



# GLENVALE STATE SCHOOL

## RESPONSIBLE BEHAVIOUR PLAN FOR STUDENTS

### based on The Code of School Behaviour

#### **PURPOSE**

Glenvale State School is committed to providing a safe, respectful and disciplined learning environment for students and staff, where students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing.

This Responsible Behaviour Plan for Students is designed to facilitate high standards of behaviour so that the learning and teaching in our school can be effective and students can participate positively within our school community.

We need to have commitment to growth in learning for staff, students and families. This will be achieved if all school community members work together towards:

- supporting emotional needs
- developing positive attitudes
- developing strength of character
- building relationships through effective and regular communication
- setting high expectation for individual achievement
- developing capability by skilling; and
- interacting with a balanced curriculum.

#### **CONSULTATION AND DATA REVIEW**

Glenvale State School developed this plan in collaboration with our school community. This plan has been developed as a key support structure within our school Pedagogical Framework, focussing on positive behaviour support for students.

This Plan was endorsed by the Principal, the President of the P & C and Assistant Regional Director in 2013, and will be reviewed in 2016 as required in legislation.

#### **LEARNING AND BEHAVIOUR STATEMENT**

All areas of Glenvale State School are learning and teaching environments. We consider behaviour management to be an opportunity for valuable social learning as well as a means of maximising the success of curriculum implementation.

Our Responsible Behaviour Plan outlines our system for facilitating positive behaviours, preventing inappropriate behaviour and responding to unacceptable behaviours. Through our school plan shared expectations for student behaviour are obvious to everyone, assisting Glenvale State School to create and maintain a positive and productive learning and teaching environment, where all school community members have clear and consistent expectations and understandings of their role in the educational process.

The following values form an integral part of the Glenvale school community and are taught to promote high standards of responsible behaviour. We value:

- Responsibility
- Respect
- Safety

## **PROCESSES FOR FACILITATING STANDARDS OF POSITIVE BEHAVIOUR AND RESPONDING TO UNACCEPTABLE BEHAVIOUR**

### **UNIVERSAL AND TARGETED BEHAVIOUR SUPPORT:**

#### **GLENVALE SS: POSITIVE BEHAVIOUR SUPPORT PROCESS**

The first step in facilitating standards of positive behaviour is communicating those standards to all students. At Glenvale 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 inappropriate behaviour and provides a framework for responding to unacceptable behaviour.

A set of behavioural expectations in specific settings has been attached to each of our school values. The Positive Behaviour Expectations Teaching Matrix (**Appendix One**) outlines our agreed rules and specific behavioural expectations in all school settings.

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

- Behaviour lessons conducted by classroom teachers;
- Reinforcement of learning from behaviour lessons on school assemblies and during active supervision by staff during classroom and non-classroom activities.

To augment the school values and behavioural expectations every classroom has an established classroom behaviour management plan consisting of a framework of rules, positive recognition and consequences. Teachers and Administrators apply this framework consistently and use support skills where appropriate to ensure successful management of behaviour.

Every classroom behaviour management plan is taught to students through discussion, modelling, role play at the beginning of the school year and regularly throughout the term, and particularly when new students arrive.

#### **CLASSROOM RULES**

Guidelines:

Precise observable behaviour

Applicable at all times

In student's best interests

Maximum of 5 rules

Visually displayed

May be negotiated with students

Examples:

Follow directions straight away

Put your hand up and wait to be called on

Keep all parts of your body and objects to yourself

Pay attention when the teacher is talking

#### **CONSEQUENCES FOR UNACCEPTABLE BEHAVIOUR**

Guidelines:

Provided as a choice: placing responsibility with the student)

Should never humiliate or embarrass a student

Organised into a cumulative hierarchy (beginning with warning, gradually becoming more substantial with parent and administration involvement in final step)

If a student chooses to break a rule, however, the following steps will be taken:

First time a student breaks a rule	Warning
Second Time	5 minutes Time Out
Third Time	10 minutes Time Out
Fourth Time	Send to Buddy Class (Behaviour Referral Form <b>Appendix 4</b> and Behaviour Plan <b>Appendix 5</b> next break)
Fifth Time	Refer to Administration and Contact Home
Severe Clause  (willfully hurts another, willfully destroys property, overtly refuses a direction, engages in behaviour which stops the class functioning)	Refer to Administration (Behaviour Referral Form <b>Appendix 4</b> ) and parent contact made: possible suspension/exclusion

Teachers should contact administration immediately to remove an aggressive or violent student from the classroom.

When students reach The Planning Room stage of the hierarchy they are expected to write a behaviour plan (in discussion with the administrator) which outlines what happened, the rules broken in the classroom and what the student needs to do now (**Appendix 5**). This plan is then signed by the teacher if appropriate and taken home by the student to be signed by the student's parents. Teachers should ask the student for the signed plan as a matter of priority the following day. Each day an administrator will check that plans have been returned with parent acknowledgement and request follow up as appropriate.

All paper behaviour referrals are recorded on One School by administrative staff and data copied to a whole school snapshot spreadsheet.

## **POSITIVE RECOGNITION FOR APPROPRIATE BEHAVIOUR**

Guidelines:

Teacher is comfortable with rewards and reward system

Age appropriate

Valued by students

Positives should never be taken away for misbehaviour (breaking rules)

A combination of individual/group/class wide recognition can be implemented

Students should earn rewards within a realistic time frame

Examples

- Class rewards
- Individual rewards
- Certificates
- Free time
- Student of the week
- Display student achievements
- Send to the Office
- Send to another class for reward time
- Letters home
- Stamps/Stickers
- Phone call home
- GOTCHAS
- Responsibility
- Use of special equipment
- Chart for progress

A letter (**Appendix 6**) outlining the classroom behaviour management plan for all classes is sent to parents at the start of the year (and to parents of each new student throughout the year). This letter contains a detachable section to return with parent's signature. This section should be received and kept until the end of the year.

## PLAYGROUND BEHAVIOUR MANAGEMENT PLAN

To augment the school values and behavioural expectations a framework of playground rules, positives and consequences apply from when students enter the school grounds until they leave the school grounds.

Rules:

Follow directions straight away

Keep hands, feet and objects to yourself

Walk on concrete or paved areas

Only use nice talk

Consequences:

Teachers carry duty bags to each play area. If inappropriate behaviour is witnessed, the duty teachers may take actions such as directing the student to walk with him/her, sitting out, picking up litter or checking back with the teacher. Students who break the school rules overtly will be written into Playground Referral form (**Appendix 7**). Administration collects these forms at the end of each break and follows up with individual students. Depending on the severity of behaviour the student may be required to complete a Behaviour Plan (**Appendix 5**) and reflection in the planning room the next break/s. If teachers encounter a severe situation they should send a 'runner' to the office with a red card (found inside the duty bag).

Students who repeatedly incur referrals will be placed on a Designated Play Area (see **Appendix 8**) as recommended by administration. This placement is based on observations that a student is unable to interact with others appropriately and or a particular area is unsuitable for them to frequent based on the activities carried out there. Teachers are responsible for ensuring these students receive designated play area cards each break and recording their attendance. If a student does not have his/her card signed they need to report to the Planning Room immediately (teachers should inform administration prior to the following break).

All paper behaviour referrals are recorded on One School by administrative staff and data copied to a whole school snapshot spreadsheet.

Positives:

Teachers on playground duty will hand out GOTCHA cards for positive behaviours as related to those given in the expectation matrix (**Appendix 1**). At each school assembly names will be drawn out of the 'Gotcha' box for each year level. Each winner may choose from the Reward Menu including a prize choice, get out of homework free voucher, tuckshop voucher or iPod time voucher.

## GLENVALE SS BEHAVIOUR LEVEL SYSTEM

This system provides a whole of school overlay to guide acceptable standards of behaviour to promote an effective learning and teaching environment that allows the development of positive aspirations, relationships and values and fosters mutual respect; and encourages all students to take increasing responsibility for their own behaviour and the consequences of their actions. **Appendix 9** details the content and processes behind this support structure.

All school staff are trained and coached regularly in the Glenvale SS: Positive Behaviour Support program. Feedback is provided to ensure consistency in implementation and continued effectiveness in providing for a safe, supportive disciplined learning environment.

## INTENSIVE BEHAVIOUR SUPPORT

A school based Discipline Improvement Plan I(DIP-**Appendix 12**)should be developed by classroom teachers in collaboration with administration for those students 'at risk of' or off bronze levels. This plan would include:

- Identification of student's primary needs (in relation to behaviour's exhibited)
- Recorded observations to establish behaviour profile
- Establishment of behavioural goals and strategies to meet student needs based on data gathered
- Planning of lessons to teach appropriate behaviour
- Development of positive reinforcement schedules matched to student needs

All teachers are trained in Succeeding with All Students Program: Strategies for reaching the most challenging students program focuses on building positive relationships with students and developing self esteem. Teachers know how to reach out to difficult students, meet their needs, communicate effectively and create an individualised behaviour plan.

Through this process students may be referred through the school Student Services Team to enable the facilitation of intervention by the school chaplain, guidance officer, regional behaviour support, medical specialists or other community based services.

## EMERGENCY OR CRITICAL INCIDENT RESPONSES

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

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

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

### Basic defusing strategies

#### *Avoid escalating the problem behaviour*

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

#### *Maintain calmness, respect and detachment*

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

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

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

#### *Follow through*

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

#### *Debrief*

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

## Physical Intervention

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

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

Appropriate physical intervention may be used to ensure that Glenvale 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 10**
- Discipline Improvement Plan Recommended **Appendix 12**
- Health and Safety incident record
- debriefing report (for student and staff) **Appendix 11**

## NETWORK OF STUDENT SUPPORT

Students at Glenvale State School are supported through positive reinforcement and a system of universal, targeted, and intensive behaviour supports by:

- |                        |                              |
|------------------------|------------------------------|
| • Parents              | • Guidance Officer           |
| • Teachers             | • Advisory Visiting Teachers |
| • Support Staff        | • Senior Guidance Officer    |
| • Head of Curriculum   | • School Chaplain            |
| • Administration Staff |                              |

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

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

## 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.

Glenvale 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 Act 1995
- Workplace Health and Safety Regulation 1997
- Right to Information Act 2009
- Information Privacy (IP) Act 2009

## 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](#)

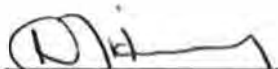
## SOME RELATED RESOURCES

- [Bullying. No Way!](#)
- [Code of Conduct for School Students Travelling on Buses](#)

Endorsement



Principal



President, School P&C



Effective Date: 8 July 2013 – 8 July 2016

Appendix 1

POSITIVE BEHAVIOUR SUPPORT – Glenvale State School Behaviour Expectations								
Value	Whole School	Classroom	Transitions	Toilets	Before & After School	Playground	Off Campus	
As a learner we value	<b>Safety</b>	<p>I use equipment safely.</p> <p>I keep hands, feet and objects to myself.</p> <p>I keep my body clean and healthy.</p> <p>I will treat others so they feel safe.</p> <p>I run only on the ovals.</p>	<p>I walk in the classroom.</p> <p>I am only in the classroom when a teacher is present.</p>	<p>I walk around the school buildings.</p>	<p>I use toilets properly and wash my hands.</p>	<p>I follow road rules.</p> <p>I follow drop-off rules.</p> <p>I sit in the undercover area before school.</p> <p>I walk my bike / scooter in the school grounds and in front of the school.</p>	<p>I wear shoes and a hat.</p> <p>I use play equipment safely.</p> <p>I stay in bounds and play in the right area.</p> <p>I sit in the right area and eat my own food.</p>	<p>I stay with my group.</p> <p>I follow instructions.</p> <p>I follow bus safety rules.</p>
	<b>Responsibility</b>	<p>I look after all property.</p> <p>I take responsibility for my learning and behaviour.</p> <p>I try to make my school a better place.</p> <p>I report damages.</p> <p>I wear my uniform proudly.</p> <p>I arrive to class on time and ready to learn.</p> <p>I bring the appropriate equipment to school.</p>	<p>I am organised and ready to learn.</p> <p>I set myself goals and strive to achieve.</p>	<p>I visit the toilet, wash my hands and have a drink before class.</p> <p>I listen for the bell and I return to class on time.</p> <p>I return equipment at the end of play time.</p>		<p>I hand in my mobile phone.</p> <p>I complete home tasks on time.</p>	<p>I play in the right area.</p> <p>I use water responsibly.</p>	<p>I involve myself in the learning experience.</p>
	<b>Respect</b>	<p>I care for the school environment.</p> <p>I am tolerant.</p> <p>I use good manners.</p> <p>I follow instructions.</p> <p>I use positive language.</p> <p>I treat others in a caring way.</p> <p>I care for property.</p> <p>I am a good listener</p> <p>I cooperate with others.</p> <p>I follow directions of those in charge.</p>		<p>I walk quietly in the school grounds during class time.</p>	<p>I respect the privacy of others</p>		<p>I invite others to join in.</p> <p>I wait for permission before going to play.</p> <p>I encourage and support others.</p> <p>I leave other people's property alone.</p>	<p>I show pride in myself and my school.</p>



## Appendix 2

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

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

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

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

#### **Confiscation**

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

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

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

#### **Personal Technology Device Etiquette**

Bringing personal technology devices to school is not encouraged by the school because of the potential for theft and general distraction and/or disruption associated with them.

#### **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 Glenvale 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 of 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, 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.

### **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.*

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

## Appendix 3

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

#### Purpose

1. Glenvale 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 Glenvale 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 Glenvale 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 Glenvale State School there is broad agreement among students, staff and parents that bullying is observable and measurable behaviour. When considering whether or not bullying has occurred, we will therefore avoid speculation on the intent of the behaviour, the power of individuals involved, or the frequency of its occurrence. Whether bullying behaviour is observed between students of equal or unequal power, whether it occurs once or several times, and whether or not the persons involved cite intimidation, revenge, or self-defence as a motive, the behaviour will be responded to in similar fashion, that is, as categorically unacceptable in the school community.

#### Rationale

6. Research indicates that many problem behaviours are peer-maintained. That is, peers react to bullying in ways that may increase the likelihood of it occurring again in the future. Reactions include joining in, laughing, or simply standing and watching, rather than intervening to help the person being bullied. Whilst our school would never encourage students to place themselves at risk, our anti-bullying procedures involve teaching the entire school a set of safe and effective response to all problem behaviour, including bullying, in such a way that those who bully are not socially reinforced for demonstrating it.
7. The anti-bullying procedures at Glenvale State School are an addition to our already research-validated school wide positive behaviour support processes. This means that all students are being explicitly taught the expected school behaviours and receiving high levels of social acknowledgement for doing so. Adding lessons on bullying and how to prevent and respond to it is a subset of procedures that our students are already accustomed to.

## Prevention

8. Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, our school wide universal behaviour support practices will be maintained at all times. This will ensure that:
  - Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour
  - All students know the school values 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 nonclassroom 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 nonclassroom areas of the school
  - A high level of quality active supervision is a permanent staff routine in the nonclassroom 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 nonclassroom areas.
9. The student curriculum modules of the anti-bullying process consist of lessons taught by all teachers in all classrooms to a school wide schedule of instruction. At all times simultaneous instruction is our goal, in order to maintain consistency of skill acquisition across the school.
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 Glenvale State School care to combine knowledge with practice in a process of active learning, so that students understand by 'doing' as much as by 'knowing'.
13. Glenvale State School uses behavioural data for decision-making. This data is entered into our database on a regular 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.

<b>Student Name:</b>			<b>Location (please tick)</b>	
<b>Date:</b>	<b>Time:</b>	<b>Class:</b>	Classroom	
<b>Referring staff member :</b>			PE	
			Music	
			LOTE	
			Other	

CLASSROOM BEHAVIOUR REFERRAL FORM

INAPPROPRIATE BEHAVIOUR					
Minor/Buddy (Please tick) W=Warning TO=TIME OUT B= Buddy Teacher			Major (Please tick) OFFICE REFERRAL/SEVERE CLAUSE		
W TO TO B					
<b>Defiance/Disrespect</b> Low intensity brief failure to follow directions Inattention to teacher				<b>Defiance/Disrespect</b> Continued refusal to follow directions, talking back and / or socially rude interactions	
<b>Physical Contact</b> Student engages in non-serious but inappropriate physical contact				<b>Physical Aggression</b> Actions involving serious physical contact where injury may occur (eg hitting, punching, hitting with an object, kicking, scratching)	
<b>Inappropriate language</b> Low intensity language (eg shut up, idiot)				<b>Inappropriate / Abusive language</b> Repeated verbal messages that involve swearing or use of words in an inappropriate way directed at other individual or group	
<b>Disruption</b> Low intensity but inappropriate disruption				<b>Disruption</b> Repeated behaviour causing an interruption in a class or playground. (eg. Yelling or screaming, noise with material, disrupting games, sustained out of seat behaviour)	
<b>Property Misuse</b> Low intensity misuse of property				<b>Vandalism</b> Student engages in an activity that results in substantial destruction or disfigurement of property	
<b>Safety</b> Student engages in brief or low-level safety violation not involving hurting any other individuals or groups				<b>Safety</b> Student engages in frequent unsafe activities where injury may occur.	
<b>Dishonesty</b> Student engages in minor lying/cheating not involving any other person				<b>Major Dishonesty</b> Student delivers message that is untrue and / or deliberately violates rules and/or harms others	
<b>Other</b>				<b>Harassment / Bullying</b> Repeated teasing, physical and verbal intimidation of a student	
			<b>Other</b>		

<b>Description of Behaviour</b>

<b>Others involved in incident</b>					
None		Peers		Staff	
				Other	

**Admin ACTIONS**

	Parent Contact	<input type="checkbox"/>
	OneSchool	<input type="checkbox"/>

## Appendix 5

Dear Parent

Your child has attended the Planning Room for:

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During this time the behaviour plan below was completed:

NAME:	CLASS:
TEACHER:	DATE:

1. What happened?

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2. What rules were broken?

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

3. What Glenvale State School value did I not uphold?

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4. How will I make better behaviour choices?

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Student's signature: \_\_\_\_\_

Teacher's signature: \_\_\_\_\_

Parent's signature: \_\_\_\_\_

***\*Please sign and return this form to your child's teacher***

## Appendix 6

Dear Parents and Carers

At Glenvale State School we teach students to make responsible behaviour choices by valuing Responsibility, Respect and Safety. To support these values every classroom maintains a plan that outlines the rules, positive recognition for appropriate behaviour and consequences for inappropriate behaviour.

In our classroom these are:

### **RULES**

***Students are expected to follow these rules at all times:***

- Follow directions straight away
- Put your hand up and wait to be called on
- Keep all parts of your body and objects to yourself
- Pay attention when the teacher is talking
- 

### **POSITIVE RECOGNITION**

***Students are recognised for making positive choices and following classroom rules by:***

- 
- 
- 

### **CONSEQUENCES**

***When students choose not to follow class rules the following steps will be taken:***

First time a student breaks a rule	Warning
Second Time	5 minutes Time Out
Third Time	10 minutes Time Out
Fourth Time	Buddy Teacher referral and Planning Room next break
Fifth Time	Refer to Administration
Severe Clause	Refer to Administration

Thank you for discussing this classroom plan with you child. Please sign and return the form below to show this.

Yours sincerely

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

\_\_\_\_\_  
Principal/ Deputy Principal

✂

I have read the classroom plan and have discussed it with my child,

\_\_\_\_\_  
Parent/Caregiver Signature      Student Signature \_\_\_\_\_

Glensvale State School  
Playground Behaviour Referral Form

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

School Expectation Category					
Be SAFE		Be Respectful		Be Responsible	

Others involved in incident					
None		Peers		Staff	
				Other	



**Appendix 8**

<b>PLAYGROUND AREA:</b>	<b>1ST BREAK EATING</b>	<b>1<sup>ST</sup> BREAK PLAY</b>	<b>2<sup>ND</sup> BREAK EATING</b>	<b>2<sup>ND</sup> BREAK PLAY</b>	<b>CLASS TEACHER</b>	<b>ADMIN</b>
MONDAY						
TUESDAY						
WEDNESDAY						
THURSDAY						
FRIDAY						

Appendix 9

GLENVALE STATE SCHOOL: BEHAVIOUR LEVELS

LEVEL	INDICATORS
GOLD	<p>Student follows all classroom and playground rules consistently (no recorded time outs)</p> <p>Student upholds Glenvale SS values consistently</p> <p>Student completes homework consistently</p> <p>No Planning Room attendance</p> <p><i>*All students start on this level at the beginning of each term</i></p>
SILVER	<p>Student follows classroom and playground rules the majority of the time (no more than one 5 minute time out recorded)</p> <p>Student upholds Glenvale SS values the majority of the time</p> <p>Student completes homework the majority of the time</p> <p>No Planning Room attendance</p>
BRONZE	<p>Student incurs up to and including three Planning Room attendances</p> <p><i>Classroom teacher gives parents written notification when student is 'at risk' of Off Bronze (three planning room attendances)-request for parent/teacher meeting</i></p>
OFF BRONZE	<p>Student incurs four Planning Room attendances during the term</p> <p>Student incurs an 'in school' suspension</p> <p>Student incurs a formal suspension</p> <p><i>Classroom teacher gives parents written notification of Off Bronze status which details the following restrictions:</i></p> <p><i>Student may not access the following campus and off campus activities for the remainder of the current school term: Camps, Excursion, Inter school sport, Zone/Regional sports trials, School Discos, Choir Performances, Band Performances, Other planned activities as determined by Administration Team</i></p>

- Whole school template letter for 'at risk' of Off Bronze and Off Bronze parent notification
- Whole school template letter for students 'at risk' of or moving 'down' from other levels for parent notification
- Classroom teachers to track and document behavioural data and to aim for weekly conferences with the class to discuss current behaviour levels, goals for the future and how to achieve these
- Behaviour levels for students new to the school should be determined by classroom teachers using current available behaviour data against the given indicators
- If a student's behaviour meets the given criteria at any point in the year it should be considered at that level
- Gold and Silver students are rewarded for their behavioural status through certificates and appropriate on and off campus activities each term

## Appendix 10

### Incident Report

Name:

Date:

Person Completing Form:

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

## Debriefing Report

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

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

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

Debriefing should provide information on:

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

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

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

### Questions for staff

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

### Questions for student

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

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

## Discipline improvement plan for **Student Name**

### Student problem behaviour/incident

---

Insert description of behaviour(s)/ incident(s) that has led to the requirement for this plan.

### School support

---

Insert description of support, resources, program/ strategies to assist the student's improvement.

### Expected behaviour

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#### Examples

- You will be punctual, attend school and participate in all classroom learning activities for the next 2 weeks.
- You will attend and participate in the xxx program (e.g. drug and alcohol) run by (staff member name) for (number) weeks.
- You will meet with your year coordinator on Mondays and Wednesdays at 10:00am to learn how to behave respectfully to your teachers.
- You will meet with the guidance officer at lunch times for the next 3 weeks or until the guidance officer is satisfied that you have learned how to play safely with other children.
- You will check in and check out daily with (staff member name) every morning at 8:30 am for the next 2 weeks. They will ensure you have all of the equipment you need for the day and that you have had your daily behaviour monitoring sheet signed by relevant staff and your parents.

### Consequences for non-compliance

---

Include clear consequences for non-compliance (it is inappropriate to include consequences which are formal processes, for example, suspension or exclusion as the behaviour of the student must meet one of the grounds and due process must be followed)

### People who can support you

---

- Include name of school support people

### Agreement

---

I/We agree to **Student Name's** plan outlined above and understand that this plan will begin on **day month year** and be reviewed on **day month year**.

#### Signatures:

**Student**  
Date

**Principal**  
Date

**Parent/s**  
Date

**Other**  
Date

#### Review date: