Capella State School
Community
Responsible Behaviour Plan
Updated September 2016
Responsible Behaviour Plan for the Capella State School Community

Purpose

Capella State School is committed to providing a safe, respectful, responsible, disciplined and inclusive learning environment for students and staff. Our mission is to create the conditions for each learner to progress towards responsible self-management. We can achieve this by using positive & proactive strategies that build relationships, encourage self-awareness that is internalised by students to encourage responsibility, self-control and social competency.

Consultation and data review

Capella State School developed this plan in collaboration with our school community. Broad consultation with parents, staff and students was undertaken through survey distribution and meetings held throughout 2016. A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents from 2012-2016 also informed the development process.

The Plan was endorsed by the Principal, the President of the P&C and Assistant to the Regional Director (School Improvement) in November, 2015, and will be reviewed in 2018 as required in legislation.

Learning and behaviour statement

Staff and students at Capella State School have the right to work and learn to their potential, in a safe and supportive environment. To enable this productive learning to occur, we believe that appropriate behaviours need to be taught, modelled, encouraged and developed. All members of our school community must be conscious of their roles and responsibilities (see Appendix 1).

To facilitate the learning of desired behaviours, the following rules, values and keys to success have been used to guide actions and behaviours of students, staff and parents in our school community.

<table>
<thead>
<tr>
<th>Rules</th>
<th>Values</th>
<th>Keys to Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>Be a Learner</td>
<td>Accuracy – We do things right.</td>
<td>Confidence</td>
</tr>
<tr>
<td>Be Respectful</td>
<td>Persistence – We don’t give up.</td>
<td>Persistence</td>
</tr>
<tr>
<td>Be Responsible</td>
<td>Excellence – We strive to do our best.</td>
<td>Resilience</td>
</tr>
<tr>
<td>Be Safe</td>
<td>Life Long Learning – We prepare for our future.</td>
<td>Getting Along</td>
</tr>
<tr>
<td></td>
<td>Attitude – We are positive, caring and respectful.</td>
<td>Organisation</td>
</tr>
</tbody>
</table>

When all school community members adhere to and enact these rules, values and keys to success, we are confident that a safe, supportive environment should be established for all. We believe that each individual must be responsible for his/her actions. We respect the importance of the individual’s intellectual, social, emotional and physical growth whilst maintaining that the exercise of individual rights and responsibilities must contribute to a positive community spirit. Parental consultation, support and involvement are essential to maintaining the supportive environment of Capella State School.

Our school community believes in:

- The development of respect for the safety and well-being of all its members;
- Respecting the right of all to teach/learn;
- Striving for excellence in teaching, learning and behaviour;
- The development of responsible and peaceful behaviour through problem resolution in fair and equitable ways;
- The reinforcement of positive behaviour;
- The adherence to routines essential to the operation of a supportive school environment; and
- Caring for one another and the physical environment.

These beliefs operate effectively in a supportive school environment where:

- All members feel safe and valued;
Quality curriculum programs, interpersonal relationships and the organisation of the school produce positive social and academic outcomes for all;  
Non-discriminatory, non-violent and equitable actions are learnt through ongoing professional development, practised and reinforced;  
All members are encouraged to participate in open communication and be involved in decision making processes;  
School policy reflects both proactive steps to encourage self-worth and self-discipline, and reactive procedures to deal with various situations that may arise;  
Clear guidelines and procedures are followed in the effective management of student behaviour;  
Students are given the opportunity to be engaged in enjoyable, relevant and meaningful activities;  
Responsibility is taken for learning and behaviour by students, and accountability by staff and parents;  
There is regular monitoring and assessment for continual growth;  
Successes are celebrated;  
Individual differences are catered for through practices and teaching strategies which provide for multiple learning styles and modes;  
Positive relationships and open communication are fostered with all members of the school community;  
Learning is scaffolded and teaching is explicit;  
All members value education and high levels of attendance at school.

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

**Universal Behaviour Support**

The first step in facilitating standards of positive behaviour is communicating those standards to **all** students. At Capella State School we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school. Communicating behavioural expectations is a form of universal behaviour support - a strategy directed towards **all** students designed to prevent problem behaviour and provides a framework for responding to unacceptable behaviour.

These expectations are communicated to students via a number of strategies, including:

- Behaviour lessons conducted by classroom teachers (focusing on Capella State School Behavioural Expectations)
- Reinforcement of learning from behaviour lessons on School Assemblies and during active supervision by staff during classroom and non-classroom activities.
- Reinforcement of expected behaviours by teachers both before, during and after school

**Positive Awards**

- Student of the Week
- Principal Awards
- Facebook and Newsletter acknowledgements
- Gotcha Cards
- Academic Award letters distributed by the Principal for high achieving students
- Classroom Reward Systems

A list of the Capella State School Behavioural Expectations is displayed in each classroom and forms the basis for lessons focusing on the four areas of: I will be Safe, I will be Respectful, I will be a Learner and I will be Responsible. (Behavioural Expectations below)
## CAPELLA STATE SCHOOL
### BEHAVIOURAL EXPECTATIONS

<table>
<thead>
<tr>
<th>SAFETY</th>
<th>RESPECT</th>
<th>LEARNING</th>
<th>RESPONSIBLE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>All Settings</strong></td>
<td><strong>All Settings</strong></td>
<td><strong>All Settings</strong></td>
<td><strong>All Settings</strong></td>
</tr>
<tr>
<td>• I will follow school safety rules</td>
<td>• I will treat everyone respectfully by using manners and polite language</td>
<td>• I will approach tasks confidently and positively ‘have a go!’</td>
<td>• I will be responsible for my own choices and actions (be the boss of my body and my brain)</td>
</tr>
<tr>
<td>• I will keep my whole body to myself</td>
<td>• I will treat school property, property of others and personal property with care</td>
<td>• I will take pride in my learning</td>
<td>• I will be an appropriate role model to others</td>
</tr>
<tr>
<td>• I will use equipment appropriately and safely</td>
<td>• I will recognise and praise the achievements of others</td>
<td>• I will accept that mistakes are a valuable way to learn</td>
<td>• I will follow the school pledge</td>
</tr>
<tr>
<td>• I will use seats for sitting on</td>
<td>• I will keep hurtful or bullying actions and words out of our school – no put downs</td>
<td>• I will be responsible for my own belongings</td>
<td>• I will be responsible for my own belongings</td>
</tr>
<tr>
<td>• I will report injury or illness immediately to your teacher or other staff</td>
<td>• I will move safely around the school and follow the rules of the area</td>
<td>• I will care for and protect the school environment</td>
<td></td>
</tr>
<tr>
<td>• I will move safely around the school and follow the rules of the area</td>
<td>• I will PAUSE and think</td>
<td>• I will wear my correct school uniform</td>
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<tr>
<td>• I will approach tasks confidently and positively ‘have a go!’</td>
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<td>• I will be truthful and honest in all situations</td>
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<thead>
<tr>
<th>Administration</th>
<th>Administration</th>
<th>Assembly</th>
<th>Assembly</th>
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<tbody>
<tr>
<td>• I will report to the office when I am late for school to get a late slip</td>
<td>• I will quietly wait my turn to speak to office staff</td>
<td>• I am the boss of my body and my brain (listen and behave appropriately)</td>
<td>• I am responsible for listening and following directions given by my teacher during assembly</td>
</tr>
<tr>
<td>• I will report to the office when picked up early</td>
<td>• I will speak calmly and politely and use my manners</td>
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<thead>
<tr>
<th>Assembly</th>
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<tbody>
<tr>
<td>• I will walk in two lines from my class to the assembly area</td>
<td>• I will sit quietly and listen when assembly is taking place</td>
<td>• I am the boss of my body and my brain (listen and behave appropriately)</td>
</tr>
<tr>
<td>• I will sit in two lines</td>
<td>• I will recite and follow the school pledge</td>
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<tr>
<td>Before and After School</td>
<td>Before and After School</td>
<td>Before and After School</td>
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<tr>
<td>• I will keep dangerous and banned items at home</td>
<td>• I will sit quietly and talk with friends</td>
<td>• I will complete homework on time</td>
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<tr>
<td>• I will follow road safety rules</td>
<td>• I will wait to be dismissed</td>
<td>• I will be on time and ready to learn</td>
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<tr>
<td>• I will use the pedestrian crossing when crossing the road</td>
<td>• Treat others in bus lines with courtesy</td>
<td>• I will be a life-long learner</td>
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<tr>
<td>• I will stay in the undercover area until dismissed at 8.35am</td>
<td>• I will listen to and follow instructions from the bus driver and the teacher on duty</td>
<td>• I will keep my school beautiful by putting my litter in the bin</td>
</tr>
<tr>
<td>• I will sit in the correct area while waiting for buses and follow teacher directions</td>
<td>• I will keep my school beautiful by putting my litter in the bin</td>
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<table>
<thead>
<tr>
<th>Eating Times</th>
<th>Eating Times</th>
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<tbody>
<tr>
<td>• I will remain seated while eating</td>
<td>• I will sit quietly and talk with friends</td>
<td>• I will eat the food my family provides</td>
<td>• I will identify healthy foods in my lunch</td>
</tr>
<tr>
<td>• I will eat my food only – no sharing food</td>
<td>• I will eat my own food</td>
<td>• I will make healthy food choices</td>
<td>• I will bring my Brain Break each day (cut up fresh fruit and vegetables)</td>
</tr>
<tr>
<td>• I will sit quietly until dismissed</td>
<td>• I will place rubbish in the bins</td>
<td>• I will drink plenty of water during the breaks</td>
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<tr>
<td>• I will walk at all times</td>
<td>• I will leave the eating area ONLY when instructed to</td>
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<tr>
<th>Tuckshop</th>
<th>Tuckshop</th>
<th>Tuckshop</th>
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<tbody>
<tr>
<td>• I will line up sensibly</td>
<td>• I will line up patiently</td>
<td>• I will make healthy food choices</td>
<td>• I will be an appropriate role model and use my manners</td>
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<tr>
<td>• I will wait my turn</td>
<td>• I will use manners - say please and thank you</td>
<td></td>
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<tr>
<td></td>
<td>• I will use volunteers’ names if known</td>
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<table>
<thead>
<tr>
<th>Play Times</th>
<th>Play Times</th>
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<th>Play Times</th>
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</thead>
<tbody>
<tr>
<td>• I will wear a broad-brimmed hat, shirt and enclosed shoes</td>
<td>• I will follow the rules of the game</td>
<td>• I will make sure that I PAUSE and think before I act</td>
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<tr>
<td>• I will walk on concrete paths</td>
<td>• I will include others in games</td>
<td>• I will interact positively with others</td>
<td></td>
</tr>
<tr>
<td>• I will play running games on the grass ONLY</td>
<td>• I will share equipment – take turns</td>
<td>• I will be kind with my words and my actions</td>
<td></td>
</tr>
<tr>
<td>• I will follow the rules of the game</td>
<td>• I will encourage others</td>
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<tr>
<td>• I will use equipment</td>
<td>• I will resolve problems peacefully – keep your cool</td>
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<tr>
<td>Category</td>
<td>Task Description</td>
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<tr>
<td>In Class</td>
<td>• I will enter and leave learning areas when a teacher instructs me to &lt;br&gt; • I will use equipment appropriately &lt;br&gt; • I will walk when moving around the room</td>
<td></td>
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<tr>
<td></td>
<td>• I will listen carefully to others. &lt;br&gt; • I will raise my hand to talk &lt;br&gt; • I will remain in my seat &lt;br&gt; • I will treat all adults and children with respect &lt;br&gt; • I will respect the right of the teacher to teach &lt;br&gt; • I will respect the right of others to learn</td>
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<tr>
<td>LOTE (in class +)</td>
<td>• I will listen carefully to all instructions when doing craft or activities &lt;br&gt; • I will ask permission before leaving the class.</td>
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<td></td>
<td>• I will be open and receptive to new cultures and concepts &lt;br&gt; • I will participate in all activities in a timely and respectful manner</td>
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<tr>
<td>Toilets</td>
<td>• I will wash my hands &lt;br&gt; • I will flush the toilet &lt;br&gt; • I will move safely – no playing &lt;br&gt; • I will return to class directly after toilet visits &lt;br&gt; • I will keep food and drink out of the toilet area</td>
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<tr>
<td></td>
<td>• I will be water and paper wise &lt;br&gt; • I will leave the area clean &lt;br&gt; • I will wait patiently &lt;br&gt; • I will respect others’ privacy – no peeking</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Off Campus Activities</td>
<td>• I will remain with my teacher at all times. &lt;br&gt; • I will follow instructions at all times</td>
<td></td>
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<tr>
<td></td>
<td>• I will represent my school with pride &lt;br&gt; • I will pay attention to guest speakers/guides/presenters</td>
<td></td>
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<tr>
<td>Transition Times</td>
<td>• I will walk at all times</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>• I will sit and chat quietly in two lines &lt;br&gt; • I will walk quietly past working classes</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>• I will remember that my behaviour affects others</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>• I will move quietly around the classroom and school</td>
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Whole school PROACTIVE Strategies

The most effective way to address difficult behaviours is to prevent them from occurring. Teachers use the Essential Skills for Classroom Management (ESCM) and use the values and keys to success to ensure a consistent whole school approach is implemented.

Capella State School will:

- Develop class procedures to reinforce/reward positive behaviours (Points/Reward System)
  - School Reinforcement Systems; Student of the Week, Gotcha Cards, Principal Awards and visits; Newsletter and Facebook acknowledgement.
  - Class Reinforcement Systems; Class negotiation of reward for completion of group activities; class party (Twice Only); Rewards Day, class meetings, celebrations of success; Principal Morning teas (negotiated with teachers/Principal).
  - Individual Reinforcement Systems; with student selected reward for completed task (sticker, stamps, books, free time, certificates, choice activities, computer time, visual schedules, warm fuzzy raffle, ticket system or teacher’s discretion).

- Develop classroom/school rules and expectations that
  - Reflect the values of the wider school community
  - Recognise and focus on positive practices and behaviours
  - Are fair, clear and framed in a positive way
  - Are developed collaboratively with the class and continually revisited
  - Are modelled by staff
  - Are implemented consistently
  - Are clearly displayed and made available for relief staff

- Engage in quality teaching and learning that
  - Is relevant and meaningful
  - Is at an appropriate level of challenge for each student
  - Encourages co-operative learning
  - Clearly communicates fair and reasonable expectations
  - Encourages students to set goals and persist in problem solving situations
  - Assists students to develop time management and study skills
  - Uses the Australian Curriculum

- Develop supportive interpersonal relationships that
  - Recognise and promote good student behaviour
  - Communicate a genuine interest in and care for the students
  - Establish rapport with and welcome the involvement of parents/carers
  - Develop a sense of responsibility for students’ own progress and personal behaviour goals

- Establish ways to develop self-esteem by
  - Planning for success by breaking tasks into manageable steps which ensure individual success
  - Acknowledging success – use praise, notes, awards and certificates to make students feel special and communicating success to parents
  - Minimising criticism and accepting mistakes are part of the learning process
  - Communicating REGULARLY with all students
  - Creating a sense of belonging to the class group
  - Giving students responsibility

- TEACH expected behaviours by
  - Modelling
  - All staff teaching and reinforcing expectations of students as part of their everyday practice
  - Explicitly teaching lessons on our rules/values/keys for success
  - Encouraging students to use a Behaviour Reflection Sheet (see Appendix)
  - Encouraging positive behaviour and self-control
  - Offering life/prosocial skills (You Can Do It) and real life skills such as gardening and cooking
These strategies can prevent the behaviour from occurring so that the student will experience successful interaction and participation. Through preventative efforts, our attention is focused on creating a positive and supportive learning environment versus waiting for behaviour to occur and then responding to it. Staff professional development is needed to support them in implementing these strategies.

1. Teacher Support
   - Teachers and Teacher Aides implement planned and incidental strategies in the classroom/playground to teach effective work habits, to develop social skills and to build rapport with students. Minor breaches of behaviour are dealt with by the teacher as needed. Targeted behaviour support occurs where students consistently breach the school’s Responsible Behaviour Plan and the classroom rules. This data is to be recorded on OneSchool and used for review.

   Teachers support students through the following interventions:
   - Relationship building with the students through one on one support with curriculum work, proximity in the classroom
   - A whole school approach to bullying
   - Contact the parents when problems persist, using a polite and positive approach with the aim of building a productive partnership.

   Teachers keep a record of both the student’s behaviour and the targeted support in order to gauge when more intensive support is required.

2. Extended Support
   - When students minor infringements continue to disrupt the class, or when minor infringements move to more serious breaches of the school’s plan, more extensive targeted support is put in place.

   OneSchool behaviour data is used when appropriate to determine when a student may require more intensive support. If more intensive support is required, the teacher refers the student, with supporting documentation, to the Social Justice Committee.

   The Social Justice Committee, along with the teacher and the parents, develop and implement an Individual Behaviour Support Plan. This plan documents aims, supports, timing, personnel, review and assessment. Support through this plan could include:
   - Referral to Guidance Officer for assessment and preliminary counselling and behavioural support
   - Use of a buddy teacher or mentor to encourage positive behaviours or use as a retreat area from the classroom
   - Structured break times during organised activities
   - Modification of timetable

   Parent involvement must continue through all management stages. Parent interviews with the class teacher, student and Principal are focussed on a coordinated approach to setting a more positive pattern of behaviour.

Anti-Bullying Program
Capella State School also targets anti bullying to support students at a whole school community level. This also includes instances of cyberbullying (see Appendix). The school also has a policy on the use of personal technology (see Appendix)

- Targeted behaviour – Level 1

   Targeted behaviour support is for some students and includes school and / or classroom processes and programs for responding to unacceptable student behaviour, usually of a more minor nature, that is affecting the learning or wellbeing of any members of the school community.

   Strategies used for targeted behaviour support include:
   - Verbal and non-verbal reinforcement
   - Increased attention (positive)
   - Communication with the school community
   - Added responsibilities
   - Curriculum adjustment

<table>
<thead>
<tr>
<th>Verbal Reinforcement</th>
<th>Verbal reinforcement, used every day in both the classroom and playground, includes:</th>
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<tbody>
<tr>
<td></td>
<td>Specific reinforcement e.g. ‘Thank you for sitting down.’</td>
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<tr>
<td></td>
<td>Clear statements of necessary/required directions for student.</td>
</tr>
</tbody>
</table>
Non-Verbal Reinforcement

Non-Verbal reinforcement, used every day in both the classroom and playground, includes:
- Body language – smile, thumbs up
- Behaviour Charts – Values/Rules/YCDI
- Privately understood signals
- Proximity to the child in terms of desk placement or where staff members are standing
- Awards

Increased attention (positive)

Students may require increased attention for either curriculum needs or to reinforce acceptable behaviour. This may occur through:
- One on one curriculum support with the teacher
- Teacher aide support
- Work with another member of school staff
- Curriculum support through older school mate (Buddy)

Communication with the school community

Communication with parents/carers occurs through all stages of targeted behaviour support, and includes positive/encouraging letters or phone calls home.

Added responsibilities (Meaningful)

A child who is receiving targeted support may benefit from added responsibilities within the class or school. These responsibilities can include:
- Peer tutoring
- Working with a younger or older classmate
- Classroom/school jobs

Curriculum Adjustment

When behaviours affect a child’s learning, teachers determine whether a student may need further support in curriculum related areas, and adjustments are made where necessary. This may involve:
- Working with a teacher aide, peer or older student
- Adjusted class work.

Intensive behaviour support is required to support students who demonstrate chronic and/or severe and challenging behaviour. That is, their behaviour is of such frequency and intensity that there is a distinct risk of learning disengagement and/or serious injury to the student or to others and damage to property. This level of support generally occurs when less intensive support strategies have been used which have not fully met the student’s needs. The following table provides a reference tool to identify levels of support that may be required in order to meet school expectations.

| Level 2 | Self-Managed + Teacher Support + Parent |
| Level 3 | Self-Managed + Teacher Support + Parent + Principal/Guidance/SJC |

At Capella State School, all students who are considered to be ‘seriously at risk’ of significant educational underachievement due to their inappropriate behaviours are supported using proactive problem solving strategies (see Appendix).

The case manager for each student who is identified as ‘seriously at risk’ should be the class teacher. However, a support team approach is adopted with staff working collaboratively. Students who are considered to be at risk and have experienced an array of higher level management strategies, such as repeated time outs (see Appendix), suspension or exclusion, should proceed through a systematic assessment of procedure. This may include:
- Collation of data which gives and overview of behaviours and consequences (OneSchool)
- Referral for discussion at Social Justice meeting
- Referral to Guidance Officer for assessment and preliminary behaviour support
- Referral to AVT for Behaviour Support for consultation or support
- Full team collaboration to undertake a behavioural assessment and develop an Individual Behaviour Support Plan

**Individual Behaviour Support Plans** (see Appendix) are developed with the student, staff and parents to promote:
- Shared responsibility
- A consensus about behavioural and educational goals for the student
- A focus on a small number of key behaviours
- A collective accountability for outcomes
An opportunity for communication

Individual Behaviour Support Plans outline a systemic approach to support the development of appropriate behaviours whilst reducing or eliminating inappropriate behaviours. The process of developing the plan brings together parents, professionals and the student to consider the student's current level of performance and to determine needs and priorities. Strategies used will be preventative, supportive and/or corrective. Parents of the student/s involved will be informed of major breaches of behaviour and consequences will be developed based on individual circumstances.

**Student Supervision Sheets** (see Appendix) can also be used to assist the student in working towards Level 0 behaviour.

**Excursion, Special School Activities and School Camp Policy**

Students whose behaviour and/or school work is deemed inappropriate by the school may be excluded from excursions/camps/special school activities. Continued incidents of misbehaviour by a student may lead to further consequences e.g. suspension from school.

**Capella State School Levels of Behaviour**

As the model depicts, at all levels of behaviour support and intervention there is still some focus on relevant curriculum, positive interpersonal relationships and sound organisational practices in order to promote effective teaching and learning practices and attempt to maintain the student within the school and classroom environment.

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**Emergency responses or critical incidents**

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

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

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

**Basic defusing strategies**

**Avoid escalating the problem behaviour**

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

**Maintain calmness, respect and detachment**

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

**Approach the student in a non-threatening manner**

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

**Follow through**

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

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

Physical Intervention

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

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

Appropriate physical intervention may be used to ensure that Capella 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
- debriefing report (for student and staff)

2. Consequences for unacceptable behaviour

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

Rule Reminders, Minor and major behaviours
When responding to problem behaviour the staff member first determines if the problem behaviour is a rule reminder, major or minor, with the following agreed understanding:

- **Rule Reminders** are given by staff to redirect children to appropriate behavioural expectations (please refer to Behaviour Dimensions table below)
- **Minor** problem behaviour is handled by staff members at the time it happens
- **Major** problem behaviour is referred directly to the school Administration team

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

**Minor** problem behaviours may result in the following consequences:
- a minor consequence logically connected to the problem behaviour, such as complete removal from an activity or event for a specified period of time, partial removal (time away), buddy class, individual meeting with the student, apology, restitution or detention for work completion or Thinking Room.
- a re-direction procedure. The staff member takes the student aside and:
  1. names the behaviour that student is displaying,
  2. asks student to name expected school behaviour,
  3. states and explains expected school behaviour if necessary
  4. give positive verbal acknowledgement for expected school behaviour.

**Major** behaviours are those that:
- significantly violate the rights of others
- put others / self at risk of harm
- requires the involvement of school Administration.

**Major** behaviours result in an immediate referral to Administration because of their seriousness. When major problem behaviour occurs, staff members calmly state the major problem behaviour and remind the student of expected school behaviour. The staff member then fills out the office referral form and escorts the student to Administration.

**Major** problem behaviours may result in the following consequences:
- **Level One**: Time in office, removal to withdrawal room, alternate lunchtime activities, loss of good standing, restitution, loss of break times, warning regarding future consequence for repeated offence, referral to a School Based Program
- **Level Two**: Parent contact, referral to Guidance Officer, referral to Intensive Behaviour Support Team, suspension from school
- **Level Three**: Students who engage in very serious problem behaviours such as major violent physical assault, or the use or possession of weapons (such as knives for example), or drugs can expect to be recommended for exclusion from school following an immediate period of suspension.

NB. Behaviours do not necessarily follow every step outlined. Class teacher sends student to buddy class to complete work. The purpose of this is to provide respite for the teacher and/class, and to provide organised isolated supervision. Teachers should negotiate with colleagues at the beginning of each year to arrange for a class to provide support such as this.
Capella State School Behavioural Consequences Flow Chart

**Minor**
Behaviours that initially require reminders
- Friendly Rule Reminder
- Name on Board/Movement on Chart
- Buddy Class or Appropriate Consequence for Behaviour (Thinking Room/Community Service)
- Record behaviour on OneSchool and complete Yellow/Buddy Form
  - Parent notified through Yellow Form
- If behaviour continues more than 3 times in a term then a parent meeting needs to be arranged

**Student Behaviour**

**Major**
Behaviours that pose a threat to themselves or others

**Yes**
- Refer immediately to administration
- Administration will give consequence and record behaviour and contact on OneSchool
- Classroom teacher will be notified of outcome

**No**
- Refer to Minor Behaviour and follow steps accordingly.

**Major**
Behaviours that are repeated Minor Behaviours where all minor behaviour steps have been followed previously

**If minor behaviour occurs 3 more times after ALL Minor Behaviour steps have been followed**
- Refer immediately to administration
- Administration will give consequence and record behaviour and contact on OneSchool
- Classroom teacher will be notified of Outcome
<table>
<thead>
<tr>
<th>Rule Reminders</th>
<th>Minor Behaviours</th>
<th>Major Behaviours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Safety</td>
<td>• Not using equipment appropriately</td>
<td>• Physical altercations</td>
</tr>
<tr>
<td></td>
<td>• Physical Aggression</td>
<td>• Physical Aggression</td>
</tr>
<tr>
<td></td>
<td>• Leaving School Grounds</td>
<td>• Leaving School Grounds</td>
</tr>
<tr>
<td></td>
<td>• Possession of Weapons</td>
<td>• Possession of Weapons</td>
</tr>
<tr>
<td></td>
<td>• Threatening another person</td>
<td>• Threatening another person</td>
</tr>
<tr>
<td></td>
<td>• Bullying/Harassment</td>
<td>• Bullying/Harassment</td>
</tr>
<tr>
<td></td>
<td>• Possession of Dangerous and Offensive items (eg Drugs)</td>
<td>• Possession of Dangerous and Offensive items (eg Drugs)</td>
</tr>
<tr>
<td>Respectful</td>
<td>• Verbal Aggression (swearing)</td>
<td>• Repeated Verbal Aggression (swearing)</td>
</tr>
<tr>
<td></td>
<td>• Speaking to peers and teachers in a disrespectful tone</td>
<td>• Vandalism</td>
</tr>
<tr>
<td></td>
<td>• Not wearing the correct school uniform (on multiple occasions)</td>
<td>• Theft</td>
</tr>
<tr>
<td></td>
<td>• Dishonesty</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Disrupting other’s learning</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Inappropriate use of the bathrooms</td>
<td></td>
</tr>
<tr>
<td>Responsible</td>
<td>• Not using pathways</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Moving around school in a disorderly manner</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Not playing fairly</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Disrupting class</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Not wearing correct school uniform</td>
<td></td>
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<tr>
<td></td>
<td>• Not wearing uniform correctly (eg Jumpers around waist)</td>
<td></td>
</tr>
<tr>
<td>Learner</td>
<td>• Incomplete homework</td>
<td>• Continual Minor Behaviour with accordance to Flow Chart</td>
</tr>
<tr>
<td></td>
<td>• Refusing to work</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Continually late for class</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Disrupting other’s learning</td>
<td></td>
</tr>
</tbody>
</table>
Network of student support
Students at Capella State School are supported through positive reinforcement and a system of universal, targeted, and intensive behaviour supports by:

- Parents
- Teachers – supportive and proactive teaching
- Support Staff
- Administration Staff
- Adopt-A-Cop
- Guidance Officer
- Advisory Visiting Teachers
- School chaplain
- Time Out Teachers
- Religion Teachers

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

- Disability Services Queensland
- Child and Youth Mental Health
- Queensland Health
- Department of Communities (Child Safety Services)
- Police
- Speech Pathology
- Occupational Therapist
- Indigenous Liaison Officer
- Behaviour Support Team (Social Justice Committee)

Consideration of individual circumstances

To ensure alignment with the Code of School Behaviour when applying consequences, the individual circumstances and actions of the student and the needs and rights of school community members are considered at all times.

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

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

Related legislation

- Commonwealth Disability Discrimination Act 1992
- Commonwealth Disability Standards for Education 2005
- Education (General Provisions) Act 2006
- Education (General Provisions) Regulation 2006
- Criminal Code Act 1899
- Anti-Discrimination Act 1991
- Commission for Children and Young People and Child Guardian Act 2000
- Judicial Review Act 1991
- Workplace Health and Safety Regulation 1997
- Right to Information Act 2009
- Information Privacy (IP) Act 2000

Related policies
Some related resources

- National Safe Schools Framework (ncab.nssfbestpractice.org.au/resources/resources.shtml)
- National Framework for Values Education in Australian Schools (www.valueseducation.edu.au)
- Bullying. No Way! (www.bullingnoway.com.au)
- MindMatters (www.curriculum.edu.au/mindmatters)

**Endorsement**

Principal

P&C President or Chair, School Council

Regional Executive Director or Executive Director (Schools)
Appendices

1. Roles and Responsibilities of ALL in Managing Behaviour
2. RULES/VALUES PROGRAM
3. The Use of Personal Technology Devices* at School
4. Procedures for Preventing and Responding to Incidents of Bullying (including Cyberbullying)
5. Essential Skills for Classroom Management
6. Behaviour Expectations: Student Reflection Sheets
7. Supportive Problem Solving Behaviour Support
8. Reflection Room Processes and Procedures
9. Parent Time Out Letter
10. Behaviour Referral Form Students – Parents to sign
11. Individual Behaviour Support Plan Students
12. Playground Plan
13. Student Supervision Form
Appendix 1

Roles and Responsibilities of ALL in Managing Behaviour

All members of the Capella State School Community are expected to:
- Conduct themselves in a lawful, ethical, safe and responsible manner that recognises and respects the rights of others.

Students are expected to:
- Participate actively in the school’s education program
- Take responsibility for their own behaviour and learning
- Demonstrate respect for themselves, other members of the school community and the school environment
- Behave in a manner that respects the rights of others, including the right to learn and cooperate with staff and others in authority.

Parents are expected to:
- Show an active interest in their child’s schooling and progress
- Cooperate with the school to achieve the best outcomes for their child
- Support school staff in maintaining a safe and respectful learning environment for all students
- Initiate and maintain constructive communication and relationships the school staff regarding their child’s learning, wellbeing and behaviour
- Contribute positively to behaviour support plans that concern their child.

Schools are expected to:
- Provide a safe and supportive learning environment
- Provide inclusive and engaging curriculum and teaching
- Initiate and maintain constructive communication and relationships with students and parents
- Promote skills of positive self-management.

Principals are expected to:
- Play a strong leadership role in implementing and communicating The Code in the school community
- Ensure consistency and fairness in implementing the school’s Responsible Behaviour Plan for Students
- Communicate high expectations for individual achievement and behaviour
- Review and monitor the effectiveness of school practices and their impact on student learning
- Support staff in ensuring compliance with The Code and facilitate professional development to improve the skills of staff to promote responsible behaviour.
Appendix 2
Capella SS RULES/VALUES Yearly Focus

Rationale:

Our school community supports the teaching of the rules and values:

- The explicit teaching of the Rules/Values is integral to the school’s development of a positive learning environment. Behavioural Expectation rare clearly displayed in each classroom appropriate to the four areas: Being Responsible, Being Safe, Being a Learner and Being Respectful
- An understanding of these Rules/Values is activated through the explicit teaching, prominent display of the rules and values around the school.
- Each class teacher will develop a range of resources to support planned lessons/teaching opportunities to address the designated focus for the week. This will take place following assembly each Monday. Teachable moments should also be utilised to reinforce the values, as behavioural incidents arise within and beyond the classroom.
- The focus of the week will be addressed on Assembly each will and will also be publicised on the board out the front of the school and the in the fortnightly School Newsletter.
- Behaviour should be reinforced in a positive way.

<table>
<thead>
<tr>
<th>Capella SS PBL Focus 2017</th>
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<tbody>
<tr>
<td><strong>Term 1</strong></td>
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<tr>
<td>Week 1-2</td>
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<td>Week 3-4</td>
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<td>Week 5-6</td>
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<td>Week 7-8</td>
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<td>Week 9-10</td>
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<td><strong>Term 2</strong></td>
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<td>Week 3-4</td>
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<td>Week 7-8</td>
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<td>Week 9-10</td>
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<tr>
<td><strong>Term 3</strong></td>
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<tr>
<td>Week 1-2</td>
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<td>Week 3-4</td>
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<td>Week 5-6</td>
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<td>Week 7-8</td>
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<td>Week 9-10</td>
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<td><strong>Term 4</strong></td>
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<td>Week 3-4</td>
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<td>Week 5-6</td>
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<td>Week 7-8</td>
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<tr>
<td>Week 9-10</td>
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Appendix 3

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.

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

Confiscation

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

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

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

Personal Technology Device Etiquette

Bringing personal technology devices to school is not encouraged by the school because of the potential for theft and general distraction and/or disruption associated with them. However, if they are brought to school, they must be turned off and handed in to the Office for safe keeping. No responsibility will be accepted by the school for loss of personal technology devices.

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

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

Students involved in:

- recording; and/or
- disseminating material (through text messaging, display, internet uploading etc); and/or,
- knowingly being a subject of a recording

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

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

Text communication

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

Assumption of cheating

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

Recording Private Conversations and the Invasion of Privacy Act 1971

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

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

Special Circumstances Arrangement

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 Principal.

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

1 Education Queensland does not tolerate bullying behaviour at schools. This includes bullying conducted by electronic means.
Procedures for Preventing and Responding to Incidents of Bullying (including Cyberbullying)

**Purpose**

1. Capella 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 Capella 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 Capella 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 related to any of the following categories is also unacceptable:
   - race, religion or culture
   - disability
   - appearance or health conditions
   - sexual orientation
   - sexist or sexual language
   - young carers or children in care.

**Prevention**

5. 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 (Learning, Respect, Responsibility, Safety) 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 playground 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 playground areas of the school
   - A high level of quality active supervision is a permanent staff routine in the playground 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 playground areas. Teachers carry behaviour folders on duty so that inappropriate behaviours can be recorded.
10 Essential Skills for Classroom Management

1. Establishing Expectation
2. Giving Instruction
3. Waiting & Scanning
4. Cueing with Parallel Encouragement
5. Body Language Encouraging
6. Descriptive Encouraging
7. Selective Attending
8. Verbal & Non Verbal Redirection to Learning
9. Giving a Choice
10. Following Through
Appendix 6

Behaviour Expectations: Student Reflection Sheet

- Students will accept responsibility for their current behaviour and undertake, via collaborative goal setting and review, to bring about positive behaviour change.
- All students will strive to reach the ‘consistently’ standard.

<table>
<thead>
<tr>
<th>Capella State School Rules</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Be a Learner</strong></td>
</tr>
<tr>
<td>Needs Improvement</td>
</tr>
</tbody>
</table>
| I ... | o Take responsibility for my learning without interrupting the learning of others  
| | o Respect others’ right to learn  
| | o Complete tasks to the best of my ability  
| | o Am prepared and organised for school  
| | o Bring a positive attitude to all learning tasks |

| Be Respectful | I am positive, caring and respectful. |
| MYSELF & OTHERS | |
| I ... | o Show respect for myself and all members of the school community (students, teachers, parents, teacher aides, visiting teachers, volunteer helpers)  
| | o Ensure that others are not exposed to fighting, pushing, teasing, physical or verbal harassment (NO BULLYING)  
| | o Speak politely and use good manners  
| | o Move quietly around the school so that others aren’t disturbed  
| | o Take pride in myself, my school uniform and my school  
| | o Practise good hygiene  
| | o Work and play, considering others by taking my turn, and sharing and encouraging others  
| | o Respectfully follow instructions from staff members, student leaders and adult volunteers  

| PROPERTY | |
| o Respect my belongings and the belongings of others  
| o Remove my muddy shoes before entering the classroom  
| o Respect the gardens, classrooms, school resources etc.  
| o Help keep rooms, equipment, toilets and grounds clean  
| o Keep out of gardens  
| o Protect flora and fauna in school grounds  
<p>| o Keep my environment litter free |</p>
<table>
<thead>
<tr>
<th>Be Responsible</th>
<th>I make good choices.</th>
</tr>
</thead>
<tbody>
<tr>
<td>I ...</td>
<td>o Manage and am responsible for my behaviour</td>
</tr>
<tr>
<td></td>
<td>o Accept the consequences of my behaviour</td>
</tr>
<tr>
<td></td>
<td>o Listen to and follow instructions and directions</td>
</tr>
<tr>
<td></td>
<td>o Make appropriate choices without supervision</td>
</tr>
<tr>
<td></td>
<td>o Resolve conflict in an appropriate manner</td>
</tr>
<tr>
<td></td>
<td>o Keep my hands and feet to myself</td>
</tr>
<tr>
<td></td>
<td>o Enter and exit the classroom in orderly manner</td>
</tr>
<tr>
<td></td>
<td>o Am in the right place at the right time</td>
</tr>
<tr>
<td></td>
<td>o Wait quietly for buses and before entering the classroom after breaks</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Be Safe</th>
<th>I take care to be safe.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>o Use playground/classroom equipment safely during school hours</td>
</tr>
<tr>
<td></td>
<td>o Move sensibly and safely around the school (walk on concrete pathways)</td>
</tr>
<tr>
<td></td>
<td>o Use sporting equipment away from buildings and glass</td>
</tr>
<tr>
<td></td>
<td>o Am sun safe and wear a broad brimmed hat</td>
</tr>
<tr>
<td></td>
<td>o Wheel my bike/scooter in the school grounds and along the footpath at the front of the school</td>
</tr>
</tbody>
</table>
Supportive Problem Solving Behaviour Support

Students who violate the school’s Code of Behaviour, despite efforts to promote and develop appropriate behaviour, must be supported to modify and correct their behaviour. These are the students with Level 2 and 3 support needs, and this support is achieved in the school via the following processes:

- Application of a range of non-violent, non-coercive and non-discriminatory Behaviour Management corrective strategies.

The school utilises collaboratively developed whole school BM plan, compiling safe, and respectful ‘best practice’ BM strategies to uphold the school behaviour code. School practice has moved away from the application of prescribed, punitive measures to use a wide range of logical strategies and consequences, catering for the diversity of individual contexts and circumstances, with provision for the exercising of teacher professional judgement linked to accountability. Staff are encouraged to utilise a ‘least intrusive’ approach to the correction of inappropriate behaviour, aiming to disrupt the learning environment as little as possible in the process of maintaining a conducive learning environment. In order to do this staff may use a risk assessment process to determine their course of action as follows:

Step 1: What behaviour code has been broken?
Step 2: What is the current or potential impact of this behaviour on learning and teaching?
Step 3: Should I get involved and if I do, what is the simplest, least intrusive approach?
Step 4: Apply the first strategy and monitor its results. If unsuccessful, go to Step 6.
Step 5: Apply a more intrusive strategy and monitor results. If unsuccessful, go to Step 6.
Step 6: Apply a more intrusive strategy. This may include an ‘exit’ consequence if unsuccessful.

Least intrusive to most intrusive utilised by school staff in correcting student behaviour include the following, in order of level of intrusion:

- Tactical ignoring
- Selective attending
- Proximity
- Proximity with touch interference
- Encouraging body language
- Waiting and scanning
- Pause in talk
- Cueing
- Descriptive encouraging
- Non-verbal directional action (Flashcards)
- Oral directional phase (1,2,3 – Eyes on me)
- Curriculum Redirection
- Calling the student’s name
- Questioning to redirect (Rule Question)
- Individual Close Talk
- Verbal Redirection – Question
- Verbal Redirection – Statement
- Give choice (Incorporating consequences)
- State logical consequence
- Follow through – logical consequences
- Move student in room/playground
- Move student to reflection/time-out area/buddy class
- Remove student from classroom/playground
- Have third party remove student from classroom/playground
- Remove rest of class from room/area
- Physical restraint (Non-violent Crises)
b) A continuum of least to most intrusive intervention processes involving modifications to learning conditions to prevent recurrence of behaviours:

<table>
<thead>
<tr>
<th>FOCUS OF INTERVENTION STRATEGIES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Physical Environment</strong></td>
</tr>
<tr>
<td>Seating Plan/Class Set-up</td>
</tr>
<tr>
<td>Lighting/furniture</td>
</tr>
<tr>
<td>Visual Distractions</td>
</tr>
<tr>
<td>Location of Resources</td>
</tr>
<tr>
<td>Teacher Proximity</td>
</tr>
<tr>
<td>Lesson Venue</td>
</tr>
<tr>
<td><strong>Task Requirements</strong></td>
</tr>
<tr>
<td>Length of Activities</td>
</tr>
<tr>
<td>Hands-On Lesson Elements</td>
</tr>
<tr>
<td>Use of Technology</td>
</tr>
<tr>
<td>Goal Setting</td>
</tr>
<tr>
<td>Use of Stretch Breaks</td>
</tr>
<tr>
<td>Variety of Activities</td>
</tr>
<tr>
<td>Flow of Lesson Activities</td>
</tr>
<tr>
<td>Transition between Activities</td>
</tr>
<tr>
<td>Relevance/Level of Content</td>
</tr>
<tr>
<td><strong>Social Interactions</strong></td>
</tr>
<tr>
<td>Non-Verbal Signals</td>
</tr>
<tr>
<td>Least Intrusive Strategies</td>
</tr>
<tr>
<td>Peer Influence</td>
</tr>
<tr>
<td>Monitoring Systems</td>
</tr>
<tr>
<td>Reward Systems</td>
</tr>
<tr>
<td>Positive and Reframing Strategies</td>
</tr>
<tr>
<td><strong>Student</strong></td>
</tr>
<tr>
<td>Parent Conferences</td>
</tr>
<tr>
<td>Social Justice Committee Referral</td>
</tr>
<tr>
<td>Guidance Officer</td>
</tr>
<tr>
<td>Paediatric Referral</td>
</tr>
<tr>
<td>Referral to other community support</td>
</tr>
</tbody>
</table>
Appendix 8
Reflection Room Processes and Procedures

Processes:

<table>
<thead>
<tr>
<th>Student does not follow the school values/rules</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Teacher issues Reflection Room response verbally to a student</td>
</tr>
<tr>
<td>• The written Reflection Room form consists of a yellow slip to be completed by the issuing teacher/teacher aide</td>
</tr>
<tr>
<td>• Yellow slip is to be placed in the pigeon hole of the student’s classroom teacher, who will remind the student of the time out procedure.</td>
</tr>
<tr>
<td>• Detailed Oneschool reports will be completed by the Reflection Room teacher. These will be placed in the supervising teacher’s pigeon hole by the classroom teacher.</td>
</tr>
</tbody>
</table>

**On Reflection Room Day**

| Students report to the Reflection Room with their lunch at the first bell. |
| Students are to complete their response sheet with the supervising teacher. This is accompanied by a discussion about the school rules/values and a plan to make restitution in the form of an apology/compensation/community service, as well as making goals for future behaviour that is aligned to the rules and values. |
| Students are given a standardised letter to inform the parent of the inappropriate behaviour which has resulted in a time out. The letter is signed by the Reflection Room teacher, classroom teacher and sent home to be signed by the parent, returned to school. |
| The letter and student response sheet are attached together, entered/scanned on OneSchool and retained as a record of behaviour. |

Incidents of Reflection Room are recorded on OneSchool and referred to the Principal, classroom teacher, supervising teacher and other personnel. The OneSchool report should include the incident, Action (number of days in time out) and issuing staff member.

The Principal will lead a review of the behaviour data with staff twice a term with the view on analysing the use of positive behaviour management strategies.

**High Frequency Timeouts**

After three separate timeout incidents in a one month period or a noticeable cluster of timeouts, the administration is informed and appropriate procedures followed (see Consequences of Inappropriate Behaviour).

Procedure:

| Reflection Room visit will consist of first play sessions per day of timeout. |
| Student meets the supervising teacher at their classroom. |

Conditions for Timeout

| It is expected that timeout be given judiciously |
| It is expected that for minor incidents that intervention will take place in the following order: |
| 1. Child is spoken to (warning, reminder of the rule) |
| 2. Child is asked to sit out in close proximity to staff member for a period of time in the playground. The playground profile form can be used to track repeated behaviours and the student is made aware that a continuation of these behaviours will result in a time out. |
| 3. Time out is issued. When teachers use the ‘Buddy Teacher’ system if an incident happens during class, a timeout is completed following this. |

**Extreme behaviours both in the playground and classroom will result in automatic time out.**

**REFLECTION ROOM IS AUTOMATICALLY APPLIED AFTER:**

| Repeated warnings – disobedience |
| Physical violence |
| Harassment |
| Bullying/cyberbullying |
- Inappropriate and/or offensive language that is abusive toward another person
- Vandalism
- Stealing

Refer to the ‘Levels of Behaviour’ for indicative behaviours and suggested consequences.

Reflection Room Teacher Role
- Assist students in the process of completing the appropriate reflection and action plan sheets: Reflection Room Response Sheet Prep – Year 2 and Action Plan Reflection Room Response Sheet Year 3 – 6 and Action Plan (Individual Student Behaviour Plan/Playtime Plan Response Sheet – initial conversations with Principal)
- Complete master letter in the timeout folder in G Drive/Data/Coredata/Teachers and print two copies one to be signed and sent with the student to the classroom teacher to be signed before being sent home. The second copy is attached to the Incident/Timeout Report and student Timeout Response Sheet.
- Completed paperwork is stapled together and given to administration to enter on OneSchool and file on student file.
Dear Parent/Caregiver,

Your child _______________________

Received a ___ day Reflection Room for the following misdemeanour/s which occurred in the classroom/playground:
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________

During this time guidance was given to develop in the child:

• An understanding of the rule/value that was broken.
• Strategies to avoid this behaviour in the future.

Please sign as acknowledgement and return to the school office the next school day. Your support in this matter would be greatly appreciated.

All Reflection Room incidences are formally recorded on the ‘OneSchool’ system.

Should you need to discuss this matter, please contact the office for an appointment with the class teacher or Principal.

Yours Faithfully,

______________________________  ___________________________  _______________________
Class Teacher             Reflection Room Teacher          Parent/Carer
Dear Parent/Caregiver,

Your child ____________________________

Received a ___ day Community Service (Litter Duty) for the following misdemeanour/s which occurred in the classroom/playground:

________________________________________________________________________________
________________________________________________________________________________

_______ _________________________________________________ __________________________

During this time guidance was given to develop in the child:

• An understanding of the rule/value that was broken.
• Strategies to avoid this behaviour in the future.

Please sign as acknowledgement and return to the school office the next school day. Your support in this matter would be greatly appreciated.

All Community Service (Litter Duty) incidences are formally recorded on the ‘OneSchool' system.

Should you need to discuss this matter, please contact the office for an appointment with the class teacher or Principal.

Yours Faithfully,

__________ ________________________________
Teacher Parent/Carer
# Appendix 10 – Behaviour Referral Form

## Capella State School Student Behavioural Referral Form

<table>
<thead>
<tr>
<th>Name:</th>
</tr>
</thead>
</table>

### Date: | Class: | Time: | Please Tick: |
|---|---|---|---|

**Referred staff member:**
- Playground
- Classroom
- Specialist Lesson:
- Other:

## Problem Behaviour

<table>
<thead>
<tr>
<th>Minor (Please tick)</th>
<th>Major (Please tick)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Defiance/Disrespect Not following directions, not doing as you are asked</td>
<td>Constant (Over and over) or Major, Defiance/Disrespect/Not doing as you are asked Refusing to follow directions Talking back to staff Rude behaviour</td>
</tr>
<tr>
<td>Physical Contact Inappropriate (not suitable) physical contact with student/students Not keeping hands/feet to themselves</td>
<td>Physical Aggression Serious inappropriate (unsuitable) behaviour that may hurt others (eg. hitting, punching, hitting with an object, kicking, scratching etc.)</td>
</tr>
<tr>
<td>Using words or language that are unsuitable (inappropriate) for school (eg. shut up, idiot etc.)</td>
<td>Repeatedly using words and language that are unsuitable for school – when speaking to other students or groups (example swearing)</td>
</tr>
<tr>
<td>Disruption Stopping (disrupting) others from learning.</td>
<td>Disruption Repeatedly (more than once) stopping (disrupting) others from learning or playing (eg. moving out of your seat, shouting or screaming, making loud noises, disrupting games)</td>
</tr>
<tr>
<td>Property Misuse Not taking good care of belongings or property</td>
<td>Vandalism Breaking, damaging or destroying belongings or property</td>
</tr>
<tr>
<td>Dress Code Wearing clothing that is not a part of the school uniform</td>
<td>Dress Code Refusing to wear clothing that is a part of the school uniform Wearing clothes that are not suitable for school</td>
</tr>
<tr>
<td>Safety Acting or playing unsafely, but not hurting others</td>
<td>Safety Repeatedly acting and playing unsafely – playing in a way that may hurt others</td>
</tr>
<tr>
<td>Dishonesty Lying/cheating - about something you have been doing or saying</td>
<td>Major Dishonesty Lying about your behaviour or about harming others</td>
</tr>
<tr>
<td>Other Using words to tease or bully others</td>
<td>Harassment / Bullying Repeated teasing, verbalizing threatening or frightening other student/students.</td>
</tr>
<tr>
<td>Other</td>
<td></td>
</tr>
</tbody>
</table>

### What has already been done?

<table>
<thead>
<tr>
<th>Times</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step 1 &amp; 2 - WARNING &amp; RULE REMINDER</td>
</tr>
<tr>
<td>Step 3 - TIME OUT</td>
</tr>
<tr>
<td>Step 4 - BUDDY CLASS</td>
</tr>
<tr>
<td>Step 5 - OFFICE</td>
</tr>
</tbody>
</table>

## Teacher Record of Incident:

**What was the child doing?**

__________________________________________________________________________________

__________________________________________________________________________________

__________________________________________________________________________________
**Behaviour Form**

**Student’s name:**

**Teacher’s name:**

____________________________________________________________________

**Community Service – Litter Duty** (cleaning school’s gardens and ground)

- □ 1 session
- □ 2 sessions
- □ 3 sessions
- □ 4 sessions
- □ 5 sessions

**Reason:**

**Duty teacher:**

____________________________________________________________________

**Thinking Room**

- □ 1 session
- □ 2 sessions
- □ 3 sessions
- □ 4 sessions
- □ 5 sessions

**Reason:**

**Duty teacher:**

____________________________________________________________________

**Student Reflection**

What did I do? _____________________________________________________________

___________________________________________________________________________

What rule have I broken? ___________________________________________________

___________________________________________________________________________

What I should do to make better choices? ________________________________

___________________________________________________________________________

___________________________________________________________________________

___________________________________________________________________________

Parent/Caregiver’s comment and signature:
## Individual Behaviour Support Plan

<table>
<thead>
<tr>
<th>Student:</th>
<th>Year level:</th>
<th>Commencement Date:</th>
</tr>
</thead>
</table>

### Behaviours of Concern:

- 

### Identified Behaviour Goal/s: *For to:*

- 

### IN THE CLASSROOM BEHAVIOURS

<table>
<thead>
<tr>
<th>Minor Behaviours</th>
<th>Strategies</th>
<th>Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><em>Steps to follow</em></td>
<td></td>
</tr>
<tr>
<td>Teacher behaviours</td>
<td>o Tone –</td>
<td></td>
</tr>
<tr>
<td></td>
<td>o Body language –</td>
<td></td>
</tr>
<tr>
<td></td>
<td>o Communication –</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Proactive / relationship building behaviours</strong></td>
<td></td>
</tr>
</tbody>
</table>

### Major Behaviours

### Re-entry

_________ re-entry to school following being sent home or suspended.

To be done by teacher/Principal before going into the school community;

1) Positive greeting by staff
2) What did you do that caused you to be sent home?
3) What should you have done?
4) What will happen if you do this again?
5) What will you be doing today?

### Signatures:
Capella State School
Playground Plan
Week ______, Term ______

This is a weekly timetable to show where _________ must go at break times. This will be done in collaboration with _________ and the time out teacher.

Give the sheet to the teacher on duty at the beginning of the session and collect it at the end. This sheet will be taken to the Principal at the end of the day and a copy will be given to parents.

<table>
<thead>
<tr>
<th></th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1st Break</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Comment</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher Signature</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>2nd Break</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Comment</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher Signature</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Principal Signature</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Student Supervision Form

(Student to present this form to the teacher on duty/class teacher at the beginning of each session)

Student’s Name: ________________  Date: ______________

<table>
<thead>
<tr>
<th>Session/Comment</th>
<th>Staff Name</th>
<th>Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before School</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Morning Session</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1st Break</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Middle Session</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2nd Break</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Afternoon Session</td>
<td></td>
<td></td>
</tr>
<tr>
<td>After School</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Please return to the Principal each morning.
Comment:

Class Teacher          Principal          Parent/Carer