

Responsible Behaviour Plan for Students 2018



Educational Excellence in an Information Age

Endorsement Date 12 / 06 / 2018



Principal
Helen McCullough



P&C President
Jason Curtis



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



The Willows State School

Responsible Behaviour Plan for Students



1. PURPOSE

Education Queensland is committed to provisions that ensure all young Queenslanders have a right to and receive a quality education in a safe environment. The Willows State School is committed to providing a supportive school environment where all of its members feel safe and are valued, and where social and academic learning outcomes are maximised through a quality curriculum. The school recognises the close relationship between effective teaching, quality learning, high achievement and responsible and respectful behaviour.

The **Responsible Behaviour Plan for Students** affirms that students and teachers have the right to work to their potential, free from disruption, abuse or threat. It also affirms that parents have a joint responsibility to encourage students to be accountable for their behaviour and to contribute to the wider school community in a positive manner.

The **Responsible Behaviour Plan for Students** has been developed over time and in consultation with many stakeholders. It is an evolving document responsive to continuous improvement and effectiveness ensuring learning outcomes are maximised and a supportive environment is nurtured.

Our school is committed to the **Positive Behaviour for Learning (PBL) system**, which is an evidence-based framework for implementation that looks at behaviour and learning from a whole-of-school as well as an individual student perspective. It provides a process for teaching social and behavioural skills and is a positive, proactive and systematic approach based on school data.

PBL takes the approach that opportunities for learning and achievement increase if:

- The school environment is positive and supportive
- Expectations are clear and consistent
- Students are consistently taught expected behaviours
- Expected behaviours are consistently acknowledged
- Inappropriate behaviours are consistently responded to in a fair and equitable way

2. CONSULTATION AND DATA REVIEW

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

We regularly analyse data and share it with staff, parents and students. This allows everyone in the school community to focus on developing a safe and supportive learning environment.

Behaviour incident data is analysed according to The 'BIG 5':

1. Average number of incidents
2. Types of problem behaviour
3. Location of incidents
4. Times in the day that incidents occur
5. Students involved

The Plan was endorsed by the Principal, the President of the P&C and Assistant Regional Director (Schools) in 2018, and will be reviewed in 2021 as part of the Quadrennial School Review process as required in legislation.

3. LEARNING AND BEHAVIOUR STATEMENT

The Willows State School is a workplace where our core business is teaching and learning. All members of our community are expected to contribute to building 'Positive Partnerships', which will provide opportunities to maximise social, academic and emotional learning outcomes for all learners. We consider responsible behaviour promotion to be an opportunity for valuable social learning, as well as a means of maximising the success of academic education programs.

This **Responsible Behaviour Plan for Students** outlines a system for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours. Through the plan, explicit shared expectations for student behaviour create and maintain a positive and productive learning and teaching environment. School community members have clear and consistent expectations and understandings of their role in the educational process.

In keeping with the **Positive Behaviour for Learning (PBL)** approach, we address the behaviour support needs of all students within a whole school context. The emphasis is on being respectful, being safe and accepting responsibility.

The following school expectations have been identified to teach and promote high standards of responsible behaviour.

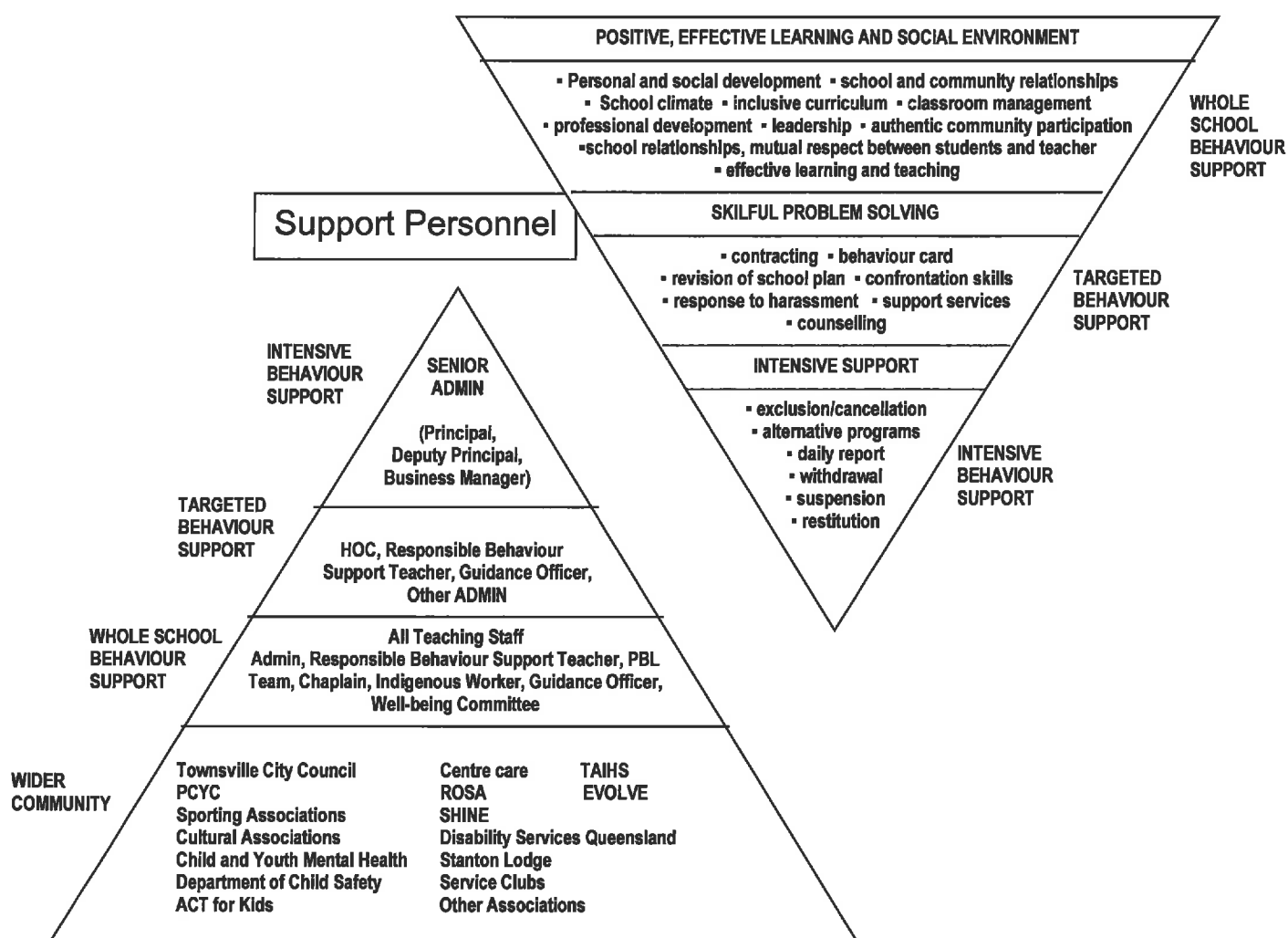
SAFE	RESPECT	RESPONSIBLE
<ul style="list-style-type: none">• Everyone has the right to feel safe.• Safety is everyone's responsibility.• Contribute to a safe and supportive Learning Community.	<ul style="list-style-type: none">• Interact to build and strengthen relationships.• Care for self, others and the environment.• Contribute to the improvement of our Learning Community.• Teachers have the right to teach.	<ul style="list-style-type: none">• Accept responsibility for choices and actions.• Encourage self and others.• Give best effort at all times and in all places.• Students have the right to learn.

School expectations have been agreed upon through consultation and endorsed by the Principal and the P&C Association. 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

The Willows State School's approach considers support from the following perspectives:

- Whole School Support;
- Targeted Behaviour Support; and
- Intensive Support – Behaviour Support Team.



Universal behaviour support

The first step in facilitating standards of positive behaviour is communicating the standards to all students. At The Willows State School we emphasise the importance of directly teaching students expected behaviours. Communicating behavioural expectations is a form of universal behaviour support - a strategy directed towards all students, designed to prevent problem behaviour.

A set of behavioural expectations in specific settings has been attached to each of our three school learner qualities SAFE, RESPECT, RESPONSIBLE. The whole school Positive Behaviour Matrix outlines our agreed values/rules and specific behavioural expectations in all school settings. This is the foundation of the **Positive Behaviour for Learning (PBL)** that we use to create a positive learning environment by developing a proactive whole school system.

The Willows State School - Behaviour Expectations Matrix

Educational Excellence in an Information Age

Successful learners are...

SAFE

RESPECTFUL

RESPONSIBLE

ALL AREAS <i>Always and all of the time</i>	LEARNING AREAS	PLAY AREAS	EATING AREAS	TOILETS	BEFORE AND AFTER SCHOOL / TRANSITIONS
<ul style="list-style-type: none"> Follow instructions the first time, every time Keep hands, feet and objects to self Stay in the school grounds Walk on the pathways Follow evacuation and lockdown procedures Use school equipment safely Report unsafe behaviour 	<ul style="list-style-type: none"> Ask permission to leave Sit sensibly Enter only when a staff member is present Use learning equipment appropriately 	<ul style="list-style-type: none"> Wear a sun safe hat outside Wait for staff supervision Use play equipment appropriately Stay in your play area Run only on the ovals 	<ul style="list-style-type: none"> Stay in designated eating areas Sit down when eating Eat own food 	<ul style="list-style-type: none"> Wash hands with soap Leave food, drink and equipment outside Put rubbish in the bins provided 	<ul style="list-style-type: none"> Walk bikes and scooters within the school grounds Stay away from the play equipment Quietly wait in designated bus line for roll marking Follow Stop, Drop and Go rules Listen carefully for adult instructions Cross at the crossings Remain with the group at all times
<ul style="list-style-type: none"> Wear full school uniform Use manners Greet others politely Use appropriate school language Put all rubbish in the bin Look after the school environment Leave wildlife alone Remove your hat when entering a building Accept the differences of others 	<ul style="list-style-type: none"> Whole body listening Let others learn Raise hand to speak Wait patiently Ask permission to borrow equipment 	<ul style="list-style-type: none"> Play by the rules Take turns to play Include others 	<ul style="list-style-type: none"> Politely order tuckshop using please and thank you Keep the eating areas clean Leave other people's food alone 	<ul style="list-style-type: none"> Allow others their privacy One person in a cubicle at a time Wait your turn Clean up after yourself 	<ul style="list-style-type: none"> Walk quietly past all learning spaces Allow others to pass by on the pathways Follow the rules of the other venues you are visiting
<ul style="list-style-type: none"> Make good choices Accept consequences for own behaviour Be in the right place, at the right time, with the right gear Keep personal valuables at home Hand electronic devices into the office on arrival Use technology at home and at school responsibly 	<ul style="list-style-type: none"> Be ready to learn Attempt all set tasks Stay on task Actively listen and participate Ask for help when needed Be tidy Be organised 	<ul style="list-style-type: none"> Resolve conflict with reason and compromise Follow all bell signals promptly Report incidents to staff on duty 	<ul style="list-style-type: none"> Put all rubbish in the bins provided Follow the tuckshop rules Take unwanted items home 	<ul style="list-style-type: none"> Wash hands and leave promptly Be hygienic Keep toilets graffiti free Report any damages 	<ul style="list-style-type: none"> Arrive and leave on time Wait for staff to dismiss you before and after school Sit and wait patiently for parents Keep your belongings with you

This is the Willows Way!

(Appendix 1)

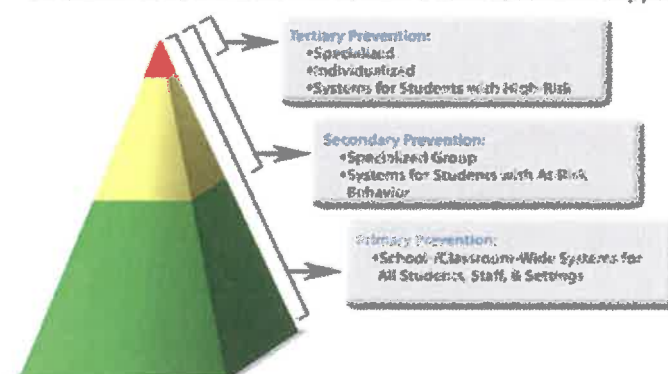
A range of proactive and reactive strategies are applied within the school.

- **Ecological Strategies** - identification of environmental factors that may trigger negative behaviours and make changes to those environments to avoid or address such triggers.
- **Positive Programming** - teach skills and competencies to facilitate behavioural changes for the purpose of social and community integration.
- **Focused Support** - use specific strategies such as differential reinforcement procedures and stimulus-based procedures to bring about rapid changes in problem behaviours.

Some of these strategies are whole school that are delivered for the benefit of all students within the school. Other more targeted strategies are applied to address specific behaviours or developmental stages within the school. For those students who haven't responded to targeted proactive or reactive strategies, or whose choices are resulting in risky or dangerous behaviours, the school has in place a range of supportive programs, personnel and procedures that provide intensive, specific support either from internal or external sources.

Recent trends in school data, as reported on OneSchool, are strategically mediated by a strong, consistent, sustained focus on whole school behaviour support - our primary prevention strategy. School-wide data identifying the problem behaviours that require targeted and intensive support are in close alignment with the table below.

Continuum of School-Wide Instructional & Positive Behavior Support



Tièr 1 Universal Prevention

Universal prevention is the most important and powerful aspects of a whole school systems approach. Universal prevention focuses on preventing problems and creating an environment that supports student learning and wellbeing.

Effective, evidence-based classroom management and instruction are critical components of universal prevention. The school's Learning and Support Teams and/or PBL teams work to prevent problem behaviour and increase the likelihood of academic success by creating positive learning environments for all.

Establishing strong systems of universal prevention for ALL students helps to reduce the number of students who need additional support. This helps the school to work more intensively with students who have additional learning and support needs.

The following proactive and preventative processes and strategies support student behaviour:

- A dedicated section of the school newsletter enabling parents to be actively and positively involved in school behaviour expectations;
- Regular provision of information and support to staff and parents by the Positive Behaviour for Learning Team;
- Comprehensive induction in The Willows State School Responsible Behaviour Plan for Students delivered for new students as well as new and relief staff;
- Individual support profiles developed and case conferences held for students with high behavioural needs; and
- Development of specific policies to address:
 - Procedures for Preventing and Responding to Incidents of Bullying (**Appendix 4**);
 - Drug Education and Intervention (**Appendix 5**).

Reinforcing Expected School Behaviour

Communication of key messages about behaviour is reinforced through a formal recognition and monitoring system. The reinforcement system is designed to increase the quantity and quality of positive interactions between students and staff. Staff members are trained to give consistent and appropriate acknowledgement and acknowledgements. Specific strategies that reinforce expected school behaviour include:

- Behaviour data is monitored in 5 week cycles to inform focus lessons and professional development needs
- Staff is continually updated and skilled in behaviour management approaches ranging from least intrusive to most intrusive
- All staff have positive behaviour acknowledgement plans that complement the Acknowledge/acknowledgment Schedule
- Collaboratively developed classroom expectations matrix that are determined at the beginning of the school year and continually reviewed by class teachers
- Explicit focus behaviour lessons, informed through data and aligned with the Behaviour Expectations Matrix, are taught by teachers fortnightly and reinforced daily
- Weekly meetings are in place for teachers of students with challenging behaviours

Re-directing Low-level and Infrequent Negative Behaviour

When a student exhibits low-level and infrequent problem behaviour, the first response of school staff members is to remind the student of expected school behaviour, then ask them to change their behaviour so that it aligns with our school's expectations.

Our preferred way of re-directing low-level problem behaviour is to ask them to think of how they might be able to act more safely, more respectfully or more responsibly. This encourages students to reflect on their own behaviour, evaluate it against expected school behaviour, and plan how their behaviour could be modified so as to align with the expectations of our school community.

THE WILLOWS STATE SCHOOL POSITIVE RECOGNITION SCHEDULE

We have a systematic, consistent, school-wide approach in reinforcing and acknowledging expected behaviours. At The Willows State School we respond to students with specific, timely and constructive feedback and recognition, supporting students to learn and practise the behaviours that are expected in and outside of the classroom.

At The Willows State School we use three levels of acknowledgment.

Level 1 – free and frequent – for everyday use by all staff in all school settings

Level 2 – moderate and intermittent – awarded occasionally

Level 3 – significant and infrequent – quarterly or yearly types of recognition.

Appendix 2 - Continuum of Acknowledgments

Free and Frequent

WOWs

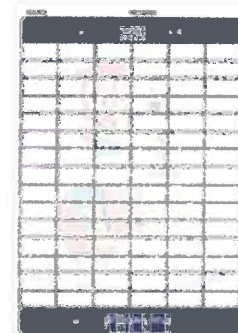
Are given to students by staff. These acknowledgement are given when the student is modelling the schoolwide expectations of Safe, Respectful and Responsible behaviour in the playground. The WOWs are drawn on the year level parades and the winner receives a treat from the tuckshop.

STARS

Stars are a free and frequent tool in the classroom that sits alongside the 'Reach for the Stars' system. They are stamped on a sheet and it is a goal for the students to collect 75 every 5 weeks to attend the mid term and end of term star celebrations.

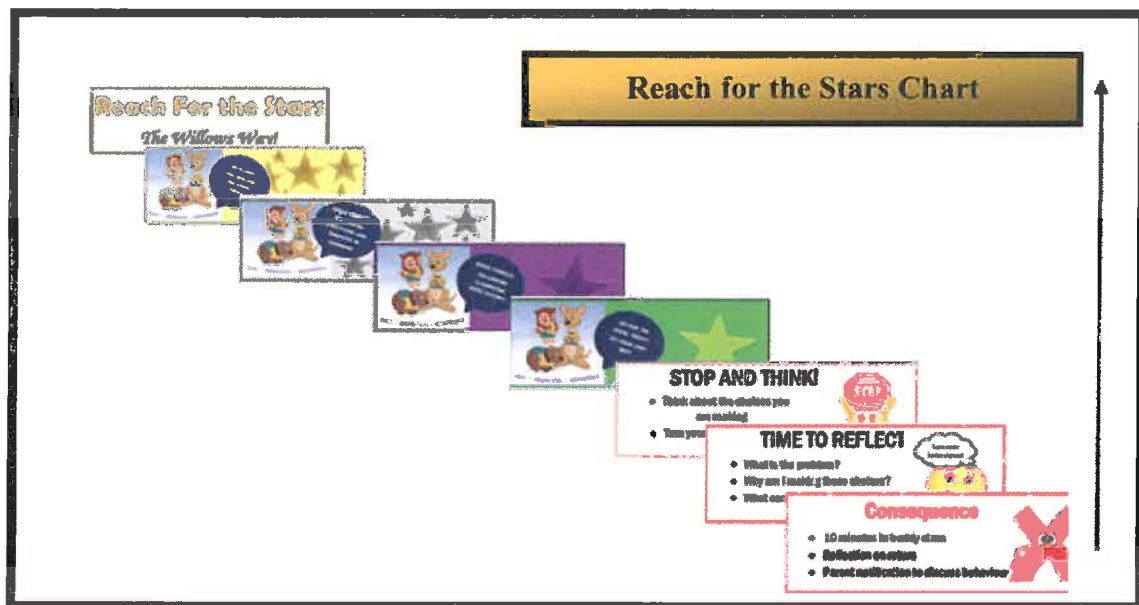


Classroom Star Chart



'Reach for the Stars' – The purpose of this system is to encourage and acknowledge students' effort and good behavioural choices within the classroom. This builds confidence and self-esteem, encouraging the students to display outstanding behaviour in line with the schools 'High Standard' expectations. It is also a very useful tool in providing parents feedback regarding their child's behaviour during school time. The strengths of this chart system are –

- Students self-regulate;
- Clear to understand;
- Visual reference for students and teachers;
- Easy to understand the steps;
- Students are proud when they can see themselves moving up the colours;
- Focus is positive;
- Students have something to consistently aim for;
- Visual reference for students and teachers;
- Encourages use of positive strategies to manage behaviour, so you start to look for the positives more than the negative behaviours



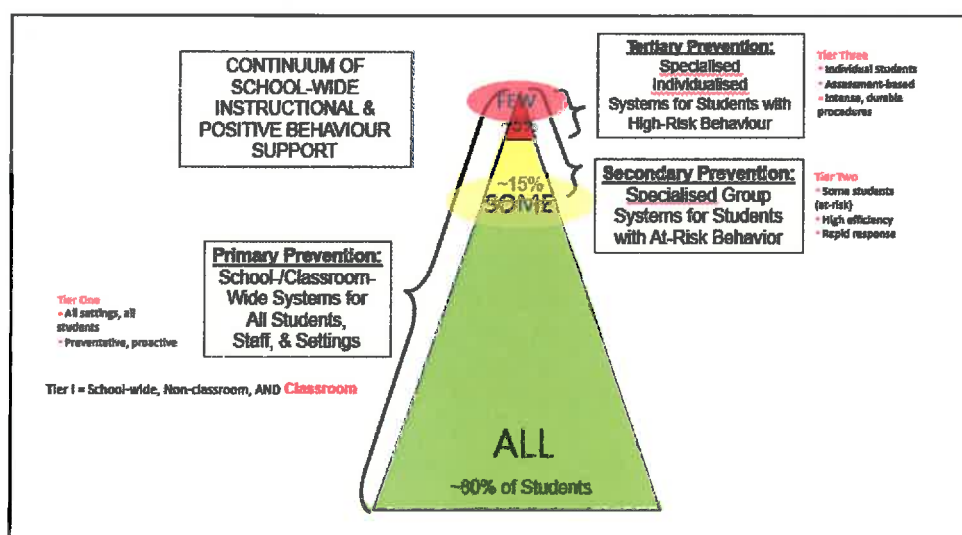
- **Class Awards.** Teachers' present Attendance, Behaviour and Excellence certificate awards at the Class Co-hort Parades. These are held every Monday for 20 minutes
 - Parades are led by the classroom teachers (the co-hort support teacher from leadership usually attends as well)
 - Co-hort Parades will cover **A** - attendance, **B** - behaviour, **C** - celebrations, **D** - demonstrations, **E** - excellence in learning and friends, **F** – Fortnightly PBL Lessons, **G** – General messages.

See **Appendix 6** for elaborations

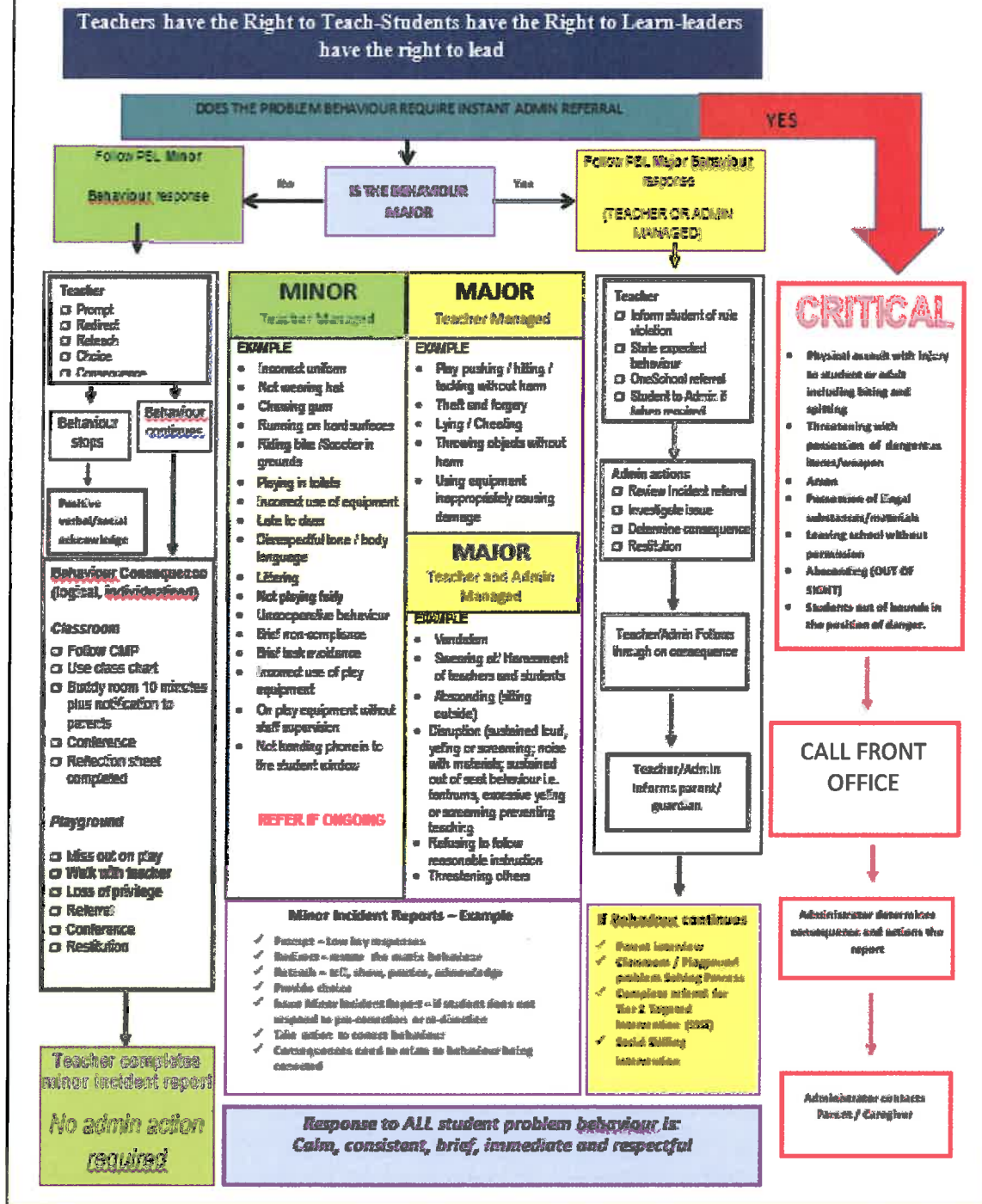
- Teachers enter the students who received the Attendance, Behaviour and Excellence certificates onto OneSchool as a positive entry

[Recognitions are not removed as a consequence for negative behaviour]

Targeted Behaviour Support – Responsible Behaviour Management Team – Behaviour Matrix Analysis



The Willows State School Behaviour Management Flowchart



• Tier 2 Targeted Interventions

- Some students, approximately 10-15 per cent, will respond to Tier 1 supports but will still need some additional support. These students may have academic and/or social-emotional learning needs that require more targeted supports. As with Tier 1 systems, Tier 2 targeted support is a team driven process designed to enhance and build upon what has been taught to students at the universal level.
- Tier 2 interventions address students' social-emotional skills through evidence-based programs delivered to small groups of students or individual students. The involvement of the classroom teacher helps the student to use new skills and builds the teacher's capacity to better understand and effectively respond to students with unproductive and

challenging behaviours. Students are taught to self-regulate and learn from natural consequences. Small-group targeted interventions includes a skill building and a self-monitoring process. For example, students may check-in and out at a central location with an adult across the day with the aim of increasing productive behaviours such as attendance, work completion and academic engagement.

- Student SERVICES SUPPORT TEAM (SSST) Team referral
- Stanton Lodge Application (See Stanton Lodge Information **Appendix 9**)

A range of resource options for targeted support include but are not limited to:

<ul style="list-style-type: none"> • Behaviour charts/acknowledge systems • Behaviour monitoring • Playground withdrawal (Temporary/Rotating) • Playground licences • Playground monitoring (Tracking/Buddy) • Structured Playground Activities • Peer Mediation • Restorative Justice sessions • Communication with parents/guardians • Seating plans • Restricted Play Areas • In-class withdrawal • In-class supervision • Exit plans • Subject withdrawal/changes 	<ul style="list-style-type: none"> • Buddy systems/class changes • Behaviour agreements • Small group/individual social skilling sessions • Teacher aide withdrawal sessions • Behaviour work with Behaviour Support Teacher • Counselling • Use of appropriate mentors • Peer mentoring • Visits by external agency • Case conferencing/parent interviews • Mediation • "New students" induction process for new students. • Behaviour Matrix analysis to determine focus areas • Case conferencing approach for development of an Individual Responsible Behaviour Plan.
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Intensive Behaviour Support – Senior Administration

• Tier 3 Intensive Interventions

- A smaller group of students, approximately 1-5 per cent, may need more individualised and intensive supports, as well as the Tier 1 and Tier 2 supports. In many cases, the problem behaviour has become "chronic" as these students have experienced academic and behavioural difficulties over an extended period of time.
- As with the Tier 2 level, schools build on the foundations of school-wide universal prevention to support these students. Using data-based decision making to rapidly support these students is important. Interventions focus on creating and implementing individualised behaviour support plans that are linked to the universal system. For example, the individual plans are based upon the school-wide expectations - the identification of students in need of Tier 3 supports uses the established data decision making framework.
- Intensive and individualised behaviour intervention plans are developed and implemented to reduce the intensity and severity of challenging behaviours. These plans are devised using functional behavioural assessment (FBA). This assessment looks at contextual and learning and relationship factors to help explain the purpose of the behaviour. The evidence shows that understanding the function of behaviour is essential to make the problem behaviour ineffective, inefficient and irrelevant.

A range of resource options for intensive support includes but is not limited to:

<ul style="list-style-type: none"> • Individual Behaviour Management Plans (IBMP) • Risk Management Planning • Voluntary parent contact • Modified school attendance (reduced/restricted attendance) • Referral to internal and external support agencies • Physical restraint 	<ul style="list-style-type: none"> • Alternative Education Program (AEP) (linked to IBMP) • Distance Education (on campus, off-campus supported) • Dual enrolment (with Distance Ed) • Supervised visit to alternative campus • Suspension • Exclusion
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Applying disciplinary consequences - **Appendix 12**

5. EMERGENCY RESPONSES OR CRITICAL INCIDENTS

It is important that all staff have a consistent understanding of how to respond to emergency situations or critical incidents involving extreme 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. The following diffusing strategies and physical intervention measures are engaged by staff with further elaborations given in **Appendix 8**.

Basic defusing strategies

- Avoid escalating the problem behaviour;
- Maintain calmness, respect and detachment;
- Approach the student in a non-threatening manner;
- Follow through; and
- Debrief.

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 themselves or to others

Physical restraint is used for reasons of safety and in cases where a student is behaving in a manner that is potentially injurious to themselves or others, or to prevent serious property damage. Physical restraint may be used as an immediate or emergency response or as part of a student's individual plan, including prevention of self-harming behaviours.

Record keeping

Each instance involving the use of physical intervention must be formally documented. The following records must be maintained:

- Notification of Concern or Incident; [Health and Safety incident record](#)
- debriefing report (for student and staff) (**Appendix 7**); and
- Documenting all information on OneSchool

Training

Training is provided on a needs basis to staff that:

- respects the rights of the student and keeps risks to a minimum;
- is thoroughly evidence based, quality assured and has built-in evaluation procedures;
- reduces the need for restraining as far as practicable;
- holds the view that restraining students is for their safety and never about discipline or punishment;
- is provided by appropriately trained personnel;
- is ethical and complies with legal requirements;
- is appropriate to the particular needs of the students within school community;
- gives staff the skills they need to effectively support students;
- reviews and updates the training regularly to take into account new research findings and evidence; and
- considers:
 - Departmental policies and procedures;
 - How staff behaviour can affect behaviour of students;
 - De-escalation strategies; and
 - Care for students and staff following incidents involving physical restraint.

6. CONSEQUENCES FOR UNACCEPTABLE BEHAVIOUR

When unacceptable behaviour occurs, students experience predictable consequences. Problem behaviours are categorised as MINOR, MAJOR or CRITICAL with appropriate explicit management processes. School Disciplinary Absences is used only after all other responses have been enacted but with due consideration for the welfare and safety of other students and staff. Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate

to the nature of the behaviour. When responding to problem behaviour, the staff member first determines if the problem behaviour is minor, major or extreme with the following agreed understandings.

Minor Behaviours

How we define Minor Behaviours at The Willows State School. Minor behaviours...

- Are minor breaches of the school expectations and values;
- Do not seriously harm others or cause you to suspect that the student may be harmed;
- Do not violate the rights of others in any other serious way;
- Are not part of a pattern of problem behaviours; and
- Do not require involvement of specialist support staff or Senior Administration.

These behaviours are usually staff managed when and where they occur. Staff use OneSchool to record minor behaviour incidents, however they are not usually referred, unless the same misbehaviour continues.

Not all student misbehaviour requires elaborate response strategies. Sometimes students will respond quickly to a teacher action to minimise the behaviour before it gets out of hand and requires extensive intervention. Staff have been upskilled in the use of the 10 Essential Skills for Teachers (see **Appendix 3**) to support Tier 1 behaviours. Continued minor behaviour incidents are referred to Senior Administration through OneSchool.

Major Behaviours

Major behaviours are managed beyond the context in which they occur. Three minor misbehaviours can trigger a major misbehaviour response, depending on the timespan in which the behaviours occur and their intensity. A major misbehaviour generally requires the student to be removed from the setting. All major incidents are recorded on OneSchool.

How we define Major Behaviours at The Willows State School.

Major behaviours...

- Significantly violate the rights of others
- Put others / self at risk of harm
- Require the involvement of school Administration as they constitute misconduct, disobedience and conduct prejudicial to the good order and management of the school

Management

- Staff refer major behaviour issues to Senior Administration via a OneSchool referral
- Detentions could be applied including time in the Behaviour Reflection Room (BLUE Room)
- Withdrawal from sport / extra-curricular activities may be enforced
- *Discipline Improvement Plans* are optional disciplinary strategies which may be applied. They can be implemented to prevent the escalation of inappropriate behaviour or as a last resort alternative to suspension or exclusion.
- Students will miss the end of term 'No Major' celebration and end of year 'No Major' celebration

Critical Behaviours

- Constitute significant risk to the student or the school community
- Significantly and directly violates the rights of others

Management - Staff notify CRITICAL behaviour issues to Administration immediately

- Failure to undertake a detention or *Community Service Intervention* during the weekend or agree to a *Discipline Improvement Plan* is not a ground for suspension, exclusion or

cancellation or enrolment. However, the original behaviour for which the disciplinary consequence was applied may amount to a ground for suspension, exclusion or cancellation of enrolment.

- Student disciplinary absences (suspension and exclusion) may be considered:
 - in the event of a serious, one-off behaviour incident, or
 - after consideration has been given to all other responses

Classroom Behaviour Expectations

Setting classroom expectations and developing learning goals collaboratively puts students at the centre of the learning process. When teachers make classroom expectations clear, it allows students to take personal responsibility for their learning and behaviour and adjust their progress toward classroom goals throughout the year.

Classroom rules/expectations are aligned with school-wide expectations. They are student negotiated, clearly posted, explicitly taught and specifically reinforced. Rules comprise a limited set of positively stated expectations for behaviour.

Parents, the Community and PBL

Parents play a crucial role in helping their children be successful in school. When schools and parents work together as partners, students reach even higher levels of success. Whether parents are providing a safe home that encourages learning and appropriate behaviour or working with school teachers and administrators on specific learning goals for their child, it's vital for parents to support their child's education.

One of the most effective ways to do that is by using Positive Behaviour interventions and supports.

PBL works well at school but it can work just as well at home. Supporting positive behaviour doesn't mean changing the child – it means changing the environment so that it supports and reinforces the kind of behaviour you want to see.

Transfer the same broad school rules for use at home and in the community. What does Safe, Responsible, and Respectful look like before school, after school, at home and on the weekends? What are your expectations?

Here is an example of how your **PBL Home Behaviour Expectations Matrix** could look like if families/ carers are interested in aligning with school systems.

Home	Before School	After School	On Weekends	In the community
Be Safe	<ul style="list-style-type: none"> • Flush the toilet • Clean your teeth • Make sure you have your hat, lunch and a drink bottle for school 	<ul style="list-style-type: none"> • Go straight home • Use the school crossing 	<ul style="list-style-type: none"> • Don't leave the house without telling someone • Only swim in the pool with adult supervision 	<ul style="list-style-type: none"> • Use road rules when riding your bike • Take your phone with you • Wear shoes
Be Respectful	<ul style="list-style-type: none"> • Take turns to use the bathroom 	<ul style="list-style-type: none"> • Say 'good afternoon' to the Lollipop Lady 	<ul style="list-style-type: none"> • Always use your manners • Let Mom and Dad sleep in on Sundays 	<ul style="list-style-type: none"> • Always use your manners • Take your hat off when entering a house or shop
Be Responsible	<ul style="list-style-type: none"> • Get up on time • Eat breakfast • Make your bed • Pick up your clothes 	<ul style="list-style-type: none"> • Do your chores before playing • Put your lunchbox on the sink • Change into play clothes and put your school uniform in the laundry 	<ul style="list-style-type: none"> • Tidy up your room • Put your washing in the laundry • Take your shoes off before entering the house 	<ul style="list-style-type: none"> • Put your rubbish in the bin

Behaviour for Learning- Understanding Expectations (BLUE Room)

The Willows State School takes into consideration the individual circumstances of students when applying individual behaviour support or applying consequences for inappropriate behaviour. Factors which are considered include context, emotional well-being, culture, gender, race, socio-economic situation and impairment to ensure that responses are fair and equitable.

The Willows State School's BLUE Room is a calm, respectful 'classroom' environment that:

- Assists students to take responsibility for their behaviour
- Provides a supervised environment
- Allows time for reflection
- Provides support
- Emphasises to students that The Willows Learners are Safe, Respectful and Responsible

Process:

- All major incidents are referred by staff on OneSchool to the relevant Deputy Principal/ Line Manager for investigation
- Investigate and determine the facts based on the severity and behaviour patterns of the student
- 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 will be taken into account when deciding upon applying consequences for unacceptable student behaviour.
- The number of days that students will be required to attend the 'BLUE Room' will be dependent on the level of severity and the support needed to help the student fix the problem behaviour
- Students are notified immediately upon investigation if they are required to attend the 'BLUE Room' and they are given a reminder slip to show their teacher and the supervisor at the next break
- The student completes a reflection sheet after a conference with the Behaviour Reflection Room supervisor where they identify the rules/ expectations that need to be addressed and supported
- A de-privatised record of the incident is provided if the parent/caregiver requests. A letter is sent home for parents or caregivers to discuss with the student. The letter is to be signed and returned to the Behaviour Reflection Room supervisor the next day
- No phone calls are made to parents as it is important for the student to take responsibility for their behaviour and to present the reflection sheet and incident report to their parent/s
- During 'BLUE Room' time:
 - Students eat their lunch the first half of the break
 - During the second half of the break students engage in supportive activities eg social skilling, restorative practices, supervised play, conferencing, structured play, resilience building etc
- Students remain monitored until they can demonstrate that they are able to re-enter the playground independently
- Sport and extra-curricular activities are compromised when students attend the BLUE room
 - See attached 'BLUE Room' Process - **Appendix 10**
 - Copy of letter to parents **Appendix 11**

7. NETWORK OF STUDENT SUPPORT

Students at The Willows State School are supported through positive reinforcement and a system of Primary, Secondary and Tertiary behaviour support.

The school has a range of staff available to support positive student behaviour. These include:

- Administrative team
- Classroom teachers;
- Behaviour support teacher;
- Chaplain;
- Guidance Officer;
- Attendance Officer
- Indigenous Teacher Aide

The school also has a team which has a prevention and early intervention focus involving whole-school approaches. Wellbeing contributes to making schools safe, effective teaching and learning environments that enable students to be healthy, happy, successful and productive.

The Team comprises of:

HOC-Student Services

School Chaplain

Indigenous Teacher Aide

Defence Teacher Aide

The role of the Team includes:

- Attendance
- Social, emotional and physical well-being of students
- To build positive relationships amongst students in a supportive environment that is fair, consistent and democratic
- Provide students (and parents) an opportunity to talk and focusses on relationships and people rather than assigning blame and punitive consequences
- Linked with PBL – able to help students recognise the harm that has been caused to others by inappropriate behaviour and provides opportunities for those students to repair that harm (again, in a supportive environment)
- Help students to develop strategies to reduce vulnerabilities and increase coping skills – e.g. Friendship programs
- Listen

Student Services Support Team (SSST)

Behavioural Support is also available through the Student Services Support Team (SSST). This team consists of the school Leadership and any other relevant staff members (depending on each case).

SSST:

- Has a documented referral process that clearly outlines the concern for tier 2 intervention for academic and/or behaviour support
- Works with teachers, parents / caregivers and medical specialists to develop a personalised Behaviour Management Plans for students (SSST referral, One School)
- Works with staff members to develop appropriate behaviour support strategies
- Monitors the impact of support for individual students through curriculum and behaviour data collection
- Makes adjustments as required for the student through a Learning Case Management Process.
- Refers to external agencies where appropriate.

8. CONSIDERATION OF INDIVIDUAL CIRCUMSTANCES

When applying individual behaviour support, or applying consequences for inappropriate behaviour, The Willows State School takes into consideration the individual circumstances of students by:

- Promoting a teaching/learning environment which is age appropriate and responsive to the diverse needs of its students;
- Recognising and taking into account the context, student's age, emotional well-being, culture, gender, race, socio-economic situation and impairment to ensure that responses are fair and equitable; and
- Recognising the rights of all students, parents and caregivers to express their opinions in an appropriate manner and at the appropriate time, and work and learn in a safe environment.

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 the school community members will be considered at all times. **Applying disciplinary consequences The Principal or Director-General (or delegate):**

Applying disciplinary consequences - Appendix 12

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*
- *Strengthening Discipline in State Schools) Amendment Bill 2013*
- *Weapons Act 1990*

10. RELATED PROCEDURES

- Safe Supportive and Disciplined School Environment

<http://ppr.det.qld.gov.au/education/learning/Pages/Safe,-Supportive-and-Disciplined-School-Environment.aspx>

- Inclusive Education

<http://ppr.det.qld.gov.au/education/learning/Pages/Inclusive-Education.aspx>

- Enrolment in State Primary, Secondary and Special Schools

<http://ppr.det.qld.gov.au/education/management/Pages/Enrolment-in-State-Primary,-Secondary-and-Special-Schools.aspx>

- Student Dress Code

<http://ppr.det.qld.gov.au/education/management/Pages/Student-Dress-Code.aspx>

- Student Protection

<http://ppr.det.qld.gov.au/education/community/Pages/Student-Protection.aspx>

- Hostile People on School Premises, Wilful Disturbance and Trespass

<http://ppr.det.qld.gov.au/corp/governance/Pages/Hostile-People-on-School-Premises,-Wilful-Disturbanceand-Trespass.aspx>

- Police and Child Safety Officer Interviews with Students and Police Searches at State Education Institutions

<http://ppr.det.qld.gov.au/corp/governance/Pages/Police-and-Child-Safety-Officer-Interviews-with-Students,-and-Police-Searches-at-State-Educational-Institutions.aspx>

- Acceptable Use of Department's Information Communication and Technology (ICT) Network and Systems

[http://ppr.det.qld.gov.au/corp/ict/management/Pages/Acceptable-Use-of-Departments-Information-Communication-and-Technology-\(ICT\)-Network-and-Systems.aspx](http://ppr.det.qld.gov.au/corp/ict/management/Pages/Acceptable-Use-of-Departments-Information-Communication-and-Technology-(ICT)-Network-and-Systems.aspx)

- Managing Electronic Identities and Identity Management

<http://ppr.det.qld.gov.au/corp/ict/management/Pages/Managing-Electronic-Identities-and-Identity-Management.aspx>

- Appropriate Use of Mobile Telephones and other Electronic Equipment by Students

<http://ppr.det.qld.gov.au/education/learning/Pages/Appropriate-Use-of-Mobile-Telephones-and-other-Electronic-Equipment-by-Students.aspx>

- Temporary Removal of Student Property by School Staff


<http://ppr.det.qld.gov.au/education/management/Pages/Temporary-Removal-of-Student-Property-by-School-Staff.aspx>

12. SOME RELATED RESOURCES

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

Appendices

1. The Willows State School Expectations Matrix
2. Term Reward Schedule example
3. Classroom management Essential Skills
4. Bullying and Harassment
5. Actions to minimise drug use at The Willows State School
6. Year Level parade guide
7. Physical Restraint Incident and Debriefing Documentation
8. Emergency Responses or Critical Incidents
9. Stanton Lodge Program Information
10. BLUE Room procedures
11. Blue Room letter to parents

The Willows State School - Behaviour Expectations Matrix						
Educational Excellence in an Information Age						
						
	ALL AREAS Always and all of the time	LEARNING AREAS	PLAY AREAS	EATING AREAS	TOILETS	BEFORE AND AFTER SCHOOL / TRANSITIONS
SAFE	<ul style="list-style-type: none">Follow instructions the first time, every timeUse mannersKeep hands, feet and objects to selfStay in the school groundsWalk on the pathwaysFollow evacuation and lockdown proceduresUse school equipment safelyReport unsafe behaviour	<ul style="list-style-type: none">Ask permission to leaveSit sensiblyEnter only when a staff member is presentUse learning equipment appropriately	<ul style="list-style-type: none">Wear a sun safe hat outsideWait for staff supervisionUse play equipment appropriatelyStay in your play areaRun only on the ovals	<ul style="list-style-type: none">Stay in designated eating areasSit down when eatingEat own food	<ul style="list-style-type: none">Wash hands with soapLeave food, drink and equipment outsidePut rubbish in the bins provided	<ul style="list-style-type: none">Walk bikes and scooters within the school groundsStay away from the play equipmentQuietly wait in designated bus line for roll markingFollow Stop, Drop and Go rulesListen carefully for adult instructionsCross at the crossingsRemain with the group at all times
RESPECTFUL	<ul style="list-style-type: none">Wear full school uniformUse mannersGreet others politelyUse appropriate school languagePut all rubbish in the binLook after the school environmentLeave wildlife aloneRemove your hat when entering a buildingAccept the differences of others	<ul style="list-style-type: none">Whole body listeningLet others learnRaise hand to speakWait patientlyAsk permission to borrow equipment	<ul style="list-style-type: none">Play by the rulesTake turns to playInclude others	<ul style="list-style-type: none">Politely order tuckshop using please and thank youKeep the eating areas cleanLeave other people's food alone	<ul style="list-style-type: none">Allow others their privacyOne person in a cubicle at a timeWait your turnClean up after yourself	<ul style="list-style-type: none">Walk quietly past all learning spacesAllow others to pass by on the pathwaysFollow the rules of the other venues you are visiting
RESPONSIBLE	<ul style="list-style-type: none">Make good choicesAccept consequences for own behaviourBe in the right place, at the right time, with the right gearKeep personal valuables at homeHand electronic devices into the office on arrivalUse technology at home and at school responsibly	<ul style="list-style-type: none">Be ready to learnAttempt all set tasksStay on taskActively listen and participateAsk for help when neededBe tidyBe organised	<ul style="list-style-type: none">Resolve conflict with reason and compromiseFollow all bell signals promptlyReport incidents to staff on duty	<ul style="list-style-type: none">Put all rubbish in the bins providedFollow the tuckshop rulesTake uneaten items home	<ul style="list-style-type: none">Wash hands and leave promptlyBe hygienicKeep toilets graffiti freeReport any damages	<ul style="list-style-type: none">Arrive and leave on timeWait for staff to dismiss you before and after schoolSit and wait patiently for parentsKeep your belongings with you
Successful learners are...						
This is the Willows Way!						

TERM 1-The Willows Reward Schedule



PLAYGROUND

PLAYGROUND

- ✓ Wow's are collected and drawn at year level parade



CLASSROOM

DAILY

- ✓ Classroom step up chart -10 min game, tickets in the box, star stamps,

WEEKLY

- ✓ Weekly draw from the box, organised game,

5 WEEK CYCLES -1 session (75 star stamps)

- ✓ 1 Session-Movie, art activity, electronics up to year levels

END OF TERM (No Major 75 stars)

- ✓ Lower = Teddy Bear Picnic Mid = Disco Upper= Tableid sports

EXAMPLE ONLY

NO MAJOR 2018
Kirwan Water
Park?

Essential Skills in context

Essential Skills in classroom management are not a substitute for well-planned, innovative and engaging curriculum. Fry and Long explain that, 'the mere use of exciting classroom materials and activities is not the answer to behaviour problems in classrooms' (cited in MACER 2005, p 14). 'If teachers cannot obtain student cooperation to proceed with instruction, then it is most unlikely that teaching of any level of effectiveness will ensue' (MACER 2005, p 14).

Behaviour management fits within a broad educational context. To specifically address student learning needs, teachers must understand behavioural development as well as the range of cognitive and physical differences that influence student learning styles and abilities. When students are provided with relevant curriculum and tasks that allow them to succeed, the need for management conversations in classrooms is reduced.

The 10 Essential Skills for Classroom Management are:

Essential Skill	Description
1. Establishing expectations	Making rules
2. Giving instructions	Telling students what to do
3. Waiting and scanning	Stopping to assess what is happening
4. Cueing with parallel acknowledgment	Praising a particular student to prompt others
5. Body language encouraging	Smiling, nodding, gesturing and moving near
6. Descriptive encouraging	Praise describing behaviour
7. Selective attending	Not obviously reacting to some bad behaviour
8. Redirecting to the learning	Prompting on-task behaviour
9. Giving a choice	Describing the student's options and likely consequences of their behaviour
10. Following through	Doing what you said you would

Teachers need to establish order in their class, and then respond flexibly to student management issues. Once students have a positive concept of themselves as learners and have developed greater self control, the Essential Skills pertaining to the 'language of correction' are likely to be less frequently required.

The core elements that allow for successful learning are: teachers setting clear expectations; acknowledging appropriate behaviour; and the timely correction of inappropriate behaviour (Richmond c. 2007). The 10 Essential Skills provide teachers with a framework for developing these core elements of effective teaching.

Once teachers have undertaken the three-hour, Essential Skills Core Learning Component course, facilitated, follow-up sessions for small groups have been designed to reinforce this knowledge, using elements of peer coaching, self-evaluation and reflection.

Teachers can also consider this knowledge in conjunction with other relevant techniques such as classroom profiling: a method of peer coaching conducted by a trained profiler.

When staff, students and parents work together, we create an environment of care and concern.

BULLYING AND HARASSMENT

We believe that everybody should enjoy our school equally and feel safe, secure and accepted regardless of appearance, colour, race, gender, popularity, athletic ability, intelligence, religion and nationality. The Willows State School does not tolerate bullying in any form. Bullying, harassment, discrimination and violence are abuses of power that jeopardise the rights and wellbeing of others.

These behaviours are seen at school, in the workplace, in the community, at home and in the media. They can affect anyone - students, staff and parents or carers. Everyone must help to make a positive difference. The Willows State School is working to make our school environment safer, more supportive and respectful for all young people and adults - places where everyone is free from bullying, harassment, discrimination and violence.

Mode of Bullying	Type of Bullying	Effects
<ul style="list-style-type: none"> • Face to face • Via different media such as phones, computers, etc 	<ul style="list-style-type: none"> • Pushing • Shoving • Hitting • Spitting • Name calling • Picking on • Making fun of • Laughing at • Excluding someone 	<ul style="list-style-type: none"> • Pain and stress to victims • Never justified • Never rationalised as "kids being kids" or "just teasing" • Victim never responsible for being a target

Physical	Verbal	Relational	Sexual
Hitting, kicking, punching, pushing, choking	Threatening, teasing, name calling	Spreading rumours, ostracising/exclusionary behaviours	Inappropriate touching, threatening or teasing that are sexually harassing

WHOLE SCHOOL RESPONSE TO BULLYING

You have the right to feel safe. Bullying will not be accepted at The Willows State School. Bullies will be required to face punitive consequences and restorative justice processes for their actions.

Who to talk to

If bullying, harassment, discrimination or violence is happening at school, it is very important that students report the behaviour to someone who can help. Here is a list of people who can be approached to discuss bullying and harassment issues. Parents, Class Teacher, Guidance Officer, Teacher Aides, Chaplain, Deputy Principal and Principal. Students should choose someone whom they feel they can trust and who can either help them resolve the problem themselves or who can follow the issue up on their behalf. If the problem occurs outside school hours or students prefer to talk to someone who is not linked to the school, they can phone: Kids Help Line 1800 551 800 or Lifeline 13 11 14

Action

Appropriate punitive consequences and restorative justice processes will follow in accordance with the school's Responsible Behaviour Plan, which may include:

- Parent contact
- Mediation/Peer Mediation
- Referral to Behaviour Support Team
- Behaviour Plan
- Referral to Outside Agency
- Suspension
- Behaviour Improvement Condition
- Recommendation for Exclusion

What do we do about bullying at The Willows State School?

The school will

- ☞ Have a clear school policy on bullying and display it prominently in classrooms and around the school.
- ☞ Display "Student Response Strategies" throughout the school.
- ☞ Point out unacceptable bullying behaviour.
- ☞ Train staff in appropriate handling of incidents.
- ☞ Develop or adopt a curriculum that educates students about bullying.
- ☞ Educate students about all forms of bullying.
- ☞ Educate student in appropriate Student Response Strategies for example HA HA SO Strategies (Help, Assert, Humour, Avoid, Self-talk and Own It).
- ☞ Discuss pro-active anti-bullying measures (such as having lunch with a student who has been excluded in the past).
- ☞ Establish support systems for students involved in incidents, such as peer counselling and mediation.
- ☞ Establish a system to support and inform parents when incidents of bullying occur.
- ☞ Offer support to students who bully.
- ☞ Ensure safe practises, where students feel safe reporting incidents of bullying and confident they will be dealt with and not ignored.
- ☞ Give all students involved the opportunity to give their version of the incident.
- ☞ Enact punitive consequences and restorative justice options.
- ☞ Put in place sanctions for bullying such as verbal warnings, removal from a classroom or school grounds, a verbal or written apology to the victim, a parent teacher meeting, and detention or suspension for repeat offenders.
- ☞ Monitor cases of continued bullying and be fully informed of all incidents and their progress.

BYSTANDERS INFORMATION

Are you a bully or a hero? If you encourage bullying, or stand at the sidelines watching fights without stepping in to stop or going for help, then you are a bully and will be dealt with in line with the school's Responsible Behaviour Plan. Instead be a hero and stand up for those being bullied by telling the bully that they need to leave the student alone. This often stops the bullying immediately. If the bully ignores you and/or your friends, then report the incident immediately to an adult.

Bully – Victim – Bystander Relationship

Bullying behaviours seldom occur in isolation.

Victims often perceive bystanders as acting in collusion with the bullies, with some researchers suggesting 87% of all students may be identified as part of a bullying episode (Lagerspetz et al. 1992)

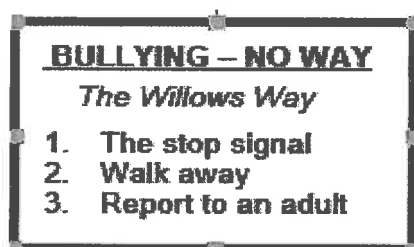
Unpunished acts teach witnesses that bullying behaviours are acceptable; victims remain victimised, and the climate becomes one lacking in empathy. In contrast, positive school climates that adopt punitive policies toward bullying behaviours with clear consequences for such behaviours create more positive attitudes in students regarding bully-victim relationships. A lack of policies and procedures outlining consequences for bullying behaviour invites and validates bullying behaviours in the classroom and playground.

CYBER BULLYING

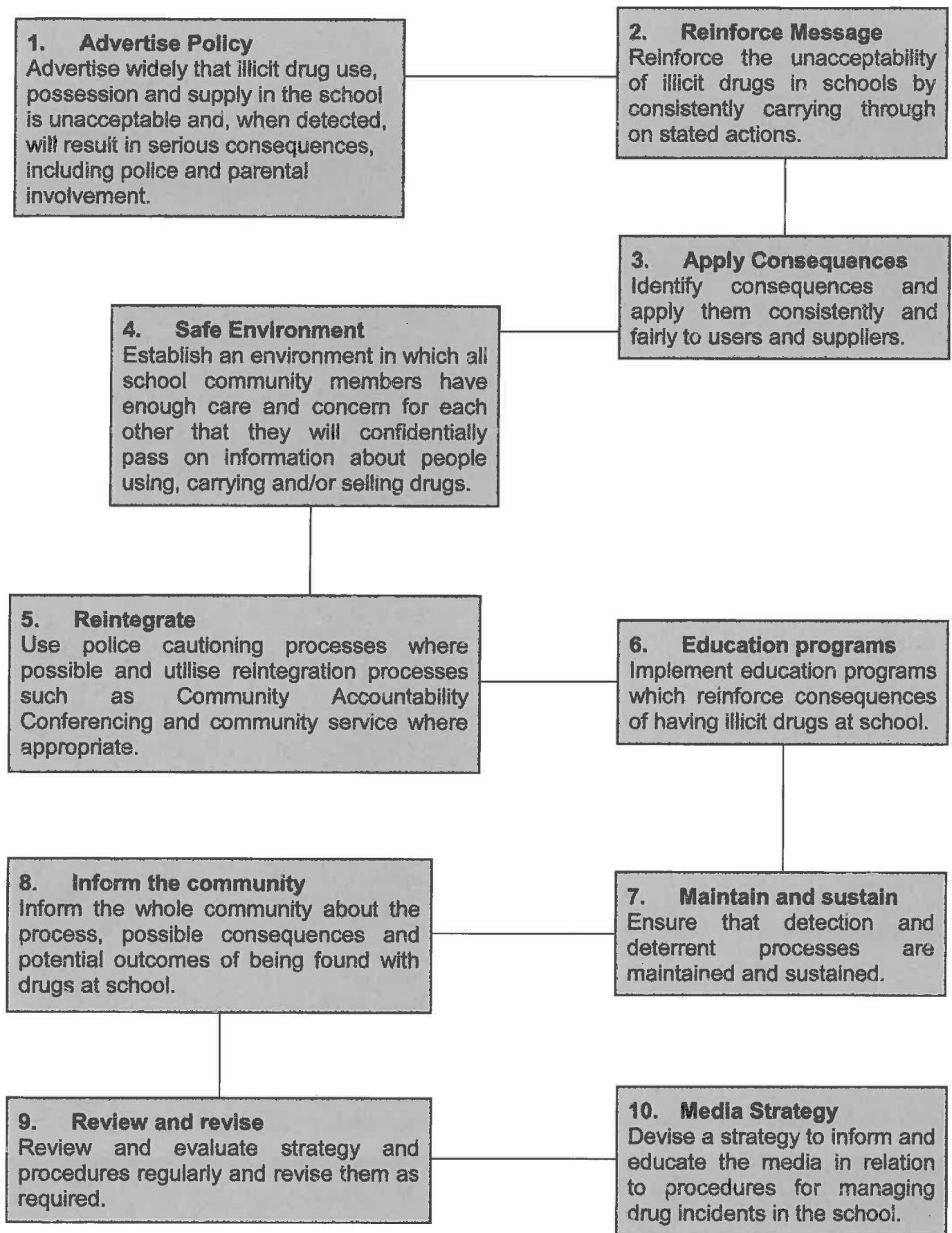
This is where people use electronic communication to harm others. Cyber bullies can use text messages, phone calls, email, instant messaging, social networking sites and web pages to embarrass others.

The main forms of cyber bullying are identified as:

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



Actions to minimise drug use at The Willows State School



A	<p><u>Attendance (Report for each class)</u></p> <p>What was the attendance goal?</p> <p>What was the attendance last week for class?</p> <p>What does this data tell us?</p> <p>Which class had the best attendance percentage?</p>
B	<p><u>Behaviour (Report for each class)</u></p> <p>What is the behavioural focus?</p> <p>Who demonstrated this behaviour consistently? (Reward child with a Certificate)</p> <p>As a year level after all teachers have presented their behaviour awards introduce/reiterate the behaviour focus for next week and what the adults will be looking for.</p>
C	<p><u>Celebrations (Whole Year Level – one teacher to lead)</u></p> <p>Who in the year level has something to celebrate? Teacher to then choose someone who has raised their hand to stand and speak with confidence about their celebration. This could be either behaviour or learning. Once the child has finished then the teachers will choose a few more students to share their celebrations</p>
D	<p><u>Demonstration (Whole Year Level – one teacher to lead)</u></p> <p>Demonstrate to the class something that we are looking to improve using role play or props. For example, book work expectations and show A3 examples etc. The focus of this segment will be determined by the teachers as a team based on what they have seen in their Year Level.</p>
E	<p><u>Excellence In Learning (Report for each class)</u></p> <p>Awards for Excellence In Learning are academic awards with a focus. A focus is chosen based on Year Level observations amongst teachers. This focus should be where children need to focus more of their attention academically for example, full stop, paragraphing, speaking confidently etc. Each teacher will choose a child who demonstrated an improvement or a capability in the focus area determined jointly by the class teachers. At the end of all the awards the teacher will announce the focus for next week.</p>
F	<p><u>Fortnightly PBL Focus</u></p> <p>The fortnightly behaviour focus is delivered by the teachers. It is modelled what it looks like, feels like and sounds like. Students may discuss and model to each other also. (See explicit lessons plans)</p>
G	<p>General messages- Teachers will deliver any messages of reminders that are specific to the year level (camp, swimming etc.)</p> <p>Someone from the Administration team will attend each parade and deliver operational messages or reminders if any.</p>

**The Willows State School
Physical Restraint Incident and Debriefing Documentation.**

Date and Time:

Student Involved:

What clear verbal instructions were given before physical intervention was used?

If no verbal instructions were given describe the urgent nature of the situation that made this impractical:

Which member of the school staff was called for assistance?

What arrangements were in place to ensure that other students in the vicinity were safe and properly supervised?

Date and time the Principal was notified of the details below:

Date and time the student's parent/carer was notified of the details below:

The behaviour that preceded the use of physical restraint:

The type and duration of restraint used

Staff members and other witnesses present during the period of the incident

Student's physical condition before and after physical restraint

Counselling provided to the student following the period of physical restraint

Planned future action to prevent further incidences of the behaviour.

Debriefing for the student and any other students has been completed: YES / NO

Debriefing for the staff has been completed: YES / NO

An [individual plan](#) if for physical restraint is necessary: YES / NO

EMERGENCY RESPONSES OR CRITICAL INCIDENTS

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 The Willows State School's duty of care to protect students and staff from foreseeable risks of injury is met. The use of physical intervention is only considered appropriate where the immediate safety of others is threatened and the strategy is used to prevent injury. Physical intervention can involve coming between students, blocking a student's path, leading a student by the hand/arm, shepherding a student by placing a hand in the centre of the upper back, removing potentially dangerous objects and, in extreme situations, using more forceful restraint.

It is important that all staff understand:

- Physical intervention cannot be used as a form of punishment
- Physical intervention must not be used when a less severe response can effectively resolve the situation
- The underlying function of the behaviour.

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

- Property destruction
- School disruption
- Refusal to comply
- Verbal threats
- Leaving a classroom or the school, unless student safety is clearly threatened.

Any physical intervention made must:

- Be reasonable in the particular circumstances,
- Be in proportion to the circumstances of the incident
- Always be the minimum force needed to achieve the desired result, and
- Take into account the age, stature, disability, understanding and gender of the student.

Record keeping

Each instance involving the use of physical intervention must be formally documented. The following records must be maintained:

- Notification of Concern or Incident
- [Health and Safety incident record](#) (link)
- debriefing report (for student and staff) (Appendix 7).

**STANTON LODGE FACILITY**

First Street

Railway Estate 4810

Phone: 4721 8782 Fax 47218772

Email: stantonlodge@townsvilleshs.eq.edu.au**Program at Stanton Lodge**

The Program at Stanton Lodge focuses on improving the student's classroom behaviours through the explicit teaching of the behaviour of learning. Students will engage in current English, Mathematics, Home economics, Manual Arts and HPE units as well as participate in a Personal and Self Awareness Program to improve outcomes and behaviour targets. The Personal & Self Awareness Program will focus on critical skills essential to supporting students in the classroom.

Personal and Self Awareness Program Goal

The goal of the Second Step program is to increase students' school success and decrease problem behaviours by promoting social-emotional competence and self-regulation skills.

PURPOSE OF PROGRAM

- To provide a program of instruction to explicitly address personal and social capabilities of students.

PROGRAM CONTENT

- Recognising and regulating emotions
- Developing empathy for others
- Understanding relationships
- Establishing and building positive relationships





- Making responsible decisions
- Working effectively in teams
- Handling challenging situations constructively
- Developing leadership

WHAT DO STUDENTS NEED TO BRING?

- Fully enclosed shoes
- Hat
- Own morning tea and lunch

Two Tiered Program Interventions

At Stanton Lodge we have two levels of interventions designed to meet the appropriate needs of students who are nominated to attend. Strategies implemented within these categories are:-

Tier 2 Intervention strategies

There are a small range of interventions introduced to target at-risk students in Tier 2. These strategies have been chosen for their high levels of research validation. These interventions introduced in Tier 2 at Stanton Lodge are:

- small social skills and/or academic instructional groups
- interventions including an individualised feature

Tier 3 intervention strategies

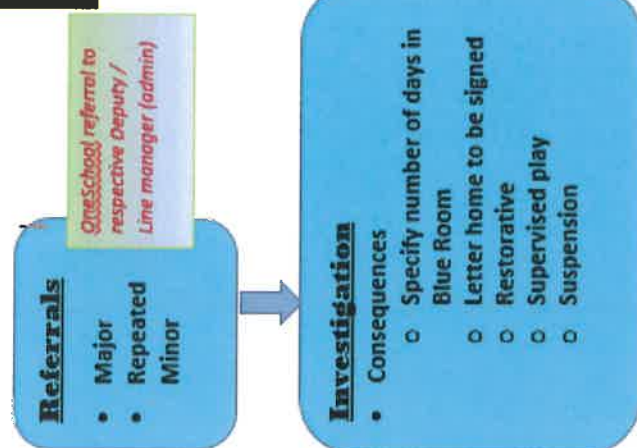
Tier 3 interventions will differ depending on the individual student's needs. However the focus is always on improving and reducing intensity of behaviour at school. Students requiring Tier 3 interventions must have a behaviour support plan to inform and establish the core of interventions for the students.

These interventions include:

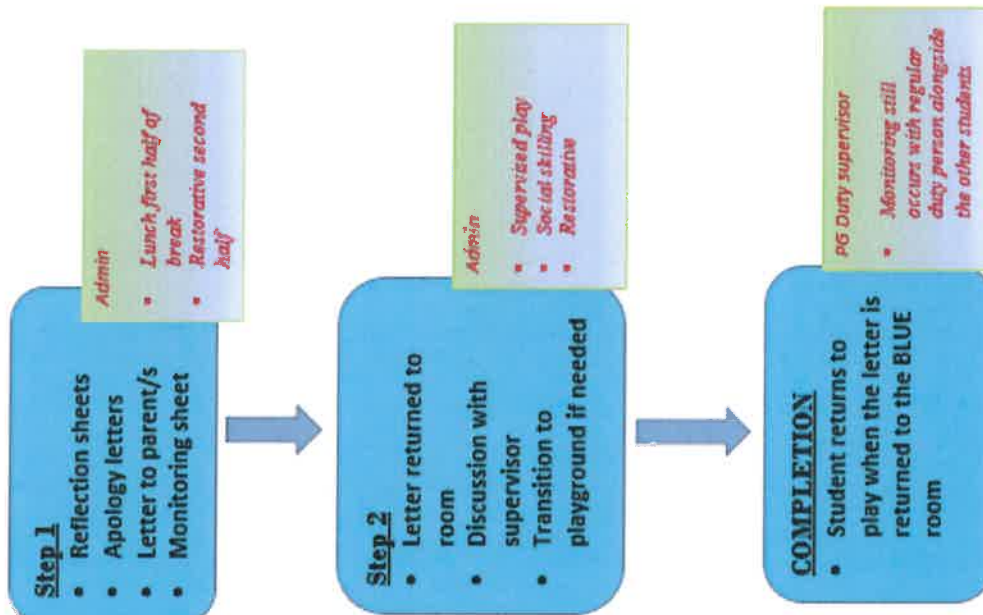
- build upon student strengths
- consider family strengths, priorities and needs
- address broader life domain areas of need for the student
- intensive teaching of replacement behaviours and general social and emotional skills
- positive reinforcement of appropriate behaviour
- strategies for staff to contain and de-escalate behavioural intensity.

Behaviour for Learning to Understand Expectations (BLUE room)

Only Administration Team decide on consequence for behaviour referrals



- Admin Responsibilities**
- Only one Admin team member required unless there is a call for assistance
 - Further investigations (if necessary)
 - Supporting students to choose appropriate restorative practice reflection & apology (working one-on-one with younger students)
 - Compiling information for parents
 - Contacting parent/s
 - Updating OneSchool contacts
 - Monitoring and tracking all sheets and all steps in transition process
 - Designating areas of play
 - Keeping records in book
 - Updating monitoring sheets
 - Keeping the teachers informed



- Teacher Responsibilities**
- Refer major or continual minor to Deputy / Line Manager
 - Ensure students are reminded to attend the Blue Room
 - Escort students if necessary
 - Remind students to take / bring back letter
 - Reinforce expectations
 - Keep communication open with Deputy / Line Manager



THE WILLOWS STATE PRIMARY SCHOOL
 Bibery Street, Kirwan, TOWNSVILLE, QLD. 4814
 Telephone: (07) 4779 1333
 Facsimile: (07) 4723 4665

Dear _____

Date: _____

I have been involved in a major behaviour incident where I have not been a Willows Learner. To be a Willows Learner I must be:

SAFE	RESPECTFUL	RESPONSIBLE
------	------------	-------------

I was not Safe/Respectful/Responsible because I:

The consequence of this behaviour is for me to report to the Blue Room (Behaviour for Learning to Understand the Expectations)

This is where I will reflect on my choices and demonstrate being a successful learner -The Willows Way. When I have demonstrated this I will either have supported play options or return independently to the playground.

STEP 1

- o I must think about what I have done and why I have been sent to the 'Blue Room'
- o I must decide what rules I have broken

STEP 2

- If I need to apologise I will
 - o Write an apology letter
 - o Think of another way to fix the problem and find a solution to how I will be a successful learner

STEP 3

- I have to take my letter home, discuss my behaviour and have it signed by an adult
 - o I need to return my letter signed by an adult (When signed and returned I may return to play)
 - o follow the expectations directions from all staff members at the Willows State School

Yours sincerely

 Student's name

 Parent/Caregiver signature

If you have any questions please contact your child's year level deputy

Thank you for supporting The Willows State School in Better Behaviour-Better Learning!

Applying disciplinary consequences The Principal or Director-General (or delegate):

- undertakes an assessment of the behaviour, the level of risk and the appropriate level/type of disciplinary consequences to be applied
 - takes into account a student's individual circumstances, such as the student's behaviour history, disability, mental health and wellbeing, religious and cultural considerations, home environment and care arrangements
 - considers if another disciplinary strategy or consequence would be more appropriate
- Uncontrolled copy.** Refer to the Department of Education and Training Policy and Procedure Register at <http://ppr.det.qld.gov.au> to ensure you have the most current version of this document. Page 5 of 16
- documents disciplinary consequences in the individual student record
 - takes account of the following requirements
 - a. the principle of procedural fairness applies in all decision making
 - b. the grounds for suspending or excluding a student apply to all students, including mature aged students
 - c. the conduct of a student includes an omission to perform an act by the student
 - d. the conduct of a student may be a ground for suspension or exclusion, even if the conduct does not happen on school premises, or during school hours
 - e. an offence includes an act or omission committed outside of Queensland that would be an offence if it were committed in Queensland
 - f. if it is inappropriate to provide the notice directly to the student (e.g. due to a student's young age or disability), the student notice is included with the parent notice. If it is inappropriate to provide the notice to the parents (e.g. if the student is living independently or is over 18 years of age), the notice is only provided to the student.

Submissions may be made to review 11-20 day suspensions, exclusions and cancellations of enrolment and to revoke a permanent exclusion on each 12 month anniversary of the exclusion decision until the student turns 24.

Suspensions (1-10days, 11-20days) The Principal:

- considers whether behaviour constitutes one or more of the following grounds under s.282 of the *Education (General Provisions) Act 2006 (Qld)* (EGPA)
 - 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
 - gives the student and parent the opportunity to consider the relevant evidence
 - gives the student and parent the opportunity to discuss the allegations and respond if they choose
 - verbally notifies the student and parent of the suspension and the date on which it will commence
 - is mindful of the school's duty of care and takes reasonable steps to ensure that parents have made appropriate arrangements prior to the student leaving the school grounds
 - either: prepares a decision notice on the approved form for 1-10 day suspensions and gives it to the student and parent as soon as practicable; or prepares a decision notice on the approved form for 11-20 day suspensions, including details about making a submission to the Director-General or delegate, and gives it to the student and parent as soon as practicable
- Uncontrolled copy.** Refer to the Department of Education and Training Policy and Procedure Register at <http://ppr.det.qld.gov.au> to ensure you have the most current version of this document. Page 6 of 16
- takes reasonable steps to arrange for the student to access an educational program to allow the student to continue with their education whilst suspended
 - appoints a school staff member as the contact for the suspended student
 - ensures the suspension is completed in the current school year
 - responds to any request from the Director-General or delegate for information if a submission is made (for 11-20 days suspensions only).