Tullawong State School
Responsible Behaviour Plan for Students
based on *The Code of School Behaviour*

1. Purpose

Tullawong 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.

At Tullawong State School, we believe that in order to have students engaged in education we need to ensure that students are being adequately supported in their learning, pastoral care and behaviour.

This is reflected in our Responsible Behaviour Plan for Students, which focuses on developing a supportive school environment and as well as responsible, positive behaviour in all students.

Our attention is on supporting and promoting the positive behaviours of all students while acknowledging that problem behaviours occur and need to be addressed within a framework of positive behavioural support.

The Plan provides a framework for teaching students to use positive and appropriate behaviours, which demonstrate respect for themselves and others and are acceptable within the community.

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

2. Consultation and data review

Tullawong State School developed this plan in collaboration with our school community. Broad consultation with parents, staff and students was undertaken. A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents from 2013-2017 also informed the development process. Results of our review were presented as a part of our Quadrennial School Review.

The Plan was endorsed by the Principal, the President of the P&C and will be reviewed yearly to ensure it is a current and effective responsible Behaviour Plan for Tullawong State School.

3. Learning and behaviour statement

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.

At Tullawong State School, our Behaviour Management processes are based around the following beliefs:

- Behaviour management is a process of learning. It is recognised that students learn differently – and this applies to the ability to learn about appropriate behaviour. Students have the right to learn from their behaviour. Teachers have a responsibility to use a range of flexible approaches, dependent on individual students.

- The key to successful behaviour management lies in the creation of a culture of mutual support and in the fostering of an attitude of co-operation.

- Positive and respectful relationships are essential to optimising outcomes.

- The effective management of student behaviour involves teamwork, productive partnerships and effective communication.

- All school community members should feel safe and supported.

- Every school community member should take responsibility for his/her own behaviour and learning.

- All Education Queensland personnel have a responsibility to use language and practices that are inclusive, dignified, and professional – and focussed on the achievement of a productive resolution for all.

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

Our school community has identified the following school expectations to teach and promote our high standards of responsible behaviour:

Be Respectful
- Strive to achieve your best
- Use good manners
- Support the right of all to feel safe
- Support the right of all to learn
- Protect personal and school property

Be Responsible
- Be a positive example for others
- Follow directions first time
- Be prepared
- Care for others
- Play and work safely – Keep our school safe

Be Ready
- Co-operate with others
- Work productively with others
- Be in the right place at the right time
- Consider the needs of others
- Make our school a great school

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

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

Universal Behaviour Support (Green Zone)

The purpose of our process is to give students the necessary skills to be able to act appropriately in 'social' settings.

In order to do this, as a whole school, we focus on and continue to review the following:

- Staff commitment to a whole of school approach to managing behaviour.
- Consistent application of behaviour processes.
- Explicit teaching of desired behaviours (As per Expectations Matrix – Appendix 6)
- Promotion and celebration of demonstration of desired behaviours.
- Ensuring appropriate and relevant curriculum and pedagogies.

Our whole school approach supports the provision of a safe and supportive learning environment through:

- Open communication with the school community on key strategies, including The Code of School Behaviour and the school's Responsible Behaviour Plan for Students. This is done through P&C meetings, Staff meetings and Behaviour Committee meetings.
- Shared school values and a positive and inclusive culture that recognises the contributions of all members of the school community by identifying school community expectations, creating a matrix (Appendix 6) that details expectations in all school contexts and explicitly teaches these expectations.
- Establishment of agreed programs and procedures that address harassment, bullying, violence and child protection that are known and understood by all members of the school community.
    - Bullying No Way including cyber-bullying.
    - The Bucket Program already implemented since 2013 in Prep to Year 3.
    - High Five strategy.
- Management of incidents via clear and well-understood processes, community engagement and strong relationships with relevant support specialists.
- Provision of support for students, staff and parents
- Working closely with parents and maintaining regular contact.
- School rewards and recognition to include:
    - 'Magnificant Magpie' awards
    - House points to reward and acknowledge positive academic, sporting and behavioural choices..
    - Junior and Senior Student of the Week awards
    - Junior and Senior Citizens of the Week
- Proactive and reactive strategies supported by staff to include: circle time, restorative chats, training

The school's processes and procedures to uphold the values within the Code of School Behaviour include a wide variety of proactive strategies with contingencies in place to deal with critical incidents and persistent non-compliance of the Code. The emphasis is on *encouraging and rewarding positive behaviours*, while at the same time explicitly teaching alternative options to those students who exhibit inappropriate behaviours. Processes and procedures will be reviewed regularly to evaluate their effectiveness in meeting our goals. Comprehensive collection and evaluation of behaviour data will form the basis upon which any change and modification to processes and procedures will take place.

Classroom Management

Teachers:

- Devise and display a classroom management plan derived from the school wide expectations in consultation with the class.
    - Revisit the plan on a regular basis throughout the year.
    - Clearly communicate fair and reasonable expectations.

- Engage in quality teaching and learning.
    - Ensure learning experiences are relevant and meaningful.

- Ensure that there is an appropriate level of challenge for each student.
- It is expected that each teacher explicitly teaches acceptable, desired behaviours.
- Ensures that rules are alive in the classroom through the explicit teaching of and referral to rules and expectations.

- Develop supportive interpersonal relationships.
    - Communicate a genuine interest in and care for the students.
    - Establish rapport with and welcome the involvement of parents.
    - Establish and maintain regular communication with parents and recording the contact on OneSchool.
    - Develop a sense of responsibility for students' own progress

- Develop ways to promote self esteem
    - Acknowledge success – use praise, notes, awards, certificates and recognition on assemblies/parades to promote students personal worth and communicate success to parents.
    - Class rewards and recognition to include: class reward systems e.g. DOJO points
    - Create a sense of belonging to the classroom group.
    - Give students responsibility.

Reinforcing expected school behaviour
At Tullawong 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 including: House points to reward and acknowledge positive academic, sporting and behavioural choices; 'Magnificent Magpies', Student of the Week and Citizen of the Week awards. 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.

Taught focus lessons each week are consistent across the whole school and selected by staff and PBL committees from previous behaviour data trends. Focus lessons are taught at the beginning of each week by each class teacher and class rewards systems and Assembly discussions particularly target these behaviours across the week.

Tullawong State School 'Magnificent Magpie' (MM)
Staff members hand MM cards out each day to students they observe following school rules in both classroom and non-classroom areas. This reinforcement occurs continuously throughout the day. When they 'catch' a student following the rules they can choose to give them a MM. When students are given a MM they drop the card into the Administration Block.

On Prep to Year 2 parade the deputy principal reviews the submitted cards and rewards selected students, Year 3 and above draw winners in their classrooms. These students are issued with a voucher that can be redeemed at the tuckshop.

Targeted behaviour support (Yellow Zone)

Targeted behaviour support occurs where students consistently breach the school's Responsible Behaviour Plan for Students and the classroom/playground rules. Typical behaviours displayed by students receiving targeted support are listed in appendix 4.
Students attracting targeted support are identified via the school's data by the PBL Committee. As each set of circumstances is individual, cases needs to be examined, planned and managed by a management team including: class teacher, parents, behaviour support teacher, deputy principal (DP), and guidance officer (GO).

Targeted support may include:
- Consultation with and support from parents.
- Student monitoring/feedback sheets.
- Individual Behaviour Support Plans (IBSP).
- Individual Learning Plans (ILPs)
- Individual Education Plans (IEPs)
- Education Support Plans (ESPs)
- Referrals to G.O., chaplain or ~~Parent School Partnership Initiative worker~~.
- Supported play/clubs.
- PCYC Team Up Program
- Referral to Managing Young Children Program (MYCP)
- Interagency programs run by outside Agencies e.g. fun friends, anger management, CYMHS
- Proactive programs as implemented by the school including circle time

Intensive behaviour support (Red Zone)

Intensive behaviour support is required to support students who demonstrate chronic and /or severe and challenging behaviour. That is, the behaviour is of such frequency and intensity that there is a distinct risk of major disruption to learning in the classroom, learning disengagement and/or serious injury to the student or to others. (See Appendix 4)
This level of support generally occurs when less intensive support strategies have been used but have not fully met the student's individual needs. In these cases, support, where appropriate, is enlisted from outside sources along with the continued refinement and evaluation of school support processes. **Each red zone student will have an IBSP.**
These may include:
- Consultation with Parents.
- Discussion with behaviour consultant
- Referral to RAI, REFOCUS, EVOLVE, Relationships Australia
- Access outside agencies such as Child Youth Mental Health Service, paediatrician or their General Practitioner.
- Consultation with appropriate Advisory Visiting Teachers (AVTs)
- Referral to the Positive Learning Centre.
- Consultation with Dept. of Child Safety.
- Case management of students by school staff to include SEP staff, teachingstaff, behaviour consultant, DPs, chaplain, GO.

IBSPs are recorded in OneSchool.

5. Consequences for unacceptable behaviour

In 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.

Strategies to support the consistent, fair application of management procedures include:

1. Classroom Management:

Every classroom devises their own classroom management plan (CMP), which aligns with whole-school procedures. The teacher responds to low-level behaviours by:
Stating clear expectations
Promoting and acknowledgement of positive behaviours
Tactically ignoring
Redirection
Giving clear directions
Restatement of the rules

Outlining options/choices
Time away in class
Exit to buddy class
Parent contact
Referral to Administration

2. Playground Management:

Every teacher on duty has a responsibility to the safety of students in their care, as per Playground Duty Booklet supplied in Duty Folder. Procedures, which may be used to manage aberrant play, include:
Stating clear expectations
Promoting positive behaviours
Tactically ignoring
Redirection
Walk and Talk
Shadowing
Giving clear directions
Sit and think
Warning using referral ticket
Referral to Adminstration

Students are encouraged to report any cases of bullying or harassment to the nearest staff member on playground duty or Office.

3. **Suspension Procedures**
This is implemented in line with the Education Queensland policy *SMS-PR-021: Safe, Supportive and Disciplined School Environment.*

4. Recommendation for Exclusion
This is implemented in line with the Education Queensland policy *SMS-PR-021: Safe, Supportive and Disciplined School Environment.*

6. Emergency or critical incident responses

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

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

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

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

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

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

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

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

Physical Intervention

Staff may make legitimate use of physical intervention if all non-physical interventions have been exhausted and a student is:
- physically assaulting another student or staff member
- posing an immediate danger to him/herself or to others.

Appropriate physical intervention may be used to ensure that Tullawong State School's duty of care to protect students and staff from foreseeable risks of injury is met. The use of physical intervention is only considered appropriate where the immediate safety of others is threatened and the strategy is used to prevent injury.

Physical intervention can involve coming between students, blocking a student's path, leading a student by the hand/arm, shepherding a student by placing a hand in the centre of the upper back, removing potentially dangerous objects and, in extreme situations, using more forceful restraint.

It is important that all staff understand:
- physical intervention cannot be used as a form of punishment
- physical intervention must not be used when a less severe response can effectively resolve the situation
- the underlying function of the student's behaviour.

Physical intervention is not to be used as a response to:
- property destruction
- school disruption
- refusal to comply
- verbal threats
- leaving a classroom or the school, unless student safety is clearly threatened.

Any physical intervention made must:
- be reasonable in the particular circumstances,
- be in proportion to the circumstances of the incident
- always be the minimum force needed to achieve the desired result, and
- take into account the age, stature, disability, understanding and gender of the student.

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

7. Network of student support

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

- Parents
- Teachers
- Behaviour consultant
- Head of Special Education Services (HOSES)
- Administration Staff
- Guidance Officer

- Advisory Visiting Teachers
- Positive Learning Centre Staff
- Senior Guidance Officer
- School Chaplain
- School Based Police Officer

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) including RAI, EVOLVE, REFOCUS, YOS
- Youth at Risk Network (YARN)
- Intercept
- Police and PCYC
- 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.

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

10. Related policies

- SMS-PR-021: Safe, Supportive and Disciplined School Environment
- CRP-PR-009: Inclusive Education
- SMS-PR-027: Enrolment in State Primary, Secondary and Special Schools
- SMS-PR-022: Student Dress Code
- SMS-PR-012: Student Protection
- SCM-PR-006: Hostile People on School Premises, Wilful Disturbance and Trespass
- GVR-PR-001: Police Interviews and Police or Staff Searches at State Educational Institutions
- ICT-PR-004: Using the Department's Corporate ICT Network
- IFM-PR-010: Managing Electronic Identities and Identity Management
- SCM-PR-003: Appropriate Use of Mobile Telephones and other Electronic Equipment by Students

11. Some related resources

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

Endorsement

Principal	**P&C President**	**Regional Director or** **Assistant Regional Director**

Effective Date: 1 January 2018 – 31 December 2020

The Use of Personal Technology Devices* at School

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

Certain Personal Technology Devices Banned From School
Students must not bring valuable personal technology devices like cameras, digital video cameras, computer devices or MP3 players (including *IPods®*) to school as there is a risk of damage or theft. If seen, such devices must be handed into the school office and may be collected at the end of the day. Ongoing breaches of this prohibition may result in discipline.

Confiscation
Devices potentially containing evidence of criminal offences may be reported to the police. In such cases the school will confiscate the devices on behalf of the police until they come and take possession of the devices for investigation purposes. Students and parents will be advised to contact Queensland Police Service (QPS) directly. Any other inappropriate use of devices that results in school consequences including suspension will require the school to confiscate the device and keep it for the purposes of disciplinary investigation. It will then only be returned in the presence of a parent once the investigation is over.

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

Personal Technology Device Etiquette
Bringing other 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, students are not permitted to carry any personal technology device on their person during school hours, and they must be turned off and remain in the student's bag or another place they consider to be safe. Lockable safes are provided in upper school classroom blocks as an option for students to store personal technology devices. Personal technology devices are not to be used before school or at break times. It may be necessary for a student to use the device after school if the situation warrants.

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 Tullawong State School. Students using personal technology devices to record images or sound of 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) will result in discipline. If students bring into the school images recorded outside of the school that relate to school staff or students and are deemed to be of an inappropriate nature then school discipline can apply.

Even where consent is obtained for such recording, the school will not tolerate images or sound captured by personal technology devices on the school premises or elsewhere being disseminated to others, if it is done for the purpose of causing embarrassment to individuals or the school, for the

purpose of bullying[1] or harassment, including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur.

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

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

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

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.

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. Staff may request students to bring personal technology devices into the classroom for use in specific curriculum activities. If this occurs the above guidelines still apply at all times.

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

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

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

Purpose

1. Tullawong State School strives to create positive, predictable environments for all students at all times of the day. The disciplined and teaching environment that we are creating is essential to:

    - achieving overall school improvement, including the effectiveness and efficiency of our student support procedures
    - raising achievement and attendance
    - promoting equality and diversity and
    - ensuring the safety and well-being of all members of the school community.

2. There is no place for bullying in Tullawong State School.   Research indicates that both those being bullied and those who bully are at risk for behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community's goals and efforts for supporting all students.

3. Bullying behaviours that will not be tolerated at Tullawong State School include name-calling, taunting, mocking, making offensive comments, kicking, hitting, pushing, taking belongings, inappropriate text messaging, sending offensive or degrading images by phone or internet, producing offensive graffiti, gossiping, excluding people from groups, and spreading hurtful and untruthful rumours.

4. Bullying may be related to:

    - race, religion or culture
    - disability
    - appearance or health conditions
    - sexual orientation
    - sexist or sexual language
    - young carers or children in care.

5. At Tullawong State School there is broad agreement among students, staff and parents that bullying is observable and measurable behaviour. When considering whether or not bullying has occurred, we look at the frequency, time frame and pattern of the behaviours and whether they have been targeted repeatedly at the same student. Whether bullying behaviour is observed between students of equal or unequal power, whether it occurs once or several times, and whether or not the persons involved cite intimidation, revenge, or self-defence as a motive, the behaviour will be responded to in similar fashion, that is, as categorically unacceptable in the school community.

Rationale

6. Research indicates that many problem behaviours are peer-maintained. That is, peers react to bullying in ways that may increase the likelihood of it occurring again in the future. Reactions include joining in, laughing, or simply standing and watching, rather than intervening to help the person being bullied. Whilst our school would never encourage students to place themselves at risk, our anti-bullying procedures involve teaching the entire school a set of safe and effective response to all problem behaviour, including bullying, in such a way that those who bully are not socially reinforced for demonstrating it.

7. The anti-bullying procedures at Tullawong State School are an addition to our already research-validated school wide positive behaviour support processes. This means that all students are being explicitly taught the expected school behaviours and receiving high levels of social acknowledgement for doing so. Adding lessons on bullying and how to

prevent and respond to it is a subset of procedures that our students are already accustomed to.
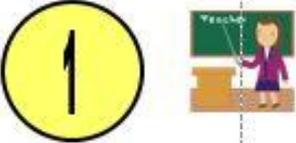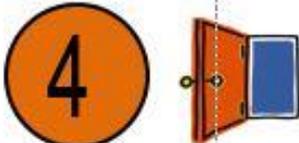
Prevention

8. Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, our school wide universal behaviour support practices will be maintained at all times. This will ensure that:

   - Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour
   - All students know the school rules and have been taught the expected behaviours attached to each rule in all areas of the school
   - All students have been or are being taught the specific routines in the non-classroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms
   - All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the non-classroom areas of the school
   - A high level of quality active supervision is a permanent staff routine in the non-classroom areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the non-classroom areas.

9. All students participate in structured lessons relating to social and emotional development on a weekly basis across Prep to year seven including the school-wide program "Bullying: No Way" and SWPBS weekly focus lessons. All students receive a consistent school wide message. These lesson are re-enforced consistently via; assemblies, newsletters and school website. The message is very clear, ***"Bullying or intimidation of any form is totally unacceptable at Tullawong State School."***

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

①		**Rule reminder**	Rules should be discussed with the class and clearly displayed in the room. The conversation should be about having a positive environment for learning. Year levels need to discuss core set of rules.
②	⚠	**Warning**	Following the rule reminder the student is warned that they may need to have a Chill Out and refocus or parents might need to be involved.
③	🕐	**Chill Out**	Time out to think about making better choices and focussing on learning. This is not a consequence, it is an opportunity to refocus or reconnect. 1. What was your reason to go to chill out? 2. What does the class need you to do now? 3. Are you able to be responsible and respectful when you come back to class?
④		**Buddy class**	Referral entered. Red Day. Significant Adult link used for Redzone students. End of day reflection with student. Teacher must contact parent/caregiver
⑤		**Detention**	Teacher or Year Level Rep takes student to the detention room

Parent / Carer Contacted

➢ **After-school or Weekend Detention**
➢ **Suspension**

Any major Behaviour Incident requires immediate office intervention

Students on Suspension/Excluded

Please Note: Individual student circumstances may be taken into account and flexibility applied when deemed appropriate by the School Administrative team.

LEVELS OF RULE BREAKING BEHAVIOUR

LEVEL	IN CLASS BEHAVIOUR	PLAYGROUND BEHAVIOUR	CONSEQUENCE OPTIONS
M I N O R	Off task, work avoidance, time wasting	Unsafe play	• Essential skills • Walk and talk • Shadow • Tidy duty • Sit and think, time away in class (15 minutes max) • No outside play or play in supported play room • Distract • Redirect • Quiet talk • Conferencing • Parent contact as needed • Refer to individual support/action plan where applicable
	Out of seat	Wrong area	
	Interrupting learning, talking, making noises…	Interrupting the play of others	
	Unprepared	No hat, inappropriate uniform	
	Put downs	Annoying others	
	Disruptive	Inappropriate game	
	Littering	Littering	
	Lack of punctuality – back to class after breaks/transitions	Lack of punctuality – back to class after break	
No referral required for minor incidents			

LEVEL	IN CLASS BEHAVIOUR	PLAYGROUND BEHAVIOUR	CONSEQUENCE OPTIONS
M A J O R	Continually not following directions	Dangerous play	• Essential skills • Time away to buddy class • Detention at playbreak • Do class work in play time with class teacher • Refer to individual support/action plan where applicable • Calm student down/refer to line manager where applicable • Calmly move student from situation • Administrator consulted • Parent contacted • Managed attendance • School suspension
	Continual disruptions to class learning/ calling out/	Deliberately disrupting play of others	
	Bullying/harassing students	Bullying/harassing students	
	Damaging property/property misconduct/ Destruction of furniture or equipment	Damaging property/property misconduct/ Destruction of furniture or equipment	
	Continual work avoidance	Continually uncooperative	
	Disrespectful language/verbal misconduct	Disrespectful language/verbal misconduct	
	Dishonesty (lying/cheating)	Dishonesty (lying/cheating)	
	IT misconduct	IT misconduct	
	Stealing	Stealing	
	Wilful disobedience, challenging authority	Wilful disobedience, challenging authority	
	Offensive behaviour	Offensive behaviour	
	Verbal misconduct	Verbal misconduct	
	Continual truancy/skipping class	Leaving school without permission	
	Sexual misconduct	Sexual misconduct	
	Physical harassment, threats to others	Physical harassment, threats to others	
	Misconduct involving object	Misconduct involving object	
	Possess prohibited items	Possess prohibited items	
	Violence against a child	Violence against a child	
	Violence against an adult Defiant/threat/s to adult	Violence against an adult Defiant/threat/s to adult	

<u>**Appendix 5**</u>

Debriefing Report

Formal debriefing should be led by a staff member trained in the process who has not been involved in the event. The goals of debriefing are to:
- **Reverse or minimise the negative effects of physical intervention**
- **Prevent the future use of physical intervention**
- **Address organisational problems and make appropriate changes**

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

Debriefing should provide information on:
- Who was involved
- What happened
- Where it happened
- Why it happened
- What we learned

The specific questions we want to answer through the debriefing process are:
- **FACTS**: what do we know happened?
- **FEELINGS**: how do you feel about the event that happened?
- **PLANNING**: what can/should we do next?

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

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

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

Tullawong State School Expectations Matrix

	All Settings (Whole School)	Classroom & learning environments	Toilets	Transition/ Line up and eating time	Playground and Undercover Areas	Before/After School
Responsible	• I am in the right place at the right time • I wait my turn • I keep my hands, feet and objects to myself • I will stay in class during learning time • I walk on concrete • I remain in the school grounds • I am a positive role model • I use the High Five to solve problems • I am safe at all times	• I participate actively in the lesson • I listen when others are speaking • I am only in the classroom when a teacher is present • I follow my classroom rules • I leave my toys at home	• I ask the teacher for permission to go to the toilet • I take a buddy during class time • I wash hands with one squirt of soap • I use the toilet quickly and quietly • I return to my class promptly • I report any damage to the teacher	• I sit quietly in two lines in the right area before the second bell • I stay out of the rain	• I go straight to my undercover area • I eat in my eating area • I report incidents to the duty teacher in my area • I sit in the designated area under cover until 8.20 am bell	• I go straight to the bus line when released from class • I go to the office if I am not collected or miss my bus • I go straight home after school
Respectful	• I speak politely when talking to adults and students • I follow staff directions the first time, every time • I respect my own and other's property • I wear my school uniform correctly • I treat others the way I like people to treat me • I move quietly within the school grounds	• I raise my hand to speak • I am quiet during learning time and at parade • I clap appropriately on parade	• I respect other people's personal space • I turn taps off • I respect the privacy of others • I always flush the toilet	• I wait to be released by the teacher on duty • After eating I put all my litter in the bin • I stay to the left when walking in line	• I invite others to join in • I play fair	• I follow the bus code of conduct • I wait to be released from my waiting area
Ready	• I am on time • I will have my equipment ready • I am ready for learning	• I have my equipment ready • I focus on my job • I get a late slip if I am late to school • I try my best in all activities • I always wear a yellow pass card when out of my classroom	• I use the toilet before school and during breaks	• I visit the toilet and have a drink before lining up • I move straight to the designated area when the bell rings	• I wear a school hat and correct footwear while playing outside	• I hand in notes and money before going to my area • I am at my bus line on time • I have my bus pass or money ready before I get on the bus