1. PURPOSE

The Department of Education and Training (DET) is committed to provisions that ensure all young Queenslanders have a right to and receive a quality education.

Learning is maximised when students work and play in a safe and supportive environment that actively focuses on the development and reinforcement of positive pro-social behaviours. Therefore our Responsible Behaviour Plan has been developed to clearly outline the school's procedures and strategies for:

- Teaching and promoting positive behaviours.
- Acknowledging and reinforcing students' use of positive behaviours.
- Applying fair and logical consequences for unacceptable behaviour that interferes with the teaching and learning process.

This plan applies to all students while they are at school or engaged in school related activities, excursions or camps.

2. CONSULTATION AND DATA REVIEW

This revised Responsible Behaviour Plan for Students has been developed through a consultation process beginning in Term 3 2015. Amendments to the original plan and proposed updates have been regularly presented for discussion throughout the year. The review of the plan has also been presented at the school's Parents and Citizens Association and has also been tabled for discussion at the *Positive Behaviours for Learning (PBL)* Leadership team meetings.

3. LEARNING AND BEHAVIOUR STATEMENT

The staff at the Tropical North Learning Academy - Trinity Beach State School believe that productive learning and positive behaviour are inextricably linked. Effective learning takes place when **all** members of the school community – students, staff, parents and visitors - acknowledge and abide by a set of fundamental expectations. Our Code of Behaviour is comprised of three core expectations: **Be Safe, Be Respectful** and **Be a Learner.**

The Tropical North Learning Academy - TBSS endorses a whole school approach intended to promote and support appropriate behaviours in all students. To facilitate this approach, the school has implemented the Positive Behaviour for Learning (PBL) framework as a means to revise and develop strategies and procedures to promote a safe, supportive and disciplined school environment. The Positive Behaviour for Learning Framework is coordinated by a school leadership team. This is composed of representatives from School leadership, Teaching, Guidance, Behaviour Support, Parent and Community Organisations.

An essential component of our PBL framework is the belief that positive learning behaviours need to be explicitly taught. Furthermore, we also believe that acknowledging students for meeting our expectations is a crucial factor in reinforcing their use of positive and pro-social behaviours. We acknowledge that for some students however, extra support will be required in both teaching and reinforcing such behaviour.

To this end, our school has developed a number of interventions at different levels – these are **Tier 1** (for all students and staff), **Tier 2** (for those requiring extra support) and **Tier 3** (for a smaller number of students with more challenging or persistent inappropriate behaviour). These levels are described in more detail in the following section.

4. PROCESSES FOR FACILITATING STANDARDS OF POSITIVE BEHAVIOUR AND RESPONDING TO UNACCEPTABLE BEHAVIOUR.

Tier 1: Support for all Students and Staff

Communicating Behavioural Expectations

The first step in facilitating standards of positive behaviour is communicating those standards to students.

In order to determine which behaviours we wish to see our students using, we have developed the following 'expectations matrix'. This details what each of our three rules 'looks like' or 'sounds like' in regard to student behaviour. Some of these behaviours apply to all settings (for example, we expect that across each area of the school students will use polite language), whereas other behaviours may be more specific to a particular routine or area (for example, lining up for the bus).

	ALL SETTINGS	TEACHING AREAS	OUTSIDE CLASSROOMS	TUCKSHOP & EATING AREAS	PLAYGROUND & OVAL AREAS	BEFORE & AFTER SCHOOL	TOILET AREAS
BE SAFE	Follow instructions Keep hands, feet and objects to self Use equipment for its intended purpose Wear shoes and hat Ask permission to leave	Enter and exit the room in an orderly way Walk when inside Computers: - keep password private	Concrete and paths - walk - face forward - keep left	Finish eating before going out to play Keep areas clear by placing lunchboxes on seats when finished eating	Participate in school approved games Play by the rules	Sit in bus line and walk to the bus when instructed Keep belongings nearby when waiting for the bus or pick up Follow crossing supervisor instructions Walk only, around and outside the school Walk bike/scooter to the gate – helmets for bikes	Wash hands Keep the toilets as a play-free zone Use correct toilets
BE RESPECTFUL	Follow instructions Use polite language Look after property - mine - others' - school's Put rubbish in the bin	Allow others to learn (appropriate volume; hand up; etc.) Keep the classroom tidy Computers: - use computers correctly - phones/devices belong in the office	Line up quietly and wait for teacher Walk quietly between classes	Sit quietly when eating Only eat own food Queue for tuck-shop	Play fairly - share - take turns - include others Monitor and support the 'Buddy Beach' Care for the environment - walk on the paths - turn taps off	Line up quietly in the correct area Wait inside the gate until instructed to leave school grounds Use own bike/scooter only	One person to each toilet cubicle Flush when finished Allow others privacy
BE A LEARNER	Follow instructions Model appropriate behaviours Be in the right place at the right time	Have the right equipment Show whole body listening Attempt all tasks and ask for help if needed Actively participate	Transition promptly	Eat in the correct areas	Learn the rules Return equipment	Have your bus pass ready before boarding	Use the toilet areas for their intended purpose Use toilet at break time Let an adult know if you see a problem

Trinity Beach STATE SCHOOL — Be Safe, Be Respectful, Be a Learner.

Systematically Teaching Behavioural Expectations

Identifying and reinforcing what *Being Safe*, *Being Respectful* and *Being a Learner* looks like, sounds like and feels like is the focus of our weekly teaching of learning behaviours. Teaching staff have been provided with resources in order to teach and reinforce these focus behaviours according to the following schedule:

- PBL team meets regularly to analyse data on student behaviour (e.g. OneSchool incident records)
- PBL team makes a decision on the next school-wide Learning Behaviours Lesson based on the data
- Teachers deliver the lesson each week according to timetabling – see Teaching & Learning Handbook
- Teachers have access to a bank of resources to support the Explicit Teaching of expected learning behaviours. This bank includes vignettes, lesson plans and support from coaches

Recognising and Reinforcing Positive Behaviours

A crucial component of Positive Behaviour for Learning is the acknowledgment and recognition of students' positive behaviours, either on an individual or on a group level. The form this will take will vary from classroom to classroom, although all staff will ensure that such recognition is age appropriate and is achievable for all students. Examples at the Tropical North Learning Academy - TBSS include:

FREQUENCY	STRATEGY
Daily	Greeting and Farewell: "Great to see you here"; "Looking forward to seeing you at school tomorrow."
	Positive messages: Communicated home via note, SMS, email, phone call, etc.
	GOTCHA Awards given to students during playtime. Students place Gotcha in designated box in the office to go into the weekly draw *(see below)
	Descriptive encouragers for students; non-verbal feedback on behaviour and learning
	Attendance Wall: Made public for each cohort/classroom displayed in Classrooms e.g. Attendance Chain
Weekly	Newsletter Item: Every day counts message with the school data displayed including top attending upper and lower classes.
	Displays in classrooms, office foyer and library areas.
	Gotcha – public acknowledgement. Three are drawn on parade. Each gets $1 at tuckshop. Remaining GOTCHAS are recorded in OS as 'positives'. Box emptied weekly Monday after parade
	Class/Year award: Attendance data published throughout the school, and in newsletter
	Attendance Board: displayed publically showing cohort attendance rate
	Student of the week. Generated from OS, certificate handed out on parade – and a photo of all recipients taken and posted on school's FB page and the weekly newsletter
Each term	Letter home: To parents/carers in regards to student attendance. Congratulating great attendance and encouraging others.
	100% attendance certificate: Sent home each term. **Some discretion used in calculation – Generated and recorded in OS
	Parent-teacher interviews/meetings: Related to reporting process, curriculum evenings, transition, evenings, community events
	95%ers Party: End of term draw for all students who have received a perfect attendance
Per semester	Semester report card: Comment congratulating on attendance greater than 95%, and acknowledging positive behaviour
	Parade: 95%-100% Green, 90%-94% Light Green, certificates presented at the end of semester

Establishing Classroom Rules

Our core expectations – **Be Safe, Be Respectful** and **Be a Learner** – are used as a basis for all teachers to develop a set of **classroom rules** with their students in relation to behavioural and academic expectations. This is outlined in our Teaching & Learning (T&L) Handbook's 'Teacher Expectations' section. Although the language and phrasing of these rules will vary according to classroom, each set will be consistent with the values expressed by the school-wide expectations.

This entails that each classroom at the Tropical North Learning Academy - TBSS will have rules that:

- Promote students' best interests in being and acting safe, being treated with and showing respect, and being able to learn and allowing others to do so.
- Protect and reinforces students' right to learn and the teacher's right to teach.
- Are formulated by teachers with their students to promote ownership.
- Are modelled by the staff members of the school.
- Are visually displayed in the classroom and are frequently referred to and reinforced.
- Are reviewed when necessary.

Developing the Classroom Environment Plan (see Appendix 1)

Based on a *functional approach* to promoting positive learning behaviours and responding to inappropriate behaviours, each classroom teacher develops their own Classroom Environment Plan (CEP). The CEP includes: the Classroom Rules (as outlined above); the environmental, curricula and practical measures that are put in place to increase the likelihood of positive behaviour; how these behaviours are reinforced; and how inappropriate behaviours are responded to.

Teachers are supported by a member of the school leadership team to develop and implement their CEP.

Tier 2: Targeted intervention

Using behavioural data (OneSchool referrals, in-class behaviour tracking, etc.), some students are identified as requiring additional support in developing effective work habits and relevant social skills.

The Tropical North Learning Academy - TBSS responds to students requiring additional support through the following processes:

- In-school referral process (**Student Educationally at Risk - SEARS**) for teachers needing assistance to support students with targeted-level needs
- Team approach to supporting students on targeted programs
- Use of data-based criteria for evaluation and exit from targeted support program (Check In, Check Out)
- Making adjustments as required to address individual students' needs e.g. adjusting curriculum tasks, routines, etc.
- Range of targeted support strategies such as: behaviour tracking, adult mentoring, targeted/small group social skilling, and the IBSP (Individual Behaviour Support Plan)

The Individual Behaviour Support Plan is developed collaboratively, using the teacher's CEP and student data to identify the areas that support should be provided.

Tier 3: Intensive Intervention

When a student continues to have difficulty meeting behavioural expectations, despite the support offered in **Tiers 1 & 2**, more intensive support can be put into place. Stakeholder involvement and consultation is a necessary component in the provision and development of this level of support.

Alongside the referral to the appropriate school leadership staff member, teachers can make a formal referral to the **SEARS** team with supporting documentation (anecdotal notes, behaviour records or Monitoring Form Appendix 4, previous assessments) attached. Assigned members of the Team (e.g. Guidance Officer, Support Teachers, HOIE, School Leadership Team representatives) discuss the referral with the class teacher. Priority will be determined by a number of factors, principally the perceived impact on educational and social/emotional outcomes of the referred student and any existing support network.

Each student referred to SEARS will be appointed a Case Manager (a member of SEARS). This case-manager works collaboratively with all major stakeholders (student, classroom teacher, parents/carers, Leadership staff and any relevant external agency personnel) to inform the development of the student's *Individual Behaviour Support Plan (IBSP).*

Teachers will receive formal feedback on the outcome of this initial referral. In consultation with the teacher, this outcome may include one or more of the following interventions:

Classroom Environment	Student-Centred
- Modification to classroom practices (including curriculum and reteaching of expectations) - Support for the teacher to implement modified/revised Classroom Environment Plan	- Formal assessment - Counselling support - Individualised social-skilling - Alternative / modified timetable - Development of an Individual Behaviour Support Plan / IBSP

The school is able to access support both through community resources and within the Department of Education and Training. These include:

Services based at the Tropical North Learning Academy - TBSS	Regional Services	Community Services
• Guidance Officer • Support Teachers L&N • Advisory Teacher (Behaviour Support)	• MYCP (Managing Young Children Program) • Flexible Learning Centre (e.g. GOIBS)	• Department of Child Safety • Queensland Health Services • Police Liaison Officer • Smithfield Community Health Centre • Child Youth & Mental Health Service (CYMHS) • Act for Kids,

Support for Staff

The following procedures are utilised in order to support our teachers in regard to effective management strategies which includes, but is not limited to:

- Peer support through Year Level/Sector meetings
- Peer support offered through formal mentoring partnerships with teaching staff
- Individual support offered through mentoring meetings with Leadership
- Professional development presentations at staff meetings
- Presentations at PBL Leadership team meetings
- Classroom Profiling opportunities provided by a trained classroom Profiler
- Cluster and Regional Professional Development opportunities

5. CONSEQUENCES FOR UNACCEPTABLE BEHAVIOUR

Alongside the need for the targeted support noted above, staff at the Tropical North Learning Academy - TBSS also advocate the need for clear, reasonable and logical consequences for inappropriate behaviour. We also recognise however, that individual circumstances and actions need to be taken into account when following-up on inappropriate behaviour and implementing appropriate consequences.

This section details the pro-active and corrective strategies frequently utilised by teaching and Leadership staff, as well as the types of consequences implemented if students continue to use inappropriate behaviour (or engage in behaviour that warrants immediate corrective measures).

Minor and major behaviours
When responding to problem behaviour the staff member first determines if the problem behaviour is major or minor, with the following agreed understanding:
- **Minor** problem behaviour is handled by staff members at the time it happens.
- **Major** problem behaviour is referred directly to the school Deputy Principal.

Minor behaviours are those that:
- are minor breaches of the school rules
- do not seriously harm others or cause you to suspect that the student may be harmed
- do not violate the rights of others in any other serious way including through electronic means at school
- are not part of a pattern of problem behaviours
- do not require involvement of specialist support staff or member of Leadership.

Minor problem behaviours may result in the following consequences:
- a minor consequence logically connected to the problem behaviour, such as complete removal from an activity or event for a specified period of time, partial removal (time away), individual meeting with the student, apology, buddy class or completing unfinished work in lunch breaks, meeting and/or contact with parent, behaviour contract/monitoring with student.
- a redirection procedure. The staff member takes the student aside and:
    1. names the behaviour that student is displaying
    2. asks student to name expected school behaviour
    3. states and explains expected school behaviour if necessary
    4. gives positive verbal acknowledgement for expected school behaviour

Major behaviours are those that:
- significantly violate the rights of others
- put others / self at risk of harm
- require the involvement of a member/s school leadership

Major behaviours result in an immediate referral to the Deputy Principal because of their seriousness. When major problem behaviour occurs, staff members calmly state the major problem behaviour and remind the student of expected school behaviour. The staff member then speaks directly to the Deputy Principal and either escorts the student to the Deputy Principal or enforces agreed re-direction.

Major problem behaviours may result in the following consequences:
- Time in office, removal to withdrawal room, alternate lunchtime activities, loss of privilege, restitution, loss of break times, warning regarding future consequence for repeated offence, Parent contact, referral to Guidance Officer, referral to SEARS Team, suspension from school.
- Students who engage in very serious problem behaviours such as major violent physical assault, or the use or supply of weapons or drugs can expect to be recommended for exclusion from school following an immediate period of suspension.

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

Should a problem behaviour be repeated, the staff member may not repeat the discussion/explanation process but simply remind the student of the consequences of their problem behaviour.

Ensuring consistent responses to problem behaviour
At Tropical North Learning Academy - TBSS, staff members authorised to issue consequences for problem behaviour are provided with appropriate professional development and/or training. Through training activities, we work to ensure consistent responses to problem behaviour across the school.

Students also receive training 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.

Minor Definitions – Examples Only

Behaviour	Definition/Example
Bullying/harassment	**Use as Major Category Only**
Defiant/threat/s to adults	**N/a – Direct staff to use *Threat/s to Others* as a Major Category**
Disruptive	Repeated behaviour causing other students to be distracted from learning and/or interrupting teaching. Examples: Ongoing calling out, noise-making or repeatedly getting out of seat despite reiteration of expectations/ individual conference/parent contact/re-teaching)
Dress code	Repeated instances of not wearing school uniform or part of school uniform, despite appropriate support being offered (e.g. individual conference/parent contact and support)
IT misconduct	Unauthorised and inappropriate use of school technology, but without causing harm/distress to others e.g. downloading of software; accessing non-offensive but inappropriate sites; changing computer settings; or providing personal information to web sites
Late	Repeated instances of arriving at <u>school</u> after designated time (NB. This category may be redundant as ongoing patterns may be tracked/identified via the schools attendance monitoring system)
Lying/Cheating	Unfair play during sporting or academic activities resulting in significant gain for student and/or causing distress to others. NB. The judgment of 'significant gain' is entirely dependent on the individual context of each situation
Misconduct involving object	Using equipment inappropriately, causing other students to be distracted from learning and/or interrupting teaching
Non-compliant with routine	Continual failure to follow standard school routines such as walking in line, waiting for instruction before leaving class etc. (despite reiteration of expectations/ individual conference/parent contact/re-teaching)
Physical misconduct	Non-threatening physical interactions or rough play (e.g. inappropriate contact games) which persists despite reiteration of expectations/ individual conference/parent contact/re-teaching)
Possess prohibited items	**Use as Major Category Only**
Property misconduct	Student engages in wilful low-level damage to property (e.g. writing on chairs/desks)
Refusal to participate in program of instruction	Continued refusal to participate in school/teacher-led tasks (despite reiteration of expectations/ individual conference/parent contact/re-teaching)
Threat/s to others	**Use as Major Category Only**
Truant/skip class	**Use as Major Category Only**
Verbal misconduct	Persistent inappropriate language that is non-threatening and used within peer-to-peer conversations (e.g. swearing, name calling, or use of words in an inappropriate way), despite reiteration of expectations/ individual conference/parent contact/re-teaching etc.

Major Definitions – Examples Only

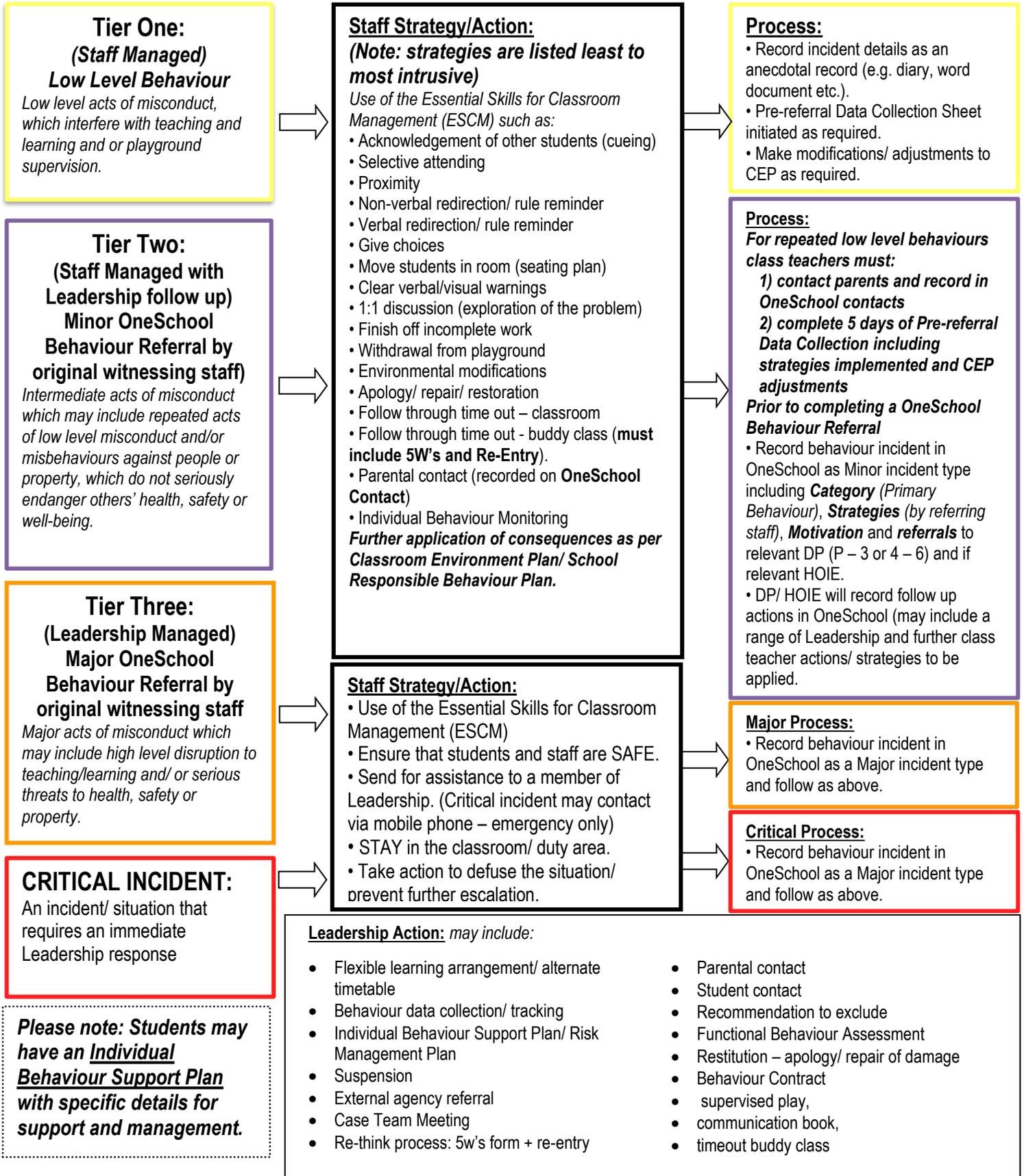| Behaviour	Definition/Example
Bullying/harassment	Repeated actions involving an <u>imbalance of power</u> (i.e. social network, physical stature, age) including ongoing teasing/intimidation, taking of personal items /belongings, physical provocation, or electronic means such as text messaging. Indirect methods include encouraging others to engage in the above behaviours
Defiant/threat/s to adults	**Refer to *Threat/s to Others* below**
Disruptive	Behaviour causing an ongoing interruption in a class activity (other students are visibly distracted / interrupted / prevented from engaging in learning activities) where the student is not responsive to repeated directions and after menu of classroom strategies has been utilised. **Disruption is so severe that the teacher is unable to continue instruction.** Disruption includes sustained loud talk, yelling, or screaming; persistent noise-making; and sustained out of seat behaviour (walking or running around the room)
Dress code	**Use as Minor Category Only**
IT misconduct	Unauthorised and inappropriate use of school technology causing distress to others. This may involve; - targeting another student or staff member through social media - downloading inappropriate content (e.g. pornography) - causing damage to school network through hacking
Misconduct involving object	Using object with the intent to **cause harm to others or themselves**
Non-compliant with routine	**Use as Minor Category Only**
Conduct prejudicial to the good order & management of school	**It is recommended that this category is not used as it does not refer to behaviour that is measurable/observable**
Physical misconduct	Fighting/physical aggression - actions involving serious physical contact where injury may occur (e.g., hitting, punching, hitting with objects, kicking, hair pulling, scratching, etc.)
Possess prohibited items	Student is in possession of knives or other objects readily capable of causing bodily harm (including look-alike knives or fake guns) or pornographic material
Property misconduct	Student participates in an activity that results in substantial destruction or disfigurement of property belonging to the school, staff members or another student
Refusal to participate in program of instruction	**Use as Minor Category Only**
Substance misconduct involving illicit substance	Student is in possession of, or observed using/under the influence of illegal drugs or alcohol
Substance misconduct – tobacco / other legal substances	Student is in possession of or is observed using tobacco products
Third minor referral	**Contextual Process Only.**
Threat/s to others	Threatening verbal, physical or gestural interactions directed toward peers or staff - indicating the intent to injure or cause physical or emotional harm
Truant/skip class	Leaving **school grounds** without permission. Failure to attend a lesson / class whilst remaining on school grounds.
Verbal misconduct	Abusive language/ obscenities directed at adults or peers with intent to cause distress

Tropical North Learning Academy – Trinity Beach State School
Student Management for Classroom Settings

DEFINE AND TEACH BEHAVIOUR EXPECTATIONS (MATRIX AND LESSONS)

MODEL, PRACTISE AND REINFORCE EXPECTATIONS (AWARD, PRAISE, CLASS REWARD SYSTEM)

ACTIVE SUPERVISION TO OBSERVE BEHAVIOUR AND DECIDE
(1) LEVEL – REFER TO MAJOR & MINOR (2) STAFF MANAGED OR LEADERSHIP MANAGED

Behaviours that fail to meet the TBSS Expectations - Be safe, Be Respectful and Be a Learner.

Tier One:
(Staff Managed)
Low Level Behaviour
Low level acts of misconduct, which interfere with teaching and learning and or playground supervision.

Tier Two:
(Staff Managed with Leadership follow up)
Minor OneSchool Behaviour Referral by original witnessing staff)
Intermediate acts of misconduct which may include repeated acts of low level misconduct and/or misbehaviours against people or property, which do not seriously endanger others' health, safety or well-being.

Tier Three:
(Leadership Managed)
Major OneSchool Behaviour Referral by original witnessing staff
Major acts of misconduct which may include high level disruption to teaching/learning and/ or serious threats to health, safety or property.

CRITICAL INCIDENT:
An incident/ situation that requires an immediate Leadership response

Please note: Students may have an Individual Behaviour Support Plan with specific details for support and management.

Staff Strategy/Action:
(Note: strategies are listed least to most intrusive)
Use of the Essential Skills for Classroom Management (ESCM) such as:
• Acknowledgement of other students (cueing)
• Selective attending
• Proximity
• Non-verbal redirection/ rule reminder
• Verbal redirection/ rule reminder
• Give choices
• Move students in room (seating plan)
• Clear verbal/visual warnings
• 1:1 discussion (exploration of the problem)
• Finish off incomplete work
• Withdrawal from playground
• Environmental modifications
• Apology/ repair/ restoration
• Follow through time out – classroom
• Follow through time out - buddy class (**must include 5W's and Re-Entry**).
• Parental contact (recorded on **OneSchool Contact**)
• Individual Behaviour Monitoring
Further application of consequences as per Classroom Environment Plan/ School Responsible Behaviour Plan.

Staff Strategy/Action:
• Use of the Essential Skills for Classroom Management (ESCM)
• Ensure that students and staff are SAFE.
• Send for assistance to a member of Leadership. (Critical incident may contact via mobile phone – emergency only)
• STAY in the classroom/ duty area.
• Take action to defuse the situation/ prevent further escalation.

Process:
• Record incident details as an anecdotal record (e.g. diary, word document etc.).
• Pre-referral Data Collection Sheet initiated as required.
• Make modifications/ adjustments to CEP as required.

Process:
For repeated low level behaviours class teachers must:
  1) contact parents and record in OneSchool contacts
  2) complete 5 days of Pre-referral Data Collection including strategies implemented and CEP adjustments
Prior to completing a OneSchool Behaviour Referral
• Record behaviour incident in OneSchool as Minor incident type including **Category** *(Primary Behaviour)*, **Strategies** *(by referring staff)*, **Motivation** and **referrals** to relevant DP (P – 3 or 4 – 6) and if relevant HOIE.
• DP/ HOIE will record follow up actions in OneSchool (may include a range of Leadership and further class teacher actions/ strategies to be applied).

Major Process:
• Record behaviour incident in OneSchool as a Major incident type and follow as above.

Critical Process:
• Record behaviour incident in OneSchool as a Major incident type and follow as above.

Leadership Action: *may include:*

• Flexible learning arrangement/ alternate timetable
• Behaviour data collection/ tracking
• Individual Behaviour Support Plan/ Risk Management Plan
• Suspension
• External agency referral
• Case Team Meeting
• Re-think process: 5w's form + re-entry

• Parental contact
• Student contact
• Recommendation to exclude
• Functional Behaviour Assessment
• Restitution – apology/ repair of damage
• Behaviour Contract
• supervised play,
• communication book,
• timeout buddy class

6. EMERGENCY RESPONSES TO CRITICAL INCIDENTS

It is important that all staff at the Tropical North Learning Academy - TBSS have a consistent understanding of how to respond to critical incidents involving severe problem behaviour. This consistency ensures that appropriate actions are taken to ensure that both students and staff are kept safe in any occurrence that is sudden, urgent, and usually unexpected, or an occasion requiring immediate action.

Severe problem behaviour is defined as behaviour which potentially places the physical safety of the student or others in serious jeopardy. Listed below are the basic defusing strategies staff can use to avoid escalating problem behaviours into a more severe situation:

To retain a sense of calmness, respect and detachment, it is important to:
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.

To approach a student in a non-threatening manner, it is important to:
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.

In order to follow through with positive or negative consequences, it is important to adopt the following principles of good practice:
- 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, remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour.

In order to debrief with the student after the event, it is important to:
Help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decisions made during the course of events, and identify more acceptable decisions for future situations.

Welcome the child back to your classroom/lesson.

Physical Intervention

At times, 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 the school's duty of care to protect students and staff from foreseeable risk 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. Staff on a needs basis can receive training in ***Non Violent Crisis Intervention (NVCI)***

Physical intervention can involve the following:

- 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
- More forceful restraint may be applicable in extreme situations.

It is important that all staff understand:

- physical intervention cannot be used as a form of punishment
- physical intervention must not be used when a less severe response can effectively resolve the situation
- the underlying function of the behaviour (i.e. an understanding of the purpose the behaviour is serving for the student – what are they trying to access or avoid by using the behaviour)

Physical intervention is **not** to be used as a response to:

- property destruction
- school disruption
- refusal to comply
- verbal threats
- leaving a classroom or the school, unless student safety is clearly threatened.

Any physical intervention made must:

- be reasonable in the particular circumstances,
- be in proportion to the circumstances of the incident
- always be the minimum force needed to achieve the desired result, and
- take into account the age, stature, disability, understanding and gender of the student (the consideration of individual circumstances).

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. The network of student support

The network for support at TBSS includes the involvement of a team of school-based personnel and external agencies. This network includes, but is not limited to:

- School-based teaching and non-teaching staff
- Advisory support staff
- School leadership personnel
- Parents/Carers
- Guidance Officer
- Flexible Learning Centre staff
- School-based Police Officer (TNLA based at Smithfield State High School)

Government agencies such as the Department of Communities and Queensland Health Services (including Paediatricians and Occupational Therapy personnel) also work closely with the school to provide support when necessary.

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.

Tropical North Learning Academy –TBSS 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:
  o express opinions in an appropriate manner and at the appropriate time
  o work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation, and
  o 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

- 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

- Safe, Supportive and Disciplined Schools
- National Safe Schools Framework
- Working Together resources for schools
- Cybersafety and schools resources
- Bullying. No way!
- Take a Stand Together
- Safe Schools Hub

Endorsement

_____   _____   _____
Principal   **P&C President or**   **Assistant Regional Director**
                             Chair, School Council

Effective Date: Term 3, 2016 – Term 4 - 2017

EXAMPLE CEP

Classroom Environment Plan: Functional Framework

ANTECEDENTS	BEHAVIOURS	OUTCOMES
2 I *promote, teach* and provide opportunity for students to *practise* behaviours and routines by:	**1** Students exhibit the following (observable and measurable) *learning behaviours* and *routines.*	**3** I *acknowledge* and *support* the maintenance of these behaviours by:

Focus of Intervention

Environment:
Very bright classroom – need curtains
Exemplar displays (writing)
Class rules displayed
Seating plan considered – ongoing monitoring
Timetable – every morning
Need sound system

Seat Billy and Bruce at opp ends of room

Curriculum:
Timetable explicit teaching of PBL focus
Need to *schedule* explicit teaching of transition routine
Differentiation:
- 2 x ICP
- 2 x extension (literacy & numeracy)
(see #9 Teacher Support)

Teacher Practice:
Need to attend ESCM refresher
Need flip chart – ask Linda
(see #9 Teacher Support)

Box 1 – BEHAVIOURS
Safety:
Walk in room
Hands feet to self
Respect:
Whole body listening
Learning:
Attempt all tasks
Hand up for assistance
Routines:
Practise entering and exiting classroom
Transitions – display process, practise and reinforce

Box 3 – OUTCOMES
Language of Acknowledgement *ESCM:
Remember Descriptive encouraging!!
Have to stop saying 'good girl'
School-wide acknowledgement system:
Gotchas (display of process on board)
Classroom acknowledgement system:
Marble jar
Group acknowledgement system:
Rows – for learning behaviours
Any individual acknowledgement systems (see IBP):
Name: Billy – *see IBP
Name:

ANTECEDENTS	BEHAVIOURS	OUTCOMES
5 Continue to add to #2 with *prevention* of inhibiting behaviours in mind.	**4** Behaviours that may *inhibit teaching and learning* in the classroom include:	**6** I *correct* minor inhibiting behaviours in a *logical* and *educative* manner by:

Box 4 – BEHAVIOURS
Safety:
Billy – hitting and kicking (esp. Bruce)
Respect:
Learning:
Routines:

Box 6 – OUTCOMES
Correction strategies *Least to most intrusive:
Put Least to Most Intrusive on desk as reminder

Classroom consequence system (minor):
DISPLAY – discuss with kids
2 reminders – time out in class – buddy class/time in at lunch – ODR
REMEMBER – individual circumstances and function of behaviour – Andrea says that Jane doesn't want to be in class, so time-in and complete work strategies/NOT time out or office referral

Classroom Environment Plan: Functional Framework

DATA	MAJOR / CRISIS	TEACHER SUPPORT
7 I use the following *data* to inform *adjustments* to #2 (antecedents), #3 and #6 (outcomes) and/or to *identify students at risk*.	**8** I address major incidents in a *prompt, appropriate* and *safe* manner by:	**9** If I need help or advice to *plan* and/or *implement* any aspect of #1 to #8, I seek support by:

Antecedent/Outcomes adjustments:
1. Class walk through feedback (admin)
2. Observation feedback (admin/specialist)
3. Profiling
4. Developing Performance Plan (AITSL)
5.
6.

Behaviour data:
1. Minor behaviour data
   - *In-class behaviour monitoring form
2. Positive behaviour data
3. Whole class survey
   - *Classroom Ecology Checklist (conducted by AT)
4.
5.

Parent contact processes ...
Update parents on week – photos
How I will contact parents if an issue/success
How parents will contact me if " " " "

School consequence system (major):
*See Student Management document

Re-entry system:
(After corrective or voluntary time out)
Student:
Return to class with an adult.
(5W may be done with admin prior to re-entry)
1. What happened?
2. Which expectation did you break?
3. What can you do to fix it?
4. What might I do differently next time?
5. What will happen if you do it again?

Teacher:
1. Welcome student back into the classroom.
   - Non-verbal (smile; indicate to seat; continue to teach).
   - Verbal, close talk *if necessary* - positive encouragement to re-engage and aim for behaviour goals/class expectations.
2. If 5W not completed.
   - Facilitate student 5W during *non-teaching* time.
3. Reflect on #2, #3 and #6 above.
   - What reasonable adjustments may be necessary to avoid/reduce repeat of behaviour?

Colleagues:
Year level team
Jenny is really good at ESCM – observe and chat
Line Manager:
Mark
Other:
Differentiation support (ICP/extension) – who??

Requesting support from Advisory Teacher:
ESCM support – Refer to AT

INDIVIDUAL STUDENT SUPPORT

10 I implement *targeted* and *intensive* support for students at risk by:

Pre-referral process:
#1 to #9 are implemented with integrity
*Teacher checklist

Referring to Student Support Services Team:
SST referral form (all student referrals)
GO referral form (social/emotional support)
SLP referral form (speech/language support)

Individual behaviour support planning:
Consider function of behaviour, attendance, social/emotional, curriculum, speech/language and pedagogy when planning to implement targeted and/or intensive support around behaviour.

*Individual Behaviour Support Plan template

Policy on Bullying Prevention and Intervention

Education Queensland's policy on Child protection defines *bullying* as:

"*Bullying is repeated oppression, psychological or physical, of a less powerful person by a more powerful person or group of persons*. (Rigby 1996:15)"

The staff at the Tropical North Learning Academy - TBSS strive to create an orderly, predictable and disciplined learning environment to enable all students to meet our key expectations – Be Safe, Be Respectful and Be a Learner.

Bullying behaviours (both verbal and non-verbal) constitute an infringement of these overarching expectations. Therefore there is no place for bullying behaviours at the Tropical North Learning Academy - TBSS.   We acknowledge that students who are bullied and those who use bullying behaviours are at risk for ongoing behavioural, emotional and academic problems.

At the Tropical North Learning Academy - TBSS, we ensure that our students are clear about what constitutes bullying as opposed to other inappropriate behaviours (e.g. contact games involving rough play, teasing that is not intended to demean or hurt the feelings of others) and which safe responses they can use if they are being bullied.

We acknowledge that bullying behaviours therefore take many forms (verbal, physical and relational). This 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.

It is also understood that the reactions of others who witness bullying behaviours are crucial in determining whether or not it continues. Negative reactions which reinforce bullying can include joining in, laughing, or simply standing and watching, rather than intervening to help the person being bullied. Our approach therefore aims to ensure that those who bully are not socially reinforced by other students for using these hurtful behaviours

Our Tier 1 or 'whole-school' support processes (see Section 4) constitute our primary strategy for preventing problem behaviour, including the prevention of bullying behaviour. This entails:

- All students knowing the expected behaviours in all areas of the Tropical North Learning Academy - TBSS, including the specific routines in classroom and non-classroom areas.
- All students receiving high levels of positive reinforcement for demonstrating expected behaviours.
- A high level of quality active supervision in the non-classroom areas. – See Flowchart for supervising non-classroom areas in Section 5: Consequences for unacceptable Behaviour.
- Duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision areas of the non-classrooms.
- The ongoing teaching and reinforcement of the schoolwide *High Five* strategy
- The teaching of explicit lessons on expected behaviour as part of our roll-out of the Positive Behaviour for Learning (PBL) framework.
- Responses to repeated instances of inappropriate behaviour, including bullying behaviours, being dealt with in alignment with our agreed Consequence system (see section 5) and provision of targeted/intensive support (see section 4). The individual circumstances of each case will be addressed in all instances of bullying behaviour (see section 8).

The Use of Personal Technology Devices* at School

This policy reflects the importance the Tropical North Learning Academy - TBSS places on students displaying courtesy, consideration and respect for others whenever they are using personal technology devices.

Certain Personal Technology Devices Banned From School

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

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. As above, repeated breaches of this prohibition in relation to permitted devices may result in further consequences (as deemed necessary by the Principal).

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.
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Personal Technology Device

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 personal technology devices are brought to school they must be given to the administration staff on arrival at school, and then collected at 3pm. Misuse of personal technology devices outside the school which affects the good order and management of the school will be dealt with in accordance to TNLA – TBSS RBPS.

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.

In alignment with our schoolwide expectations that all students and staff will being treated with respect, we uphold the value of trust and the right to privacy. Therefore the use of 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) will potentially undermine this culture and appropriate consequences will be utilised

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

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

Even where consent is obtained for such recording, the school will not tolerate images or sound captured by personal technology devices on the school premises or elsewhere being disseminated to others, if it is done for the purpose of causing embarrassment to individuals or the school, for the purpose of bullying[1] or harassment, including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur.

Students involved in the following behaviours may be subject to discipline (including suspension and recommendation for exclusion).
- recording; and/or
- disseminating material (through text messaging, display, internet uploading etc); and/or,

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

- knowingly being a subject of a recording

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

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

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

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

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

Special Circumstances Arrangement
Students who require the use of a personal technology device in circumstances that would contravene this policy (for example to assist with a medical condition or other disability or for a special project) should negotiate a special circumstances arrangement with the Principal.

* Personal Technology Devices includes, but is not limited to, games devices (such as Portable gaming devices, 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.

Pre-referral Data Collection Sheet

Student Name_____ **Roll Class**_____ **Teacher Name** _____ **Date of Referral**_____	Use a tally mark to record each behavioural error per session on each day.

MINOR Classroom Behaviour — Please collect data for at least 5 school days prior to referral

Date															
Session	AM	MID	PM	AM	MID	PM	AM	MID	PM	AM	MID	PM	AM	MID	PM
Follow Instructions															
BE SAFE															
Keep hands, feet and objects to self															
Use equipment for its intended purpose															
Ask permission to leave															
Enter and exit the room in an orderly way															
Walk when inside															
Keep computer password private															
Other															
BE RESPECTFUL															
Use polite language															
Look after property (own)															
Look after property (others')															
Look after property (school's) including computers															
Allow others to learn															
Appropriate volume; hand up to speak															
Put rubbish in the bin															
Other															
BE A LEARNER															
Model appropriate behaviours															
Be in right place at right time															
Have the right equipment															
Attempt tasks															
Whole Body Listening															
Actively participate															
Other															
PROACTIVE AND/OR REACTIVE STRATEGIES TRIED															
Differentiation (incl. reteach/ practice behaviour)															
Cue with parallel acknowledgement															
Selective Attending / Tactical Ignoring															
Proximity															
Non-verbal redirection / rule reminder															
Verbal redirection / rule reminder															
Give choice															
Move student in room															
Follow through —Time Out in class															
1:1 discussion (exploration of problem)															
Lunchtime detention / Work completed own time															
Apology / Act of restitution															
Confiscation of inappropriate material															
Parent Contact (phone call / meeting)															
Other															

TrinityBeach
S T A T E   S C H O O L

Student: _____ Class: _____ Date: _____

☐ Complete 5W's then return to class
☐ Complete 5W's and other class work

_____

5W's – A Re-entry Strategy

1)   What did I do?

_____

_____

2)   What rule did I break?

Be Safe		Be Respectful		Be a Learner	

3)   What needs to be done to fix things?

_____

_____

_____

_____

4) What might you do differently next time?

_____

_____

5) What should happen if the same or similar behaviour occurs again today?

_____

_____

School Disciplinary Absence Checklist

Principal or delegate to follow up with students involved in behaviour incident:

☐ Students involved complete a Student Statement Form (with assistance if required either written or verbal).

☐ Statements provided constitutes one or more of the following:

    ☐ Disobedience

    ☐ Misbehaviour

    ☐ Conduct that adversely affects, or is likely to adversely affect, other students enrolled at the school

    ☐ Conduct that adversely affects, or is likely to adversely affect, the good order and management of the school

    ☐ The student's attendance at the school poses an unacceptable risk to the safety or wellbeing of other students or staff of the school

☐ Communicate to student and parent the opportunity to consider the relevant evidence.

☐ Student and parent given the opportunity to discuss the allegations and respond if they choose.

☐ Verbal notification to student and parent of the suspension and the date on which it will commence and Re – entry Meeting day and time.

SUSPENSION PAPER WORK PROCESS

☐ *DP* enters suspension through Action from behaviour referral on OneSchool → Suspend (1 – 10 days) or Suspend (11 – 20 days).

☐ *DP* prints out Student Letter, Parent Letter and SDA Details and gives to Administration Officer.

☐ *AO* photocopies Student Letter (First Page) and Parent Letter onto School header.

☐ **Letters to Principal to Sign**

☐ *AO* posts parent letter and copy of the student letter to parents.

☐ *AO* scans and emails SDA to parents (if available).

☐ *AO* posts student letter if not previously given to student.

☐ *AO* places the SDA Details into Student Attendance Officer Communication Folder to update Student Attendance Rolls.

☐ *DP* emails class teacher to inform and organise specific class work for parents to pick up.

RE- ENTRY MEETING

☐ Meeting attended by student, parent and Principal/ DP and/ or teacher, HOIE, GO (if relevant).

☐ Student Re –entry Agreement completed at meeting.

☐ Record meeting details on OneSchool → Student Contact (Meeting) and Upload Re-entry Agreement. Refer Class teacher and/ or relevant staff member.