



**The Code of
School
Behaviour**
Better Behaviour
Better Learning

Warwick West State School's

2017-2020 Responsible Behaviour Plan for Students (based on *The Code of School Behaviour*)

Contextual Information

Warwick West State School is a Band 9 co-educational school situated in the western suburbs of Warwick, on the Darling Downs, offering classes from Prep to Year 6 for around 525 students from Warwick as well as surrounding rural areas. The school has a Principal; Deputy Principal; Head of Special Education Services; Master Teacher; 3 STLaNs; specialist teacher for instrumental music, general music, LOTE, library and HPE specialists; itinerant visiting staff including GO and Speech Pathologists; classroom teachers for 24 classes; and SEP teachers for the SEU and ECDP. The Warwick West State School facilities are comprised of Primary, Special Education Unit, Early Childhood Development Program (ECDP) Centre and Prep facilities on one campus.

Warwick West State School is recognised as a school that delivers exceptional academic, cultural and sporting opportunities and success. Students are provided with many opportunities to build on their potential and are encouraged to excel.

1. Purpose

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

Our aim is to create the conditions for each learner to progress towards responsible self-management, whilst learning about how and why people behave the way they do. We focus on catering for individual differences, we realise that all children will move towards this goal at their own pace and that they will also have individual needs along the way.

The use of a proactive, explicit teaching approach builds relationships, increases individual skill sets and encourages self-monitoring. At Warwick West State School, we strive to support students to achieve their best in our academic, social, cultural and sporting programs, guiding them to fulfilling experiences, while preparing them for the future.

Our Vision

At Warwick West State School, we aim to provide the best educational outcomes for every child. We achieve purpose by providing a quality curriculum which supports individual needs through a professional progressive and dedicated staff, within a safe and productive learning environment. A successful Warwick West State School student is:

- Confident and motivated for a life time of learning;
- Considerate and respectful of others;
- A positive contributor to school and community; and
- Demonstrates the school's SHINE values.

This Responsible Behaviour Plan for Students is designed to guide our school behavioural practice and to facilitate high standards of behaviour so that the



The Code of School Behaviour

Better Behaviour
Better Learning

learning and teaching in our school can be effective and so **all students** can participate positively within our school community.

2. Consultation and data review

In 2014, staff from Warwick West State School reviewed our behaviour management program to align with the Positive Behaviour for Learning philosophy. Since that time we have offered full staff behaviour professional development, met monthly to analyse behaviour data and as a staff discussed our whole school behaviour plan. Each year, SET and EBS surveys have been conducted and the data collated from these surveys has been used to develop an action plan that has guided the behaviour management processes at our school. Our PBL team consists of staff who hold varied positions including teachers, teacher aides, administration and parent representatives.

In 2017, a new PBL Behaviour Support Team (Tier 2) has been formed to review the way we meet the needs of students requiring targeted supports around behaviour.

This Responsible Behaviour Plan was written in consultation with teaching staff and the PBL Committee. It has been endorsed by the Principal, the Assistant Regional Director and the President of the P&C in June 2017 and will be reviewed in 2020 as required by legislation.

3. Learning and behaviour statement

Evidence based practice from Positive Behaviour for Learning (PBL) underpins our behaviour management approach. The PBL Framework guides the:

- alignment between our academic and behavioural systems; and
- the selection, implementation and analysis of our behavioural system, whole school practices and use of data ensuring we create a safe and positive learning environment for all students.

Our staff, parents and students have a variety of expectations, experiences and beliefs about behaviour management. These beliefs are underpinned by our school's values of:

- **S**ecurity
- **H**ealthy Relationships
- **I**ntegrity
- **N**urturing and
- **E**xcellence

to develop a whole school culture that:

- develops a supportive school environment that enhances learning opportunities for all students and staff;
- assists students to develop a positive self-esteem through getting to know and understand themselves better; and
- assists students and the community to develop a more productive means to determine appropriate human responses to real-life situations.

These beliefs operate effectively in a supportive school environment where:

- all members feel safe, respected, able to learn and take responsibility of their own actions;
- quality curriculum programs, interpersonal relationships and the organisation of the school produce worthwhile social and academic outcomes for all;



The Code of School Behaviour

Better Behaviour
Better Learning

- non-discriminatory, non-violent and equitable actions are practised and reinforced;
- school policy reflects both proactive steps to encourage self-worth and self-discipline;
- consistent reactive procedures to deal with various situations that may arise; and
- through a graduation of procedures, all avenues of management are employed prior to the use of suspension and exclusion.

All areas of Warwick West 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 academic education programs.

Through our school plan, shared expectations for student behaviour are clearly written, assisting Warwick West State School to create and maintain a positive and effective learning and teaching environment, where ALL school community members have clear and consistent expectations and understandings of their role in the educational process.

As a community, these are the skills and expectations we believe are vital in making our SHINE values a reality. Staff, students and parents consciously model these in our everyday interactions here at school. Positive behaviour can effectively address a range of behavioural needs - from those who just need minor support to those who require more intensive major support. With a PBL school-wide approach:

- Expectations for student behaviour are defined by a school based team with all staff input (expectation matrix);
- Effective behavioural support is implemented consistently by staff and administration;
- Appropriate student behaviour is **taught**;
- Positive behaviours are publicly acknowledged;
- Problem behaviours have clear consequences;
- Student behaviour is monitored and staff receive regular feedback.
- Effective behavioural support strategies are implemented at the **school-wide, classroom, and individual** student level and;
- Effective behavioural support strategies are designed to meet the needs of **all students**.

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

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

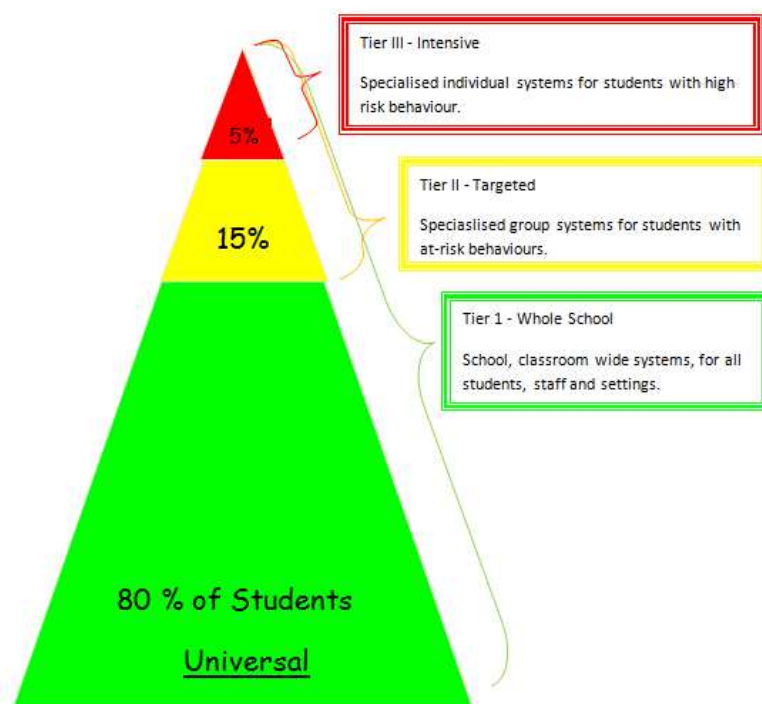
At Warwick West State School, we recognise that the school environment provides the opportunity to teach students how to relate to others, form and maintain healthy relationships, ensuring that students develop into productive members of the wider community. We respond to unacceptable behaviour in a number of ways:

Low level and Infrequent Problem Behaviour	<ul style="list-style-type: none">• Whole staff understanding of Positive Behaviour for Learning system;• Explicit teaching of Expectation Matrix;• Proactive teaching of expectations and values;• Students are encouraged to reflect on and own their behaviour;• Positive reinforcement for all;• Active supervision and monitoring – Move, Scan and Interact;• Effective classroom and school management;• Reteach, monitor and acknowledge;• Enactment of PBL Committee to work through universal behaviour management processes;• Professional development to maintain a consistent staff understanding of behavioural processes and research;• Analysis of behavioural data to guide human and physical resourcing;• Structured lunchtime activities that offer further support and scaffolding for students who need this;
Targeted Behaviour Support	<ul style="list-style-type: none">• As above, plus• Support for Behaviour Team (Tier 2 and 3);• Individual behaviour plans for classroom or playground;• Small social skills group training and support;
Intensive Behaviour Support	<ul style="list-style-type: none">• As above, plus• Crisis Prevention Plans;• Functional Behaviour Assessment (FBA) informed Individual Behaviour Support Plans;• Individualised academic support;• Complex Case Management involving a multi-agency approach

Universal Behaviour Support

The first step in facilitating standards of positive behaviour is communicating those values and expectations to all students. At Warwick West State School, we acknowledge that all behaviour management strategies require **consistency** to achieve their best result. We encourage excellence in education through our five values:

S ecurity is when individuals are empowered to take risks in a safe, positive and supportive environment.	I am safe
H ealthy Relationships occur when we encourage trust, confidence and appreciation in a non-discriminatory school environment.	I am respectful
I ntegrity is demonstrated when we value and honour each other with honesty, trust, humour, respect and co-operation.	I am responsible
N urturing happens when the whole school community works together to support and encourage confidence. In a nurturing situation everyone feels valued and has the opportunity, and is encouraged, to reach their potential.	I am a friend
E xcellence occurs when best practice is seen, heard and felt across the whole school community.	I am a learner



At Warwick West State School, we emphasise the importance of explicitly 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 which is designed to prevent problem behaviour and to provide a framework for responding to unacceptable behaviour.

A set of behavioural expectations in specific settings has been attached to each of our five school values. The Schoolwide Expectations Teaching Matrix below outlines our agreed values and specific behavioural expectations in all school settings. Some classes/students use the alternate wording of "I am Safe" instead of Security; "I am Respectful" instead of Healthy Relationships; "I am Responsible" instead of Integrity; "I'm a friend" instead of Nurturing and "I'm a Learner" instead of Excellence, due to the age and vocabulary maturity of the students.

SCHOOLWIDE EXPECTATIONS TEACHING MATRIX						
VALUES		SECURITY I am Safe	HEALTHY RELATIONSHIPS I am Respectful	INTEGRITY I am Responsible	NURTURING I'm a Friend	EXCELLENCE I'm a Learner
EXPECTED BEHAVIOURS	SCHOOL WIDE	<ul style="list-style-type: none"> Walk on hard surfaces Hands, feet, objects & mouth to self Use the "five" Leave areas tidy 	<ul style="list-style-type: none"> Listen and follow adult directions Use "please", "thank you", "excuse me" Use kind words, voice and positive body language Allow personal space 	<ul style="list-style-type: none"> Wear correct uniform Care for all property Be on time Be honest 	<ul style="list-style-type: none"> Wait and take turns Help others Praise and encourage 	<ul style="list-style-type: none"> Have a go Be ready Know and follow school routines Strive to improve Actively participate
	CLASSROOM	<ul style="list-style-type: none"> Sit on chair safely (legs on floor) Good sitting (bottoms down, legs crossed, hand in lap) 	<ul style="list-style-type: none"> Hand up & wait Eyes and ears on speaker 	<ul style="list-style-type: none"> Have materials ready 	<ul style="list-style-type: none"> Look for ways to help the class 	<ul style="list-style-type: none"> Ask for help Complete set work Follow the book work policy
	TRANSITIONS	<ul style="list-style-type: none"> Straight there, straight back Walk in 2 lines Keep to the left 	<ul style="list-style-type: none"> Quiet walking Enter when directed 	<ul style="list-style-type: none"> Keep together 		
	EATING AREA/TUCKSHOP	<ul style="list-style-type: none"> Stay in eating area Sit to eat Eat own food 	<ul style="list-style-type: none"> Quiet voices Wait for teacher to dismiss 	<ul style="list-style-type: none"> Rubbish in bins Wait on a dot Value the food in your lunch box 		
	PLAYGROUND	<ul style="list-style-type: none"> Use equipment for its intended purpose Hats on outside Shoes on to play 		<ul style="list-style-type: none"> Play in correct area Return borrowed equipment On signal, stop, toilet, drink, line up 	<ul style="list-style-type: none"> Let others join in 	<ul style="list-style-type: none"> Know and follow the game rules
	TOILETS	<ul style="list-style-type: none"> Wash hands with soap Keep toilet area clean Flush 	<ul style="list-style-type: none"> Allow for the privacy of others 	<ul style="list-style-type: none"> Use toilet only for toileting Use toilet in break times Rubbish in bin 		
	PARADE		<ul style="list-style-type: none"> Hats off Stay silent Eyes & ears on speaker Stand straight and still during anthem 	<ul style="list-style-type: none"> Remain seated & wait for teacher. 		
	BUS	<ul style="list-style-type: none"> Wait inside the gate Follow the bus code of conduct 	<ul style="list-style-type: none"> Wear your uniform with pride. 		<ul style="list-style-type: none"> Look out for others Be a bus buddy 	
	CYBER SAFETY	<ul style="list-style-type: none"> Keep personal details private 		<ul style="list-style-type: none"> Report cyber bullying 	<ul style="list-style-type: none"> Leave a positive online foot print 	
	OFF CAMPUS	<ul style="list-style-type: none"> Stay safe when walking Listen and follow all teacher direction Wait for teacher direction to cross roads Remain seated in the bus (feet on the floor) Keep all body parts inside the bus window 	<ul style="list-style-type: none"> Be polite and considerate of the general public Behave in a manner that represents the school in a positive way 	<ul style="list-style-type: none"> Wear a clean and neat uniform 		

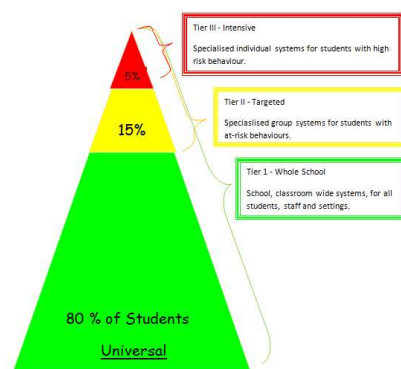
How we teach the SHINE values:

- Expectations (from the matrix) are taught throughout the school during the exact same week to enable whole school teaching opportunities and consistency. These expectations are communicated to students via a number of strategies, including:
 - Whole school behaviour lessons are to be conducted by classroom teachers on a Monday.
 - Reinforcement of learning from behaviour lessons at school parades and during active supervision by staff during classroom and non-classroom activities.
 - A weekly focus is introduced to the whole school on Friday morning parades. Teachers from different year levels take on the responsibility to lead the introduction of the focus of the week on the Friday parade, ensuring that all staff are seen as leaders of the PBL program;
- Development of Classroom Behaviour Management Plans at the beginning of each year. This plan is developed in consultation with year level teachers and students from the year level/class.
- Immediate reinforcement of specific behaviours through the school's reward system;
- Celebrating behavioural achievements and milestones as a whole school, class or individually; and
- Analysis of school data to reteach specific behaviours when required.

How we promote the SHINE values:

Warwick West State School implements the following proactive and preventative processes and strategies to support student behaviour:

- Encouraging positive and open relationships between parents/carers and staff at the school, with the desired behaviour of working as a team with student's learning and behaviour;
- A dedicated section of the school newsletter, enabling parents to be actively and positively involved in school behaviour expectations.
- Specific policies have been developed to address the SHINE values:
 - The Use of Personal Technology Devices at School (Appendix 1);
 - Procedures for Preventing and Responding to Incidents of Bullying (Appendix 2); and
 - Appropriate Use of Social Media (Appendix 3).
- Visual signage in the classrooms and throughout the school including posters in all teaching and non-teaching spaces; Behaviour Walls in each teaching space, signs/art work promoting SHINE around the school;
- School PBL team members' regular provision of information to staff and parents, and support to others in sharing successful practices.
- Comprehensive induction programs in the Warwick West State School's Responsible Behaviour Plan for Students delivered to new students as well as new and relief staff.



Reinforcing expected school behaviour

At Warwick West State School, communication of our key messages about behaviour is backed up through reinforcement, which provides students with feedback for engaging in expected school behaviour. A formal recognition and monitoring system has been developed. This reinforcement system is designed to increase the quantity and quality of positive interactions between students and staff. All staff members are trained to give consistent and appropriate acknowledgement and rewards by moving, scanning and interacting with students in the classroom and playground.

Staff members hand out SHINE tickets each day to students when they observe students following school values in both classroom and non-classroom areas. This reinforcement occurs at any time throughout the day. When staff observe a student following the values they can choose to give them a SHINE ticket or another form of reinforcement/encouragement (e.g. a smile, thumbs up, verbal praise, a sticker etc.) The students are responsible for the SHINE tickets they are given. Each student has a reward chart that is kept in class. When the student has sufficient SHINE tickets they are able to trade in our 'Rewards Room' at increments of 60, 90, 120, 150, 180, 300 and 900 tickets. The Rewards Room opens once a week on Fridays.

The use of rewards like SHINE tickets can be gradually reduced depending on the age of the students and the automaticity of the behaviour that is trying to be reinforced. See Appendix 4.

Other acknowledgements include:

- Each week, teachers determine a Student of the Week. These students are presented with a certificate on Friday parades.
- Each month, teachers nominate a Student of the Month. These students are presented with a certificate and a badge on a Friday parade.
- End of semester whole school rewards are chosen each term (e.g. the highest trading class of SHINE tickets in the upper and junior school receive a whole class reward.)
- Optional short term whole class rewards may be awarded when all students in a class are exhibiting the specific behaviours chosen from the Expectation Matrix
- Positions of responsibility are awarded annually – School Captains, House Captains and Student Councillors.

Parent/Caregiver Inclusion Policy:

Parents and school community will be kept up-to-date with PBL by:

- Enrolment induction when new families enrol at our school;
- Communication through the school website, newsletter, parade, Parent/Teacher Information meetings (Term 1);
- Behavioural emails/texts/phone calls sent home – including RTR plans and letters;
- Parent representation on the committee and reports back to the P and C;

Targeted Behaviour Support

Each year a small number of students at Warwick West State School are identified through our data decision rule as needing extra support with their behaviour choices. Beginning in 2017, our current Tier 2 process will be reviewed. Student behaviour data is tracked through OneSchool, RTR or Pink Ticket referrals and when there is evidence that a child needs more support than the teaching offered to all students, extra supports will be put in place for this student/group of students. Normal scheduled classes and activities will continue with appropriate adjustments if required, to encourage acceptable behaviours. The Support for Behaviour (S4B) Team and Class Teacher will meet regularly to discuss the ongoing behaviour of the student involved.

The Behaviour Support program is coordinated by a school-based team with active administrator support and staff involvement. All staff members are provided with professional development consisting of an overview of the program, the referral and response process and the reporting responsibilities of staff and of the students being supported.

Further strategies used for targeted behaviour support include:

Curriculum Adjustment	Staff members determine whether a student may need further support in curriculum related areas and adjustments are made where necessary. This may involve: <ul style="list-style-type: none"> • Adjusted or differentiated curriculum; • Working with a peer or older student; • Working with a teacher aide or learning support teacher; and • Development of an individual curriculum plan.
Verbal	Verbal reinforcement, used every day in both the classroom and playground, includes: <ul style="list-style-type: none"> • Specific reinforcement e.g. Thank you for sitting down; and • Targeted direction giving.
Non-Verbal	Non-verbal reinforcement, used every day in both the classroom and playground, includes: <ul style="list-style-type: none"> • Body language – smile, thumbs up; • Behaviour charts; • Privately understood signals; • Proximity to the child in terms of desk placement or where staff members are standing; and • Awards.
Further Support	Students may require further support for either curriculum needs or to reinforce acceptable behaviour. This may occur through:

	<ul style="list-style-type: none"> • Playground plans – where a student's behaviour is monitored in a set environment to monitor and transform behaviour; • A small number of students identified from behaviour data, working with a teacher on up skilling their social skills before they re-enter back into the playground; • One on one curriculum support with the teacher; • Increased teacher ratio on duty; • Teacher supervised activities in the playground; • Teacher aide support; • Work with another member of school staff; and • Curriculum support through an older classmate.
Communication within the school community	Communication with the parents/caregivers occurs through all stages of targeted behaviour support, and includes letters or phone calls home.

Intensive Behaviour Support

Warwick West State School is committed to educating all students, including those with the highest behavioural support needs. We recognise that students with highly complex and challenging behaviours need comprehensive systems of support. Students with high and complex behaviours will be discussed at the Support for Behaviour Team meeting which:

- Meets weekly and can hold Emergency Meetings when required;
- Facilitates a Functional Behaviour Assessment for appropriate students;
- Works with other staff members to develop appropriate behaviour support strategies;
- Develops a Behaviour Support Plan with relevant stakeholders;
- Develops curriculum, pedagogy and environmental adjustments as required for the student;
- Monitors the impact of support for individual students through ongoing data collection; and
- Works with the PBL Team to achieve continuity and consistency.

5. Consequences for unacceptable behaviour

At Warwick West State School, all students are acknowledged and rewarded for following the school expectations. Breaches of the SHINE values are considered to be either 'Universal', 'Minor' or 'Major' in nature.

Universal, Minor and Major behaviours

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

- **Universal** and **Minor** problem behaviours are handled by staff members at the time it happens (classroom or playground).
- **Major** problem behaviour is referred directly to the school Administration team.

See Appendix 6

Warwick West 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. See Appendix 7

School Process for Recording Minor Behaviours:

(a) The Responsible Thinking Room (for managing classroom behaviour)

(See *The Warwick West Way* – Appendix 8)

The Responsible Thinking Room is used:

- As one of a range of options for students to manage their own behaviour;
- In order to assist a student in the calming down process; and

- As a strategy to reduce the frequency of a particular behaviour, allowing students to reflect and develop a plan that will assist them to return to their classroom.

The Responsible Thinking Room process is:

- Supervised by an adult at all times, ensuring the student is safe;
- Allows the student to re-join their class in a calmer manner after a short period of reflection time;
- Provides the student the opportunity to complete work to fulfil educational requirements;
- to be used only when all Essential Skills for Classroom Management techniques and strategies have been used.

A Responsible Thinking Room referral must accompany a student to the room, with details of the student's behaviour and the interventions applied. Any further class work that a student misses because they went to the RTR needs to be completed by the student. A student may also be sent to the Responsible Thinking Room for aggressive playground behaviour and by a member of the administration.

(b) *Pink Tickets (for managing playground behaviour) Ongoing and repeated*
(See *The Warwick West Way – Appendix 8*)

Pink tickets are used if a student's inappropriate behaviour breaches the school SHINE values during their time in the playground. Pink tickets allow for the student's behaviour to be recorded and communicated with their class teacher.

The Pink Ticket process:

- Includes asking the Responsible Thinking questions prior to issuing the ticket (The questions are listed on the ticket);
- Pink Tickets can be written for either minor or major behaviours;
- The student taking ownership to personally hand the pink ticket to the classroom teacher (Minor);
- The classroom teacher monitoring the frequency of unacceptable behaviour and taking appropriate action including a consequence for receiving pink ticket;
- If the Pink Ticket is recorded as a Major, the incident will be referred to the principal/deputy principal immediately.
- A duplicate of each infringement filed at the RTR and Pink Tickets will be entered onto Oneschool. The RTR supervisors will contact each teacher across the semester to ensure all pink tickets have been handed in.

(c) *Behaviour Levels for Year 5 and 6 students*
(See *The Warwick West Way – Appendix 8*)

- Students in Year 5 and 6 will be placed on Behaviour Levels twice per term (Week 4 and 8);
- Levels range between Level 1 – 5;
- If students are on Level 4 and 5 as a result of poor behaviour choices, the class teacher and Principal/DP will decide if this student can participate in extracurricular activities (like interschool sport) and leave the school grounds for excursions.

Ensuring consistent responses to problem behaviour

At Warwick West State School, staff members are provided with appropriate professional development and/or training about behaviour. Through training activities, we work to ensure consistent responses to problem behaviour across the school.

Students also receive training in how to respond appropriately when other students display problem behaviour and the courteous way to respond when a staff member re-directs their behaviour or consequences are applied for problem behaviour.

6. Emergency or critical incident responses

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

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

Major behaviours are 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.

Warwick West State School has a step-by step Crisis Plan that guides staff if the need arises. See Appendix 5.

Information below adapted from 'Safe, Supportive and Disciplined School Environment'

Physical Intervention/Restraint:

(a) Staff Responsibilities:

Staff may make legitimate use of physical intervention if all non-physical interventions have been exhausted. Staff are responsible for:

- Using physical restraint
 - As an immediate or emergency response;
 - As part of student's individual plan, including prevention of self-harming behaviours;
 - When other options have been considered such as allowing the student to withdraw or move away, or moving other people from the situation;
 - After considering the welfare of the student involved, staff and other students;
 - With such force as is reasonable under the circumstances (<http://education.qld.gov.au/corporate/codeofconduct/index.html>); and
 - In conjunction with teaching and reinforcement of alternative appropriate behaviour.
- Developing strategies to deal with situations involving the use of physical restraint by:
 - Using risk management procedures (<http://education.qld.gov.au/health/safety/managing/risk.html>)
 - Following procedures in accordance with the Code of Conduct (<http://education.qld.gov.au/corporatecodeofconduct/index.html>)
 - Following the Student Protection procedure (<http://ppr.det.qld.gov.au/education/community/Pages/Student-Protection.aspx>)
- Considering any issues that might exacerbate the situation such as
 - Body language, tone of voice or facial expressions;
 - Student's sensitivity to sounds or touch;
 - Student's method of communication;
- Assuming a calm demeanour to avoid escalating student's behaviour;
- Maintaining appropriate observations or monitoring of students during and after an incident of physical restraint;
- Following specific EQ processes for Physical restraint for Immediate or Emergency responses and planned responses including prevention of self-harming behaviours (Individual plan).

(b) Process:

Physical restraint – immediate or emergency response

Principals and School staff:

- Give clear verbal instruction before physical intervention is used, unless the urgent nature of the situation makes this impractical;
- Call for assistance from another member of the school staff and make arrangements to ensure that other students in the vicinity are safe and properly supervised;
- Notify the principal (if not directly involved) and the student's parent of the incident, detailing:
 - The behaviour that preceded the use of physical restraint;
 - The type and duration of restraint used;

- Staff members and other witnesses present during the period of the incident;
- Student's physical condition before and after physical restraint;
- Counselling provided to the student following the period of physical restraint;
- Planned future action to prevent further incidences of the behaviour;
- Prepare an incident report;
- Provide debriefing for the student and any other students after a suitable interval of time has elapsed;
- Hold a debriefing meeting with the relevant staff members;
- Develop an individual plan if physical restraint is necessary as an ongoing strategy

Physical restraint – planned response including prevention of self-harming behaviours (individual plan)

Principals:

- Provide physical restraint training for staff when individual plans involve physical restraint;
- Document any staff training and professional development;
- Approve individual plans and provide copy of plan to principal's supervisor or delegate.

Principal and school staff:

- Develop the school individual plan by:
 - Including strategies to reduce the frequency and severity of inappropriate behaviours and increase socially appropriate and positive behaviours;
 - Not using physical restraint process in isolation;
 - Developing procedures with support personnel, parents and relevant staff including medical practitioner or appropriate professional personnel where applicable;
 - Identify strategies to reduce and eliminate the need for physical restraint;
- In preventing self-harming behaviours:
 - Consider whether safety can be restored in another practicable way such as removing potentially harmful choices;
 - Employ a range of responses including increased monitoring and support within the classroom and/or referral to appropriately trained staff;
 - Use postural, or movement limiting, and/or protective devices at times when there is a high risk of injury;
- Complete documentation according to Student Protection;
- Employ responses to support student and to support any other student or staff who may be affected by witnessing an incident of self-harm;
- Establish a regular review process to monitor effectiveness of strategies and procedures, including advice from the medical practitioner or other appropriate professional personnel where applicable.

Principal's Supervisor:

- Receives and monitors individual plans

Record keeping

Each instance involving the use of physical intervention must be formally documented. The processes can be found at <http://ppr.det.qld.gov.au/corp/hr/workplace/Pages/Health-and-Safety-Incident-Recording,-Notification-and-Management.aspx> online.

7. Network of student support

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

- | | |
|---------------------------------------------------------------------------|------------------------------------------|
| • Parents | • Advisory Visiting Teachers |
| • Teachers | • Positive Learning Centre Staff |
| • Leadership Team – Principal, Deputy Principal, HOSES and Master Teacher | • Senior Guidance Officer |
| • Support Staff | • School Chaplain/Student welfare worker |
| • PBL Committee | • School Based Police Officer |
| • Behaviour Support Team | • School Based Youth Health Nurse |
| • Administration Staff | • Youth Support Coordinator |
| • Guidance Officer | |

External 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.

8. Consideration of individual circumstances

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

Warwick West 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.

9. Related legislation

- Commonwealth Disability Discrimination Act 1992
- Commonwealth Disability Standards for Education 2005
- Education (General Provisions) Act 2006
- Education (General Provisions) Regulation 2006
- Criminal Code Act 1899
- Anti-Discrimination Act 1991
- Commission for Children and Young People and Child Guardian Act 2000
- Judicial Review Act 1991
- Workplace Health and Safety Act 2011
- Workplace Health and Safety Regulation 2011
- Right to Information Act 2009
- Information Privacy (IP) Act 2009

10. Related policies and procedures

- Statement of expectations for a disciplined school environment policy
- Safe, Supportive and Disciplined School Environment
- Inclusive Education
- Enrolment in State Primary, Secondary and Special Schools
- Student Dress Code
- Student Protection
- Hostile People on School Premises, Wilful Disturbance and Trespass
- Police and Child Safety Officer Interviews with Students, and Police Searches at State Educational Institutions
- Acceptable Use of the Department's Information, Communication and Technology (ICT) Network and Systems
- Managing Electronic Identities and Identity Management

- Appropriate Use of Mobile Telephones and other Electronic Equipment by Students
- Temporary Removal of Student Property by School Staff

11. Some related resources

- Bullying. No Way!
- Schoolwide Positive Behaviour for learning Support
- Code of Conduct for School Students Travelling on Buses

Endorsement



Principal



P&C President



DDSW Assistant Regional Director

Effective Date: 22 August 2017

Appendix 1

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.

Personal Technology Devices include, but are not limited to, games devices (such as Portable gaming devices, iPads, Mini iPads, laptop computers, PDAs, 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.

Responsibility for Personal Technology Devices

Students must carefully consider the risk of damage to or theft of personal technology devices brought from home. Responsibility for the safety of personal technology devices rests solely with the student. NO liability will be accepted by the school in the event of the loss, theft or damage of any personal technology device brought to the school.

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 at the office where they will remain until the end of the school day, when they can be collected and taken home.

Certain personal technology devices banned from school

Students must not bring valuable personal technology devices like cameras, iPads, 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 to be collected at the end of the day from the school office. Breaches of this prohibition may result in further consequences.

Confiscation

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

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

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

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 Warwick West State School. Students using personal technology devices to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks etc) for the purpose of dissemination among the student body or outside the school, by any means (including distribution by phone or internet posting) builds a culture of distrust and disharmony.

Students must not record images anywhere that recording would not reasonably be considered appropriate (e.g. in change rooms, toilets or any other place where a reasonable person would expect to be afforded privacy). Recording of events in class is not permitted unless express consent is provided by the class teacher.

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

Even where consent is obtained for such recording, the school will not tolerate images or sound captured by personal technology devices on the school premises or elsewhere being disseminated to others, if it is done for the purpose of causing embarrassment to individuals or the school, for the purpose of bullying 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 may be subject to discipline (including suspension and recommendation for exclusion) if they breach the policy by being involved in recording and/or disseminating material (through text messaging, display, internet uploading or other means) or are knowingly the subject of such a recording.

Students should note that the recording or dissemination of images that are considered indecent (such as nudity or sexual acts involving children) are 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 this 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.

Appendix 2

Warwick West State School Policy for Preventing and Responding to Incidents of Bullying (including Cyberbullying)

Rationale

All schools in Queensland are committed to taking action to protect students from bullying and to respond appropriately when bullying does occur. The Kandersteg Declaration (Against Bullying in Children and Youth) reported that:

- *'Today, an estimated 200 million children and youth around the world are being abused by their peers.*
- *Every child and youth has the right to be respected and safe. Bullying is a violation of this basic human right.*
- *It is the moral responsibility of adults to ensure these rights are honored and that healthy development and citizenship are promoted. Many adults want more understanding and strategies to address bullying problems effectively.*
- *Bullying is a form of aggression, involving the abuse of power in relationships. It is recognized globally as a complex and serious problem. It has many faces, including the use of emerging technologies, and varies by age, gender, and culture.*
- *Children and youth involved in bullying suffer. Bullying and victimization problems begin early in life and for some last a lifetime.*
- *Many risk and protective factors associated with bullying are known and prevention programs are being implemented in several countries with encouraging results.*
- *The mental and physical health, social, and academic consequences of bullying have an enormous impact on human and social capital. The costs of bullying burden our education, health care, social services, and criminal justice systems, as well as work force productivity and innovation.*
- *Bullying concerns and affects us all.*

Actions to be taken:

- *Stop bullying now in all the places where children and youth live, work, and play.*
- *Start prevention efforts early and continue these through childhood and adolescence, targeting known risk and protective factors and promoting healthy relationships.*
- *Educate and empower all adults involved with children and youth to promote healthy relationships and prevent bullying.*
- *Use policy and prevention programs, based on scientific research, that are appropriate for age, gender, and culture, and that involve families, peers, schools, and communities.*
- *Provide ongoing assessment and monitoring necessary to evaluate the success of policy and programs and to guarantee the rights of children and youth.'*

(From: <http://www.kanderstegdeclaration.com/original-in-english-2007/>)

School Community Beliefs about Bullying

Warwick West 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.

It is important that students, staff and parents/carers have a shared understanding of what bullying is, how it impacts on people and how bullying is responded to at Warwick West State School. Our school and school community endorses each teacher's right to teach, each student's right to learn and the right to safety of all school community members. Bullying undermines our school expectations and prevents students from achieving their full potential in the educational setting. Bullying affects all members of the school community, not simply the bully and the victim, and can

damage the climate of the class and the supportive environment of the school in general. For these reasons, it cannot be tolerated and must be addressed immediately and with consistency.

What is bullying?

Bullying is an **ongoing, misuse of power** in relationships involving a pattern of **harmful** verbal, physical or social behaviour. (*Bullying. No Way* definition, adopted by Warwick West State School 2017).

In short, bullying occurs when there are three critical aspects:

- a misuse of power in the relationship;
- it is repeated and ongoing; and
- it involves behaviour which causes harm.

Bullying can take many forms. The *Bullying. No Way* website (<https://bullyingnoway.gov.au/WhatsBullying/Documents/faqs.pdf>) identifies three kinds of bullying:

1. Physical bullying

This is when a person (or group of people) uses physical actions to bully, such as repeatedly and intentionally hitting, kicking, tripping, pushing or damaging or stealing someone's property.

2. Verbal bullying

This is when a person or group repeatedly or systematically name call, use insults about their physical characteristics, tease, intimidate; use homophobic, cultural, sexist or racist remarks and verbal abuse against another person.

3. Social Bullying

This is when a person or group repeatedly or systematically exclude another person or share information or images about that person that will be harmful to that other person.

Cyberbullying can be open or covert bullying behaviours using digital technologies, including texts, emails, posts, images or videos; deliberately excluding others online; nasty gossip or rumours; or imitating others online or using their log-ins. Cyberbullying can happen 24 hours a day, in public or private.

In a report commissioned by the Victorian Department of Education and Training (Bernard & Milne, 2008) the main forms of cyber bullying are identified as:

- **Flaming:** online fights using electronic messages with angry or vulgar messages
- **Harassment:** repeatedly sending nasty, mean or insulting messages
- **Denigration:** Posting or sending gossip or rumours about a person to damage his/her reputation or friendships
- **Outing:** sharing someone's secrets or embarrassing information or images online
- **Exclusion:** Intentionally and cruelly excluding someone from an online group
- **Cyber stalking:** repeated, intense harassment and denigration that includes threats or creates significant fear.

Verbal, physical or social bullying can occur in person or online, overtly (visible) or covertly (hidden).

What behaviours are not bullying?

While it is important to understand and define what bullying is, it is also important to be clear to the school community, what behaviours are NOT bullying.

The *National Centre Against Bullying* acknowledges that while the following behaviours are often upsetting to those involved, they do not constitute bullying:

- Single episodes of social rejection or dislike;
- Single episode acts of nastiness or spite;
- Random acts of aggression or intimidation;
- Mutual arguments, disagreements or fights.

While these behaviours would not be considered bullying (because they do not involve deliberate and repeated harm and a power imbalance) they need to be addressed in the same way as other inappropriate student behaviours.

What are the signs of bullying?

Sometimes children who are bullied do not talk about it with parents/carers or teachers. They are concerned that “telling” will make matters worse. Some signs that a child MAY be experiencing bullying may include:

Emotional and behavioural signs	<ul style="list-style-type: none"> • Changes in sleep patterns • Changes in eating patterns • Frequent tears or anger • Mood swings • Feels ill in the morning • Becomes withdrawn or starts stammering • Becomes aggressive and unreasonable • Refuses to talk about what is wrong • Begins to target siblings • Continually 'loses' money or starts stealing.
Physical signs	<ul style="list-style-type: none"> • Has unexplained bruises, cuts, scratches • Comes home with missing or damaged belongings or clothes • Comes home hungry.
School signs	<ul style="list-style-type: none"> • Doesn't want to go to school • Changes their route to school or are frightened of walking to school • Doesn't want to go to school on the bus/tram/train • School grades begin to fall.
Other signs	<p>Sometimes bullying can be far more hidden. The signs include:</p> <ul style="list-style-type: none"> • Often alone or excluded from friendship groups at school • A frequent target for teasing, mimicking or ridicule at school • Unable to speak up in class and appears insecure or frightened.

What do we know about students who bully?

The research shows that students who bully are not necessarily the physically dominant student with self-esteem issues. McNamara (1997) identifies students who bully as often:

- popular
- having good leadership skills
- not malicious in their intent
- thoughtless in their actions.

In the *Action Against Bullying* Education Series, Dr Michael Carr-Gregg identified other characteristics of bullies, for example they often have:

- high energy
- good verbal skills and an ability to talk themselves out of trouble
- a high estimation of their own ability
- an ability to manipulate individuals or groups
- an enjoyment of conflict and aggression
- a delight in getting their own way
- the appearance of being popular but often disliked.

What roles can students play in bullying behaviour?

Not all students play a clear role as either the student who is bullying or the student who is being bullied. Students may take on different roles in different circumstances (for example a student who is being bullied in one context, may do the bullying in another or a student who acts as a bystander may intervene and act as a protector if the ring-leader is not around). The *Safe to Learn* (DCFS, 2007) publication identifies the different roles as:

- **Ring Leader:** students who through their social power can direct bullying activity.
- **Associates:** students who actively join in the bullying (sometimes because they are afraid of the ring-leader).
- **Reinforcers:** students who give positive feedback to the student doing the bullying, for example through comments, by smiling or laughing.
- **Outsiders/Bystanders:** students who remain silent or watch and therefore appear to condone the bullying behaviour or who want to keep themselves safe by not drawing attention to themselves out of fear of the bully.
- **Defenders:** students who try to intervene to stop the bullying or comfort students who experience bullying.

Responsibilities

What are student responsibilities?

- **Follow an assertive, sequential response to bullying incidents:**
 - 1) Move away from the bully and ignore;
 - 2) If the bully follows, tell them to "Stop";
 - 3) If the bully continues, find a friend
 - 4) If the bully continues, tell a teacher.
- **Report bullying that happens to another student**

What are the staff responsibilities?

- Watch out for early warning signs of bullying;
- Follow the process for investigating alleged bullying incidents:
 - 1) Take the incident seriously;
 - 2) Stop;
 - 3) Listen to all sides of the story (victim, bully and witnesses)
 - 4) Act confidentially;
 - 5) Discuss with bully how victim must feel and how they would like to be in that circumstance;
 - 6) Explain what actions must stop;
 - 7) Check in on bully and victim to ensure that the bullying has stopped;
 - 8) Record the issue;
 - 9) Contact parents of both parties and advise them of the circumstances, the approach taken to stop this behaviour happening again.
- Use incidents as a positive resource to counter bullying by taking the time to discuss bullying in the classroom when the need arises (after incidents);
- Record and report all incidents of bullying using the school's Flow Chart of Classroom and Playground Consequences;
- Explicitly teach specific behaviours on the Expectation Matrix that will reduce bullying incidents;

What are parent/caregiver responsibilities?

- Watch out for early warning signs of bullying;
- If you suspect bullying of your child at school, contact the class teacher or school administration immediately;
- Record details of persistent bullying of your child, including the dates, settings, times, types of bullying and identified perpetrators.
- Encourage your child to report persistent school bullying to those in the best position to provide immediate help, i.e., the teaching staff and administration.
- Assure your child that seeking help is okay and is an assertive measure.
- Do not encourage your child to hit back or verbally abuse the bully.
- Be prepared to assist the school in modifying your child's behaviour if he/she is identified as a bully. Do not accept personal blame for their actions; instead, support the school in its endeavours in assisting your child to overcome problems and be a responsible member of the school community.

Educational Programs

It is important that students, staff and parents/carers understand what bullying is, how it impacts on people and how bullying is responded to at Warwick West State School. At Warwick West we use the following educational strategies:

- Discuss the school's PBL and Anti-Bullying Policy at enrolment interviews;
- Teach the Positive Behaviour for Learning expectations in each class;
- Focussed teaching lessons on Anti-Bullying to develop student awareness and abilities to understand, prevent and cope with bullying;
- Promote PBL behaviour expectations through parades, newsletters and the school website;
- Incorporate Anti-Bullying lessons into other Learning Areas;
- Information on Anti-Bullying for the school community;
- Staff Professional Development Programs.

Prevention Programs

Effective social skills and positive relationships act to prevent bullying. At Warwick West State School we promote effective social skills and positive relationships by:

- School Policy for preventing and responding to incidents of bullying (including cyberbullying)
- Provision of a safe and supportive school environment
- Using an explicit teaching approach to teach our PBL curriculum around the SHINE values:
 - 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 five school values and have been taught the expected behaviours attached to each value in all areas of the school;
 - All students have been or are being taught the specific routines in the non-classroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms;
 - All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the non-classroom areas of the school
 - A high level of quality active supervision is a permanent staff routine in the non-classroom areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the non-classroom areas – (use of coloured high visibility vests);
- Offering some structured lunchtime activities;
- When necessary, during lunchtimes, social skills are re-taught to a small number of students in a structured space.
- When considered necessary, lower grade students can be involved in a Fun Friends program run by Bush Kids to promote resiliency.

Research indicates that aggressive language like 'Stamp out Bullying' or language which labels students, like 'Get tough on bullies' can actually become part of a bullying problem. In comparison, language like 'We stand together' and 'Taking a stand together' refers to ways to build the capacity of students to take actions to reduce bullying.

In creating and maintaining a safe and supportive school environment, strategies to address bullying include:

- preventing bullying through promoting a positive whole-school culture based on values agreed to by the whole school community;
- intervening early in suspected or identified bullying issues and communicating clearly with all involved; and
- responding to bullying incidents with approaches which have been shown to be effective.

Warwick West State School records inappropriate behaviour and uses behavioural data for decision-making. This data is entered into our database on a daily basis and can be recalled as summary reports at any time. This facility allows the school to track the effectiveness of its anti-bullying process, to make any necessary adjustments, and to identify specific bullying behaviours that may need to be revisited or revised in the instructional process

Responses to bullying

Reports of bullying will be investigated and acted upon. Responses to bullying might include support for targets of bullying and perpetrators and/or disciplinary measures. It is important for us as a school that:

Students who experience bullying feel that they:

- are heard;
- know how to report bullying and get help;
- are confident in the school's ability to deal with the bullying;
- are helped to feel safe again;
- are helped to rebuild confidence and resilience; and
- know how they can get support from others.

Students who bully:

- are held to account for their behaviour and the harm they have caused through appropriate disciplinary measures and learning programs;
- are taught to behave in ways that do not cause harm in the future because they have developed their social and emotional skills and knowledge about the effects of their behaviour; and
- are supported to learn how they can take steps to repair the harm they have caused.

In situations where bullying occurs at Warwick West State School, staff at the school will investigate the incident. Following the investigation, they may:

- assist students to develop more appropriate social skills;
- apply consequences;
- implement a behaviour management plan or playground plan for individual students;
- explicitly teach about conflict and bullying;
- implement resilience and anti-bullying programs;
- conduct mediation sessions; and
- address bullying in their curriculum.

At Warwick West State School, the consequences for bullying might include the following:

- Pink Ticket
- RTR Process
- Office Referral
- Parent contact
- Individual Behaviour Support Plan
- In-School suspension
- Loss of Leadership positions
- Restitution
- Suspension
- Exclusion
- Natural and logical consequences to suit the individual circumstance e.g. loss of privileges

Some related resources

Bullying. No Way

<https://bullyingnoway.gov.au/>

Alannah and Madeline Foundation

<http://www.amf.org.au/AboutUs/>

Kandersteg Declaration

<http://www.kanderstegdeclaration.com/>

Kids Helpline

<http://www.kidshelp.com.au/>

KidsMatter

<http://www.kidsmatter.edu.au>

ReachOut

<http://au.reachout.com/>

National Centre Against Bullying

<http://www.ncab.org.au/about/>

Appendix 3

Appropriate use of social media

Warwick West State School embraces the amazing opportunities that technology and the internet provide to students for learning, being creative and socialising online. Use of online communication and social media sites and applications (apps) can provide positive social development experiences through an opportunity to develop friendships and shape identities.

When used safely, social media sites and apps can provide positive opportunities for social learning and development. However, inappropriate or misguided, use can lead to negative outcomes for the user and others. Warwick West State School is committed to promoting the responsible and positive use of social media sites and apps.

As is set out in the school policy for preventing and responding to incidents of bullying (including cyberbullying) found at **Appendix 2**, it is unacceptable for students to bully, harass or victimise another person whether within Warwick West State School's grounds or while online. Inappropriate online behaviours can have a negative impact on student learning and the good order and management of Warwick West State School, whether those behaviours occur during or outside school hours.

This policy reflects the importance of students at Warwick West State School engaging in appropriate online behaviour.

Role of social media

- The majority of young people use social media sites and apps on a daily basis for school work, entertainment and to keep in contact with friends. Unfortunately, some young people misuse social media technologies and engage in cyberbullying.
- Social media by its nature will result in the disclosure and sharing of personal information. By signing up for a social media account, users are providing their personal information.
- Students need to remember that the internet is a free space and many social media sites and apps, like Twitter, have limited restrictions placed upon allowable content and regulated procedures for the removal of concerning posts.
- Social media sites and apps are designed to share online content widely and rapidly. Once students place information and/or pictures online, they have little to no control over how that content is used.
- The internet reaches a global audience. Even if students think that comments or photos have been deleted, there can be archived records of the material that will continue to be searchable into the future.
- Inappropriate online behaviour has the potential to embarrass and affect students, others and the school for years to come.

Students of Warwick West State School are expected to engage in the appropriate use of social media. Specific examples of appropriate use of social media sites and apps include:

- Ensuring that personal information, such as full name, address, phone number, school name and location or anyone else's personal information, is not shared.
- Thinking about what they want to say or post, and how it could be interpreted by others, before putting it online. Remember, once content is posted online you lose control over it. Students should not post content online that they would be uncomfortable saying or showing to their parents' face or shouting in a crowded room.
- Remembering that it can be difficult to work out whether messages typed on social media sites and apps are meant to be funny or sarcastic. Tone of voice and context is often lost which can lead to unintended consequences. If students think a message may be misinterpreted, they should be cautious and make the decision not to post it.
- Never provoking, or engaging with, another user who is displaying inappropriate or abusive behaviour. There is no need to respond to a cyberbully. Students should report

cyberbullying concerns to a teacher and allow the teacher and or parent to record and deal with the online concern.

If inappropriate online behaviour impacts on the good order and management of Warwick West State School, the school may impose disciplinary consequences for that behaviour regardless of whether the behaviour occurs during or outside of school hours.

Disciplinary consequences could include suspension and/or exclusion. In serious cases of inappropriate online behaviour, the school may also make a report to the police for further investigation.

Warwick West State School will not become involved in concerns of cyberbullying or inappropriate online behaviour where the incident in question does not impact upon the good order and management of the school. For example, where cyberbullying occurs between a student of this school and a student of another school outside school hours. Such an incident will be a matter for parents and/or police to resolve.

Laws and consequences of inappropriate online behaviour and cyberbullying

Inappropriate online behaviour may in certain circumstances constitute a criminal offence. Both the *Criminal Code Act 1995* (Cth) and the *Criminal Code Act 1899* (Qld) contain relevant provisions applicable to cyberbullying.

The Commonwealth Criminal Code outlines a number of criminal offences concerning telecommunications services. The most relevant offence for cyberbullying is “using a carriage service to menace, harass or cause offence to another person”.

The Queensland Criminal Code contains several applicable sections for cyberbullying. Potential relevant criminal offences are:

- Unlawful stalking;
- Computer hacking and misuse;
- Possession of child exploitation material;
- Involving a child in making child exploitation material;
- Making child exploitation material;
- Distribution of child exploitation material; and
- Criminal Defamation.

There are significant penalties for these offences.

Warwick West State School strives to create positive environments for all students at all times of the day, including while online. To help in achieving this goal, Warwick West State School expects its students to engage in positive online behaviours.

Appendix 4

Warwick West State School Rewards' Room Menu 2017

60 SHINE Tickets	90 SHINE Tickets	120 SHINE Tickets
Use a small whiteboard at your desk for a day	\$2 Tuckshop Voucher	Sit next to your friend in class for a day
Have your hair sprayed (in the last week of the term)	Be allowed to sit in a deck -chair on Friday's parade (Only 105 vouchers available)	Come in free dress for the day
Wear your socks in class for a day	30 minutes of computer time	Sit in a special chair for a day
Fly a kite with a teacher of your choice	30 minutes on the iPads	Free entry to the next disco / games afternoon
Be a King / Queen for a day (wear a special crown)	Have your photo in our Newsletter for the week	Listen to music in the class while you are working
Be a Superhero for the day (and wear a costume)	Have your teacher make a positive phone call home to your parents	Play your favourite song on parade one morning (Only 20 vouchers available)
Read a story to a younger student / class	Choose which sport to play with your class	Challenge the Teachers at the end of the term
Super Dooper voucher	Play Connect 4 with Mr Callcott.	Use the Ezy Rollers at lunch time
Bring a favourite toy to school for a day	Have your face painted (in the last week of term)	Have one week off homework
Play a board game in class	Be allowed to sit in the corporate VIP box for one Friday parade (Only 105 vouchers available)	Help pack up the hall after one Friday parade (Only 70 vouchers available)
Be allowed to borrow two extra books for a week	Help set up parade one Friday (Only 70 vouchers available)	
Create a poster for your classroom door		

150 SHINE Tickets	180 SHINE Tickets	300 SHINE Tickets	900 SHINE Tickets
Free popcorn for your entire class	Be the PE teacher's assistant for 30 minutes	Super Dooper ice blocks for the whole class	Whole class Free Dress Day
Have a library book dedicated in your name	Be the Groundsman's assistant for 30 minutes	Play your favourite music on parade for one week (Only 10 vouchers available)	Whole class homework pass for one week
Craft session with Mrs McKee at the end of term	Be the Librarian's assistant for 30 minutes	Watch a movie with your class (Only one per class per term)	Whole class use of the iPads for 45 minutes
Sit at the teacher's desk for a day	Be the Office ladies' assistant for 30 minutes	Make a "Go Pro Movie"	
Sit with the School Captains for one Friday parade (only 35 vouchers available)	Be a Prep teacher's assistant for 30 minutes	Whole Class Corporate Box on Friday's parade (Only 35 vouchers available)	
Have lunch with an adult of your choice anywhere in the school grounds	Replace the Bell with your choice of music for a week (Only 35 vouchers available)	Be a DJ for one big lunch time (choose six songs to play) (180 vouchers available)	
Tuckshop voucher \$5	You & a friend come in free dress for the day		
Dance Party with Mrs Madden	Borrow two extra books a week for a whole term		
Biscuit decorating with Mrs Butler			

Warwick West State School Crisis Plan 2017

For student behaviour that impacts on the safety of the student or others:

Step 1

Verbally support the student to move to a safe area away from other students.

Step 2

Staff member instructs class to move away from the unsafe student/s or area.

Step 3

One staff member to remain within safe proximity of the situation or student/s exhibiting the unsafe behaviour. If possible, remove potentially unsafe objects.

Step 4

If emergency services are required, ring Principal and discuss. Office will call 000.

OR

Step 5

Send the Orange Stick to the office for immediate Administration Support (if urgent emergency assistance is not necessary) or ring for assistance - Office staff, Principal Mobile Phone Number or DP Mobile Phone Number

Step 6

Administration to contact parents.

Step 7

Debrief students and teachers who witnessed/experienced the incident.

Step 8

Debrief incident with student/s when they are in a calm state (which may not be the same day). Help the student to identify the sequence of events that led to the unacceptable behaviour and identify possible acceptable options for future situations.

Staff Member responsibilities:

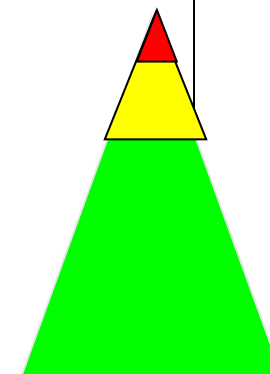
- Avoid escalating the problem behaviour
- Maintain calmness and professionalism
- Avoid responding emotionally
- Approach the student in a non-threatening manner
- Keep a reasonable distance

Student responsibilities:

- Follow adult instructions immediately;
- Avoid escalating the situation – do not approach the student;
- Patiently wait for next adult instruction.

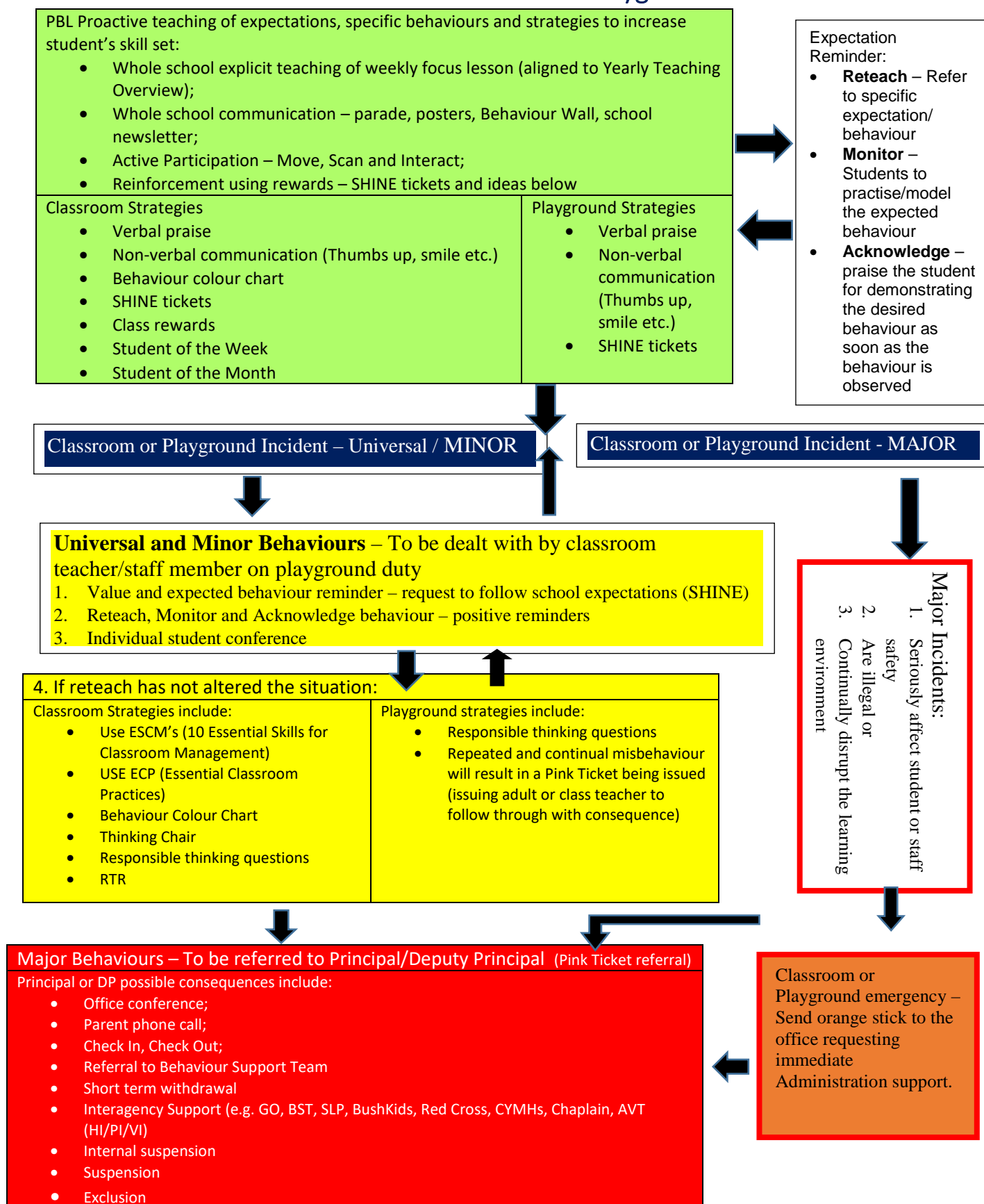
If a student/s remove themselves from the school site, or group whilst off campus, staff will not chase the student/s, but will endeavour to keep the student/s in sight and attempt to minimise the risk of further danger or harm to self or others.

<p style="text-align: center;">UNIVERSAL</p> <p style="text-align: center;">Universal Behaviours are dealt with by the classroom teacher or staff member on playground duty.</p>	
UNIVERSAL BEHAVIOURS	POSSIBLE CONSEQUENCES AND/OR SUPPORT STRATEGIES FOR UNIVERSAL BEHAVIOURS
<p>Examples of Universal Behaviours include:</p> <ul style="list-style-type: none"> • Calling out • Late back to class • Failure to bring equipment (reading /HW folders) • Inattention- off task • Rudeness to others • Unsafe play • Uniform (appropriate clothing and accessories) • Litter • Misuse of ICT, electronica, recording devices, phones and other valuables • Inappropriate displays of affection • Perceived harassment or victimisation of other students • Minor health and safety issues e.g. swinging on chairs, throwing small objects etc. • Eating and drinking in classroom (water okay) • Not following instructions • Undue noise (tapping pencils) • Inappropriate language (not including swearing) • Consistent lack of class work • Incomplete work • Interfering with others property • Bystander not reporting incident (PREP – Year 2 ONLY) 	<p>Teacher initiated actions could include:</p> <ul style="list-style-type: none"> • Re-teach behaviour expectations directly • Verbal correction • Apology • Loss of privileges • Class meeting/discussion about behaviours • Verbal negotiation • Reminder of classroom expectations • Removal from classroom for one-on-one resolution • Assign student to accompany you on playground duty • Assign short term withdrawal • Contact parents (diary, phone call etc.) • Class colour behaviour chart • Thinking chair • Logical consequence



MINORS TO BE DEALT WITH BY CLASSROOM TEACHER OR STAFF MEMBER ON DUTY.		MAJORS TO BE REFERRED TO PRINCIPAL/DEPUTY PRINCIPAL	
MINOR BEHAVIOUR TO BE RECORDED AS A MINOR IN ONESCHOOL VIA PINK TICKET OR RTR PROCESS	POSSIBLE CONSEQUENCES AND/OR SUPPORT STRATEGIES FOR MINOR BEHAVIOURS	MAJOR BEHAVIOUR TO BE RECORDED AS A MAJOR IN ONESCHOOL. MAJOR BEHAVIOURS ARE THOSE THAT: Seriously and intentionally affect student or staff safety, illegal, or repeatedly disrupt the learning environment.	POSSIBLE CONSEQUENCES AND/OR SUPPORT STRATEGIES FOR MAJOR BEHAVIOURS
<p>PLEASE SELECT ONLY <u>ONE</u> CATEGORY IN One School</p> <p>Prior to referring this minor incident on OneSchool, the teacher should be able to demonstrate that they have applied a range of support strategies.</p> <ul style="list-style-type: none"> • Sustained repeated universal behaviours • Continual refusal to complete assessment and/or class/work despite universal support • Harassment or victimisation of others including students and /or staff • Continual interference of property • Leaving class without permission • Inappropriate use of ICTs, electronica & recording devices • Wilful breaches of school expectations (e.g. no hat) • Verbal misconduct • Bystander not reporting incident (Year 3-6 ONLY) 	<p>Actions could include:</p> <ul style="list-style-type: none"> • Any consequences from Universal • Re-teach behaviour expectations directly • Resolution meeting as required between aggrieved party and student • Peer mediation or restorative conference • Pink ticket • Class colour behaviour chart • Class Thinking chair • RTR referral • Referral to Behaviour Support Team for possible Individual Behaviour Support Plan • Parent contact (diary, phone call etc.) • Interagency referral • 	<ul style="list-style-type: none"> • Verbal assault/verbal aggression • Physical assault • Threats of physical harm • Sexual harassment or victimisation • Bullying despite Universal and Minor behaviour support • Supply, possession and/or use of drugs • Smoking/ alcoholic beverages • Stealing/possession of stolen goods • Vandalism • Bystanders as enablers (encouraging unsafe, illegal or poor learning behaviours) • Repeated harassment or victimisation of other students and/or staff • Sexual misconduct • Bringing/making weapons (including fake) to intentionally harm others • Use of ICTs, electronica & recording devices with intent to harass or victimise others • Wilful breaches of Workplace Health and Safety despite warnings and direction from staff • Refusal to engage in learning despite Universal and Minor behaviours consequences (failure to complete classwork and/or assessment/ continued leaving of class without permission) 	<p>SELECT THE <u>ONE</u> MOST PROMINENT BEHAVIOUR WHEN REFERRING ON One School</p> <ul style="list-style-type: none"> • Suspension in line with Queensland Department of Education, Training and Employment Policy SMS-PR-021: Safe, Supportive and Disciplined School Environment • Referral to Behaviour Support Team to review Individual Behaviour Support Plan • Referral to/consultation with Principal • Recommend suspension to Principal • Police notification • Restorative conference on return from suspension • Recommendation for exclusion or Behaviour Improvement Condition in line with Queensland Department of Education, Training and Employment Policy SMS-PR-021: Safe, Supportive and Disciplined School Environment • Interagency referral – Bushkids, GO, Mercy etc.

Warwick West State School PBL Classroom and Playground Flowchart





Responsible Behaviour Plan

The Warwick West Way

At Warwick West State School, we:

- Are committed to providing a **safe, respectful** and **responsible** learning environment for students and staff;
- Believe all behaviour management strategies require **consistency** to achieve their best result;
- Believe that *as it takes a village to raise a child, it takes a school to teach a child* (behaviour management inclusive); and we
- Believe that behaviour needs to be taught like any other academic subject in the curriculum.

Our staff, parents and students have a variety of expectations, experiences and beliefs about behaviour management. These beliefs are underpinned by our school's values of:

Security, **H**ealthy Relationships, **I**ntegrity, **N**urturing and **E**xcellence.

Some students/classes use the alternate wording of:

- I am Safe (instead of Security);
- I am Respectful (instead of Healthy Relationships);
- I am Responsible (instead of Integrity);
- I'm a Friend (instead of Nurturing); and
- I'm a Learner (instead of Excellence);

due to the age and vocabulary maturity of the students.

The aim of this booklet is to clarify the Warwick West Way and work towards a consistent approach to behaviour management.

The policies, programs, resources, processes and strategies supporting student behaviour management at Warwick West include:

1. Responsible Behaviour Plan for Students
2. PBL Committee (Tier 1) and Behaviour Support Team (Tier 2 and 3) meetings
3. PB4L Onenote
4. Explicit Teaching of Expectations Matrix
5. Flowchart of Behaviour Management (Tier 1)
6. Flowchart of Behaviour Management (Tier 2 and 3) – under review
7. Proactive teaching of expectations and values - lessons and parade presentations (Yearly Teaching Overview)
8. Classroom Behaviour Management Plan
9. The Responsible Thinking Process (More than just a room, it is a process)
10. Reinforcement of expected behaviours in the classroom
 - Super Star of the week (managed by class teacher –celebrated on parade every Friday)
 - Shining Star of the month (selected by class teacher, presentation made on parade every month)
 - Behaviour Levels for Year 5 and Year 6 students (completed by the class teacher and mailed to parents Week 4 and Week 8 of each term)
 - Behaviour Colour Chart
11. Behaviour outside the classroom
 - Positive reinforcement of behaviours (SHINE Tickets) – Rewards Menu
 - Universal and Minor incidents (Pink Tickets and RTR process)
 - Major incident (Pink Tickets and referral to Principal/DP)
12. Active supervision and monitoring of classroom and playground – Move, Scan and Interact
13. Reteach, Monitor and Acknowledge
14. Structured lunchtime activities that offer further support and scaffolding for students in need;
15. Analysis of behavioural data to guide human and physical resourcing;

16. Individual Behaviour Support Plans for classroom or playground;
17. Small social skills group training and support;
18. Crisis prevention plans;
19. Functional Behaviour Assessment (FBA) informed Individual Behaviour Support Plans;
20. Individualised academic support; and
21. Complex case management involving multi-agency approach
22. Behaviour Wall in classrooms
23. Behaviour levels for Year 5 and 6 students
24. Morning Parade
25. Playground Duty (including eating time)
26. Student Safety
27. Bus Duty
28. Leaving the school grounds after school
29. High five anti-bullying strategy
30. Proactive parade presentations featuring two teachers dressed as students
31. Recording of behaviour on OneSchool
32. Staff members who can assist with behavioural concerns
33. Recording of behaviour incidents
34. PBL Routine Document

Further explanation of school policies, programs and strategies:	
1. Responsible Behaviour Plan for Students	<ul style="list-style-type: none"> ➤ Written in consultation with staff and school community every three years; ➤ Endorsed by Principal, P and C representative and ARD; ➤ Placed on school website for all to read.
2. PBL Committee Meetings (Tier 1) and Behaviour Support Team Meetings (Tier 2 and 3)	<p>PBL (Tier 1) Meetings are:</p> <ul style="list-style-type: none"> ➤ Held in Week 3 and 8 each term; ➤ Attended by one staff member from each year level, the Principal, Deputy Principal, HOSES, Master Teacher, a teacher aide and parents of students <p>Behaviour Support Team Meetings are:</p> <ul style="list-style-type: none"> ➤ Held in Week 5 and 9 each term; ➤ Held as emergency meetings, when required ➤ Attended by DP/P, HOSES, two teaching staff from PBL Committee – all who have Functional Behaviour Assessment training
3. PB4L OneNote	<ul style="list-style-type: none"> ➤ This is the storage area for all major PBL documents at Warwick West State School; ➤ Updated by PBL Committee, Team Leader and Data Leader
4. Explicit Teaching of Expectation Matrix	<ul style="list-style-type: none"> ➤ The Expectation Matrix was developed by the staff of WWSS. It outlines the 5 SHINE values that as a school we aim to teach. It also displays the specific expected behaviours (dot points) that we explicitly teach throughout the year in a variety of environments – School wide, classroom, transitions, eating area/tuckshop, playground, toilets, parade, bus, cyber safety and off-campus.
5. Flowchart of Behaviour Management (Tier 1)	<ul style="list-style-type: none"> ➤ This document outlines the consistent process of how we proactively teach and reinforce expected behaviours; and how we respond when minor or major incidents occur. (See Responsible Behaviour Plan)
6. Flowchart of Behaviour Management (Tier 2 and 3)	<ul style="list-style-type: none"> ➤ This document is currently under review
7. Proactive teaching of expectations and values – lessons and parade presentations	<ul style="list-style-type: none"> ➤ Each week, lessons will be taught on Mondays, based on the teaching overview. On the Friday parade, before this Monday, the lesson focus will be introduced by teachers, through a PPT or skits on parade. ➤ Each year level will be required to present the focus lesson on parade according to the agreed upon teaching overview. The teaching overview can be found in the PB4L Onenote.
8. Classroom Behaviour Management Plan	<p>This plan is developed in consultation with students at the beginning of each new year. Each classroom has their own Classroom Behaviour Management Plan. The aim is for students to take ownership. It must use the school template and contain:</p> <ul style="list-style-type: none"> ❑ Teacher and Student Responsibilities (expectations) ❑ Classroom rules (no more than 5) – based on our SHINE values

	<ul style="list-style-type: none"> ❑ Positive Consequence (incorporating longer term rewards for whole class) ❑ Responsible Thinking Process (outline of the Responsible Thinking Process) ➤ The Classroom Behaviour Management Plan is counter signed by the Principal before being sent home to parents with the newsletter in the second week of Term 1. ➤ A copy of the plan must be displayed in the classroom. ➤ The classroom plan is used, as part of the Responsible Thinking Process to help students better understand the reason for their referral. ➤ All teachers at Warwick West are expected to provide the Principal with a copy of their Classroom Behaviour Management Plan before the end of the first week in Term 1. STLD, Specialist and SEU teachers are not exempt. ➤ Often year levels use the same agreed upon 'Classroom Rules' due to the fact that students transition in and out of different classes and teachers in the year level for programs like Maths Attack, ETOR and the Expert Model. ➤ <i>Example Classroom Behaviour Management Plan: - See Appendix.</i>
9. The Responsible Thinking Process	<p>This resource was established to support teachers and students. Its main aims are to:</p> <ul style="list-style-type: none"> • A strategy to reduce the frequency of a particular behaviour allowing students to reflect on their behaviour and re-enter their learning environment with a renewed understanding of expectations and increased social skill set; • a way to assist students in the calming down process; • a support process for students who face long-term emotional and behaviour issues, which affect their behaviour in class; • a process for teachers/staff to promote consistency within the school environment. <p>The Responsible Thinking Process allows students to work one-on-one in resolving their behaviour issues.</p> <p>Accessing this resource?</p> <ul style="list-style-type: none"> ➤ Explain the Responsible Thinking Process to students in your class as part of your class's Behaviour Management Plan. Display Responsible Thinking Questions chart and Roles and Responsibilities chart in your classroom. ➤ Establish a Thinking Area in your class. A desk and chair for students to reflect on their behaviour prior to referral to the RTR or when returning from the RTR. ➤ Use the correct questioning sequence and referral form when using the Responsible Thinking Process. (Can't be Lock Step for every situation.) ➤ Review students' Reflection Sheets or Plans when they re-enter your classroom. ➤ Work with the Responsible Thinking Room Supervisors in developing Student Plans and discussing issues. <p>Sending students who have misbehaved to the office other than for major behaviour is inappropriate. It creates inconsistency both for students and staff.</p> <p>Referral Process?</p> <ul style="list-style-type: none"> ➤ Ask the student the Responsible Thinking questions when an incident occurs. <ul style="list-style-type: none"> ▪ What are you doing? ▪ What should you be doing? ➤ Give the student a direction. <ul style="list-style-type: none"> ▪ I see you have continued to disrupt those around you by _____. You now need to move to the thinking area (within the classroom) and continue with your work. When you have shown you can work without disturbing

	<p>others, you can move back to your place. (The consequence needs to relate to the student's behaviour and be within a reasonable timeframe.)</p> <ul style="list-style-type: none"> ➤ If the behaviour continues to disrupt the learning and teaching process the student will be referred to the Responsible Thinking Room. A referral form must be completed. A buddy takes the student to the RTR along with a completed referral form. ➤ The referring teacher is to indicate the preferred Responsible Thinking Process on the referral form. <ul style="list-style-type: none"> a. <u>Reflection Time</u>: Student brings class work to complete. No more than one referral of this type per day per student. Referral not completing homework is not appropriate under this heading. b. <u>Chill out</u>: A time for students to calm down and talk one on one with adult. c. <u>Responsible Thinking Process</u>: Student will work through issues to identify roadblocks to their re-entry into the classroom. A reflection or plan (sometimes only verbal) will be developed. Teacher and RTR supervisor discuss RTR behaviour and plan, if necessary. d. <u>Other</u>: At times supervision of students is necessary (as requested by Principal or DP). ➤ A letter and behaviour plan will be emailed/sent home to the student's caregiver for every referral to the Responsible Thinking Room. ➤ The student will be invited to return to the classroom after completing the Responsible Thinking Process. This process differs for individuals and circumstances. ➤ The student will return to class with the completed reflection/plan for the teacher's information. ➤ The RTR supervisor will escort the student back to class with this plan, unless there are other students in the RTR. <p><u>How many questions?</u> You must ask at least: -</p> <ul style="list-style-type: none"> ▪ What are you doing? ▪ What should you be doing? <p><i>Other examples: -</i></p> <table border="0"> <tr> <td>▪ What are the rules?</td> <td>▪ What happens when you break the rules?</td> </tr> <tr> <td>▪ Is that what you want to happen?</td> <td>▪ Where do you want to be now?</td> </tr> <tr> <td>▪ What will happen if you continue to break the rule?</td> <td></td> </tr> </table> <p>When to send to the RTR? This depends on the situation and what has been agreed to in the class behaviour management plan. However, this should be the last step of the Behaviour Colour Chart consequence in each classroom.</p> <p>Expectations for teachers using the Responsible Thinking Room? All staff are invited to use this resource by referring students to the room through the referral form. The responsibility of the referring teacher is to follow up with the RTR supervisor, if necessary. This is the most important element of the process as it provides feedback to the RTR supervisors and helps ensure they are aware of your expectations.</p> <p>Support? Multiple referrals of one student (more than three in a week) should lead to intervention from other support areas. The Classroom teacher should refer the student to the Behaviour Support Team.</p> <p>Other strategies?</p>	▪ What are the rules?	▪ What happens when you break the rules?	▪ Is that what you want to happen?	▪ Where do you want to be now?	▪ What will happen if you continue to break the rule?	
▪ What are the rules?	▪ What happens when you break the rules?						
▪ Is that what you want to happen?	▪ Where do you want to be now?						
▪ What will happen if you continue to break the rule?							

	<p>Teachers may undertake to use alternative strategies to the RTR. These strategies must be negotiated with the Principal and communicated to the child's parents.</p> <p>Other classroom management strategies instead of RTR?</p> <ul style="list-style-type: none"> ▪ One on one class teacher – student discussion/reflection ▪ The thinking chair – can be used to relocate a student who is disrupting others, yet still provide a working area in the classroom ▪ Name on the board – allows students to see number of warnings. This strategy does not work after 3 warnings. ▪ Behaviour Colour Chart system – allows students to see their level, can be used as a positive and negative consequence, easy to manage.
10. Reinforcement of expected behaviours in the classroom	<p>At WWSS we reinforce behaviours that we want to encourage. Ways of doing this include:</p> <ul style="list-style-type: none"> • Super Star of the week (managed by class teacher –celebrated on parade every Friday) – recorded on OneSchool • Shining Star of the month (selected by class teacher, presentation made on parade every month) – recorded on OneSchool • Behaviour Levels for Year 5 and Year 6 students (completed by the class teacher and mailed to parents Week 4 and Week 8 of each term) – recorded on OneSchool • Whole Class rewards • SHINE tickets • WWSS Rewards Menu • Behaviour Colour Chart <p>Consistency of reinforcement of SHINE tickets:</p> <ul style="list-style-type: none"> • SHINE tickets are given out by all staff during class and playtime to individuals for the focus of the week, but also to reinforce any behaviours on the expectation matrix; • SHINE Tickets are distributed to encourage desired behaviours to become automatic. Teachers may reward frequently during the acquisition when students are learning the behaviour. There should be a gradual release of the distribution of SHINE tickets for the one behaviour when it has become automatic. Teachers may randomly use SHINE tickets with this behaviour to ensure that it remains automatic. • They will be distributed immediately when a teacher wants to reinforce a desired behaviour, with an explanation of why the SHINE ticket is being rewarded, e.g. Thank you for walking on hard surfaces. That is being safe and secure. • Year levels and class teachers can hand out individual amounts of SHINE tickets, with an understanding that at the end of each semester a long term reward will be set where students who have traded over 120 SHINE Tickets in the semester go into a random draw where 30 Year 3 - 6 students and 30 Prep - Year 2 students will receive another reward (e.g. free dress, sausage sizzle etc.) • SEE WWSS Whole School Behaviour Rewards 2017 (at end of this document)
11. Behaviour outside classroom	<p>At WWSS, we reinforce behaviours that we want to encourage.</p> <ul style="list-style-type: none"> • Positive reinforcement of behaviours (SHINE Tickets) – Rewards Menu • SHINE Tickets (acknowledgement of positive student behaviour) <p>Teachers are encouraged to issue these tickets when they observe students following school values in both classroom and playground areas. The use of rewards like SHINE Tickets can be used to reinforce behaviours that are not already automated; gradually reduced depending on the age of the students and the automaticity of the behaviour that is trying to be reinforced. Students collect these tickets and can trade them in for rewards once they have reached 30, 60, 90, 120, 150, 180, 300 or 900 tickets. See Rewards Room Menu in the Responsible Behaviour Plan.</p> <p>When an incident occurs we follow consistent steps through the use of:</p> <ul style="list-style-type: none"> • Universal and Minor incidents (Pink Tickets and RTR process)

	<ul style="list-style-type: none"> Major incident (Pink Tickets and referral to Principal/DP) <p>Pink Tickets (are for recording unacceptable MINOR or MAJOR behaviour) – See Appendix</p> <ul style="list-style-type: none"> Prior to issuing this ticket, the questions, recorded on the ticket, must be asked to the student. The student must personally hand the pink ticket to the Classroom teacher (MINOR behaviour) or Principal/DP (MAJOR behaviour). The Classroom teacher can then monitor the frequency of unacceptable behaviour and take appropriate action: - <ul style="list-style-type: none"> consequence for Receiving pink ticket referral to the Responsible Thinking Room referral to the Principal A duplicate of each infringement is filed at the RTR room. The RTR supervisors will contact each teacher across the semester to ensure all pink tickets have been handed in and recorded onto OneSchool. The classroom teacher files the original copy (the pink ticket) in the student's assessment folder. Major behaviour infringements must be referred immediately to the Principal. The consequences of major or multiple infringements is determined by the Principal who may refer issues to the Deputy Principal, the Guidance Officer, the Behaviour Management Team, the Police, Family Services, SEU, Bush Children's, Red Cross, etc. and records incident on OneSchool);
12. Active supervision and monitoring of classroom and playground	<p>When supervising in the classroom or the playground, staff need to:</p> <ul style="list-style-type: none"> Move – walk around Scan – look around Interact – talk around
13. Reteach, Monitor and Acknowledge	<p>When reminding students about an expected behaviour or school value, the process we use is:</p> <ul style="list-style-type: none"> Reteach – Refer to the expected behaviour/school value that needs to be retaught Monitor – Student to practise the expected behaviour Acknowledge – Teacher to praise the student for demonstrating the desired behaviour as soon as the behaviour is observed
14. Structured lunchtime activities that offer further support and scaffolding for students in need	<p>Extra lunchtime activities are offered by staff who volunteer their time. The main objectives of these activities are to:</p> <ul style="list-style-type: none"> Support students who need further structure provided by an adult when outside the four walls of the classroom; Assist students who need further PBL and social skills training (Tier 2 initiative); Assist students who struggle developing relationships and friendship groups; and Introduce these activities to new students to the school to help develop friendships with students who enjoy like-minded activities. <p>Teachers need to also discuss these activities with students in class to help promote this program. Please place a copy of the timetable on the classroom Behaviour Wall for all to see.</p>
15. Analysis of Behavioural Data to guide human and physical resources	<p>At PBL meetings, whole school behaviour data will be analysed and decisions will be made based on this data, including playground duty timetables, teacher aide timetables etc.</p> <p>At Behaviour Support Team Meetings, individual/group behaviour data will be analysed and plans, strategies will be put in place, if necessary.</p>
16. Individual Behaviour Support Plans for Classroom or Playground	<p>For students, who require extra support in the playground or classroom, individual behaviour support plans can be made by the class teacher, in consultation with the Behaviour Support Team and DP. These plans should focus on one behaviour, one function, for the best outcome.</p>
17. Small social skills group training and	<p>When data suggests that a small group of students (whole classes, small groups in a class, students of varied year levels) need to be taught a specific expected behaviour</p>

support	<p>or social skill, this can be implemented by BushKids, the GO, P/DP, class teacher or SEP teachers or staff member during lunch break or class time.</p> <p>Bushkids runs a school based support program for ‘at-risk’ children called ‘Friends for Life’ which focuses on resilience and developing relationships with your peers.</p>
18. Crisis Prevention plans	At times, a very small percentage of our students need extra support with their behaviour, in a quick timeframe. WWSS staff require assistance with the student and how to modify his/her behaviour to a safer level. Regional behaviour staff from Denise Kable campus are called upon, through a referral process to complete a crisis prevention plan. This plan is written by the regional staff after consultation with WWSS staff members.
19. Functional Behaviour Assessment (FBA) informed Behaviour Support Plans	Like number 16 above, these plans are written for individual students to fix one behaviour and one function. Staff can call upon staff who have been trained in FBA to help design a plan to modify student behaviour.
20. Individualised academic support	<p>At WWSS, there are a number of ways that students’ academic program is differentiated and individualised for their needs, including:</p> <ul style="list-style-type: none"> ➤ Instructional groups for programs like Explicit Teaching of Reading (ETOR), Maths Attack, Mighty Writers; ➤ ICP support; ➤ SEP support
21. Complex Case Management involving multi-agency approach	At times, students will need further support than what we are already providing. At this stage, support from any of the following may be requested – GO, BST, SLP, Bushkids, Red Cross, Mercy, Family Connect, CYMHs, Evolve, AVTs for HI, PI or VI etc.
22. Behaviour Walls in Classroom	<p>The Behaviour Wall must include:</p> <ul style="list-style-type: none"> • SHINE Behaviour Chart (coloured) • School expectations matrix (at entry points to the building) • Weekly focus behaviour poster • Y-Chart detailing what is acceptable and not acceptable behaviour in the classroom environment • Responsible Thinking Questions Poster • Teacher / Student Roles’ Poster • Recognition and rewards for positive behaviour - Student of the Week, Shining Star of the Month. • Class Behaviour Management Plan • Rewards Menu • SHINE Ticket • Individual and whole of class behaviour resources
23. Behaviour Levels for Year 5 and 6 students	<ul style="list-style-type: none"> ➤ The school formatted letter is to be completed by the class teacher and posted home at the end of Week 4 and 8 across the four terms. ➤ It is expected class teachers will communicate (e.g. phone call or meeting) with the parents of any student who is allocated a Level 4 or 5. ➤ If required by the parents, class teachers will provide evidence to support their decision. It may be prudent to notify the Principal of the meeting time and location. ➤ The allocation of a Level 4 or 5 would require prior communication of inappropriate behaviours in most cases. ➤ Class teachers are responsible for maintaining evidence of inappropriate behaviours (supporting documents) ➤ Communication with the Principal and the parent must occur prior to allocating the Level 4 or 5. ➤ Levels of students needs to be entered onto OneSchool ➤ Behaviour incidents are not cumulative. Students do not progress through the levels. Students must demonstrate the behaviours associated with the level to obtain the level.
24. Morning Parade	<p>This is a strategy we use as WWSS to ensure students and teaching staff hear the daily messages of the school day.</p> <ul style="list-style-type: none"> ➤ Prior to the bell for parade, no student is allowed in the classroom without the

	<p>supervision of the teacher. This includes verandas on the demountable buildings.</p> <ul style="list-style-type: none"> ➤ When the bell has rung for assembly, students (Lower and Upper school levels) immediately proceed to the main undercover area (Monday to Thursday) or Hall (Friday and special parades). There the teacher who is responsible for presenting the musical appreciation session as well as the Principal/Deputy Principal and Teacher Aides supervise them. ➤ When teachers join the assembly, they are requested to assist with overall supervision of students. (This expectation then eliminates the need for additional formal duty rosters to be administered). Teachers are reminded not to bring tea/coffee onto parade. ➤ By 9:00am, all teachers must be available to take responsibility of their classes. ➤ If teachers need to confer with colleagues or parents, they will withdraw from the assembly (e.g. to the Tuckshop area or the Administration building) so that the assembly can continue without any disruption. (Teachers must model appropriate behaviours.) ➤ Prep classes will only attend special parades and Friday parades for Term 1, 2 and 3. In Term 4, they will attend parades daily like the Year 1-6 classes.
25. Playground Duty	<p>Also refer to Prep – Year 2 and Year 3 – Year 6 Playground Duty Rosters for further information (especially around Areas A, B and C).</p> <ul style="list-style-type: none"> ➤ Teachers with first half duty must be prompt as students, once released from class, are no longer being supervised. ➤ Teachers assigned to the second duty period must be in the allocated area at the official commencement time for that duty. The bell is rung 5 minutes before students return to class. ➤ When the bell has rung at the conclusion of the breaks, students assemble in class groups in the designated undercover area. Teachers monitoring both ovals and playground equipment, remain in those areas until all students have left (otherwise they are unsupervised). ➤ The teacher on duty within the vicinity of the buildings and undercover area (A duty) is responsible for settling the students in readiness for their class teachers (Students do not leave the assembly without the supervision of their class teacher). ➤ It is the responsibility of the ‘A’ duty person (second half) to lead the discussion with all students including concerns or positive messages about duty, invite any other messages from other teachers on duty and to dismiss the group. ➤ Students arriving before 8.15am are to move to under A block and remain seated until supervision commences by the teacher aides at 8.15. ➤ In Term 2 and 3, students may sit on the synthetic grass in the sun. <p>Eating Expectations:</p> <ul style="list-style-type: none"> ➤ Students sit while eating. ➤ Students do not take rubbish to the bin until they are let go to play. ➤ Students, who need to go to the toilet, stand and ask adult permission to leave the area. ➤ Students are let go at the end of eating time by raising their hand and being dismissed by an adult. <p>Consistency of expectations</p> <ul style="list-style-type: none"> ➤ Students proceed to the undercover area designated to the Lower and the Upper school where they remain seated to eat. ➤ In the summer months of Term 1 and 4, students eat in the undercover area. In the cooler months of Term 2 and 3, students may eat out on the synthetic grassed area, if they are wearing hats. ➤ All teaching staff must wear a suitable shade hat, preferably with a broad brim. ➤ All teaching staff must wear a high vis vest for easy identification whilst on

	<p>duty.</p> <ul style="list-style-type: none"> ➤ When the bell to commence play has rung all students must cease all noise and wait for further instruction from the teachers (There is no need for a whistle to be used.) Students must remain seated until dismissed by teachers on duty. ➤ NO HAT, NO PLAY!!! ➤ When the Tuckshop is operating, students organise the purchase of their lunch by writing their orders on a brown paper bag. These orders, together with the money, are placed in the classroom lunch box located at the tuckshop, before school begins. ➤ Students are not permitted to make further purchases from the tuckshop at lunch breaks until they have been dismissed. Students can make purchases from the tuckshop in each break.
26. Student Safety	<ul style="list-style-type: none"> ➤ All teachers on duty must carry a bag (obtained from the Office) which contains: <ul style="list-style-type: none"> - First aid requirements for scratches and bites - First-aid card if a student requires further attention from personnel at the Office. (No student is to proceed to the Office without receiving this card from the teacher on duty) <ul style="list-style-type: none"> - Emergency orange stick for urgent back-up assistance (accident or severe misbehaviour) - Pink ticket book for recording any offence committed during breaks and during assembly - SHINE tickets for positive rewards - Photos and information – for students with anaphylaxis, allergies or behaviour; ➤ Playing between teaching blocks and the areas around all other teaching blocks are out of bounds. ➤ Sporting equipment can be borrowed after lunchtime dismissal. Skipping ropes and tennis balls are allowed in the undercover area. All other equipment must be taken onto the ovals, including medium and large balls. ➤ Year 3-6 students can play with cricket bats/balls (Term 1 and 4); footballs and soccer balls (Term 2 and 3) throughout all breaks. Prep – Year 2 students must follow the above rules before school, however these students can play with any equipment during their break times.
27. Bus Duty	<ol style="list-style-type: none"> 1. Duty commences at 3.03pm. 2. Mark roll at 3.10pm 3. Children are to sit quietly at all times. 4. When the roll is marked, one teacher calls the roll and tallies each bus while the other teacher keeps the students quiet. 5. At about 3.20pm the 1st teacher escorts the Karara and Leslie Dam bus students to the bus shelter. The children are to sit until the bus arrives and they are told by the teacher to move. (Count the students as they get onto the bus. 6. At 3.30pm the second teacher escorts the remaining children (in lines) to the end of the covered walkway (on the way down to the ECDP). When the first two buses have departed the 2nd teacher takes the Connolly Dam and 2nd Town bus students out to the bus shelter. 7. Count them onto the bus. Put the roll back in the office. <p>Other Points</p> <ul style="list-style-type: none"> • They should have been to the toilet, had a drink etc. before arriving at their bus line. • Children are to remain seated while in the bus shelter unless told to move by the teacher. • If a child misbehaves he/she is to wait outside the office until their bus arrives (on the seats outside – on the George St. side of the office). Please inform the Principal of this. Parents are to notify the office or teacher on duty if their child is not on the bus. • Children are not to sit in or near the gutter while waiting for buses to arrive. Safety is paramount.
28. Leaving the school	<ul style="list-style-type: none"> • Students should collect all of their belongings and move quickly to the

grounds after school	<ul style="list-style-type: none"> collection area designated by their parents; Students wait quietly for their parents to arrive; Ball and play equipment should be inside bags or held still; Students should be ready to go to their parent's car; Students should have their full school uniform on when leaving the school ground (e.g. shoes on feet); Students should walk/ride straight home by the most direct, safest route (identified by their parents); Students should collect and walk their bikes in and out of the school grounds and through the school gates; Students exiting the gates on George St will remain behind the concrete path, if waiting outside the school grounds. If students use an alternative form of transport (e.g. scooter), the storage place for these must be negotiated with the Principal/DP.
29. High five anti-bullying strategy	<ul style="list-style-type: none"> At Warwick West we actively promote on parade, explicitly teach and model the 'High Five Anti-Bullying' strategy. This common language and strategy is used to educate students to pro-actively deal with bullying. The 'High Five' strategy is: <ol style="list-style-type: none"> 1. Ignore 2. Say, 'I don't like it when...' 3. Walk away 4. Find a friend 5. Tell a teacher and report the incident
30. Proactive parade presentations featuring two teachers dressed as students	<ul style="list-style-type: none"> Two teachers – Year 3 student 'Nitt Witt' aka Nick Meyer (Special Education Teacher) and his Prep sister 'Dimity Witt' aka Melissa Le Lay (Year 2 teacher) regularly share positive messages regarding expected classroom and playground behaviour from their own West experiences. These parade skits are based on recently identified inappropriate student behaviour and the characters use a positive approach to deal with these events. Alternatively the characters demonstrate positive behaviours to assist in creating a warm and supportive tone.
31. Recording of behaviour on OneSchool	<ul style="list-style-type: none"> At WWSS we record minor, major and positive behaviour on OneSchool; Teachers can record incidents on OneSchool about students; Minor behaviours (pink tickets and RTR referrals) are entered onto OneSchool by the RTR supervisor; Major behaviours (pink tickets) are entered onto OneSchool by the Principal/DP
32. Staff members who can assist with behavioural concerns	<ul style="list-style-type: none"> Principal/DP; GO – is made available to families and individuals who require support; Chappy – School chaplain proactively supports students who are at risk; Adopt-a-cop Senior Constable Ian has a strong presence within our school and reinforces the message that the 'law does not stop at the gate'. Special Education Unit co-ordinates lunchtime activities to support students with special needs and those who are at risk of being bullied. Students with high behavioural needs are supported by the Denise Kable Regional Behaviour Team
33. Recording of behaviour Incidents	<ul style="list-style-type: none"> Universal and Minor behaviours (not Pink Tickets or RTR referrals) can be recorded on OneSchool by teachers; Minor behaviours (Pink Tickets and RTR referrals) are recorded on OneSchool by RTR supervisor; Major behaviours (Pink Tickets) are recorded on OneSchool by Principal/Deputy Principal When recording, staff members need to record the facts, using factual not subjective language; Only the first behaviour is recorded on OneSchool, which means that only one behaviour needs to be recorded on Pink Tickets and RTR referrals. Secondary behaviours can be added to any comments, if they assist to paint the picture of the behaviour.
34. PBL Routine Document	<ul style="list-style-type: none"> See PBL Routines at end of this document

Responsible Thinking Process Referral Form

Student's name: _____ Class: _____ Date: _____ Time: _____

Referring teacher: _____ Specialist lesson: *HPE/Music/LOTE/Library/Other* _____
(Circle if appropriate)

- ☐ Was the student given 2 opportunities to change their behaviour?
- ☐ Responsible Thinking Questions –*these are the questions that **must** be asked*
- What are you doing? What should you be doing?** Questions the teacher needs to ask.
- ☐ Directed to Classroom reflection space - Thinking Chair
- ☐ Changed card (Class behaviour chart)
- ☐ Behaviour considered inappropriate and needs to leave classroom immediately (this is for serious behaviours and the student needs to be sent to the office with a completed referral)

What class rule has been broken?

(Tick)	<u>Class Rules for</u>
<ul style="list-style-type: none">•••••	

What other classroom management strategies have been attempted?

Briefly describe the disruption/problem behaviour: *(The details written below are added to the parent letter. Please describe the behaviours that have lead to the referral e.g. continually calling out.)*

Receiving additional support: (Guidance Officer, STLD/SEU, Behaviour Support, emotional/home issues):

All referrals to the RTR are entered into Oneschool and a letter is posted home to the student's carer.

Please indicate preferred Responsible Thinking Process

- ☐ Responsible Thinking Process *(Student is to discuss and reflect on behaviour – No Plan to be developed.)*
- ☐ Responsible Thinking Process *(Student is to develop a Plan)*
- ☐ Chill out *(Student is to remain in RTR until calm and ready to re-enter classroom.)*
- ☐ Complete work under supervision –work provided *(Requires prior consultation with the Principal/Deputy)*
- ☐ Other: _____

Please send another child with this student to confirm admittance to the RTR
Students are not to come alone.

If the RTR is unsupervised student should report to the office.

To be completed by Principal or Deputy Principal: ☐ First break ☐ Second break

For the following length of time:

- ☐ Today ☐ Remainder of week ☐ other _____

Example of Letter sent home when student goes to RTR

Principal: **Mr Jason Callcott**
Deputy Principal: **Miss McMillan**

Name
Address
Address

Date

Dear Parent/s

At Warwick West State School, we believe that the classroom and playground should be a safe place for learning and sharing. We expect all students to follow class rules and procedures. Students are expected to be responsible for their own behaviour. An important strategy for supporting students is the Responsible Thinking Process.

Student was referred to the Responsible Thinking Process today by **teacher** for:

- ...

You need to discuss this matter with your child. If you wish to discuss it further with your child's referring teacher, appointments can be made through the office on 4660 5333.

Yours faithfully,

Referring Teacher

Example of Classroom Behaviour Management Plan

Teacher

My job is to

- ✓ Teach the curriculum
- ✓ Answer questions
- ✓ Explain different ways
- ✓ Teach at your learning pace
- ✓ Manage the class
- ✓ Enforce rules
- ✓ Care about the students

Student

Your job is to

- ✓ Learn; communicate your needs
- ✓ Ask if you don't understand
- ✓ Keep on trying
- ✓ Be there on time
- ✓ Tell me if I go too fast
- ✓ Follow rules
- ✓ Listen to others

Classroom Rules

Helping us to **SHINE**

-
-
-
-

Positive Consequences

-
-
-

Responsible Thinking Process

- Ask the Responsible Thinking questions. What are you doing? What should you be doing? The Responsible Thinking questions must be asked before a referral can begin.

-

Other questions in the sequence:

What are you doing? What are the rules? What happens when you break the rules? Is that what you want to happen? Where do you want to be now? What will happen if you continue to break the rule?

- Teacher will use classroom management strategies to refocus student. eg. A direction *I see you have continued to _____*. *You now need to _____*. (The consequence needs to relate to the student's behaviour and be timely.)
- If a student continues to disrupt he/she is directed to a Thinking Chair in the classroom and/or referred to the Responsible Thinking Room. A note will be sent home to the student's caregiver for every referral to the Responsible Thinking Room.
- A Reflection Sheet or Plan will be developed for repeated referrals to the Responsible Thinking Room in consultation with the teacher. A copy will be sent to the student's caregiver and to the referring teacher.
- The student will be invited to return to the classroom once he/she has successfully worked through the Responsible Thinking Process.
- Teachers will follow up all Reflections or Plans negotiated in the Responsible Thinking Room within two days of referring a student. Teachers will contact parents if their child is regularly referred to the Responsible Thinking Room.

Severe Clause

Severe breaches of conduct are to be reported to the Principal. Teachers will forward a report of the incident with the child (using the carbon copy booklet).

Teacher's signature: _____ Principal's signature: _____

Example 12H Behaviour Management Plan

Teacher	Student
<i>My job is to</i>	<i>Your job is to</i>
<ul style="list-style-type: none">✓ Teach the curriculum✓ Answer questions✓ Explain different ways✓ Teach at your learning pace✓ Manage the class✓ Enforce rules✓ Care about the students	<ul style="list-style-type: none">✓ Learn; communicate your needs✓ Ask if you don't understand✓ Keep on trying✓ Be there on time✓ Tell me if I go too fast✓ Follow rules✓ Listen to others

Classroom Rules

- Respect yourself and others
- Have a go and do your best
- Use appropriate language
- Use safe and sensible behaviour
- Hands and feet to your self

Positive Consequences

- **Stamp in diary for each day's good behaviour**
- Sticker at week's end for satisfactory week
- Each sticker earns 1 point toward class reward – e.g. movie and lunch at McDonalds when target is reached.

Responsible Thinking Process

- Ask the Responsible Thinking questions. What are you doing? What should you be doing? The Responsible Thinking questions must be asked before a referral can begin.

Other questions in the sequence:

What are you doing? What are the rules? What happens when you break the rules? Is that what you want to happen? Where do you want to be now? What will happen if you continue to break the rule?

- Teacher will use classroom management strategies to refocus student. eg. A direction *I see you have continued to _____*. *You now need to _____*. (The consequence needs to relate to the student's behaviour and be timely.)
- If a student continues to disrupt he/she is directed to a Thinking Chair in the classroom and/or referred to the Responsible Thinking Room. A note will be sent home to the student's caregiver for every referral to the Responsible Thinking Room.
- A Reflection Sheet or Plan will be developed for repeated referrals to the Responsible Thinking Room in consultation with the teacher. A copy will be sent to the student's caregiver and to the referring teacher.
- The student will be invited to return to the classroom once he/she has successfully worked through the Responsible Thinking Process.
- Teachers will follow up all Reflections or Plans negotiated in the Responsible Thinking Room within two days of referring a student.

Severe Clause

Severe breaches of conduct are to be reported to the Principal. Teachers will forward a report of the incident with the child (using the carbon copy booklet).

Teacher's signature: _____ **Principal's signature:** _____

WARWICK WEST STATE SCHOOL	
PINK TICKET	
Name: _____	Class: _____
Date: _____	Time: _____
<i>Example questions:</i> <ul style="list-style-type: none"> • What are you doing? • What should you be doing? • What is the school rule? • Is your behaviour safe? 	
Severe behaviour must be referred immediately to the Principal	
S ecurity (SAFETY)	<input type="checkbox"/> hitting / kicking <input type="checkbox"/> harassing / bullying <input type="checkbox"/> unsafe actions <input type="checkbox"/> not wearing a hat <input type="checkbox"/> not following rules <input type="checkbox"/> not moving safely <input type="checkbox"/> _____
H ealthy Relationships	<input type="checkbox"/> swearing <input type="checkbox"/> teasing / bullying <input type="checkbox"/> rudeness <input type="checkbox"/> _____
I ntegrity	<input type="checkbox"/> _____
N urturing	<input type="checkbox"/> _____
E xcellence	<input type="checkbox"/> _____
Consequence of behaviour:	
1. Show ticket to class teacher. 2. _____	
<i>Two tickets in one day should be referred by their class teacher to the RTR or Principal</i>	
Teacher's Name: _____	
We want you to SHINE	

UNDER
REVIEW in 2017

Don't just think the questions. Ask. Make sure you know what happened and who was involved before giving the ticket. Ask the student to tell you why they are receiving a pink ticket.

Need to complete this section. Time and date are important for tracking students.

UNDER REVIEW in 2017

Give details. Who did what to whom? We need names and a brief account of behaviour.

Remind the student the ticket must be presented to the class teacher. You may set a consequence for the behaviour. Referring the student to the RTR is not a consequence.

Print you name. We enter the teacher's name as part of the tracking

WARWICK WEST STATE SCHOOL

PINK TICKET

Name: _____ Class: _____
 Date: _____ Time: _____

Example questions:
 • What are you doing? • What is the school rule?
 • What should you be doing? • Is your behaviour safe?

Severe behaviour must be referred immediately to the Principal

Security (SAFETY)

- ☐ hitting / kicking
- ☐ harassing / bullying
- ☐ unsafe actions
- ☐ not wearing a hat
- ☐ not following rules
- ☐ not moving safely
- ☐

Healthy Relationships

- ☐ swearing
- ☐ teasing / bullying
- ☐ rudeness
- ☐

Integrity

- ☐

Nurturing

- ☐

Excellence

- ☐

Consequence of behaviour:

1. Show ticket to class teacher.
2. _____

Two tickets in one day should be referred by their class teacher to the RTR or Principal

Teacher's Name: _____ 4051

We want you to SHINE

Support one another with a consistent approach.

Example of Plan for Lower School Students

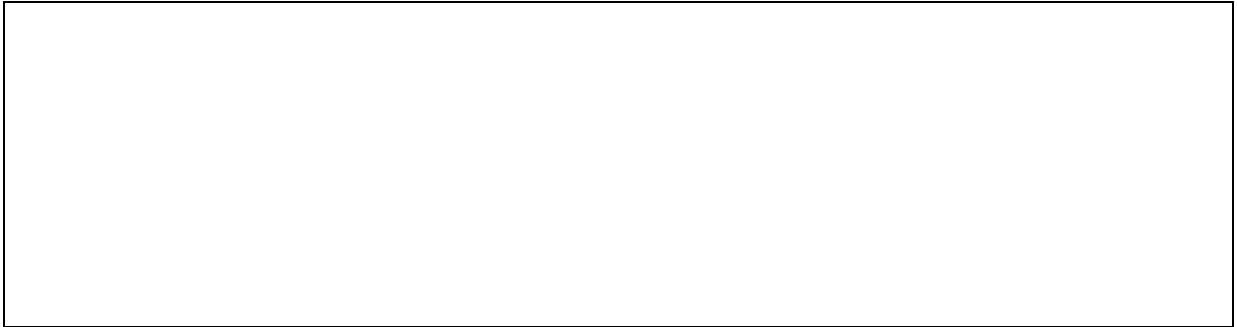
MY PLAN

NAME: _____

DATE: _____

Draw

What did I do wrong?




What should I do?



Can I do the right thing? Yes / No

This is me doing the right thing.



PLAN



STUDENT: _____

DATE: / /

What were you doing that was disrupting your teacher or classmates?



STOP What rule were you breaking?

What could you do to improve your behaviour? (Your plan)



Do

Student: _____ RTR: _____ Teacher: _____



PBL Routine Document

<u>Before School</u>	<u>Transitions</u>	<u>Toilets</u>	<u>Lining up</u>
<ul style="list-style-type: none"> Before 8.15 am wait under A block Keep your bag with you and remain seated until you are dismissed Walk to your area Walk bikes to bike rack Keep paths clear for parents and students entering the school Mobile phones/electronic devices to the office When the bell rings at 8.45am all students must head to parade 	<ul style="list-style-type: none"> Two straight lines Move on adult direction Move quietly Keep to the left Straight there Stay on the path Keep hands and feet to self Ensure you have the correct belonging with you (Food or class equipment) Quiet voices 	<ul style="list-style-type: none"> Straight in Do your business Flush toilet Wash hands with soap Rubbish in bin Straight out One person in a cubicle Respect others privacy No playing in the toilets 	<p>On the bell:</p> <ul style="list-style-type: none"> Collect your gear In line on time Sit two straight lines Wait quietly Hands and feet to self Hand up to ask a question Use your manners Listen to and follow directions from all staff
<u>Bus Lines</u>	<u>Late to School</u>	<u>Late to Class</u>	<u>After School</u>
<ul style="list-style-type: none"> Meet in required area Arrive promptly – make sure you have been to the toilet and had a drink Move quickly Wait quietly in the correct bus line Follow adult direction Keep belongings with you Climb on bus quietly and orderly 	<ul style="list-style-type: none"> Go to the office Tell the staff why you are late Collect your late slip Go straight to class or parade Walk quietly 	<ul style="list-style-type: none"> Knock on the door and wait Hand the teacher your late slip When directed, walk in Sit at desk Get ready quietly Do not disturb others 	<ul style="list-style-type: none"> Collect belongings Walk out of school grounds Stand or sit and wait for parents Respect the crossing supervisors Don't talk to strangers Observe the road rules
<u>Before school parent expectations</u>	<u>After school parent expectations</u>	<u>Parade routines</u>	<u>Brekky Club</u>
<ul style="list-style-type: none"> Ensure students arrive on time Check they have all the right gear to start the day 	<ul style="list-style-type: none"> Communicate clearly the pickup routines to students 	<ul style="list-style-type: none"> Two straight lines Seated with hats off Quiet voices Eyes on the speaker 	<ul style="list-style-type: none"> Line up and wait on the dot Quiet voices 1 cup of milo 2 slices of toast Use your manners Sit down to eat and drink in designated areas Put your rubbish in the bin

Warwick West State School Whole School Behaviour Rewards 2017

Reward Type	Reward Name	Purpose	Criteria	When and where presented	Minor Details
Free and Frequent (anytime in the day)	SHINE Ticket	To be given out to individual students, predominantly for the focus of the week from the school expectation matrix, but not exclusively for only these behaviours (i.e. all behaviours on the matrix can be rewarded).	Year levels and class teachers can hand out individual amounts of SHINE tickets, with an understanding that at the end of each semester students who have traded over 120 SHINE Tickets will be eligible for another <i>End of Semester</i> reward.	T/TA give to any student at any time contingent on student displaying correct behaviour (SHINE). Issuing staff need to take the time to explain to students why they received the Shine Ticket.	<ul style="list-style-type: none"> SHINE Tickets can be found in the office (drawer) Students to collate their SHINE Tickets and trade when they reach desired milestones of either 30, 60, 90, 120, 300 or 900
	Class rewards	To be given out to individual students based on the teacher's own reward system	Individual teachers can reward with own system, as well as use the whole school SHINE tickets.	T give to any student at any time contingent on student displaying correct behaviour (SHINE). Issuing staff need to take the time to explain to students why they received the Class Reward.	<ul style="list-style-type: none"> Could include stickers, smiles, high fives, verbal or written praise etc. Would be more beneficial if the class reward system aligned with the whole school system
Short Term (at the end of the week or month)	Student of the Week	To reward one student per class each week with a school certificate on parade.	Teachers choose a student who has exhibited exemplary SHINE values throughout the week or achieved well in one particular area during this same timeframe.	Presented on parade each Friday.	<ul style="list-style-type: none"> Teachers choose student, print off their certificate after entering the information on OneSchool and give this to the student on Friday mornings during parade.
	Student of the Month	To acknowledge accumulated positive behaviour for an entire month with a certificate on parade.	Teachers choose a student who has exhibited exemplary SHINE values throughout the month or achieved well in particular areas during this same timeframe.	Presented on parade one Friday at the end of the month.	<ul style="list-style-type: none"> Teachers choose student, give information to the office. Recipient's names are added to school newsletter so parents can attend Office prints certificates and has them ready for the parade
Long Term (at the end of the term or year)	End of Semester Reward	To further acknowledge positive behaviour in the semester of students who trade over 120 SHINE tickets.	The names of students who have traded over 120 SHINE tickets will be placed in a draw where 30 Prep – Year 2 and 30 Year 3 – 6 students will be chosen for an extra reward.	Semester 1 - Week 10 Term 2 – a day to be negotiated. Semester 2 - Week 10 Term 2 – a day to be negotiated.	<ul style="list-style-type: none"> E.g. rewards include free dress day, special seat on parade and become the SHINE dancers; sausage sizzle;
OPTIONAL Short Term (at the end of the week or month)	Whole Class Reward	This reward gives the class teacher the opportunity to use their own reinforcement system to compliment the whole school systems of rewarding behaviour (above). A reward system for the entire class that chooses specific behaviours from the matrix to reinforce. E.g. lining up, transitioning from Point A to Point B etc. Class behaviours are determined with student consultation where possible (Max. 5 behaviours)	When <u>all</u> students in a class are exhibiting the specific behaviours chosen from the matrix.	Teacher can present class with reward at a teacher-organised time.	<ul style="list-style-type: none"> Reward system chosen by class teacher. Suggestions include – marbles in a jar; 30 ticks = 30 minutes; streamer chains to the floor; racing track 100 steps etc. Rewards are chosen by class teacher and class (e.g. 30 minutes free time, ice block)