

# DALVEEN STATE SCHOOL



## *Responsible Behaviour Plan for Students*



Based on *'The Code of School Behaviour'*  
Revised 2012



**Queensland**  
Government  
Education Queensland

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## 1.1 Purpose

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

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

## 1.2 Consultations and Data Review

Dalveen State School developed this plan in collaboration with our school community. Consultation with parents, staff and students was undertaken through survey distribution and meetings held during 2014. A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents from 2012-2014 also informed the development process.

The Plan was endorsed by the Principal, the President of the P&C and the Assistant Regional Director in December 2014, and will be reviewed in 2017 as required in legislation.

## 1.3 Learning and Behaviour Statement

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

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

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

- Be safe
- Be responsible
- Be respectful.

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

## 1.4 Processes for facilitating standards of positive behaviour and responding to unacceptable behaviour

Dalveen State School uses a three-tiered approach to facilitating standards of positive behaviour and responding to unacceptable behaviour, through the provision of universal, targeted and intensive supports.

### Universal Behaviour Support

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

- Explicit teaching of expectations to all students weekly
- Ongoing implementation of the SWPBS process through the SWPBS team where members meet fortnightly to review current practise with the provision of information to staff and parents, and support to others in sharing successful practices
- Comprehensive induction programs in the Dalveen State School's SWPBS plan delivered to new students at enrolment as well as ALL new and relief staff.
- Universal incentive program (Dalveen Dollars)
- Development of specific policies to address:
  - The Use of Personal Technology Devices at School
  - Procedures for Preventing and Responding to Incidents of Bullying

### Targeted Behaviour Support

Dalveen State School implements the following processes and strategies to respond to students demonstrating higher than average rates of problem behaviour:

- Use of behavioural data to accurately identify students requiring targeted support
- In-school referral process for teachers seeking assistance to support students with targeted-level needs
- Team approach to supporting students on targeted support programs
- Use of data-based criteria for evaluation and exit from targeted support program
- Making adjustments as required to address individual students' needs (e.g. curriculum modifications, possible social skills programs, adult monitoring)

### Intensive Behaviour Support

Dalveen State School implements the following processes and strategies to respond to chronic problem behaviour:

- Individual support profiles developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings.
- In-school referral process for teachers seeking assistance to support students with intensive-level needs
- Use of behaviour data to accurately identify students requiring individualised support
- Use of functional behaviour analysis process to investigate patterns of behaviour
- Flexible and or alternative learning options
- Use of district, regional and state behaviour support options (e.g Cluster Support)
- Liaison with external agencies as required (e.g. Child Safety, Child Youth Mental Health, Autism Queensland)

### Rewarding Positive Behaviour

Dalveen State School believes positive and preventative strategies are a priority in managing behaviour in a supportive school environment. For this to happen, each classroom will display classroom and school rules to encourage proactive behaviour. Each classroom behaviour system will be supported through the "Dalveen Dollars" program. Dalveen Dollars (Appendix 6) will be distributed by staff during classroom and playground activities, to students who are deemed to have displayed and acted positively upon Dalveen's whole school values and beliefs.

Each student will maintain their "Money Box" and record their earned Dalveen Dollars. As number milestones are achieved the student will be acknowledged with an award commensurate with the Dollars earned. The aim is to earn 100 Dalveen Dollars, then the positive path re-starts. All Dalveen Dollars earned a collectively pooled to achieve major negotiated class rewards.

## 1.5 Consequences for Behaviour

The table below outlines examples of possible unacceptable behaviours at three levels and some possible consequences for students who choose to behave inappropriately. Teachers are able to deal with many of the Low Level Inappropriate Behaviours using individual methods outlined within their Classroom Management of Behaviours.

Level	<u>Possible Behaviours</u>	<u>Possible Consequences</u>
<b>Dalveen Dollars</b>	<p>At this level, students are:</p> <ul style="list-style-type: none"> <li>▪ Being Responsible</li> <li>▪ Being Respectful</li> <li>▪ Being Safe</li> </ul> <p>(SWPBS Behaviour Matrix)</p>	<p>Positive reinforcement of appropriate behaviours and positive achievements could include:</p> <ul style="list-style-type: none"> <li>▪ verbal reinforcement</li> <li>▪ Dalveen Dollars Classroom reward system</li> <li>▪ Record of Positive behaviour on One School</li> <li>▪ Acknowledge in Newsletter</li> <li>▪ Phone calls/letters/emails to parents for good behaviours/achievements.</li> </ul>
<b>Minor Infringements</b>	<p>Inappropriate student behaviours to be dealt with at this level include:</p> <ul style="list-style-type: none"> <li>▪ Inappropriate language</li> <li>▪ Defiance with routine</li> <li>▪ Disrespect to adults or peers</li> <li>▪ Disruption</li> <li>▪ Rough play</li> <li>▪ Missing Detention</li> <li>▪ Lying/Cheating</li> <li>▪ Dress Code violation</li> <li>▪ IT misuse</li> <li>▪ failure to bring required equipment</li> <li>▪ ignoring instruction</li> <li>▪ lateness to class</li> <li>▪ littering</li> <li>▪ not completing homework</li> <li>▪ behaving badly in school grounds or on the way to or from school</li> </ul>	<p>Teacher initiated actions could include:</p> <ul style="list-style-type: none"> <li>▪ verbal negotiation</li> <li>▪ reminder of classroom expectations</li> <li>▪ Explicit teaching of expectation</li> <li>▪ in-class separation or isolation</li> <li>▪ removal from classroom for one-on-one resolution</li> <li>▪ send student to buddy class</li> <li>▪ accompany teacher on playground duty</li> <li>▪ assign student a lunchtime detention (School Service)</li> <li>▪ Contact with parents</li> <li>▪ Record in OneSchool</li> </ul> <p><i>If repeated applications of the above actions produce no improvement in the student's behaviour, then the student should be referred to the Principal for action.</i></p>
<b>Major Infringements</b>	<p>Inappropriate student behaviours to be dealt with at this level include:</p> <ul style="list-style-type: none"> <li>▪ Abusive/Inappropriate interactions with peers and adults</li> <li>▪ Fighting/Physical aggression</li> <li>▪ Physical assault on school personnel</li> <li>▪ Inappropriate Sexual Contact</li> <li>▪ Harassment/ Bullying</li> <li>▪ Deliberate disruption / defiance</li> <li>▪ Property misuse</li> <li>▪ Property damage / Vandalism</li> <li>▪ Forgery/Theft</li> <li>▪ Use/Possession of tobacco, drugs or alcohol</li> <li>▪ Bomb threat/ False alarm</li> <li>▪ Possession of a dangerous weapon</li> <li>▪ truancy</li> <li>▪ Continued minor offences</li> </ul>	<p>The Principal, in consultation with the class teacher &amp; students will initiate actions which could include:</p> <ul style="list-style-type: none"> <li>▪ Record incident on One School</li> <li>▪ monitoring program</li> <li>▪ resolution meeting as required between coordinator, aggrieved party and student</li> <li>▪ peer mediation or restorative conference</li> <li>▪ referral for assessment and specialist support – Guidance Officer, Behaviour Support, Student Service Officer</li> <li>▪ Individual Behaviour Support Plan</li> <li>▪ Lunch time detention</li> <li>▪ parent contact</li> <li>▪ Loss of privileges (sport, alternate play)</li> <li>▪ suspension by Principal (internal/external)</li> <li>▪ restorative conference on return - suspension</li> <li>▪ police notification</li> <li>▪ Exclusion</li> </ul>




### Process for Re-entry to School Following Suspension

A child will not be placed back in the classroom until the following process occurs:

- Parent/Guardian must accompany child to school on the day of re-entry.
- At a meeting of Parent, Child, Teacher and Principal -
  - The principal re-states and explains the reasons for suspension
  - The child is counselled as to behaviour that is required in the school
  - The child then lists behaviours that have to be corrected
  - With the help of the Principal, Teacher and Parent the child draws up an action plan to be followed.

## 2.1 Whole School Expectation Teaching Matrix

A set of behavioural expectations in specific settings has been attached to each of our three school rules. The School wide Expectations Teaching Matrix below outlines our agreed rules and specific behavioural expectations in all school settings.

 <b>Dalveen State School: Behaviour Matrix</b>  <b>Together creating success and building our future by being : Safe, Respectful, Responsible</b>							
	School Wide (All settings)	Indoors	Eating Time	Outdoors	Transitioning	Toilets	Dismissal
<b>Be Safe</b>	<ul style="list-style-type: none"> <li>➤ Keep hands, feet and objects to yourself</li> <li>➤ Use equipment correctly</li> <li>➤ Stay in school grounds</li> <li>➤ Walk on hard surfaces and stairs</li> </ul>	<ul style="list-style-type: none"> <li>➤ Walk inside</li> <li>➤ Sit on chairs correctly</li> <li>➤ Use the safety step.</li> <li>➤ Be Cyber Safe</li> </ul>	<ul style="list-style-type: none"> <li>➤ Wash hands before eating</li> <li>➤ Eat your own lunch.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Participate in safe activities.</li> <li>➤ Wear shoes</li> </ul>	<ul style="list-style-type: none"> <li>➤ Carry equipment safely</li> <li>➤ Walk in line with your group.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Wash hands with soap</li> </ul>	<ul style="list-style-type: none"> <li>➤ Wear seatbelt/helmet on your way to and from school.</li> <li>➤ Follow road rules.</li> <li>➤ Push bike /scooter when moving through school grounds.</li> </ul>
<b>Be Respectful</b>	<ul style="list-style-type: none"> <li>➤ Wait your turn</li> <li>➤ Give others personal space</li> <li>➤ Use hello, goodbye, please, thank-you</li> <li>➤ Use active listening</li> <li>➤ Right Voice, Right Volume, Right Words</li> </ul>	<ul style="list-style-type: none"> <li>➤ Raise your hand to speak</li> </ul>	<ul style="list-style-type: none"> <li>➤ Leave eating area litter free.</li> <li>➤ Put rubbish in the correct bin</li> </ul>	<ul style="list-style-type: none"> <li>➤ Share equipment</li> <li>➤ Take turns</li> </ul>	<ul style="list-style-type: none"> <li>➤ Walk quietly through the school.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Flush toilets</li> <li>➤ Use one paper towel at a time</li> <li>➤ Put rubbish in bin</li> <li>➤ One person in a cubicle at a time.</li> <li>➤ Close door when using cubicle.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Wait inside the gate until the adult allows you to go.</li> </ul>

<b>Be Responsible</b>	➤ Do your best	➤ Be prepared and ready	➤ Sit to eat.	➤ Return equipment to correct place.	➤ Wait politely for your next class.	➤ Turn off taps	➤ Collect all belongings before leaving.
	➤ Follow dress code	➤ Complete set tasks.	➤ Place lunch boxes away when dismissed.	➤ Play approved activities/games.	➤ On bell prepare for class by returning equipment, hanging hats, visiting toilet, having a drink, standing in line.		➤ Ensure School job is done.
	➤ Ask permission to leave any setting	➤ Follow timetable/daily schedule.		➤ Establish agreed rules of the game (before play and when new members enter)			➤ Leave desk space tidy.
	➤ Be on time.	➤ Keep work space tidy.					➤ Place chair up on desk
	➤ Accept outcomes and feedback						
	➤ Follow instructions straight away.						
	➤ Be Earth Smart.						
	➤ Report problems to an adult.						
	➤ Ask questions and request help where needed						

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

- Learning episodes conducted by classroom teachers;
- Reinforcement of learning from behaviour lessons at School Meeting and during active supervision by staff during classroom and non-classroom activities.
- Before Special Events and Days Involving Visitors, students will be reminded as a group of the schools behaviour expectations –identified in our Teaching Matr

## 2.2 Explicit Teaching of Behaviour Expectations

The explicit teaching of each expectation will be delivered on parade. A 15minute lesson will be explicitly taught and teachers are required to further discuss the skill during the week.

Dalveen Dollars will be used to reward students following the school expectations. Data based lessons will happen on a needs basis.

### Learning Sequence

#### Lesson Structure

- Introduce the expectation
- Staff role-play the expectation (example, non-example)
- Students participate in a scenario
- Brainstorm of looks like, feels like and sounds like
- Reward with Dalveen Dollars during the week

Week	Term 1	Term 2	Term 3	Term 4
<b>1</b>	<b>Introduce School wide Expectations Matrix</b> Be Respectful Be Responsible Be Safe	<b>Review School Wide Expectations</b> Be Respectful Be Responsible Be Safe	<b>Review School Wide Expectations</b> Be Respectful Be Responsible Be Safe	<b>Review School Wide Expectations</b> Be Respectful Be Responsible Be Safe
<b>2</b>	<b>Be Respectful</b> <ul style="list-style-type: none"> <li>▪ Use hello, goodbye, please, thank-you</li> <li>▪ Give others' personal space and property</li> </ul>	<b>Be Responsible</b> <ul style="list-style-type: none"> <li>▪ Be prepared and ready</li> <li>▪ Keep work space tidy</li> </ul>	<b>Be Safe</b> <ul style="list-style-type: none"> <li>▪ Wear shoes and a broad brimmed hat</li> <li>▪ Participate in safe activities</li> </ul>	<b>Be Safe/Responsible</b> <ul style="list-style-type: none"> <li>▪ Wash hands with soap</li> <li>▪ Turn off taps</li> </ul>
<b>3</b>	<b>Be Responsible</b> <ul style="list-style-type: none"> <li>▪ Be on time</li> <li>▪ Follow instructions straight away</li> <li>▪ Ask permission to leave any setting</li> </ul>	<b>Be Safe</b> <ul style="list-style-type: none"> <li>▪ Sit on chair correctly</li> <li>▪ Be cyber safe</li> </ul>	<b>Reteaching week of behaviours that Data has shown as a needs area</b>	<b>Be Respectful</b> <ul style="list-style-type: none"> <li>▪ One person in cubicle at a time and Flush Toilet</li> <li>▪ Use one hand towel at a time and put in bin when finished</li> <li>▪ Close door when using cubicle</li> </ul>
<b>4</b>	<b>Be Safe</b> <ul style="list-style-type: none"> <li>▪ Keep hands, feet and objects to yourself</li> <li>▪ Walk on hard surfaces and stairs</li> </ul>	<b>Be Respectful</b> <ul style="list-style-type: none"> <li>▪ Raise your hand to speak</li> <li>▪ Use active listening</li> </ul>	<b>Be Respectful</b> <ul style="list-style-type: none"> <li>▪ Share/Care for equipment</li> <li>▪ Take turns</li> </ul>	<b>Be Responsible</b> <ul style="list-style-type: none"> <li>▪ Collect all belongings before leaving</li> <li>▪ Ensure school job is done</li> </ul>
<b>5</b>	<b>Reteaching week of behaviours that Data has shown as a needs area</b>	<b>Reteaching week of behaviours that Data has shown as a needs area</b>	<b>Be Responsible</b> <ul style="list-style-type: none"> <li>▪ Play approved activities</li> <li>▪ Return equipment to correct place</li> <li>▪ Establish agreed rules of the game</li> </ul>	<b>Reteaching week of behaviours that Data has shown as a needs area</b>
<b>6</b>	<b>Be Respectful</b> <ul style="list-style-type: none"> <li>▪ Use active listening</li> <li>▪ Wait your turn</li> </ul>	<b>Be Responsible</b> <ul style="list-style-type: none"> <li>▪ Follow timetable/ daily schedule</li> <li>▪ Be Earth Smart</li> </ul>	<b>Be Safe</b> <ul style="list-style-type: none"> <li>▪ Walk in line with your group</li> <li>▪ Carry equipment safely</li> </ul>	<b>Be Safe</b> <ul style="list-style-type: none"> <li>▪ Sit in the designated area until dismissed</li> <li>▪ Wear a seatbelt/ helmet on your way home</li> </ul> <b>Ask a teacher on duty before you leave</b>
<b>7</b>	<b>Be Responsible</b> <ul style="list-style-type: none"> <li>▪ Report problems to adults</li> <li>▪ Ask questions and request help where needed</li> </ul>	<b>Be Safe</b> <ul style="list-style-type: none"> <li>▪ Walk inside</li> <li>▪ Use the safety step</li> </ul>	<b>Reteaching week of behaviours that Data has shown as a needs area</b>	<b>Be Responsible</b> <ul style="list-style-type: none"> <li>▪ Leave desk space tidy</li> <li>▪ Place chair up on desk</li> </ul>
<b>8</b>	<b>Be Safe</b> <ul style="list-style-type: none"> <li>▪ Stay in school grounds</li> <li>▪ Use equipment correctly</li> </ul>	<b>Be Safe</b> <ul style="list-style-type: none"> <li>▪ Wash hands before eating</li> <li>▪ Eat your own lunch</li> </ul>	<b>Be Respectful</b> <ul style="list-style-type: none"> <li>▪ Walk quietly through the school</li> </ul>	<b>Be Responsible</b> <ul style="list-style-type: none"> <li>▪ Follow road rules</li> <li>▪ Push bike/scooter when moving through school grounds</li> </ul>
<b>9</b>	<b>Be Responsible</b> Follow dress code Do your best	<b>Be Respectful</b> <ul style="list-style-type: none"> <li>▪ Sit to eat</li> <li>▪ Place lunch boxes away when dismissed</li> </ul>	<b>Be Responsible</b> <ul style="list-style-type: none"> <li>▪ Wait politely for your next class</li> </ul>	<b>Reteaching week of behaviours that Data has shown as a needs area</b>
<b>10</b>	<b>Be Respectful</b> <ul style="list-style-type: none"> <li>▪ Right voice, Right volume, Right words</li> </ul>	<b>Be Respectful</b> <ul style="list-style-type: none"> <li>▪ Leave eating area litter free</li> <li><b>Put rubbish in the correct bin</b></li> </ul>	<b>Be Responsible</b> <ul style="list-style-type: none"> <li>▪ On bell prepare for class by returning equipment, hanging hats, visiting toilet, having a drink, standing in line.</li> </ul>	<b>Reteaching week of behaviours that Data has shown as a needs area</b>

\* Lesson sequence may change depending on data (discussed at staff meetings) and needs of students



## 2.3 Collection and Use of Data

Dalveen State School uses data to inform decision making. Behaviour Data is discussed at staff meetings and informs teacher's planning and practice. The below table identifies Dalveen State School's data collection tools.

Data Collection Tool	Purpose	Who	Data Use
Dalveen Dollars	<ul style="list-style-type: none"> <li>✓ Acknowledge positive behaviours made during class, break times or specialist/support lessons.</li> <li>✓ Dalveen Dollars (Appendix 6) will be distributed by staff during classroom and playground activities</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers</li> <li>• Teacher aides</li> <li>• Support teachers</li> <li>• Specialist teachers</li> <li>• Principal</li> </ul>	<ul style="list-style-type: none"> <li>• Dalveen Dollars placed in students Money Boxes</li> <li>• Students record their Dalveen Dollars earned on their 100 Dollars Tracker sheet</li> <li>• Individual milestones acknowledged as achieved</li> </ul>
Whole School Dalveen Dollars	<ul style="list-style-type: none"> <li>✓ Acknowledge positive behaviours made by students throughout the term.</li> <li>✓ Negotiated milestones as all of the Dalveen Dollars are accumulated</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers</li> <li>• Principal</li> <li>• Student Leaders collate</li> </ul>	<ul style="list-style-type: none"> <li>• Students have their 100 Dalveen Dollars recorded in OneSchool</li> </ul>
Incident Referral Sheet	<ul style="list-style-type: none"> <li>✓ Recording of unacceptable behaviour made during class, break times and specialist/support lessons</li> <li>✓ Positive behaviours (interactions, following behaviour lesson focus, leadership etc)</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers</li> <li>• Teacher aides</li> <li>• Support teachers</li> <li>• Specialist teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss with class teacher</li> <li>• Refer to principal (if MAJOR behaviour)</li> <li>• Contact parent (if behaviour warrants)</li> <li>• TIME AWAY' or MAJOR incidents MUST then be recorded on OneSchool</li> <li>• Weekly discussion at staff meetings – informs behaviour lessons</li> </ul>
OneSchool	<ul style="list-style-type: none"> <li>✓ Minor and Major incidents MUST be recorded on OneSchool or a pattern of 3 minor behaviours</li> <li>✓ Positive behaviours (student of the week, 100 Dalveen Dollars, leadership)</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers</li> <li>• Teacher aides</li> <li>• Support teachers</li> <li>• Specialist teachers</li> <li>• Principal</li> </ul>	<ul style="list-style-type: none"> <li>• Refer to Principal</li> <li>• Contact parents</li> <li>• Guidance/Student Services Officer/referral (if behaviour warrants)</li> </ul>

## 2.4 Student Achievement of Behaviour

On Semester report cards, students receive a behaviour grade and an effort grade for each subject. The below criteria is used by teachers when allocating the students to a rating for behaviour and effort.

	A Excellent	B Very Good	C Satisfactory	D Needs Attention	E Unacceptable
Effort	<ul style="list-style-type: none"> <li>✓ Always focused on task. Does not need teacher redirection</li> <li>✓ Always uses and seeks feedback to improve work</li> <li>✓ Works effectively in whole class, group and individually</li> <li>✓ Reflects and self-assesses, setting goals independently to improve</li> </ul>	<ul style="list-style-type: none"> <li>✓ Occasionally needs teacher redirection to task (few/term)</li> <li>✓ Uses most feedback to improve work</li> <li>✓ Mostly works effectively in whole class, group and individually</li> <li>✓ Reflects and self-assesses, setting goals for improvement with some guidance</li> </ul>	<ul style="list-style-type: none"> <li>✓ Minimal (daily) teacher redirection to task. Compliance on redirections</li> <li>✓ Uses some feedback to improve work</li> <li>✓ Works satisfactorily in whole class, group and individually</li> <li>✓ Reflects and self-assesses when requested, setting goals for improvement.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Regular (sessions) teacher redirection to task. Will sometimes comply</li> <li>✓ Listens to but doesn't use feedback to improve</li> <li>✓ Sometimes works effectively in whole class, group and individually</li> <li>✓ Sometimes reflects and self-assesses in order to set goals</li> </ul>	<ul style="list-style-type: none"> <li>✓ Regular (All lessons) teacher redirection to task. Will frequently not comply</li> <li>✓ Doesn't seek or use feedback</li> <li>✓ Rarely works effectively in whole class, group and individually</li> <li>✓ Needs significant guidance to reflect and self-assesses to set goals</li> </ul>
Behaviour	<ul style="list-style-type: none"> <li>• Student always shows respect for teachers and peers during interactions.</li> <li>• Always listens to, shares with, and supports the efforts of others. Tries to keep people working well together.</li> <li>• Aware of and displays appropriate behaviour to ensure safety of self and others</li> <li>• Positive behaviour recorded on One School (Student of week, Dalveen Dollars)</li> <li>• Achieving negotiated Class milestones</li> </ul>	<ul style="list-style-type: none"> <li>• Student almost always shows respect for teachers and peers during interactions</li> <li>• Almost always listens to, shares with, and supports the efforts of others. Tries to keep people working well together.</li> <li>• Aware of appropriate behaviour to ensure safety of self and others</li> <li>• Positive behaviour recorded on One School (Student of week, Dalveen Dollars)</li> <li>• Achieving negotiated Class milestones</li> </ul>	<ul style="list-style-type: none"> <li>• Student regularly shows respect for teachers and peers during interactions.</li> <li>• Usually listens to, shares, with, and supports the efforts of others</li> <li>• Demonstrates awareness of appropriate behaviour to ensure safety of self and others</li> <li>• Teacher has supported behaviour on few occasions</li> <li>• Positive or incidents recorded on One School</li> <li>• Achieving negotiated Class milestones</li> </ul>	<ul style="list-style-type: none"> <li>• Student shows limited respect for teachers and peers during interactions.</li> <li>• Often listens to, shares with, and supports the efforts of others, but sometimes is not a good team member</li> <li>• Show awareness of safety of self</li> <li>• Teacher has supported behaviour on a few occasions and communicated with parents</li> <li>• Incidents Recorded on One School</li> <li>• Individual behaviour plan in place</li> <li>• Referral to outside agents (Student services)</li> </ul>	<ul style="list-style-type: none"> <li>• Student is usually disrespectful when interacting with peers and teachers</li> <li>• Rarely listens to, shares with, or supports the efforts of others. Often is not a good team player</li> <li>• Has hurt or injured others</li> <li>• Teacher and Principal consistently supports behaviour and communicated with parents</li> <li>• Incidents recorded on One School</li> <li>• Individual behaviour plan in place</li> <li>• Referral to outside agents (Guidance, student services, police)</li> </ul>

## 3.2 Emergency Responses to Critical Incidents

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

An emergency situation or critical incident is defined as an occurrence that is sudden, urgent and usually unexpected, or an occasion requiring immediate action. Severe problem behaviour is defined as behaviour of such intensity, frequency or duration that the physical safety of the student or others is likely to be placed in serious jeopardy.

### Basic defusing strategies

- **Avoid escalating the problem behaviour**
  - Avoid shouting, cornering the student, moving into the student's space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language.
- **Maintain calmness, respect and detachment**
  - Model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, avoid humiliating the student, be matter-of-fact and avoid responding emotionally.
- **Approach the student in a non-threatening manner**
  - Move slowly and deliberately toward the problem situation, speak privately to the student/s where possible, speak calmly and respectfully, minimise body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates.
- **Follow through**
  - If the student starts displaying the appropriate behaviour, briefly acknowledge their choice and re-direct other students' attention towards their usual work/activity. If the student continues with the problem behaviour, then remind him/her 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 Ballandean'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; and
- 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; and
- 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.

Staff trained in *Non-Violent Crisis Intervention* are on hand at Dalveen State School if required.

### Record Keeping

Each instance involving the use of physical intervention must be formally documented in OneSchool.

### 3.3. Network of Student Support

To further support staff and students with regards to issues relating to school behaviour, Ballandean State School is able to access support both within the *Department of Education and Training* and through the community. An outline of some of these include:

Internal Support	External Support	
School Based	District & Other EQ Services	Community Services
<ul style="list-style-type: none"> <li>▪ Parents</li> <li>▪ Teachers</li> <li>▪ School administration</li> <li>▪ Guidance Officer</li> <li>▪ Special Education Teacher</li> <li>▪ Parents</li> <li>▪ Chaplain</li> </ul>	<ul style="list-style-type: none"> <li>▪ District HOD of Student Services</li> <li>▪ Senior Guidance Officers</li> <li>▪ Regional Major Behaviour Support officer</li> <li>▪ Adopt a Cop</li> </ul>	<ul style="list-style-type: none"> <li>▪ Disability Services Queensland – Granite Belt Support Services</li> <li>▪ Child and Youth Mental Health</li> <li>▪ Queensland Health</li> <li>▪ Department of Communities (Child Safety Services)</li> <li>▪ Police</li> <li>▪ Local Council</li> <li>▪ Neighbourhood Centre – Community Development Services - CDS</li> </ul>

The various levels of support generally reflect the needs of individual students. In most cases, support for a student demonstrating inappropriate behaviours is usually managed through consultation with the student’s teachers, a member of the administration team (Principal or Guidance Officer) and depending on the circumstance, the student’s parents/caregivers. In cases where a student demonstrates severe inappropriate behaviours, as soon as practical, a meeting will be called involving parents/caregivers, Administration representative and/or teacher/s.

In instances where initial proactive strategies have not been successful or where the student is demonstrating ongoing inappropriate behaviour, then a referral will usually be made to the schools Personalised Support team (PST). The PST will then make a recommendation on the best support agency (either EQ or Community) to refer the student.

### 3.4 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.

Dalveen State School considers the individual circumstances of students when applying support and consequences by:

- promoting an environment which is responsive to the diverse needs of its students and is inclusive
- establishing procedures for applying fair, equitable and nonviolent consequences for infringement of the code ranging from the least intrusive sanctions to the most stringent
- recognising and taking into account students' age, gender, disability, cultural background, socioeconomic situation and their emotional state
- recognising the rights of all students to:
  - express opinions in an appropriate manner and at the appropriate time
  - work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation, and
  - receive adjustments appropriate to their learning and/or impairment needs

## 3.5 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

## 3.5 Related Policies and Procedures

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

## 3.7 Some Related Resources

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

### ***Endorsement***

<u>Patsy Lee</u>	<u>Heidi Parkes</u>	<u>Don Grobe</u>
Patsy Lee Principal	Heidi Parkes P&C President	Don Grobe ARD

Effective Date: 1 November 2014 – 31 December 2017

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

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

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

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

### **Confiscation**

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

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

Students who have a personal technology device confiscated more than once will not be permitted to have a personal technology device at school if deemed necessary by the Principal.

### **Personal Technology Device Etiquette**

Bringing personal technology devices to school is not encouraged by the school because of the potential for theft and general distraction and/or disruption associated with them. However, if they are brought to school, they must be handed in to the office.

### **Recording voice and Images**

Every member of the school community should feel confident about participating fully and frankly in all aspects of school life without concern that their personal privacy is being invaded by them being recorded without their knowledge or consent.

We uphold the value of trust and the right to privacy at Ballandean State School. Students using personal technology devices to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks etc) for the purpose of dissemination among the student body or outside the school, by any means (including distribution by phone or internet posting) build a culture of distrust and disharmony. They will be suspended from school for this behaviour.

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<sup>1</sup> 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.

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<sup>1</sup> Education Queensland does not tolerate bullying behaviour at schools. This includes bullying conducted by electronic means.

Students involved in:

- recording; and/or
- disseminating material (through text messaging, display, internet uploading etc); and/or,
- knowingly being a subject of a recording

Breach of this policy will be subject to discipline (including suspension and recommendation for exclusion).

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

### **Text communication**

The sending of text messages that contain obscene language and/or threats of violence may amount to bullying and or harassment 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 principal.

### **Assumption of cheating**

Personal technology devices may not be taken into or used by students during class lessons or assessment unless expressly permitted by staff. Staff will assume students in possession of such devices during 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.*

## **Procedures for Preventing and Responding to Incidents of Bullying (including Cyber bullying)**

### **Purpose**

1. Dalveen State School strives to create positive, predictable environments for all students at all times of the day. The disciplined and teaching environment that we are creating is essential to:
  - achieving overall school improvement, including the effectiveness and efficiency of our student support procedures
  - raising achievement and attendance
  - promoting equality and diversity and
  - ensuring the safety and well-being of all members of the school community.
2. There is no place for bullying in Dalveen State School. Research indicates that both those being bullied and those who bully are at risk for behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community's goals and efforts for supporting all students.
3. Bullying behaviours that will not be tolerated at Dalveen State School include name-calling, taunting, mocking, making offensive comments, kicking, hitting, pushing, taking belongings, inappropriate text messaging, sending offensive or degrading images by phone or internet, producing offensive graffiti, gossiping, excluding people from groups, and spreading hurtful and untruthful rumours.
4. Bullying may be related to:
  - race, religion or culture
  - disability
  - appearance or health conditions
  - sexual orientation
  - sexist or sexual language
  - young carers or children in care.
5. At Dalveen State School there is broad agreement among students, staff and parents that bullying is observable and measurable behaviour. When considering whether or not bullying has occurred, we will therefore avoid speculation on the intent of the behaviour, the power of individuals involved, or the frequency of its occurrence. Whether bullying behaviour is observed between students of equal or unequal power, whether it occurs once or several times, and whether or not the persons involved cite intimidation, revenge, or self-defence as a motive, the behaviour will be responded to in similar fashion, that is, as categorically unacceptable in the school community.

### **Rationale**

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

## Prevention

8. Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, our schoolwide universal behaviour support practices will be maintained at all times. This will ensure that:
  - Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour
  - All students know the 3 school rules and have been taught the expected behaviours attached to each rule in all areas of the school
  - All students have been or are being taught the specific routines in the nonclassroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms
  - All students are receiving positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the nonclassroom areas of the school
  - Active supervision is a permanent staff routine in the nonclassroom areas. This means that duty staff members are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the nonclassroom areas.
  
9. The student curriculum modules of the anti-bullying process consist of use of the resources and information gained from the <http://www.bullyingnoway.com.au> website. Teachers are encouraged to make themselves familiar with the website and to use it when guiding their classes.
  
10. Research indicates that a common outcome of anti-bullying programming is an improvement in understanding of bullying but little change in the frequency or nature of actual bullying behaviour. One of the reasons cited for this outcome is the lack of behavioural rehearsal in the programming. The anti-bullying process at our school takes care to combine knowledge with practice in a process of active learning, so that students understand by 'doing' as much as by 'knowing'.





Our Positive **Safe,**

**Respectful** and **Responsible** Behaviour is

acknowledged by ***Dalveen Dollars***

As you reach Dalveen Dollar milestones collect

- ✓ 20 Dollars....choose from the grid
- ✓ 40 Dollars....negotiated Free Time of 15

mins

- ✓ 60 Dollars.... Make your own SWPBS

Badge

- ✓ 80 Dollars.... SWPBS Silver Certificate

- ✓ 100 Dollars....

***SWPBS Gold Certificate***

- ✓ Dalveen Dollars are collectively pooled to achieve negotiated **Class Milestones**



## Appendix F

## Responding to Minor Behaviours

Staff at this school should follow the procedures below when addressing a minor misbehaviour in any setting of our school.

Procedure	Example
<p><b>Prompt</b> – with a visual or verbal cue signal the occurrence of the behaviour.</p>	<p>“Fred I noticed that you .....</p>
<p><b>Redirect</b> – restate the matrix behaviour that is expected.</p>	<p>“<i>Right now you are expected to <u>(perform the behaviour from the matrix)</u>.</i>”</p>
<p><b>Re-teach</b> – tell, show, practice and acknowledge the expected behaviour. Pre-correct before matrix behaviours are expected in the future.</p>	<p>“<i>What is it you are expected to do right now Fred?</i>” (Wait for student to state.) “<i>Yes, you are supposed to <u>(matrix behaviour)</u>. Can you show me what that looks (sounds) like.</i>” Observe student. Provide specific positive feedback. “<i>Good job of <u>(following matrix behaviour)</u> Fred.</i>” <i>Link behaviour to the relevant expectation.</i></p> <p>Next time Fred is asked to <u>(matrix behaviour)</u>, give a pre-correct such as “<i>Fred, remember this is when to <u>(follow matrix behaviour)</u>.</i>”</p>
<p><b>Provide choice</b> – give the student options of behaviours to do next.</p>	<p>“<i>Fred, you may complete your work at the table or in the work spot. Which do you choose?</i>”</p> <p>“<i>Fred, you can use the lined paper or the blank paper to complete your story. Which do you choose?</i>”</p> <p>“<i>Fred, you have two tasks to do - you can choose which one to do first; write two sentences or read the story. What do you want to do first?</i>”</p> <p>“<i>Fred, you can keep your hands at your side or you can put them behind your back. Which do you choose to do?</i>”</p>
<p><b>Conference with the student</b> – have a private conversation with the student to problem solve together to plan how the student can meet expectations.</p>	<p>Privately say, “<i>Fred, you are (misbehaviour). To be successful you need to <u>(matrix behaviour)</u>. By following <u>(matrix behaviour)</u>, you will get your work done and have time to (do something interesting with the student). What can I do to help you?</i>”</p> <p>“<i>Let’s practice <u>(matrix behaviour)</u>.</i>” “<i>Great job of <u>(matrix behaviour)</u>. That’s being <u>(expectation)</u>.</i>”</p>

**DALVEEN STATE SCHOOL INCIDENT REFERRAL FORM**

<b>DATE:</b>	<b>Referring staff member:</b>
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STUDENTS INVOLVED	CLASS

PERIOD	SUBJECT	LOCATION
<input type="checkbox"/> 8-9 am <input type="checkbox"/> 9-10 am <input type="checkbox"/> 10-11 am <input type="checkbox"/> First Break 11:00-11:45 <input type="checkbox"/> 11:45-12:30 pm <input type="checkbox"/> 12:30-1:30 pm <input type="checkbox"/> Second Break 1:30-2:00 pm <input type="checkbox"/> 2:00 – 3:00 pm <input type="checkbox"/> 3:00pm – 4:00pm	<input type="checkbox"/> General lessons <input type="checkbox"/> HPE <input type="checkbox"/> R.E. <input type="checkbox"/> LOTE <input type="checkbox"/> Library <input type="checkbox"/> Special Session <input type="checkbox"/> ICT <input type="checkbox"/> Classroom Music <input type="checkbox"/> Instrumental Music <input type="checkbox"/> Eating time <input type="checkbox"/> Play Time <input type="checkbox"/> _____	<input type="checkbox"/> Classroom <input type="checkbox"/> Playground <input type="checkbox"/> Out of bounds area/s <input type="checkbox"/> Girls Toilets <input type="checkbox"/> Boys Toilets <input type="checkbox"/> Eating area <input type="checkbox"/> Under Block A <input type="checkbox"/> Library <input type="checkbox"/> Sealed pathways <input type="checkbox"/> Undercovered area (UCA) <input type="checkbox"/> Adventure playground <input type="checkbox"/> Multi- Purpose Court <input type="checkbox"/> Stairs <input type="checkbox"/> Footpath <input type="checkbox"/> Other:

INCIDENT DETAILS

WITNESSING INDIVIDUALS	CLASS	STRATEGIES

<b>BEHAVIOUR (Choose primary behaviour ONLY)</b>		
<b>MINOR (*kept in student file)</b> <input type="checkbox"/> Disruptive <input type="checkbox"/> Dress code <input type="checkbox"/> Late <input type="checkbox"/> Defiant <input type="checkbox"/> Non-compliant with routine <input type="checkbox"/> Threats to others <input type="checkbox"/> Refusal to participate in the program of instruction <input type="checkbox"/> Verbal misconduct <input type="checkbox"/> Misconduct involving object <input type="checkbox"/> Other conduct prejudicial to the good order & management of the school <input type="checkbox"/> Lying/Cheating	<b>MAJOR(*recorded in Oneschool)</b> <input type="checkbox"/> 3 <sup>rd</sup> Timeout in class (in 3 weeks) <input type="checkbox"/> Bullying/harassment <input type="checkbox"/> Physical misconduct <input type="checkbox"/> IT misconduct <input type="checkbox"/> Possess prohibited items <input type="checkbox"/> Property misconduct <input type="checkbox"/> Verbal misconduct <input type="checkbox"/> Misconduct involving object <input type="checkbox"/> Truant/skip class <input type="checkbox"/> Substance misconduct (IS) <input type="checkbox"/> Substance misconduct (LS) <input type="checkbox"/> Other	<input type="checkbox"/> Verbal warning <input type="checkbox"/> Redirection <input type="checkbox"/> Restate expectations <input type="checkbox"/> Ignore and praise others <input type="checkbox"/> Remove distraction <input type="checkbox"/> Use of voice tone <input type="checkbox"/> Relocate student <input type="checkbox"/> Relocate group from student <input type="checkbox"/> Responsible thinking chair/position (in class) <input type="checkbox"/> Responsible thinking chair/position (downstairs) <input type="checkbox"/> Requested support <input type="checkbox"/> Referred to Administration

<b>STAFF ACTIONS as a CONSEQUENCE for STUDENT</b>		
<input type="checkbox"/> Natural consequence <input type="checkbox"/> Verbal apology <input type="checkbox"/> Written apology <input type="checkbox"/> Lunch time detention (in class) <input type="checkbox"/> School Service <input type="checkbox"/> Parents contacted	<b>ADMIN ONLY</b> <input type="checkbox"/> Disciplinary action <input type="checkbox"/> Lunch time detention (School Service) <input type="checkbox"/> Individual Behaviour Plan	<input type="checkbox"/> ENTERED ON <b>ONESCHOOL</b> <input type="checkbox"/> INITIAL <input type="checkbox"/> Date _____

# DALVEEN STATE SCHOOL MANAGING UNACCEPTABLE BEHAVIOURS

## A Suggested Flow Chart for Staff

Minor Unacceptable Behaviour	Major Unacceptable Behaviour
<p><b>Minor infringements of the SWPBS Behaviour Matrix/ One School Behavioural Categories</b></p> <ul style="list-style-type: none"> <li>• Disruptive</li> <li>• Dress Code</li> <li>• Late</li> <li>• Defiant</li> <li>• Non-compliant with routine</li> <li>• Threats to others</li> <li>• Refusal to participate in the program of instruction</li> <li>• Verbal misconduct</li> <li>• Misconduct involving object</li> <li>• Other conduct prejudicial to the good order of &amp; management of the school</li> <li>• Lying/Cheating</li> </ul>	<p><b>Major infringements of the SWPBS Behaviour Matrix/ One School Behavioural Categories</b></p> <ul style="list-style-type: none"> <li>• 3<sup>rd</sup> Timeout in class(in 3 weeks)</li> <li>• Bullying/harassment</li> <li>• Physical misconduct</li> <li>• IT misconduct</li> <li>• Possess prohibited items</li> <li>• Property misconduct</li> <li>• Verbal misconduct</li> <li>• Misconduct involving object</li> <li>• Truant/skip class</li> <li>• Substance misconduct(IS)</li> <li>• Substance misconduct(LS)</li> <li>• Other</li> </ul>
<p><b>Chance 1. Stop Behaviour by</b></p> <ul style="list-style-type: none"> <li>➤ Stating expected behaviour</li> <li>➤ Non-verbal look/gesture</li> <li>➤ Give “take-up time”</li> <li>➤ Use of voice tone</li> <li>➤ Ignore the behaviour and praise others</li> <li>➤ Stand in close proximity to the student</li> </ul> <p><b>Chance 2. Unacceptable Behaviour Continues</b></p> <ul style="list-style-type: none"> <li>➤ Remove distraction</li> <li>➤ Give choices</li> <li>➤ Give redirection &amp; restate expected behaviours</li> <li>➤ One on One discussion</li> <li>➤ Relocate student with in group</li> </ul> <p><b>Chance 3. If Unacceptable Behaviour Continues</b></p> <ul style="list-style-type: none"> <li>➤ Request Support (if need be)</li> <li>➤ Remove student from group to Responsible Thinking Chair/Position (must be in line of sight) or remove group from the student</li> <li>➤ Work to be completed during time at RTC</li> <li>➤ School service</li> </ul> <p><b>Escalated to Minor Unacceptable Behaviour</b></p> <ul style="list-style-type: none"> <li>➤ Report on Incident Referral Form and place in Behaviour Folder.</li> </ul> <p><b>Staff Actions as a Consequence for Student</b></p> <ul style="list-style-type: none"> <li>➤ Natural Consequence</li> <li>➤ Complete missed work in own time</li> <li>➤ School Service</li> <li>➤ Lunch time detention</li> </ul>	<p><b>Major infringement of SWPBS Matrix or 3<sup>rd</sup> Minor Incident Referral.</b></p> <p><b>Control/Contain Behaviour.</b></p> <ul style="list-style-type: none"> <li>➤ Request support by using School Emergency Signal/Shouting</li> <li>➤ Remove student or remove group from student(ensure safety &amp; wellbeing of all)</li> <li>➤ Gather information about incident</li> <li>➤ Complete Incident Referral Form</li> <li>➤ Report to Principal - Promptly</li> </ul> <p><b>Actions.</b></p> <ul style="list-style-type: none"> <li>➤ Report to Parents</li> <li>➤ Behaviour Reflection Sheet Completed</li> <li>➤ Detention</li> <li>➤ School Service</li> <li>➤ Suspension (external, EQ Guidelines)</li> <li>➤ Exclusion (EQ Guidelines)</li> </ul> <div style="border: 1px solid black; padding: 10px; margin-top: 10px;"> <p><b>Note:</b></p> <p><b>*School Service</b> are actions that reflect being <b>Responsible, Respectful</b> and <b>Safe</b> to develop being a good citizen of Dalveen School .. eg: Watering garden for 10 mins.</p> <p><b>*Responsible Thinking Chair/Position..</b> Is up to supervising adult to choose what is appropriate.. eg: At playground – sit away from equipment</p> </div>

Dalveen Dollars



Be Respectful

Dalveen Dollars



Be Respectful

Dalveen Dollars



Be Respectful

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