courageous Committed

Revised in March 2015

Queensland Government
Education Queensland

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
- 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 School Wide Positive Behaviour Support policies, school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents from 2012-2015 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 2015, 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 SWPBS 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.

Our school community has identified the following three expectations to teach and promote our high standards of responsible behaviour: to all students.
These are Care, Courage and Commitment.
- Caring at Carole Park SS means that you care for your environment, yourselves and others, and your belongings.

- Courageous at Carole Park SS means that you stand up for your right and others' rights to learn and play in a safe environment.
- Committed at Carole Park SS means that you are committed to your learning and contributing to a productive learning environment.

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

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 School Wide Positive Behaviour Support.

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;
- Intrinsic/Extrinsic reward systems
- Appropriate environmental adjustments
- Consistent 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 **caring, courageous and committed** behaviours and attitudes.

We do this by setting expectations, facilitating explicit teaching and learning, monitoring student responses and reporting regularly to parents. We:
- adhere to the School Wide Expectations Matrix
- implement school rules 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 *School Wide Behaviour Matrix*)

When monitoring student responses we:
- observe and record student behaviour
- use positive reinforcement (Class Dojo Points, CATchas, Behaviour Day goals)
- review expectations (Weekly Lessons)
- provide support when required (Referral Process)
- facilitate extra social and emotional learning experiences (Supported Play)
- 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 regular written and oral feedback to parent/carers
- promote an improved standard of behaviour (Purrfect Behaviour Days)

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

School Wide Positive Behaviour 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 documented is regularly revised and adjusted to reflect current school needs. The School Wide Behaviour 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
School Wide Positive Behaviour Support expectations are communicated to students via a number of strategies, including:
- Teaching matrix lessons conducted 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 and in the office area (e.g: Lesson posters, School Expectation Posters)

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.
- 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.
- Individual support profiles developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings.
- Development of specific policies to address:
  - The Use of Personal Technology Devices at School (Appendix 1)
  - Procedures for Preventing and Responding to Incidents of Bullying (Appendix 2).

Supporting Staff
Core documents, lessons, resources and visual materials can be found on the team site, and Ed studio – Suppo99rting Practice @ Carole Park State School.
All staff are informed about through regular communication in emails, announcements and staff and teacher aide meetings.
https://staff.learningplace.eq.edu.au/lp/pages/default.aspx?cid=158924

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; 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 Teaching Matrix:

Classroom Strategies

The following practices are used in classrooms to recognise appropriate behaviours:
- Specific and genuine praise
- Paw Post Cards – The class teacher sends home a Paw Post Cards to parents with good news of student/s progress academic or behavior
- Paw Chart – All classes have a PAW poster. Students have the opportunity to gain three paw stamps a day – when displaying positive behaviours and choices that relate to the weeks specific expectation. Specialist teachers also have the opportunity to contribute to PAW posters in order to recognize all abilities and strengths in a variety of classroom settings.
- Stamps, stickers and prizes - class negotiated rewards with class teacher
- Principal's Class Award – presented at weekly whole school assemblies- < or = 3 per class which are related to students who show Caring, Courageous or Committed behaviours
- Class Dojo – each classroom has a class dojo account that they have created. Students are assigned points based on a weekly focus whether it is the school expectation of the week, or a classroom goal. Parents have the opportunity to engage and connect with their child's account and monitor progress.
- Individual Learning/Support Plan rewards

- Opportunity for students to visit the Principal or colleagues to showcase excellent social and academic work
- CATchas - Staff members hand out CATchas each day to students they observe following school rules in non-classroom and classroom areas that pertain to the specific expectation of the week.
- CATchas on Assembly – Students who have earned a significant amount of CATchas in a week will be selected for a prize on assembly.

Playground
The following practices are used in the playground to recognise appropriate behaviours:
- Specific and genuine praise
- CATchas -
  - When a staff member 'catches' a student following the expectation of the week they can give them a CATcha. CATchas handed to the classroom teacher and accumulate over a weekly period in that class. Each Friday Student Leaders collect the total number of CATchas from the library.

Whole School
- Behaviour Celebration Day (x2 term) – For students who always display positive behaviour in all school settings. (Data rule applies)
- Paw Post Cards – The class teacher sends home a Paw Post Cards to parents with good news of student/s progress academic or behavior
- Badge Assemblies – at the end of each term students who have shown the specific value of the term are awarded a badge and special certificate. Students are chosen who have shown the specific value (care, courage or commitment) throughout the term in the classroom and playground.
- PAW wristbands – as a prize for CATcha winners
- Weekly Class awards – for all aspects of schooling
- Wall of Fame – in the office – celebrating student achievements
- Recording of positive behaviour in One Schoo
- Paw Chart – All classes have a PAW poster. Students have the opportunity to gain three paw stamps a day – when displaying positive behaviours and choices that relate to the week's specific expectation. Specialist teachers also have the opportunity to contribute to PAW posters in order to recognize all abilities and strengths in a variety of classroom settings.
- Student's work published in the school newsletter – the Cadet
- Student's acknowledged in the school newsletter for Principal Awards
- 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.
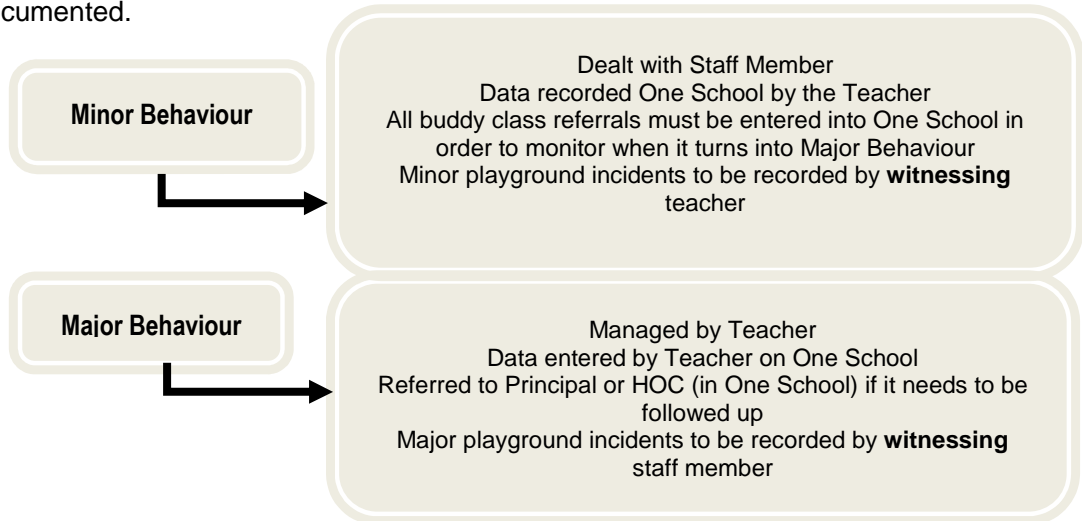
Class teachers all implement School wide universal systems within their classrooms and implement the Eight Effective Classroom practices.

- 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

Carole Park State School
SWPBS Model of Student Support
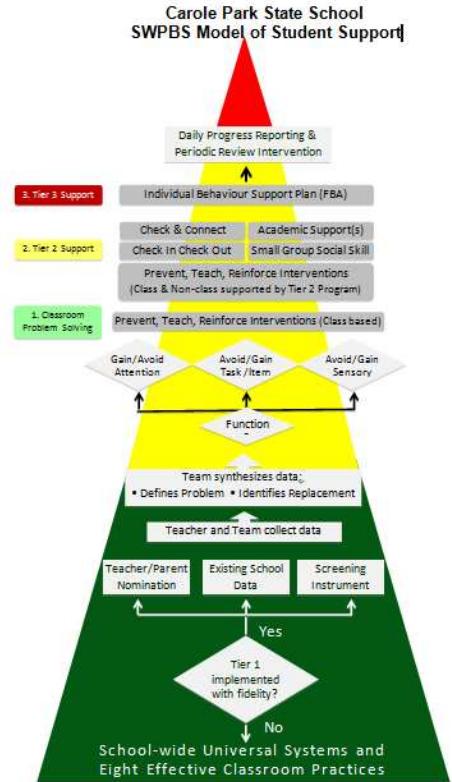
Adapted from Missouri SWPBS Student Support Model (Metro West Behaviour Service- May 2014).

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

Minor Behaviour

Dealt with Staff Member
Data recorded One School by the Teacher
All buddy class referrals must be entered into One School in order to monitor when it turns into Major Behaviour
Minor playground incidents to be recorded by **witnessing** teacher

Major Behaviour

Managed by Teacher
Data entered by Teacher on One School
Referred to Principal or HOC (in One School) if it needs to be followed up
Major playground incidents to be recorded by **witnessing** staff member

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.

Below is an example of the steps Staff will take with low level behaviour in the classroom.

1. Instruction "Everybody sit on the carpet thanks."
2. Redirect "_____ you need to sit on the carpet thanks."
3. PAWs time, (opportunity for students to process, break away) **Choice** I can see there is

an issue. What is the issue _____?"

"So it stays a small issue you have a choice. You can.... or ......?" (Use hands visual)

4. In Time Away

Goes to Time Away - Return to group

DOES NOT Follow Expectations "You're still not following expectations you need to go to buddy class thanks

5. Buddy Class

Go to buddy class Return to group

Refusal "You've chosen not to go to buddy class that means a **PRINCIPAL** referral and a One School entry."

Below is an example of the steps Staff will take with low level behaviour in the playground.

1. Instruction "I can see you running on the concrete, show me how you **walk** on the concrete"

(TEACHING MOMENT) – have student walk with you

2. Redirect "_____ you need to walk on the concrete thanks."

3. Paws time, Choice I can see there is an issue. What is the issue _____?" "So it stays a small issue you have a choice. You can.... or ......?" (Use hands visual)

4. In Time Away (quiet space in playground – blue bench/spot/walk with me)

Goes to Time Away - Return to group

DOES NOT Follow Expectations "You're still not following expectations you need to return to the time away area → walk with me – re-teach."

5. Next Stage – continues to not follow expectations

Minor/Major Behaviour (without risk of harm to self or others) – fill out Playground Incident Referral and follow up with classroom teacher

Major (with risk of harm to self or others) – Notify office with red card and fill out Playground Incident Referral

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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
- Planning Room
- Individual negotiated behaviour contracts
- Self-Management Plans
- Alternative play arrangements/class placements
- Art Therapy
- Risk Management Plans
- Parent support

Some students experience difficulty monitoring their own behaviour and require additional intervention and support. Staff members respond as per Student Behaviour Response sheet 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 State School
Student Behaviour Response Chart

Instruction
Redirection "_____ you need to sit on the carpet thanks."
Problem Solve "What is the problem? So it stays a small issue you have a choice. You can.... or ......?" (Use hands visual) PAWs time

No	Is the student's behaviour major?	Yes	
Time Away "You need to move to time away thanks"		Ensure safety of student and class	Behaviour is not threatening/does not endanger Others Record Managed by teacher
Monitor and Observe students behaviour (prevent escalation)		Staff member call office to escort student to office (not a student) Follow phone procedure	

Individual Conferencing Discuss with student in a calm respectful way the problem and possible solutions	**Buddy Class** Teacher records buddy class		Admin/Class Teacher to determine consequence	Admin or Class Teacher to contact parents/ caregivers
	Does the student have three minor entries?		Class Teacher to record details in One School Refer to Principal	
	Contact Parent or Caregiver Classroom teacher to Letter/Phone call		Follow through with consequences	
	Minor behaviour is dealt with by the classroom teacher		Class teacher to follow up with student **within** a week	

The Code of
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Phone Referral Procedure

Principal Referral Phone Procedure

*To be used in the case when a student is displaying a major behaviour and their actions are threatening **or** endanger the safety of themselves or others **or** all proactive steps and language has been followed.*

Principal –311
Head of Curriculum – 322
Office – 320

Details that need to be clear and precise:
1. Students 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

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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 class 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 several suspensions for severe 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 the School Counselor
- 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 School Wide Behaviour 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
- 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

Planning Room Procedure
Planning 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.
Classroom teachers and admin staff provide planning room referrals to students, 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 planning 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 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
- PAWs Time in buddy class or in playground (Small/Big Paw)
- Parent communication
- Loss of Play time (Small/Big Paw)
- Planning Room
- Restorative – Sorry letter, community service (i.e repair damaged property)
- Behavioural Advisory Visiting teacher (AVT) referrals
- Suspension
- Alternative placement-ARIC, 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

		Behaviour	Strategies	Consequence	Data
Tier Support A		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	• Check student knows what to do → redirection to work, • Check level of work, help student, set-up student for success • Redirection to work, • Class rules and Code of Behaviour expectations reminder • Provide students with a choice • Reminder of positives for completing work/good behaviour • Positive reinforcement to others following the rules • Student completes work at 1st or 2nd break under supervision of class teacher **Refer to CPSS language steps at all times (located above whiteboard)**	Redirection Problem Solving	
Tier Support B		Student continues to do any of the above **MINOR** behaviours with a higher intensity or repeatedly.	• Repeat above strategies • Visually show students small issue/large issue **Refer to CPSS language steps at all times (located above whiteboard)**	Problem Solving	Professional notation in diary of repeated behaviours *(e.g. how many times student has displayed minor behaviour)*
Tier Support C		Student continues to display any of the above minor behaviour definitions with disregard to teacher redirection and problem solving	• Time Away Area in class for set time (5, 10 mins or until student is ready to return) • Visually show students small issue/large issue • Individual conferencing with student **Refer to CPSS language steps at all times (located above whiteboard)**	Time Away	Professional notation in diary of time away.
Tier Support D		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 *(however still minor by definition)*	• Buddy Class with work for 15, 20, 30 min (Time shown on Buddy Class Slip) • Ring buddy class teacher—advise student on way • Class teacher to make contact with parents re student's misconduct • Individual conferencing for student • Proactive strategies – to minimise reoccurrence **Refer to CPSS language steps at all times, allow time for student to process language (located above whiteboard)**	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 **Teacher** in **One School** Record of conversation recorded in One School by **Teacher**
Targeted Support A		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.	• Send back to buddy class • Class teacher to make contact with parents re student's misconduct – develop self-management plan • Loss of Lunchtime play – student sits in Area 1,2,3,4 or library for designated time. • Referral to supported play • Logical Consequence – student repairs broken/damaged property or relationship (e.g. sorry letter, conversation, repair work) **Refer to CPSS language steps at all times, allow time for student to process language (located above whiteboard)**	Buddy Class Self-Management Plan Loss of Play Time – Planning Room Logical Consequence	Record in **One School** by **Teacher** – refer to Principal and entered by **Teacher** in **One School** Record of conversation to parent recorded in One School by **Teacher** **Planning Room form (triplicate book)**

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Targeted Support B	Student engages in behaviour that is Major by definition with: • repeated occurrence (e.g. leaving the room) • behaviour in which is escalating Student displays unsafe, defiant, threatening or disrupting, verbal/physical aggression **Office Managed** (if behaviour is unsafe)	• Repeat above strategies • Proactively try to minimise escalation of behaviour – give student choices, time and space to process and make a choice • Make sure student understands the consequences for continued major behaviour (Problem Solving) • **Phone Referral** to **Principal** is (as per procedure next to phone) • Complete One School entry —outline student behaviour and the strategies you have used. **Refer to CPSS language steps at all times in a calm manner, allow time for student to process language (located above whiteboard)**	Buddy Class Contact Office Self-Management Plan Loss of Play Time – Planning Room Logical Consequence Suspension	Record in **One School** by **Teacher** – refer to Principal entered by **Teacher** in **One School** Record of conversation to parent recorded in **One School** by **Teacher** **Planning Room form (triplicate book)** – Classroom teacher to contact parents (verbal) once second PR has been handed out
Targeted Support C	Student engages in behaviour in the classroom that intentionally and/or with the intent to endanger themselves and other students Student knowingly brings to school items that endanger the health and safety of themselves and others. Behaviour that is reckless and endangers the safety of others. **Office Managed**	• 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) • Runner/Phone call to office for Principal to manage situation. **Refer to CPSS language steps at all times, allow time for student to process language (located above whiteboard)**	Suspension Application for exclusion	Record in **One School** by **Teacher** – refer to Principal and entered by **Teacher** in **One School** Record of conversation to parent recorded in **One School** by **Teacher or Principal**

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		Parents contacts by teacher is behaviour is continuous low level
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 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. They include:
▪ **Care** – for others, use polite and friendly words, keep hands and feet to themselves
▪ **Courage** – use brave talk, follow instructions first time,
▪ **Commitment** – wearing a sun safe hat and appropriate footwear, be in the right place

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
- PAWs Time – Time away on a size Paw for reflection
- Proactive monitoring and regular physical movement in the duty area
- CATchas—student following school rules (Caring, Courageous and Committed) behaviour – specific for each week

	Behaviour	Strategies	Consequence	Data
Tier Support A	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	• Check student knows rule • Help student—set-up for success • Suggest play area/friends to play with • Rule reminder • Ask/tell student to stop doing • School rules and Code of Behaviour expectations reminder • Show students ways to solve the problem (Teaching Moment) • Provide students with a choice • Reminder of positives for good behaviour • Positive reinforcement to others following the rules **Refer to CPSS Playground language steps at all times (located on playground folder)**	Redirection Problem Solving	
Tier Support B	Student continues to do any of the above **MINOR** behaviours with a higher intensity or repeatedly.	• Repeat above strategies • Warning that student will sit-out and miss out on game/play • Discuss with student rules and discuss how he/she will behave in future before returning to play • Visually show students small issue/large issue **Refer to CPSS Playground language steps at all times (located on playground folder)**	Problem Solving	
Tier Support C	Student continues to display any of the above minor behaviour definitions with disregard to teacher redirection and problem solving	• PAWs Time (2 mins—10 mins or until student is ready to play safely) – quiet place in playground (on PAW) • Student walks and talks with teacher until ready to play safely • PAWs Time again—if needed (PAW) • Fill out Minor referral sheet (found in playground folder) • Visually show students small issue/large issue – with hands • Individual conferencing with student **Refer to CPSS Playground language steps at all times (located on playground folder)**	Time Away	Fill out Minor Incident Playground form – found in Playground folder
Tier Support D	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 *(however still minor by definition)*	• PAWs Time—if needed (PAW) • Loss of play time next break • Individual conferencing for student • Proactive strategies – to minimise reoccurrence (meet student next play break and discuss actions and consequences) • Talk with classroom teacher **Refer to CPSS Playground language steps at all times, allow time for student to process language (located on playground folder)**	Time away	Fill out Minor Incident Playground form – found in Playground folder

	Behaviour	Strategies	Consequences	Recording
Targeted Support A	Student returns from repeated Time Away 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.	• Loss of Lunchtime play – student sits in Area 1,2,3,4 for designated time. (PAW) • Referral to supported play • Logical Consequence – student repairs broken/damaged property or relationship (e.g. sorry letter, conversation, repair work) • Talk with classroom teacher **Refer to CPSS Playground language steps at all times, allow time for student to process language (located on playground folder)**	Playground plan Loss of Play Time Logical Consequence	Fill out Major Incident Playground form – found in Playground folder Record in **One School** by **Teacher** – refer to Principal if it needs to be followed up.
Targeted Support B	Student engages in behaviour that is Major by definition with: • repeated occurrence (e.g. unsafe area) • behaviour in which is escalating Student displays unsafe, defiant, threatening or disrupting, verbal/physical aggression	• Repeat above strategies • Proactively try to minimise escalation of behaviour – give student choices, time and space to process and make a choice • Make sure student understands the consequences for continued major behaviour (Problem Solving) • Talk with classroom teacher **Refer to CPSS Playground language steps at all times in a calm manner, allow time for student to process language (located on playground folder)**	Playground Plan Loss of Play Time – Planning Room Logical Consequence Suspension	Fill out Major Incident Playground form – found in Playground folder Record in **One School** by **Teacher** – refer to Principal Record of conversation to parent recorded in **One School** by **Teacher** **Planning Room form (triplicate book)**
Targeted Support C	Student engages in behaviour in the playground that intentionally and/or with the intent to endanger themselves and other students Student knowingly brings to school items that endanger the health and safety of themselves and others. Behaviour that is reckless and endangers the safety of others.	• 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) • Runner/Phone call to office for Principal to manage situation. • Complete Major Behaviour Incident Report Sheet and forward to Principal on the same day and ASAP **Refer to CPSS Playground language steps at all times, allow time for student to process language (located on playground folder)**	Suspension Application for exclusion	Record in **One School** by **Teacher** – refer to Principal & HOC Record of conversation to parent recorded in **One School** by **Teacher or Principal**

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		Parents contacts by teacher is behaviour is continuous low level
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 the Principal
▪ Application for exclusion, managed by the Principal

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

Planning Room Procedure

Purpose: To provide a setting for students to have time out of play as a result of consistent low-medium level behaviour incidents, or refusal to follow school rules in the classroom or playground contexts **(Targeted support B or C)**

Before Planning Room	
Students Role	**Teachers Role**

❖ Accept responsibility for their actions
❖ Show resilience, and courage
❖ Keep the problem small
	❖ Follow classroom/playground language and steps
	❖ Enter incident on One School using prescribed documentation language
	    - refer to appropriate people
	    - click planning room (strategies)
	❖ Using Planning Room Book – fill out using the same language used in One School
	    - **WHITE** – planning room box
	    - **PINK** – planning room box
	    - **YELLOW** – remains in folder
	❖ If it is the 2nd planning room teacher is to verbally contact parents to discuss.

During Planning Room	
Students Role	**Teachers Role**

❖ Accept responsibility for their actions – talk about why you were given a planning room
❖ Keep the problem small
❖ Discuss with the teacher ways they could possibly restore or repair relationships, or provide ways in which they could solve their problem
❖ Fill out the planning room form
	❖ Teacher discusses with students:
	    - the reason for a planning room
	    - Use key questions card
	    - Stop, Walk, Talk process
	
	❖ **WHITE** Planning Sheet – for students to fill out and take home to sign
	❖ **PINK** Planning Sheet – Into a Folder
	❖ If the student is unsuccessful in the planning room, the **WHITE** planning room form remains in the planning room box. This does not get re-entered on to One School

After Planning Room	
Students Role	**Teachers Role**
❖ Student takes **WHITE** copy home to get signed by their parent/carer ❖ Continue to follow school expectations and display caring, courageous and committed behaviour.	❖ Match signed **WHITE** copies with filed **PINK** planning room forms ❖ Teacher to conference with student to maintain relationship

Relate problem behaviours to expected school behaviours

When responding to problem behaviours, staff members ensure that students understand the relationship of the problem behaviour to expected school behaviour. One method that staff members might use to achieve this is to have students:
- articulate the relevant expected school behaviour
- explain how their behaviour differs from expected school behaviour,
- describe the likely consequences if the problem behaviour continues; and
- Identify what they will do to change their behaviour in line with expected school behaviour

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 *Crisis Development Model*	
Behaviour Levels	Staff Attitude
1. Anxiety	1. Supportive
1. Defensive	2. Directive
2. Acting-Out Person	3. *Non-Violent Physical Crisis Intervention*
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.

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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.

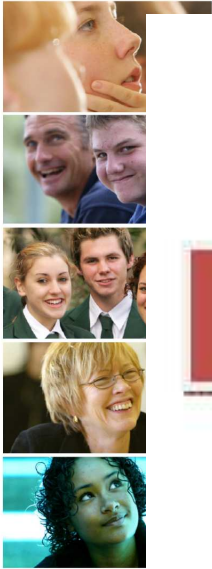### Record keeping
Each instance involving the use of physical intervention must be formally documented. The following records must be maintained:
- Incident report (Appendix 4)
- Health and Safety incident record (link)
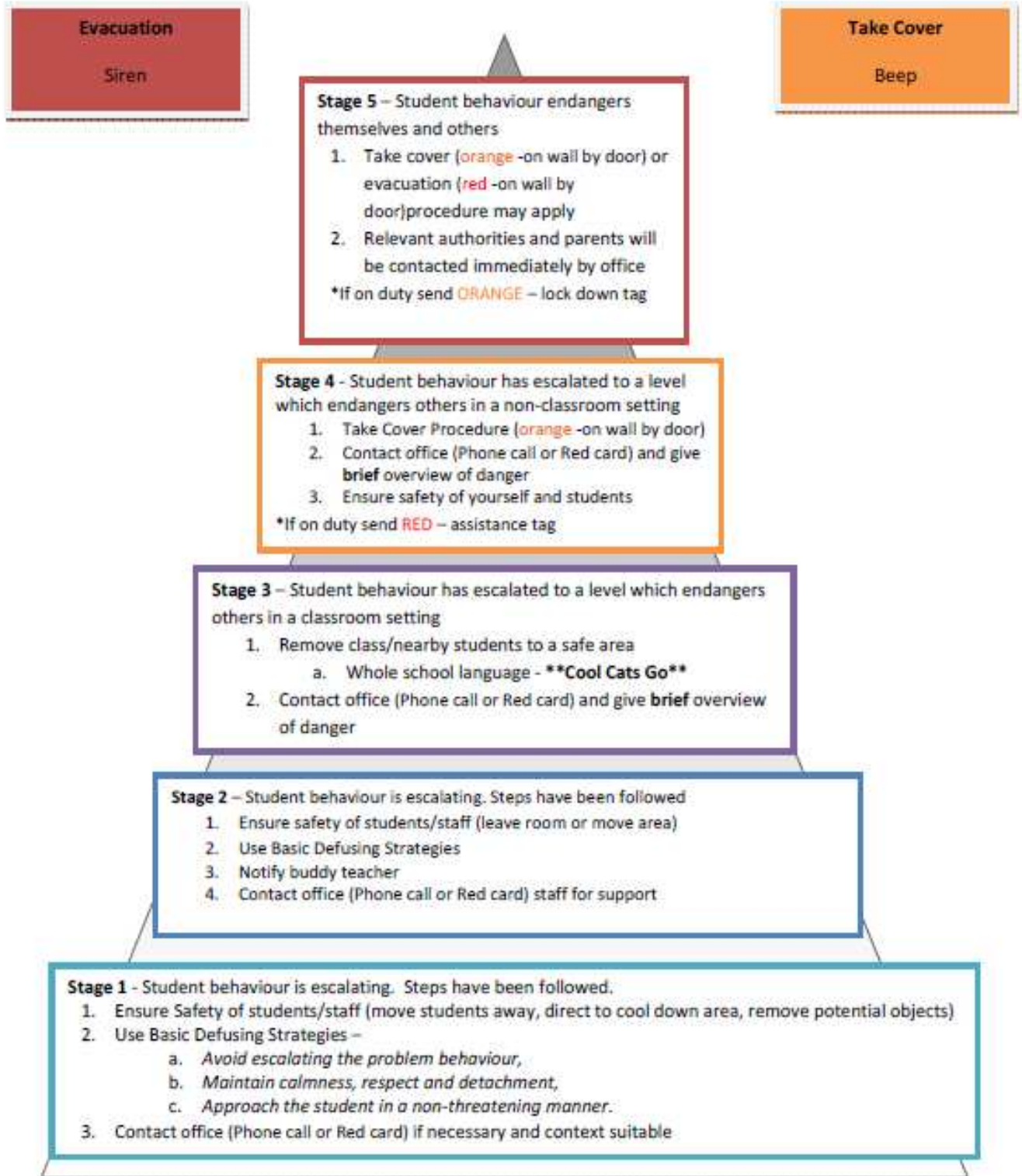- Debriefing report (for student and staff) (Appendix 5).

Responding to Unacceptable Student Behaviour

Carole Park State School – Crisis Management Protocol

Evacuation		Take Cover
Siren		Beep

Stage 5 – Student behaviour endangers themselves and others
1. Take cover (orange -on wall by door) or evacuation (red -on wall by door)procedure may apply
2. Relevant authorities and parents will be contacted immediately by office

*If on duty send ORANGE – lock down tag

Stage 4 - Student behaviour has escalated to a level which endangers others in a non-classroom setting
1. Take Cover Procedure (orange -on wall by door)
2. Contact office (Phone call or Red card) and give **brief** overview of danger
3. Ensure safety of yourself and students

*If on duty send RED – assistance tag

Stage 3 – Student behaviour has escalated to a level which endangers others in a classroom setting
1. Remove class/nearby students to a safe area
   a. Whole school language - **Cool Cats Go**
2. Contact office (Phone call or Red card) and give **brief** overview of danger

Stage 2 – Student behaviour is escalating. Steps have been followed
1. Ensure safety of students/staff (leave room or move area)
2. Use Basic Defusing Strategies
3. Notify buddy teacher
4. Contact office (Phone call or Red card) staff for support

Stage 1 - Student behaviour is escalating. Steps have been followed.
1. Ensure Safety of students/staff (move students away, direct to cool down area, remove potential objects)
2. Use Basic Defusing Strategies –
   a. Avoid escalating the problem behaviour,
   b. Maintain calmness, respect and detachment,
   c. Approach the student in a non-threatening manner.
3. Contact office (Phone call or Red card) if necessary and context suitable

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
▪ Classroom Teachers ▪ Buddy Class Teachers ▪ Teaching block colleagues ▪ Year level colleagues Principal ▪ Teacher Aides ▪ Parents ▪ Specialist Teachers ▪ Support Teacher :Learning Difficulties ▪ Intervention Committee ▪ Guidance Officer ▪ School Counselor ▪ School Youth Worker ▪ Sexual Harassment Officer	▪ District Advisory Visiting Teacher for Behaviour Support ▪ Senior Guidance Officers ▪ Guidance Officer: Intensive Behaviour ▪ Acacia Ridge Behaviour Hub ▪ Acacia Ridge Intervention Centre ▪ Therapists	▪ Department of Child Safety ▪ Department of Communities ▪ Police Liaison Officers ▪ Pathways to Prevention ▪ Qld Health Services (Nurses) ▪ Parent Support Groups ▪ Disability Services Qld ▪ Autism Qld, ▪ Mater Children's Hospital ▪ Inala Kids in Mind (IKIM) ▪ ELORAC House ▪ Church Groups ▪ CYMHS (Child Youth & Mental Health Unit)

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 2015 —1 March 2018

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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[1] 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

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

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

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

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

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

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

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

Special Circumstances Arrangement
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.

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

<u>**Purpose**</u>
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.

<u>**Rationale**</u>
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.

<u>**Prevention**</u>
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 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. 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.

The Code of
School Behaviour

Better Behaviour
Better Learning

Queensland Government
Education Queensland

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.

The Code of
**School
Behaviour**

Better Behaviour
Better Learning

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Education Queensland

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 you 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 modified to accommodate their specific receptive and expressive needs.

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.

☐	Academic	☐	Behaviour	☐	
☐	Speech Language Vision	☐	Hearing	☐	Health Issues
☐	Social/Emotional	☐	Fine/Motor	☐	Gross Motor
☐	Other				

Academic Performance

Year Level	Below Year Level	Year Level	Above
Reading	←--- -------------→		
Writing	←--- -------------→		
Numeracy	←--- -------------→		

Comment:
_____
_

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Behaviour		
	Poor	**Average**
Good		
Behaviour in Class	←-- --------------→	
Attitude to School Work	←-- --------------→	
Behaviour in Playground	←-- --------------→	
Adjustments with Peers	←-- --------------→	

Comment:
_____

_

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.

Hearing	
Does the child appear to:	
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?	
Vision	
Does the child appear to:	
Find it difficult to copy from the board?	
Lose place when reading?	
Tire quickly when copying from board?	
Behaviour	
Does the child display signs of:	
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?	
Sudden change in behaviour?	

Motor Skills	
Does the child experience difficulty in:	
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?	
Organisational Abilities	
Does the child:	
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?	
Approaches To Learning	
Does the child:	
Have difficulty solving problems?	
Not understand cause and effect?	
Require concrete materials for tasks?	
Have difficulty recalling recent	

Truancy, school refusal?	
External factors that may have influenced behaviour?	
Disruptive playground behaviour?	
Not having empathy for other's feelings?	
Oral Language	
Does the child have difficulty:	
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?	
Does the child:	
Have a specific speech problem?	
Stutter?	
Demonstrate poor listening skills?	
Display phonological awareness difficulties?	
Is the child able to:	
Concentrate in a noisy environment?	
Make predictions and inferences from texts?	

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?	
External Factors	
Does the child have/had:	
Poor attendance?	
Difficult cultural or linguistic background?	
Difficulties in first language?	
Developmental difficulties?	
Medical/medication requirements?	
Family circumstances?	
Has the child had:	
Interstate schooling?	
Numerous changes to / of schools?	
Other:	

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

Date:

_____
Recommendations:

☐ STLD   ☐ Speech Language   ☐ Enrichment
☐ GO   ☐ Admin   ☐ ESL
☐ Behaviour Management   ☐ Outside Agency   ☐ Other
_____

Action Taken:

_____

_____
_____

_____
_____

Written Report: Yes/No   Date Parent Informed:

FILE REVIEW

Date: _____ **Personnel:** _____ **Year Level:** _____

Comments:

_____

Carole Park State School Playground Incident Referral
MINOR/MAJOR

Reported By						
Date						
Time Period	Before School	1st Break Eating	1st Break Play	2nd Break Eating	2nd Break Play	Class time __:__am/pm
Location	Area 1	Area 2	Area 3	Area 4	Toilets J/S	Out of Bounds	Library

Students Involved:

Incident Details
(Should include observed behaviour of the student, who and what the behaviour was directed towards and action taken to deescalate behaviour)

Strategies *(circle relevant)*	Category *(circle relevant)*
o Apology	o Bullying/Harassment
o Natural Consequence	o Defiant/threats/to adults
o Principal Referral	o Disruptive
o Blue Chill Out Spot	o Dress Code
o Red Bucket Duty	o Lying Cheating
o Short term Withdrawal e.g. walk with me	o Misconduct involving object
o Temporary Alternate Location	o Non-Compliant with Routine
o Time away in office	o Physical Misconduct
o Withdrawal	o Possesses prohibited items
	o Property misconduct
	o Refusal to participate in programs of instruction
	o Substance misconduct involving illicit substances
	o Threats to others
	o Truancy/Skip Class
	o Verbal Misconduct
	o Other

Signed
Date

Notes

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CAROLE PARK STATE SCHOOL EXPECTATIONS MATRIX

		Caring Being Caring at Carole Park SS means that you care for your environment, yourselves and others, and your belongings.	**Courageous** Being courageous at Carole Park SS means that you stand up for your right and others' rights to learn and play in a safe environment.	**Committed** Being Committed at Carole Park SS means that you are committed to your learning and contributing to a productive learning environment.
Keep Hands and feet to your self		• We make smart choices; we care for our environment, ourselves, others and our belongings. • We encourage our friends to do the right thing • We put our general rubbish in the bin and our paper products in the recycle bin. • We keep our hands, feet and objects to ourselves	• We protect ourselves and others by respecting our personal space and others by keeping our hands, feet and objects to ourselves. • We keep our hands, feet and objects to ourselves • We use Stop, Walk, Talk • We move and play in the playground without pushing or pulling others	• We use polite and friendly language (body and talking) to all staff and students at all times • We keep our hands, feet and objects to ourselves • We take off our hat inside
Follow instructions		• We take care of our personal and class equipment • We drink water through the day to keep us hydrated. • We keep all our resources in the right place. • We arrive at school on time ready to learn.	• We take ownership of our choices. • We go to buddy class when we are instructed, complete our task and return to class calm and ready for learning. • We try challenging tasks	• We have everything we need every day. • We wait for teacher instructions to move to the bus and we stay seated on the blue benches • We play fairly and safely by taking turns, paying attention and following the rules. • We follow the rules of the game • We put in our best effort
Use polite and friendly words		• We use polite and friendly language (body and talking) to everyone at all times • We understand the right for ourselves and others to learn express their opinion and are heard. • We show people we are listening by looking at the person talking and responding to what they say. • We will walk silently with our hands by our sides • We encourage others to join in • We use a quiet, clear voice and say please and thank you. • We will report to the teacher on duty at play time if we see a problem. • We report to an adult if we see someone being hurt before and after school.	• We use brave talk to people who do not respect our space and or feelings • We report to a staff member if we see someone who is not part of our school • enter the grounds. • We support the rights of others to be physically and emotionally safe by reporting to an adult if we see someone being hurt before and after school,	• We set a good example for our friends and the rest of the school community by showing pride in ourselves. • We say please and thank you • We ask for help
Be in the right place		• We respect others privacy in the toilets • We wait quietly outside for our classmate • We wait until we are spoken to, unless we have a red tag	• We keep ourselves safe by staying in the right areas	• We are in the right place at the right time • We sit on the carpet – (P-5) bottoms on the floor, legs crossed, sitting still, hands in lap, eyes on the teacher, lips closed, and hand up to speak. (6-7) bottoms on the floor, eyes on the teacher, lips closed, and hand up to speak. • We all sit at desks with our backs straight, feet on the floor under the desk, chair on the floor, eyes on the teacher, lips closed and hand up to speak • We go "straight there, straight back" • We use the toilet quickly and appropriately,

Behaviour	Minor Definition	Examples	Non-examples	Major Definitions	Examples	Non-examples	One School Category
Verbal Misconduct	Inappropriate language Lying	Accidental use of profanity. Low intensity language not directed at person. Student delivers message which is deliberately untrue. Derogative use of cultural slang (e.g black fella) E.g. this sucks, crap, pissed off	Low level slang language such as (damn, bugger, shut up,) Culturally accepted language norms which are age appropriate	Swearing or curse words directed towards others in a demeaning or provoking way. Repeated intentional use of inappropriate language. Disrespectful messages include negative comments related to religion, race, gender, ethnicity, appearance, disabilities or other personal matters	Repeated name calling and personal attacks about self, peers and family members Saying, "F…. you" Saying to an adult "F….. off"	Saying "stupid" or "ugly" "this sucks" and it is not directed at others consider age appropriateness	Verbal Misconduct Lying
Bullying/harassment	Students use Inappropriate comments. Exclusion or unwanted verbal or emotional advances with the intent to cause upset to another	Name calling Intentional exclusion from activities Face pulling	Acceptable humour without malice eg: during a game, laughing at someone who misses/falls over **then** asks if they are ok Annoying behaviour without intent to cause upset (pestering)	Student delivers disrespectful messages (verbal or gestures) to another person that includes: threats or intimidation, obscene gestures, texts, emails, pictures or written notes (Disrespectful messages include negative comments based on race, religion, gender, appearance, ethnicity, disabilities or other personal matters)	Repeated and/or escalating verbal abuse Inappropriate touching of others Sexual comments / pictures which are used to intimidate Verbal and physical threats to harm another person Repeated minor Becoming involved in an altercation without reason	Reasonable and proactive intervention at an appropriate time	Bullying/Harassment
Defiance/ Threats to adults	Refusal to follow direction or participate in program of work Failure to respond to adult request Challenge to authority	Brief or low intensity failure to act on adult requests. Failure to adhere to school rules. Deliberately slow to respond. Refusal to follow instructions, Indirect swearing (under breath not intended or directed at a person) Talking back, smirking, eye rolling, sniggering, arguing	Students who have difficulty maintain focus due to medical needs Students who have difficulty processing instructions Not completing work due to a skill deficit	Persistent refusal to follow directions combined with a rebellious attitude that challenges an adult Constant / bold refusal to follow directions and/or rules combined with an attitude of rebelliousness that challenges / resits authority / engages in a power struggle.	Persistently yelling at an adult Leaving class without permission for extended periods of time Continuing to walk away when an adult addresses you Back chatting – (with mocking, abusive language) Repeatedly refusing to follow directions Failure to adhere to mobile phone policy	Refusal to follow directions due to a skill deficit ie inability to complete task/direction	Defiant/Threats to adults
Disruption	Low intensity but inappropriate interference that takes away from the learning environment but does not result in physical harm to self or others	Inappropriate, non-related comments Talking to friends Touching other people or their property Repeated noise – tapping pencils Throwing objects without intent – ie. wads of paper, Playing with objects, Calling out Leaving chair without permission Tapping on the classroom window/door Arriving at class unprepared – incorrect/no materials, unprepared to work	Unintentional dislocation of objects – dropping pencils, rubbers on the floor Not arriving with materials due to factors outside their control Students who have difficulty remaining still for periods of time due to medical needs	Persistent behaviour causing an interruption to learning in a class or activity causing the teacher to stop teaching for a prolonged period of time, may also cause harm to self or others	Yelling/persistent calling out Turning over furniture Sustained loud talking Sustained out of seat behaviour Knocking over furniture, destruction of property	Making loud noises which are disability related ie tics Calling out answers to questions through enthusiasm	Disruption

Dress code	Inappropriate dress that does not suit activity or community agreed standards Student wears clothing that does not reflect safe practices.	Repeated inappropriate jewellery and nail polish. Thongs Wearing non-sun safe clothing	Students lack of appropriate attire due to factors out of their control Wearing undershirts in winter	Students not wearing the school uniform as per the uniform policy – school based and faculty policy	Wearing a shirt with an inappropriate text or message Wearing short skirts/shorts, sleeveless.	Not wearing school uniform due to circumstances out of their control: ie not having a jumper on a cold day; being unclean, parents inability to provide the clothing	Dress Code
Fighting/ physical aggression	Inappropriate physical contact /touching with the hands or feet which does not result in injury	Contact with another person through unsafe behaviour Bumping into another person during play Pushing with open hands **offensive**	Accidental contact with another person eg: tripping into someone **Defensive** contact/action *eg: student A pushes student B away when student B uses aggressive physical contact*	Physical contact with intent or outcome of causing injury or harm to others	Hitting Punching Hitting using an object Kicking Actions using sharp/dangerous objects Bitting, pulling hair	Horseplay that does not escalate	Physical Misconduct
Possession of a prohibited item	Possess prohibited items Possession of items or substances deemed unsafe.	Permanent markers Mobile phones Toys Possession of unsafe item without understanding or intent to use	Found item with intent to hand in Items brought to school for 'show and tell' without intent or understanding Plastic knives and forks	Students possess on their person or in their bag an item which has been declared by the school as prohibited Student is involved in a process of consuming (past, present); dealing or in possession of alcohol, drugs or paraphernalia	Permanent marker pens Combustion Lighter Liquid paper Knives/Multi use knives Aerosol cans Fire crackers Any alcoholic products or illegal drugs, brought into the school grounds Attending school seemingly under the influence of alcohol or a drug Misuse of prescribed/non-prescribed medication Water bombs	Prescribed medication accompanied by a doctor's letter and with parent consent – this is to be kept at the office Where a medical condition exists Asthma puffer, cough lozenges Bringing a cultural item (which could be considered a weapon) to school for a curriculum task. These need to be handed to a staff member on arrival and collected at the end of the day.	Possess prohibited items
Non-compliant with routine	Brief or low intensity failure to act on adult requests. Failure to adhere to school rules. Deliberately slow to respond.	Deliberately slow to respond. Refusal to follow instructions, Indirect swearing Talking back In-complete work	Students have difficulty maintaining focus due to medical and education needs. Not completing work due to a skill deficit or processing difficulty.	Repeated failure to act on adult requests. Repeated failure to adhere to school rules.	Persistent refusal to follow instructions Back-chatting with abusive language directed at a person		Noncompliant with routine Refusal to
Property damage/vandalism/ misconduct	Low-intensity misuse of property in a way in which it was not designed that does not cause physical harm or injury to one's self or others	Playing with stapler/scissors etc Using school property for a purpose not intended but with no damage Kicking furniture, breaking pencils, crayons, etc. Purposeful Littering (i.e dropping rubbish, leaving rubbish) Jumping over chiars	Accidental dropping of lunch rubbish as walking	Students participating in an activity that results in substantial destruction or disfigurement of property The acquisition of other's property without permission and with intent to permanently deprive	Breaking classroom items with intent Throwing desks, chairs Throwing rocks, sticks at people and buildings Computer misuse Graffiti Taking another's wallet Removing property from another's school bag	Throwing lunch or wrappers on the floor	Misconduct involving object

Category							Category
Substance Misconduct	Students bring illicit substances to school unknowingly of the dangers and without the intent to consume or pass on (age appropriateness)			Students bring illicit substances to school with intent to consume or pass on	Alcohol, tobacco, drugs, paint cans		Substance misconduct
Late/ Truancy	Out of class without permission	Late for class in the morning or after breaks. Reasonable doubt as to the validity of excuse.	Late because out of student control (eg. In office, parents) Absence due to healthy reasons or reasons out of the individuals control	Unexplained absence/s with or without parent's knowledge	Leaving school without permission Repeated failure to attend scheduled classes Repeated lateness, early departures Repeated absence from school with/without parent permission Attending a non-timetabled class without permission	Authorised cool down time At an official school appointment eg. Guidance Officer	Late OR Truant
Theft		Taking another student's property and saying it's their own	Accidently taking another's property due to confusion as to its owner Entering with the other persons permission to acquire a tangible object.		Entering an area with the intent to obtain an item (e.g. adults bag, storeroom, desk)		Other
Threats to others		Engaging in power struggles e.g.: I am better than you. Threatening intimidations e.g.: standing over Relaying to another person an threatening message/language Muttering under breath, comment to self without intending for others to hear	Not intended as harmful or derogatory	Malicious verbal or physical actions with the intent to intimidate or scare others.	Abusive language and profanities directed at others Physically malicious intimidating behaviour e.g: making threating gestures to harm	Muttering under breath abusive language directed at a person	Threats to others Verbal
Unsafe behaviour	Behaviours that cause physical harm to self or others	Rocking on chairs Running on concrete Being out of bounds Climbing Lifting grates Hanging upside down on the playground Climbing trees Jumping over chairs Spitting in the garden/ walking by on the ground		Behaviours which endanger self or others at a high level mentally or physically. ICT Misconduct	Repeatedly rocking on chairs Climbing on structures to an unsafe height Leaving the classroom and entering an out of bounds or unsafe area Repeated running along concrete areas Using equipment unsafely eg. inappropriate of power points, fans Projectiles eg. water bombs, egging, throwing objects Spitting that comes in contact with a person Tackling – (football) tackling students to the ground Cyber bullying, inappropriate internet searches	Blowing 'raspberries' Accidental spitting while someone if talking Throwing an object with no intention of injuring another person	Other ICT Misconduct

Carole Park State School

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Waterford Road,
CAROLE PARK Q 4300

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EMAIL: the.principal@caroleparkss.eq.edu.au

Dear Parent / Carer

Our school operates effective classroom and playground discipline policies which involve setting clearly explained rules to maintain a positive learning environment. The Planning Room operates at lunch time for children who have displayed inappropriate behaviour. Whilst children are in the Planning Room, they are required to reflect on their behaviour and complete this form.

Included on this form are the details of your child's detention, as well as their responses to the problem solving questions. Please discuss these with your child, sign on the reverse of this form, and return this page to the office or classroom Teacher before school on the next school day. If you have any queries or concerns in regard to this form, please contact the Teacher who issued the Planning Room.

We thank you for your support in our endeavours to maintain a safe and supportive school environment.

_____

Student's Name: _____ Class: _____

Date given: _____ Teacher who gave the Planning Room: _____ Time: _____

Where the incident took place: a) Classroom   b) Playground   c) Other _____

Reason/s for time in the Planning Room

[ ]

According to our Responsible Behaviour Plan, the Planning Room attendance will result in the loss of play time and will be recorded as a major incident on OneSchool.

Child's signature: _____

(This is to verify that your child is aware of the reasons he / she is receiving a Planning Room)

Teacher's signature: _____

TO BE COMPLETED AT SCHOOL

Planning Room Activities

1. What did you do to be in the Planning Room? (What rule did you break)

_____
_____
_____
_____

2. How did / could this affect others?

_____
_____
_____
_____

3. What else could you have done instead?

_____
_____
_____
_____

OR

What did you do?	What should have you done?
(Teacher Explanation)	(Teacher explanation)

Child's signature when work is completed: _____ Date work completed: _____

Planning Room supervisor: _____ Parent's signature: _____ Date: _____

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