Chevallum State School 2015

Responsible Behaviour Plan for Students

1. Purpose

At Chevallum State School, we are committed to nurturing behaviour and dispositions that support a culture of caring.

These include:
- Caring for others
- Caring for ourselves
- Caring for our learning
- Caring for our environment

We are “Individuals learning together” who:

- move towards effective self management,
- find effective ways of satisfying their needs for love and belonging, power, fun and freedom of choice within a supportive school environment.

The success of the Responsible School Behaviour Plan relies on the development of positive relationships, consistent approaches and effective communication involving all within the school community.

2. Consultation and data review

It is developed in consultation with the school community and endorsed by the Principal and President of the P&C

Involvement of the Chevallum State School Community in the plan development has included:

- All staff members involved in the development of the plan.
- Community members invited to participate
- The comprehensive review of our current Responsible Behaviour Plan during The Discipline Audit 2014
- Presentation of plan to P&C for endorsement.
3. Learning and behaviour statement

**OUR VALUES and BELIEFS**

Chevalium State School:

- Acknowledges and respects the individuality of each child
- Recognises the need to provide a creative, stimulating and supportive learning environment that will maximise each student's potential
- Promotes an understanding of the rights and responsibilities of each student
- Believes all behaviour is purposeful and that purpose is always an attempt to satisfy basic needs that are built into our genetic structure.
- Provides a positive environment that promotes
  - Acceptance of responsibility for learning
  - Consistent strategies
  - A happy and motivated learning community
- Develops students' self-esteem and self-discipline through the experience of accomplishment, recognition, individual decision making and problem solving, enterprise and creativity
- Understands that all children are born with an innate desire to learn which needs to be facilitated throughout schooling, creating a pathway towards lifelong learning
- Recognises the importance of developing the whole child with focus on the cognitive, the physical and the social/emotional development.
- Accepts that there is no such thing as an *average* child and that all children are at various stages along the developmental continua in the cognitive, physical and social/emotional areas

**Students:**

<table>
<thead>
<tr>
<th>Students are expected to:</th>
<th>Expected Behaviours</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Participate actively in the school's education program</td>
<td>☐ Development of social competencies and emotional intelligences through elements of core curriculum including</td>
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<tr>
<td>☐ Take responsibility for their own behaviour and learning.</td>
<td>☐ Habits of Mind, Philosophy, Restorative Practice, Peer Mediation and support programs including structured play and individual behaviour development plans</td>
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<tr>
<td>☐ Demonstrate respect for themselves, other members of the school community and school environment</td>
<td>☐ Being persistent, building resilience, completing set tasks</td>
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<tr>
<td>☐ Behave in a manner that respects the rights of others, including the right to learn</td>
<td>☐ Managing impulsivity through self-management</td>
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<td>☐ Co-operate with staff and others in authority</td>
<td>☐ Striving for accuracy, working to one's best ability</td>
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<td></td>
<td>☐ Working interdependently, cooperative learning and developing positive working relationships</td>
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<td>☐ Being innovative, remaining open to continuous learning and new ideas</td>
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<td>☐ Being responsible for own behaviour, taking responsible risks</td>
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<td></td>
<td>☐ Respecting self, others and property</td>
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<td>☐ Listening and speaking with empathy and understanding, including common courtesies, tolerance, mutual respect</td>
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<td></td>
<td>☐ Problem solving, decision making</td>
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## Parents/Carers

### Parents are expected to:
- Show an active interest in their child’s schooling and progress
- Co-operate with the school to achieve the best outcomes for their child.
- Support school staff in maintaining a safe and respectful learning environment for all students.
- Initiate and maintain constructive communication and relationships with school staff regarding their child’s learning, wellbeing and behaviour.
- Contribute positively to behaviour support plans that concern their child.

### Expected Behaviours
- The high level of parent involvement contributes to learning, relationships and resourcing within the school which positively impacts on student learning outcomes
  - Sharing the responsibility of management and leadership within the school community
  - Partners in meeting children’s educational needs
  - Community members combine their expertise to enhance student outcomes
  - Positive, active interest in student’s progress
  - Respectful of school protocols
  - Open and respectful communication

## Schools/Principals

### Schools are expected to:
- Provide safe and supportive learning environments
- Provide inclusive and engaging curriculum and teaching
- Initiate and maintain constructive communication and relationships with students and parents/carers
- Promote the skills of responsible self-management

### Expected Behaviours
- Our student learning outcomes are dependent upon the successful integration of our values and beliefs with best practise in learning and teaching
  - A curriculum that is responsive to the needs of each individual student
  - Cooperative, multi-aged classrooms that have a child-centred approach to learning
  - The basis for the curriculum being the development of the whole child – social, emotional and cognitive development
  - Catering for differing learning styles and the recognition of multiple intelligences
  - Fostering positive relationships within the learning context
  - Development of thinking and cooperative learning skills
  - Implementation of the Australian Curriculum which provides improved intellectual engagement and the development of deeper understandings
  - Philosophy for Children, school wide program, promotes children to think for themselves while encouraging them to think with others
  - Habits of Mind, school wide program, develops students’ ability to behave intelligently when confronted with problems and dilemmas
  - A professional learning community that promotes a focus on student learning, collaboration and deprivatised practice
  - Inclusive curriculum and support programs for students with special needs
  - Valuing diversity
  - High expectations and standards in behaviour and learning outcomes
  - Providing extra curriculum and enrichment programs – instrumental music, permaculture garden
  - Professional development

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

- **Universal behaviour support**

Our proactive processes and strategies supporting student behaviour are underpinned by the following:

- Quality learning and teaching practices
- Our balanced, relevant and engaging Australian Curriculum
- To encourage a harmonious, warm and friendly community on which to form the basis for communication and negotiation
- To encourage open and two-way communication
- To be characterised by non-violent, non-coercive and non-discriminatory practices
- To use negotiation in problem solving and the formulation of consequences and success plans
- To develop and promote self-discipline
- To communicate with the school community expectations of behaviour and school rules
- To provide the school community with professional development and learning opportunities
- To be consistent in the implementation of the above goals
- A least intrusive to most intrusive approach to managing inappropriate student behaviour which is reflected in a continuum from whole school positive preventive action for all students, through to intensive intervention for specific individuals or groups.

Chevallum State School supports student behaviour through whole-school proactive processes and strategies that:
- facilitate the development of acceptable standards of behaviour to create a caring, productive and safe environment for learning and teaching
- promote an effective learning and teaching environment that allows positive aspirations, relationships and values to develop
- foster mutual respect
- encourage all students to take increasing responsibility for their own behaviour and the consequences of their actions
- skills all students in response techniques when confronted with inappropriate behaviour

These processes and strategies rely on all members of the school community actively participating and accepting their role in supporting student behaviour.
We cater to the needs of individuals through structures and programs including:

- **Multi-age classrooms** - The Multi-age, cooperative teaching classroom practice that we employ ensures continuity with teachers and peers across a 2-3 year period.
- **Australian Curriculum** - describes a learning entitlement for each Australian student that provides a foundation for successful, lifelong learning and participation in the Australian community and acknowledges the changing ways in which young people will learn and the challenges that will continue to shape their learning in the future.
- **Glasser’s Choice Theory** - All behaviour is purposeful and that purpose is always an attempt to satisfy basic needs that are built into our genetic structure. Therefore it is important that people learn to satisfy their needs in responsible ways.
- **Art and Science of Teaching Pedagogical Framework** - Describe a common framework under which teachers can choose and develop effective instructional strategies to enhance what they are teaching and to cater for the variable styles, approaches and backgrounds of their students.
- **Dimensions of Learning** - A framework for pedagogical practice based on contemporary research, that provides a common language and a set of procedures that constitute teaching expertise, rather than subjective feelings about “good teaching”
  - **Habits of Mind** - program which is based on the concept, ‘that a habit of the mind is knowing how to behave intelligently even when you don’t know the answer’.
- **Philosophy** - the Philosophy for Children program develops within students many higher order thinking skills especially, for those related to behaviour, reflection.
- **Our leadership program** - Involves all year 6 students who are responsible for different programs and roles within the school. It provides students with the skills and commitment to contributing to a community.
- **Restorative Philosophy, Practices and Principles** - emphasises relationships and attends to all aspects of the school culture and organisation and develops a range of relational practices that help prevent incidents of inappropriate behaviour from arising.
  - **Restorative Practice** - approach/process along a continuum starting from restorative dialogue to a Community Conference.
  - **Peer Mediation** - A powerful restorative justice process that involves students in facilitating the process between students in conflict.

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

- The school newsletter and Website, enables parents to be actively and positively involved in school behaviour expectations.
- School Behaviour Leadership team members’ regular provision of information to staff and parents, and support to others in sharing successful practices
- Comprehensive induction programs in the Chevallum State School Responsible Behaviour Plan for Students delivered to new students as well as new and relief staff.
- 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.

- Development of specific policies to address:
  - The Use of Personal Technology Devices at School (Appendix 1)
  - Procedures for Preventing and Responding to Incidents of Bullying (Appendix 2)
  - Working together to Keep Schools Safe – Knives in Schools fact sheet for parents (Appendix 4)

**Targeted behaviour support**

A positive relationship between students, teachers and parents underpins effective behaviour management.

The Multi-age, cooperative teaching classroom practice that we employ ensures continuity with teachers and peers across a 2-3 year period. It also supports behaviour as the size of the school provides all staff with an awareness of the need for targeted behaviour support for individual children.

Specific Strategies that we implement include:

- **Habits of Mind** program which is based on the premise ‘that a habit of the mind is knowing how to behave intelligently even when you don’t know the answer’. Specific habits are targeted from the 16, for specific students and behaviours. Eg. managing impulsivity

- **Philosophy Circles** with a focus on the behavioural areas that require attention. These are a strategy used in our Philosophy for Children program implemented across the school.

- **Restorative Practices**- Comprehensive whole school relational approach to behaviour support practices within our school community.

- **Class-Home communications program**- Parent /Teacher communication books, interviews, emails, meetings

- **Personal physical drills programs**- Developed for students with specific physical and social emotional leaning needs

- **Social Skills program**- Implemented in small groups for all ages involving students with well developed social skills (providing models) and for those who require extra support in these areas.

- **Transition time in the junior school**- Providing peer/tutoring programs

- **Adjustment to programs and alternative activities** (permaculture garden, teaching kitchen, enterprise education), accommodating various learning styles.

- A **consistent whole school approach to the daily management of behaviour** eg. –
  - **Risk management plan**- Plans that outline strategies for managing specific behaviours eg. running away and also for specific students.
  - **Classroom management plan**- All classes have clearly articulated classroom behaviour expectations and processes. These are written, communicated to all, and consistently implemented.
  - Combination of Habits of Mind and Glasser’s 5 steps. where students are encouraged to improve their critical thinking skills in their application to reflection of their behaviour. (ref.appendix1) After any inappropriate behaviour children complete a reflection and/or restorative process before appropriate consequences or support is implemented.
  - **Structured play**- Teacher supervised activity based play at lunch and afternoon tea play breaks. Targeted children who have difficulty playing in unstructured situations and others, who choose to attend, play in a variety of activities where the social/emotional aspects of play are scaffolded by teachers in a safe environment for all.
- **Supervised activities** - Teacher supervised activities designed for children after reflection and/or restorative process to transition back to the playground. The length of time in supervised activities depends on individual support needs.

- **Informal timeout** - part of a classroom’s behaviour support plan for all students. Within the classroom to provide reflection and/or calm down time to redirect students’ inappropriate minor misbehaviours

  *(See Appendix 5 – Informal Time out Procedures)*

### Intensive behaviour support

Chevallum State School provides intensive intervention, behaviour support

Processes and/or programs that respond to unacceptable behaviour these

Strategies can include

- Whole school approach.
- Whole school behaviour support program – what does the child need to help their behaviour?
  - School Counselling
  - Sourcing outside agency support
  - Individual Management Plan which include specific goals and support strategies for students. These plans are prepared in consultation with class teachers, learning support staff, special education and guidance personnel, school principal, parents and other relevant specialist staff.
  - Engaging students in learning, through use of alternative programs such as Enterprise Education i.e. permaculture garden, Stephanie Alexander Kitchen
  - Risk Management Plans
  - Suspensions
  - Exclusions

**Suspensions and exclusions will be implemented ‘as a last resort’ after all other avenues have been exhausted.**
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 severe problem behaviour. This consistency ensures that appropriate actions are taken to ensure that both students and staff are kept safe.

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

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

Basic defusing strategies

Avoid escalating the problem behaviour

(Avoid shouting, cornering the student, moving into the student’s space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language).

Maintain calmness, respect and detachment

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

Approach the student in a non-threatening manner

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

Follow through

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

Debrief

(Help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations).
Physical Intervention
Staff may make legitimate use of physical intervention if all non-physical interventions have been exhausted and a student is:
- physically assaulting another student or staff member
- posing an immediate danger to him/herself or to others.

Appropriate physical intervention may be used to ensure that Chevallum 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.
Staff will:
- give clear verbal instruction before physical intervention is used, unless the urgent nature of the situation makes this impractical.
- call for assistance from another member of the school staff to make arrangements to ensure that other students in the vicinity are safe and properly supervised.

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.
Time Out (see Appendix 5- Time Out Procedures)
Time Out for major behaviours is used in order to assist a student in the calming down process and as a risk management strategy.

All staff, students and parents are made aware of the appropriate use of, and procedures for Time Out. These include:
- giving the student opportunity to re-join class at intervals of no more than 10 minutes
- provide the student with opportunities to complete assessments to fulfil educational requirements
- ensure when using Time Out as a calming technique that is consistent with:
  ▪ developmental age of the student
  ▪ any special needs that the student may have
- ensuring the student is safe and under supervision at all times
- ensuring emergency procedures are in place for students 'out of class'
- the regular review of time out procedures, frequency of use with particular students, and effectiveness measured using data.

Physical Restraint.

Physical restraint involves the manual restriction of a student’s movement for reasons of safety in cases where a student is behaving in a manner that is potentially injurious to themselves or others, or to prevent serious property damage. It is used only as an immediate or emergency response or as part of a student’s individual plan.

Principals and school staff:
- give clear verbal instruction before physical restraint is used, unless the urgent nature of the situation makes this impractical
- call for assistance from another member of the school staff and make arrangements to ensure that other students in the vicinity are safe and properly supervised
- notify the principal (if not directly involved) and the student’s parent of the incident, detailing:
  - the behaviour that preceded the use of physical restraint
  - the type and duration of the restraint used
  - staff members and other witnesses present during the period of the incident
  - student and staff’s physical condition before and after physical restraint
  - debriefing provided to the student following the period of physical restraint
  - planned future action to prevent further incidences of the behaviour
    - prepare a Physical Restraint / Intervention Report
    - hold a debriefing meeting with the relevant staff members
    - develop an individual plan if physical restraint is necessary as an ongoing strategy.
Appropriate restraints may be used to ensure that Chevallum State School's duty of care to protect students and staff from foreseeable risks of injury is met. The use of physical restraints (manual restriction of a student's movement for reasons of safety) is only considered appropriate where the immediate safety of others is threatened and the strategy is used to prevent injury.

Staff may make legitimate use of physical restraints if all non-physical (including defusing strategies) and more moderate 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: or
- To prevent serious property damage that can be harmful to self or others eg. Breaking glass or use of sharp implements.

Physical restraints are not to be used as a response to:
- School disruption
- Refusal to comply
- Verbal threats
- Property destruction unless posing a serious risk to self or others eg. Breaking glass, use of sharp implements
- Leaving a classroom or the school, unless student safety is clearly threatened.

Physical Restraint – Planned Response including Prevention of Self-Harming Behaviours (individual plan)
When provision is made for the use of physical restraint in a student’s individual plan as an ongoing response strategy due to frequency of behaviour risk/patterns (including prevention of self-harming behaviours), plans will:
- be approved by the Principal
- include strategies to reduce the frequency and severity of inappropriate behaviours and increase socially appropriate and positive behaviours
- not use physical restraint in isolation
- identify strategies to reduce and eliminate the need for physical restraint
- in preventing self-harming behaviours, strategies may include:
  - restoring safety in other practicable ways such as removing harmful objects
  - employing responses such as increased monitoring and support within classrooms and /or referral to appropriately trained staff
  - use of movement limiting and/or protective devices at times of high risk.
    - Complete documentation according to Student Protection requirements
Where physical restraints are included as part of a student’s individual plan deemed necessary due to frequency of behaviour risk/patterns (including prevention of self-harming behaviours), staff will:
- Be provided with appropriate training and professional development in the use of physical restraints
- Complete the required documentation following a physical restraint
- Establish a regular review process to monitor effectiveness of planned strategies and procedures
Record keeping
Each instance involving the use of restraint must be formally documented. The following records must be maintained:
- Physical Restraint / Intervention Report and/or
- Health and Safety incident record (http://ppr.det.qld.gov.au/Pages/advice-on-redevelopment.aspx)

8. Consequences for unacceptable behaviour
Chevallum State School’s Responsible Behaviour Plan outlines proactive and preventative strategies. However, we recognise certain types of behaviour are unacceptable and require a continuum of consequences to support students to meet the school’s code of behaviour.

The plan has a focus on consequences for unacceptable behaviour in the playground and in the classroom. Each involves implementing consequences linked to the concept of natural justice and the importance of repairing relationships through Restorative Practices. This allows for effective management of student behaviour within a supportive school environment and is further supported by the maintenance of comprehensive student records, effective communication with parents/guardians and student access to support services and personnel as required.

When addressing student behaviour issues, a range of strategies and consequences are available for staff to access. Staff are encouraged to view each case individually, but be consistent in the application of consequences in line with the school’s Responsible behaviour Plan. The tables below outline the responses for unacceptable behaviour in the Playground and Classroom. Unacceptable behaviour falls into 4 basic areas. Within these areas there is a continuum from low level to high level of unacceptable behaviours.
The areas relate to our fundamental values and beliefs statement

**Caring for others**
1. Follow the common courtesies of the school
2. Speak politely to each other, using only socially acceptable language
3. Share, take turns and be patient
4. Behave in a way that doesn't interfere with others' rights to be safe
5. Leave others' property alone
6. Ask others who are alone to join in
7. Offer comfort and support to those who need it
8. Behave in a way that doesn't interfere with others' rights to learn
9. Play games without rough play
10. Consider the feelings of others in all situations.

**Caring for ourselves**
1. Wear appropriate clothes and shoes for school activities
2. Always wear a hat when outside – not inside
3. Keep ourselves clean and tidy and use clean personal habits when eating and toileting
4. Climb only on playground equipment
5. Remain seated in eating areas until released by a teacher / teacher aide
6. Eat nutritious food at school
7. Walk on concrete paths and around buildings
8. Remain outside classroom until teacher arrives
9. Think before acting, don't be persuaded by others to do the wrong thing
10. Respond promptly to bells
11. Get enough rest by getting a good night's sleep
12. Stay away from Groundsman's room and equipment.

**Caring for our learning**
1. Have everything ready for class
2. Look after books and property
3. Be on time for school and for class
4. Strive to achieve your best
5. Always complete homework
6. Work quietly, allow others to concentrate
7. Listen when the teacher is speaking
8. Try hard to finish work on time
9. Encourage the efforts of others
10. Follow the teacher's instructions
11. Return books and equipment that are borrowed
12. Put things away after using them.

**Caring for our Environment**
1. Put all litter in the bins
2. Keep the school buildings and classroom clean and tidy
3. Look after trees and plants
4. Protect all wildlife, leave it alone
5. Keep out of the garden beds – use the paths
6. Keep bags in the port racks
7. Keep the toilets clean
8. Recycle scraps and paper where possible.

The following are examples of unacceptable behaviours along the continua for each of these areas,

- **Caring for others**
  - Not taking turns
  - Physical violence
- **Caring for ourselves**
  - Not wearing a hat
  - Dangerous risk taking e.g. leaving school grounds
- **Caring for our learning**
  - Speaking out of turn
  - Major disruptions e.g. Abusive Language
- **Caring for our environment**
  - Littering
  - Vandalism

**Minor and major behaviours**

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

- **Minor** problem behaviour is handled by staff members at the time it happens
- **Major** problem behaviour is referred directly to the school Administration team.

**Minor behaviours** are those that:
- Are minor breaches of the Code of Conduct (The 4 C’s)
- Do not seriously harm others or suggest 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 Administration.

Minor problem behaviours may result in the following consequences:

- Staff will use Essential Skills for Classroom Management to correct students exhibiting minor behaviours (least to most intrusive) See **appendix 8**
- A re-direction procedure. The staff member takes the student aside and utilising Restorative language, enquire:
  1. What happened?
  2. When you (explicitly describe behaviour) was that a good choice or a bad choice?
  3. What should you have done differently?
  4. How can you fix it?
- A minor consequence that is logically connected to the problem behaviour, such as complete removal from an activity or event for a specified period of time, partial removal, individual meeting with the student, restoration or work completion during their free time.
Withdrawal from class or play may be used to prevent the escalation of inappropriate behaviour. It allows for class re-focus and provides the student with neutral attention / calm space, supervised by a responsible adult other than class teacher/s and may involve attendance at Administration. It is:
- A response to misbehaviours that are continually hindering learning for self and/or others
- Part of an Individual Behaviour Support Plan (IBSP) or classroom’s behaviour support plan for all students
- Student is escorted by an adult to a withdrawal location away from their own classroom – e.g. Buddy class, Administration
- Student is supervised by an adult for a longer period of time – e.g. 30 minutes / one session
- Expectation of task work or activity to be completed during this time before returning to class (provided by teacher/s)
- Restorative chat prior to re-entry
- Parents informed by class teacher/s.

Major behaviours are those that:
- Significantly violate the rights of others
- Put others / self at risk of harm
- Are a result of multiple incidents of minor behaviours; and
- Require the involvement of school Administration.

When major problem behaviours occur, staff members calmly state the major problem behaviour to the student and remind them of expected school behaviour. The student is then directed to spend time in a ‘Buddy Class’ to allow the opportunity to review appropriate school and class expectations. A re-entry process is completed by staff using Restorative questioning strategies. This process assists with the reinforcement of expectations and fosters positive relationships between staff and students.

Major behaviours may result in an immediate referral to Administration because of their seriousness.
A Classroom Management Plan Sequence
(The plan taken is determined by the child’s response to each step and depending on the behaviour)
1. Redirect student with a choice of alternatives
2. Counsel student in the immediate/short term
   e.g. What are you doing?
   What should you be doing?
   What else could you have done?
   What will you do next time?
3. Student to be timed out within the classroom area or other appropriate area.
4. Teacher and parent / carer interview arranged with possible appointment with Guidance officer
5. Referral to the Principal as warranted
6. Individual Behaviour Support Plan set up for use in the classroom (contract between teachers and child) This will include input from parent/caregiver, teachers and other relevant personnel
7. Removal from classroom to another teacher (prearranged) for 1 hour, 1 session or 1 day
8. Removal from classroom to office for 1 hour, 1 session or a day. Class teacher organises work to be completed,
9. *‘In-school’ withdrawal from classroom for an extended period. Class teacher organises work to be completed,
10. *Voluntary alternative program implemented at home - parent / caregiver voluntarily agrees to withdraw the student from the school for up to 3 days,
11. *Suspension from school (up to 5 days)
12. *Suspension from school. Student is provided with an alternative program (up to 20 days),
13. *Suspension from school with a recommendation to exclude (requires Director - General approval)

Only in cases of extreme behaviour will consequences be applied at a higher level before all steps have been taken at the lower levels.

A Playground Management Plan Sequence
1. Redirect student with a choice of alternatives
2. Counsel student in the immediate/short term
   e.g. What are you doing?
   What should you be doing?
   What else could you have done?
   What will you do next time?
3. Student to be timed out within the playground area or other appropriate area.
4. Referral and Reflection processes
5. Parents/caregivers notified as warranted
6. Supervised/Structured Play for a period of time
7. Referral to Principal as warranted
8. Individual Behaviour Support Plan set up for use in the playground (contract between teachers and child) This will include input from parent/caregiver, teachers and other relevant personnel
9. *Suspension from school (up to 5 days)
10. *Suspension from school. Student is provided with an alternative program (up to 20 days),

Only in cases of extreme behaviour will consequences be applied at a higher level before all steps have been taken at the lower levels.
Network of student support

A team approach to behaviour support includes the involvement of school administrators, staff, students, parents and members of the wider community and personnel from other agencies. Because of the size of the school, all stakeholders are involved in the decisions regarding student support. These decisions are made at staff meetings, IEP meetings or other meetings called specifically to support a student.

The following is a summary of support providers.

SCHOOL BASED SERVICES COMMUNITY SERVICES
- Classroom teachers
- Principal
- Deputy Principal
- Guidance Officer
- Head of Special Needs
- Special Ed. Teachers
- Youth Worker
- Learning Support
- Teachers
- Teacher Aides
- Student leaders and
- Mediators
- Peer Mentors

DISTRICT & OTHER E.Q. SERVICES
- Advisory Visiting Teacher
- AVT for Behaviour Support
- AVT for various impairments
- Behaviour Support Funding
- Senior Guidance Officers
- Principal Advisor, Ed. Services
- Management of Young Children Program

Support is also available through the following government and community agencies:
- Disability Services Queensland
- Child and Youth Mental Health
- Queensland Health
- Department of Communities (Child Safety Services)
- Police
- Local Council
- Neighbourhood Centre.

Consideration of individual circumstances

At Chevaullum we believe every child unique and individual and therefore take into consideration the following factors when choosing responses to student behaviour: context, family circumstances, cultural background, special needs, environment, safety, resilience and temperament. Consistency will be in responding to the behaviour, but not necessarily in the nature of the response. Students with disabilities will have an Educational Adjustment Plan (EAP) which identifies their behaviour and describes appropriate strategies for support.

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 Regulation 1997
- Right to Information Act 2009
- Information Privacy (IP) Act 2009

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

11. Some related resources

National Safe Schools Framework (ncab.nasfbestpractice.org.au/resources/resources.shtml)
[] National Framework for Values Education in Australian Schools (www.valueducation.edu.au)
[] Bullying. No Way! (www.bullingnoway.com.au)
[] MindMatters (www.curriculum.edu.au/mindmatters)

Endorsement

Principal

P&C President or Chair, School Council

Date effective:

from 25.01.2016 to DEC 2018

Appendix 1

The Use of Personal Technology Devices* at School
This policy reflects the importance the school places on students displaying courtesy, consideration and respect for others whenever they are using personal technology devices.

**Certain Personal Technology Devices Banned From School**

Students must not bring valuable personal technology devices like ipods, ipads or laptops 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 for at least one month, or longer if deemed necessary by the Principal.

**Personal Mobile Phones or similar communication Devices**

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.

Bringing personal technology devices to school is not encouraged by the school because of the potential for theft and general distraction and/or disruption associated with them.

However, if personal mobile phones are brought to school, they must be handed in to Administration upon arrival and the Mobile Phone Agreement needs to be adhered to. *(see Appendix 3).*

**Recording voice and Images**

Recording of events in class is not permitted unless express consent is provided by the class teacher.

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 may 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 school office.

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 Deputy Principal or 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), mobile telephones, iPods® and devices of a similar nature.
Appendix 2

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

**Purpose**

1. Chevallum 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 Chevallum 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 Chevallum 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 Chevallum 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 Chevallum State School are an addition to our already research-validated restorative practices processes and Philosophy for Children. This means that all students are being explicitly taught the expected school behaviours and receiving high levels of social acknowledgement for doing so.
Appendix 3

Chevallum State School
Mobile Phone Agreement

This form needs to be signed before a personal mobile phone is allowed to be brought to school by a student.

Student
I understand that personal mobile phones in a school can be a convenient way to communicate with parents/caregivers in emergency situations before/after school e.g. change of transport arrangements

If I bring my mobile phone to school:
Upon arrival at school I will book my phone immediately into the office.
At the end of the school day I will book my phone out of the office. If I am not leaving the school grounds immediately, I need to hand my phone to the adult on bus duty for a later collection.
While in the school grounds I will only contact parents/caregivers for matters relating to my safety/well being or an issue I have discussed with Administration.

I will not store in my mobile phone anything that is illegal, dangerous or offensive.

I understand that if the school decides I have broken these rules, appropriate action will be taken. This may include confiscation of my mobile phone and my parent/s being informed.

__________________________ (Student’s name)
__________________________ (Student’s signature) __________ (Date)

Parent or guardian
I understand that personal mobile phones in a school can be a convenient way to communicate with parents/caregivers in emergency situations before/after school e.g. change of transport arrangements

I also understand that my child will, upon arrival at school, book their phone immediately into the office and collect it at the end of the school day. However, if they are not leaving the school grounds immediately, they will need to hand their phone to the adult on bus duty for a later collection.

I accept that, while in the school grounds my child will only contact parents/caregivers for matters relating to my safety/well being or about an issue they have discussed with Administration and that my child will not store in their mobile phone anything that is illegal, dangerous or offensive.

I believe ______________________ (Name of student) understands this responsibility, and I hereby give permission for him/her to bring a personal mobile phone to school under the school rules. I understand that students breaking these rules will be subject to appropriate action by the school.

__________________________ (Parent or guardian’s name) __________ (Date)
WORKING TOGETHER TO KEEP Chevallum State School SAFE

We can work together to keep knives out of school. At Chevallum State School:

• Every student has the right to feel safe and be safe at school.
• No knives are allowed to be taken to school by students.

What kinds of knife are banned?

• No knives of any type are allowed at school
• Knives needed for school activities will be provided by the school, and the use of them will be supervised by school staff.

The Principal can take serious action against a student who brings a knife to school.

• If a student has a knife at school, principals can inform the police.
• Possessing a knife at school may result in serious disciplinary consequences
• Police can search a student and their property at school if they suspect a student has a knife.

The points below apply to Education Queensland schools.

• School property such as desks or lockers may be searched if the principal suspects that a student has a knife on or in school property.
• If the principal suspects the student has a knife in their bag, the bag may be temporarily confiscated until police arrive.
• If the student does have a knife at school, it can be confiscated by the principal and given to the police.

How can parents help to keep Chevallum State School safe?

• Make sure your child knows what the laws and rules are about knives.
• Do not include knives or knife tools in children’s lunch boxes, pencil cases or craft kits.
• Contact your school principal if you believe your child is being bullied or threatened at school.
• If you want to talk about students and knives at school, please contact the Principal.
Appendix 5

Time Out Process Chevallum State School

Time Out Processes are utilised:

- as one of a range of options for students to manage their own behaviour
- in order to assist a student in calming down process
- as a risk management strategy
- to prevent the escalation of inappropriate behaviour

Informal Time Out: (I.e. Within the classroom to provide reflection and/or calm down time to redirect students’ inappropriate minor misbehaviours)

- part of a classroom’s behaviour support plan for all students
- and/or part of an Individual Behaviour Support Plan (IBSP)
- student is asked to sit in a clearly visible designated space – removed from other students but still within the classroom
- no longer than 5-10 minute intervals– timer may be used to assist with student self-regulation strategies
- student must be carefully monitored and asked after 5-10 minutes if they are ready to re-join class and follow class expectations/guidelines (restorative chat)

Formal Time Out (Immediate response to risk management situation (I.e. student at risk to self or others))

- If a student in close vicinity of others, create a safe space for all – may need responsible adult/s to remove furniture, students out of harm’s way
- If a student leaves the safety of the school grounds or places themselves in the way of potential harm defusing and/or NVCI (non-violent crisis intervention) strategies may need to be used (Refer: Chevallum Responsible Behaviour Plan – Defusing Strategies and Physical Intervention Section)

- Phone call to SEU and/or administration to ask for assistance if required
- When safe to do so, student escorted to SEU for a calm down period – at least 2 adults required to ensure safety for all
- Student is provided with a space to timeout in within SEU – away from other students
- Space must be made safe – furniture may need to be removed, cushions or other items may be used to assist with a comfortable, calm space
- Parent must be contacted by SEU staff or administration to inform of incident and possible formal consequences as soon as possible. This contact and information regarding the incident and actions must be recorded in One School.
- Once a formal time out is completed, a continued Withdrawal will be required to determine if student is ready for a successful transition back to a learning setting.
- Before class re-entry a formal restorative chat will be required – facilitated by SEU staff or administration to repair harm caused by incident.

N.B. Any instance involving the use of restraint must be formally documented. (Refer: Chevallum Responsible Behaviour Plan – Immediate or Emergency Response)

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## Appendix 6
CHEVALLUM STATE SCHOOL
Withdrawn Student Record

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Location (please tick)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Playground</td>
</tr>
<tr>
<td>Date:</td>
<td>Family:</td>
</tr>
<tr>
<td>Time:</td>
<td>Specialist Lesson</td>
</tr>
<tr>
<td>Referring Staff Member:</td>
<td>Classroom</td>
</tr>
<tr>
<td></td>
<td>Excursion</td>
</tr>
<tr>
<td></td>
<td>Other</td>
</tr>
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</table>

### School Expectation Category

<table>
<thead>
<tr>
<th>Caring for Others</th>
<th>Caring for Ourselves</th>
<th>Caring for our Learning</th>
<th>Caring for our environment</th>
</tr>
</thead>
</table>

### Problem Behaviour

#### Minor (Please tick)

<table>
<thead>
<tr>
<th>Defiance/Disrespect</th>
<th>Physical Contact</th>
<th>Inappropriate language</th>
<th>Disruption</th>
<th>Property Misuse</th>
<th>Safety</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low intensity, brief failure to follow directions.</td>
<td>Student engages in non-serious but inappropriate physical contact.</td>
<td>Low intensity language (eg shut up, idiot etc).</td>
<td>Low intensity but inappropriate disruption.</td>
<td>Low intensity misuse of property.</td>
<td>Student engages in brief or low-level safety violation not involving hurting any other individuals or groups.</td>
</tr>
</tbody>
</table>

#### Major (Please tick)

<table>
<thead>
<tr>
<th>Defiance/Disrespect</th>
<th>Physical Aggression</th>
<th>Inappropriate /Abusive language</th>
<th>Disruption</th>
<th>Vandalism</th>
<th>Safety</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continued refusal to follow directions, talking back and/or socially rude interactions.</td>
<td>Actions involving serious physical contact where injury may occur (eg hitting, punching, hitting with an object, kicking, scratching etc).</td>
<td>Repeated verbal messages that involve swearing or use of words in an inappropriate way directed at other individual or group.</td>
<td>Repeated behaviour causing an interruption in a class or playground. (eg. Yelling or screaming, noise with material, disrupting games, refusal to stay in learning setting).</td>
<td>Student engages in an activity that results in substantial destruction or disfigurement of property.</td>
<td>Student engages in frequent unsafe activities where injury may occur.</td>
</tr>
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</table>

### Others involved in incident

<table>
<thead>
<tr>
<th>Students</th>
<th>Staff</th>
<th>Other</th>
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</table>

### NOTES:

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### Appendix 7

#### Physical Restraint / Intervention Report

<table>
<thead>
<tr>
<th>Initial Report Compiled by</th>
<th>Date and Time Report Completed</th>
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<tbody>
<tr>
<td><strong>Signed</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Details of Student</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Name</strong></td>
<td><strong>Family Group</strong></td>
</tr>
<tr>
<td><strong>Role</strong></td>
<td><strong>Teacher/s</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Details of Staff involved in Incident</strong></th>
<th><strong>Role</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Name</strong></td>
<td><strong>Role</strong></td>
</tr>
<tr>
<td><strong>Name</strong></td>
<td><strong>Role</strong></td>
</tr>
<tr>
<td><strong>Name</strong></td>
<td><strong>Role</strong></td>
</tr>
<tr>
<td><strong>Name</strong></td>
<td><strong>Role</strong></td>
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</tbody>
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<table>
<thead>
<tr>
<th><strong>Reason for restraint</strong></th>
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</thead>
<tbody>
<tr>
<td>To cease the physical assault of another student or staff member</td>
</tr>
<tr>
<td>To avert an immediate danger to him/herself or to others</td>
</tr>
<tr>
<td>To avoid serious property damage</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th><strong>Other</strong></th>
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</table>

<table>
<thead>
<tr>
<th><strong>Details of Incident</strong></th>
<th><strong>Initial Location</strong></th>
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<table>
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<tr>
<th><strong>Initial Staff at incident</strong></th>
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<table>
<thead>
<tr>
<th><strong>Behaviours preceding restraint</strong></th>
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<table>
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<tr>
<th><strong>Restraint Location</strong></th>
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<table>
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<tr>
<th><strong>Type and Duration of Restraint</strong></th>
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<table>
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<th><strong>Student Removed to</strong></th>
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<table>
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<tr>
<th><strong>De-Escalation Strategies Used Prior to Restraint</strong></th>
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<table>
<thead>
<tr>
<th><strong>Distraction</strong></th>
<th><strong>Change of face, place, activity</strong></th>
<th><strong>Offer choices</strong></th>
<th><strong>Cool down time, place</strong></th>
<th><strong>Offer to talk</strong></th>
<th><strong>Reassurance</strong></th>
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<tbody>
<tr>
<td></td>
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<th><strong>Other</strong></th>
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<table>
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<tr>
<th><strong>Physical Condition of Student Before Restraint</strong></th>
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<table>
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<tr>
<th><strong>Physical Condition of Student After Restraint</strong></th>
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<table>
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<tr>
<th><strong>Details of Any Injury (Body)</strong></th>
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<table>
<thead>
<tr>
<th><strong>Injury to Student</strong></th>
<th><strong>Medical Incident Report Completed</strong></th>
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<tbody>
<tr>
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<td><strong>Yes</strong></td>
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<tr>
<td><strong>No</strong></td>
<td><strong>No</strong></td>
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<table>
<thead>
<tr>
<th><strong>Details of Injury</strong></th>
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Template Version Control: 5 August 2009
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<th>Injury to Staff</th>
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<td>Details of Damage</td>
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### Notifying Procedures

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<th>DP</th>
<th>GO</th>
<th>Teacher</th>
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<tbody>
<tr>
<td>Parent / Carer Contacted</td>
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<tr>
<th>Name</th>
<th>Time and Date</th>
<th>OneSchool Record of Contact</th>
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### Student/s: Post Incident Discussion / Debrief

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<th>Time and Date</th>
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<tr>
<td>Students Present</td>
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<tr>
<td>Details</td>
<td></td>
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</tbody>
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### Staff: Post Incident Discussion / Debrief

<table>
<thead>
<tr>
<th>Location</th>
<th>Time and Date</th>
</tr>
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<tbody>
<tr>
<td>Staff Present</td>
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<td>Details</td>
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### Other Forms Completed

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<thead>
<tr>
<th>One School</th>
<th>Individual Behaviour Support Plan</th>
<th>Individual Plan including Physical Restraint</th>
<th>Other:</th>
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1. Follow up Call

<table>
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<tr>
<th>Made by</th>
<th>Made to</th>
</tr>
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2. Post Investigation

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<th>Necessary</th>
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3. Damage Repair

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<th>Organised by</th>
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4. Entered on MYHR / WHS

<table>
<thead>
<tr>
<th>Necessary</th>
<th>Completed by</th>
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5. Entered on OneSchool

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<th>Necessary</th>
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6. Other Forms completed

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<thead>
<tr>
<th>Debrief Report</th>
<th>Physical restraint / Intervention record</th>
<th>Individual Plan including Physical Restraint</th>
</tr>
</thead>
</table>

Follow Up Report – to be completed by FormRecipient
Appendix 8
ESSENTIAL SKILLS FOR CLASSROOM MANAGEMENT

By using the Essential Skills for Classroom Management, teachers establish order in their class and they respond flexibly to student management issues (Richmond c.2007). The Essential Skills for Classroom Management comprise of:

1. **Establishing expectations** - to clearly articulate and demonstrate the boundaries of pro-social behaviour.
2. **Giving instructions** - to give clear direction about what to do
   Verbal and non-verbal redirections - to redirect student behaviour using positive non-confrontational methods.
3. **Waiting and scanning** - to wait 5-10 seconds after giving an instruction, giving students time to process the direction
4. **Cueing and acknowledgment** - to acknowledge students' on task behaviour with the intention of prompting another to follow suit.
5. **Body language encouraging** - to intentionally use your body language to encourage students to remain on task
6. **Descriptive encouraging** - to encourage students to become more aware of their competence by commenting on their behaviour
7. **Selective attending** - to intentionally give minimal attention to off-task behaviour
8. **Redirection to the learning** - prompt on task behaviour
9. **Giving choices** - to respectfully confront the student who is disrupting others with the available choices and their natural consequences
10. **Following through** - resolute, planned action in the face of on-going disruptive behaviour that is seriously disturbing the learning environment
11. **Defusing** - to provide an opportunity for people who have participated in, or witnessed, a potentially traumatic classroom or playground event to talk it through.