Responsible Behaviour Plan for Students

Bouldercombe State School

“Our School is a Family Affair”

Updated October 2012
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Please Note: Appendixes O - V are examples of arrangements made to modify student behaviour. They are examples only. All student / parent / staff names used are fictitious and do not belong to any known student past or present.
Bouldercombe State School

Responsible Behaviour Plan for Students
based on The Code of School Behaviour

1. Purpose
Bouldercombe 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.

2. Consultation and data review
Bouldercombe State School developed this plan in collaboration with our school community. Consultation with parents, staff and students was undertaken through survey distribution and community meetings held during February 2009, with focussed attention given to school incentive programs. A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents from 2010-2012 also informed the development process.

The Plan was endorsed by the Principal, the President of the P&C and Executive Director (Schools) in October 2012, and will be reviewed in 2015 as required in legislation.

3. Learning and behaviour statement
The Bouldercombe State School Community shares the following beliefs about behaviour and learning:

- All staff and students have the right to respect and safety.
- All staff, parents and students use non-violent, non-coercive and non-discriminatory language and practices.
- The best social and academic outcomes are achieved for students by blending quality practices in the areas of curriculum, interpersonal relationships and school organisation.
- A consistent approach to managing student behaviour should exist across the school, though we recognise that all children are unique, sometimes requiring alternative approaches.
- Positive parental partnerships and parents’ upholding of our expectations, contributes substantially to maintaining quality student behaviour.
- For choices made by students, there are subsequent consequences.
- Praise and encouragement are essential in maximising positive student response.
- All children can achieve at school.
- Behaviour management processes are opportunities for valuable social learning and a means of maximising academic success and student potential.
- Suspension and exclusion procedures are considered only when all other approaches have been exhausted or rejected apart from exceptional circumstances.
Bouldercombe State School is committed to providing suitable programs for all children, including students with a disability, students with learning difficulties, gifted students, indigenous students, students with challenging behaviours and students who have medical conditions which, at times, prevent them being included in school activities.

Our commitment to achieving these quality practices is reflected in our school motto “Strive to Achieve”. This is further underpinned by our school distinctive, that being, “Our School is a Family Affair”.

The following three overarching school rules promote our high standards of responsible behaviour. They are:

- Be responsible
- Be respectful
- Be safe.

All members of school communities are expected to:

- conduct themselves in a lawful, ethical, safe and responsible manner that recognises and respects the rights of others. These rules are endorsed by our school community including staff and parent body and align with the values, principles and expected standards outlined in Education Queensland’s Code of School Behaviour.

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

- facilitating standards of positive behaviour: Universal behaviour support

In a supportive and well-disciplined school approximately 80-90% of students require little, if any, additional support to follow the school rules and demonstrate appropriate social behaviours. Universal levels of support are provided to all students.

We at Bouldercombe believe it is critical that our Responsible Behaviour Plan for Students is based upon a sound framework. Our philosophy draws substantially upon the research theory and practice of Australian school behaviour management exponent Dr Bill Rogers as well as behaviour theory which underpin programs such as School Wide Positive Behaviour Support, endorsed by Education Queensland.

Bouldercombe’s provision of universal behaviour support includes but is not limited to:

- Implementation of quality teaching and learning programs
- A high quality and engaging school curriculum
- High quality teacher pedagogy
- Whole school positive preventative action for students (see also actions during Establishment Phase of the year) – appendix D
- Clear rules established and the explicit teaching of these to all students.
- Induction processes for new students and staff
- Implementation of social and anti-bullying programs at the commencement of each school year
- A school wide system of positive reinforcement through our Gold and Silver Awards Program (see appendix C)
• Opportunities for parental involvement in school activities including camps and excursions
• Appropriate levels of support for students at learning and social risk
• An attractive environment and well planned room organisation

The following four considerations facilitate standards of positive behaviour in the classroom. These are outlined more broadly in Appendix D. These are:

Process 1: Creating a Supportive Classroom Environment to Facilitate Positive Behaviour.
Process 2: Actions during the Establishment Phase of the School Year.
Process 4: Rewards and Awards for Student Excellence (see Appendix C) including a Gold and Silver Awards Program celebrated at the end of each term.

• facilitating standards of positive behaviour: Targeted behaviour support

In a supportive and well disciplined school, approximately 10-15% of students may occasionally need additional targeted support, specific adjustments or program intervention. Targeted support is typically delivered in small groups to the identified population.

Bouldercombe’s provision of targeted behaviour support includes but is not limited to:
• Using behavioural data to identify students requiring targeted support
• In school referral processes for teachers seeking assistance
• Case management approach to lead whole school support for identified students
• Flexible arrangements as required to address individual student needs
• Provide a range of programs including social skill ing and targeted teacher aide and chaplaincy programs

• facilitating standards of positive behaviour: Intensive behaviour support

In a supportive and well-disciplined school, approximately 2 to 5% of students may need more intensive support and / or flexible learning options to assist them to continue their learning. These are typically individualised interventions for students with highly complex and challenging behaviours. The aim is to set in place student support to ensure academic and behavioural success.

Bouldercombe’s provision of intensive behaviour support includes but is not limited to:
• Strategies for targeted behaviour support (as above)
• Access to support offered by district behaviour team (EQ)
• Planned use of physical interventions to ensure student and staff safety (PART training)
• Management agreements (see Appendices S & T)
• All students at this level have an individualised Risk Management Plan
• All students at this level have a Case Management Plan
responding to unacceptable behaviour

The Bouldercombe State School community has high expectations of student behaviour. A Levels Approach is used as a framework in responding to unacceptable behaviour. Students failing to adhere to school expectations will be placed on a behaviour level, usually beginning at Warning Level and progressing through to Level Five. Due to the seriousness of an offence, a student may move directly to a higher level without moving through preceding levels.

Level: Zero

**Behaviours:**
- All students commence at this level

**Outcomes:**
- Students have the opportunity to participate in all school activities
- Students are eligible for school awards and certificates

Level: Warning

**Behaviours at this level are managed by teachers.**

**Behaviours:**
- Student is in breach of code of conduct in classroom and or playground behaviour
- Isolated incidences of Level: One behaviours

**Outcomes:**
- Students may be excluded from room, play and/or activity temporarily at teacher’s discretion
- Class teacher (in the case of playground infringement) will be informed
- Students may be formally warned of Level: One pending
- Students may face consequences outlined in classroom management agreements

Level: One

**Behaviours at this level are managed by teachers.**

**Behaviours:**
Students on this level may be doing one or more of the following:
- Ongoing inappropriate misbehaviour despite warnings received
- Misbehaving in the playground (includes rough play)
- Disrupting others from learning in classroom
- Minding others’ business
- Not completing class work
- Not following instructions
- Exchanging food
- Stealing lunches
- Using mild inappropriate language or gestures
- Coming late to school or class
- Making a discriminatory comment
- Bringing banned items to school
• Chasing wildlife in the school grounds
• Picking up / playing with rocks or sticks

**Outcomes:**
• Students may be required to remain in the classroom during play time
• Parents may be informed of behaviour and being placed on level
• Students will be required to complete work in their own time at school or at home
• Students may be required to give up any positions of responsibility held either for a prescribed period or indefinitely

A demonstration that student has improved their behaviour will result in being taken back one level.

**Level: Two**

*Behaviours at this level are managed by the Class Teacher and the Principal is informed.***

**Behaviours:**
Students on this level may be doing one or more of the following:
• Continuing to exhibit Level 1 behaviours
• Behaving dangerously in class or playground (1st instance)
• Being rude to staff or visitors. (1st instance)
• Truancy
• Vandalising school property (1st instance)
• Tormenting / harassment
• Bullying
• Leaving the learning area without permission

It would be possible for a student to move directly to a level: two if the behaviour were sufficiently serious.

**Outcomes:**
• Students will be directed to the Time Out Room by the Principal
• Parents will be informed of behaviour and being placed on level
• Student will be required to relinquish any positions of responsibility, for a set period or indefinitely
• Student will be placed on a weekly report for 1-2 weeks
• Student may not be permitted to attend any interschool sport, excursions, camps or other extra curricular activities
• Student will be required to complete a consequence form and/or have a behaviour book

A demonstration that student has improved their behaviour will result in being taken back one level.

**Level: Three**

*Behaviours at this level are managed by the Principal, Class Teacher and Behaviour Management Team member.*
Behaviours:
Students on this level may be doing one or more of the following:

- Continuing to exhibit Level: Two behaviours
- Stealing
- Moving away / running away from a staff member
- Behaving violently/fighting/physical assault (repeated)
- Displaying insolence (repeated)
- Accessing inappropriate Internet sites.
- Sending or forwarding inappropriate or offensive e-mail
- Vandalism / graffiti
- Bullying (repeated)

It would be possible for a student to move directly to a level: three if the behaviour were sufficiently serious.

Outcomes:

- Parents will be informed of behaviour and being placed on this level
- Student will be required to relinquish any positions of responsibility indefinitely
- Student will be placed on a weekly report for two weeks
- Student will not be permitted to attend any interschool sport, excursions, camps or other extra curricular activities
- Student will be required to complete a consequence form
- The Principal and Behaviour Management Team Member will develop an enrolment agreement to manage the behaviours and/or attitudes of the student
- Parents will be asked to come to the school to discuss the enrolment agreement
- Student will be placed on an in-school or official school suspension for up to two weeks.
- Student may be placed on a Behaviour Improvement Condition (BIC)

A demonstration that student has improved their behaviour will result in being taken back one level.

Level: Four

Behaviours at this level are managed by the Principal and Behaviour Management Team member.

Student has failed to improve standards and/or has demonstrated an unwillingness to cooperate as a member of the school. In addition to non-compliance, students on this level may have done one of the following:

- Continued to exhibit Level: Three behaviours.
- Severe physical assault
- Brought cigarettes, alcohol, drugs or associated equipment to school.
- Physical assault of a staff member
- Swearing at a staff member
- Obscene language directed at class
- Severe insolence
- Severe bullying
- Bringing potentially dangerous weapons to school
• Arson /attempted arson
• Use of weapons: Knives

Outcomes:
• No knives are allowed to be taken to school by students. 
• There is no reason for a student to have a knife at school, and it is against the law for a student to have a knife at school.
• If the principal suspects the student has a knife in their bag, the bag may be temporarily confiscated until police arrive.

If a student has a knife a school, they can expect serious consequences, such as fines and possibly jail.

• Student will be excluded from school for a period of up to 20 school days
• Parents will need to attend school to discuss the conditions of re-entry programme for the student
• Student will be required to relinquish any positions of responsibility indefinitely
• The Principal and Behaviour Management Team Member will develop an enrolment agreement to manage the behaviours and/or attitudes of the student
• Student may be placed on a Behaviour Improvement Condition (BIC)

A demonstration that student has improved their behaviour will result in being taken back one level.

Level Five

Managed by Principal.

Behaviours:
• Student has not demonstrated any willingness to improve at this school. As a result, the student has denied themselves the right to be a student of Bouldercombe State School.

Outcomes:
• The student will be suspended pending exclusion from this school.
• Bouldercombe State School can exclude a student from our school if the student’s disobedience, misconduct or other conduct forms the basis of a ground/s for exclusion and is so serious that suspension of the student from the school is inadequate to deal with the behaviour.

A regional case manager is appointed by the region as soon as a student is proposed for exclusion or excluded.

The case manager will be able to: support the student while they are suspended pending a decision about their exclusion assist the student or parents to understand the submission processes work with the student and their parents to identify another school or suitable education or training program if the student is excluded.
5. Emergency responses or critical incidents

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.

At Bouldercombe, school staff have a clear and uniform response to such circumstances.

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 Bouldercombe State School’s duty of care to protect students and staff from foreseeable risks of injury is met. The use of physical intervention is only considered appropriate where the immediate safety of others is threatened and the strategy is used to prevent injury.

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

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

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

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

IN CASES OF RISK TO STAFF OR STUDENTS, LOCK DOWN PROCESS MAY BE ACTIVATED

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

6. Network of student support
Students at Bouldercombe State School are supported through positive reinforcement and a system of universal, targeted, and intensive behaviour supports by:
- Parents
- Teachers
- Support Staff
- Administration Staff
- Guidance Officer
- Advisory Visiting Teachers
- Senior Guidance Officer
- School Chaplain

Support is also available through the following government and community agencies:
- Disability Services Queensland
7. 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.

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

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

8. 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

9. 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**

## 10. Some related resources

- Beat Bullying-Kit
- Beat Bullying with Books-TR
- Behaviour Management – Upper Primary (Ready to Go) – TR302McG
- Behaviour Management – Lower Primary (Ready to Go) – TR302McG
- Behaviour Management Picture Pack – Ready to Go) – Card Set - TR1839
- Behaviour Recovery: Practical Programs for Challenging Behaviour (Bill Rogers) TR371.93Rog
- Bullying-No Way-Kit
- Cracking the Hard Class-TR
- You Know the Fair Rule: Strategies for making the hard job of discipline in school easier. (Bill Rogers) – TR371.1Rog
- Lee Canter’s Assertive Discipline: Positive Behavior Management for Today’s Classroom (Lee & Marlene Canter) – TR371.102Can
- Learning in the Emotional Rooms – How to Create Classrooms that are uplifting for the Spirit. (John Joseph) – TR153.1Jos
- STEPs for Better Behaviour - Book A – Getting off to a Good Start – (Chris Sullivan) – TR371.1Sul
- STEPs for Better Behaviour - Book B – Building a Positive Classroom Climate – (Chris Sullivan) – TR371.1Sul
- STEPs for Better Behaviour - Book C – Dealing with inappropriate Behaviour – (Chris Sullivan) – TR371.1Sul
- Managing Behaviour in a Supportive School Environment (Department of Education) – TR016.371 Dep
- Focus on Fathering (Robin Sullivan) – TR306.874Sul
- Rally Together-Life Education TR
- Schoolwide Positive Behaviour Support
- Stop it now! (A kids guide to Bullying)-TR
- National Safe Schools Framework ([ncab.nssfbestpractice.org.au/resources/resources.shtml](ncab.nssfbestpractice.org.au/resources/resources.shtml))
- National Framework for Values Education in Australian Schools ([www.valueseducation.edu.au](www.valueseducation.edu.au))
Fiction related resources
- Shuz FIC (F HEA)-re gangs
- Peter and the Polar Bear (JF BES)
- One of the Team (F GRA)
- I am Jack (F GER)
- Oliver’s Landing (F JOH)
- Am I going with you? (F FOW)
- Gizmo Again (F JEN)
- Capped! (F LIN)
- How to tame a Bully (F RIC)
- Captain Mack (J ROY)
- Mitch 2 Sue (F WAL)
- Revenge of the Ants (JF HAR)
- Horrible Harriet (JF HOB)
- Jungle Bullies (JF KRO)
- Jake’s Secret (JF SLA)
- Henry’s Violin (JF SLA)
- Trouble for Trudy (JF SLA)
- Patty and the Pink Princess (JF SLA)
- Ben’s Bad Day (JF SLA)
- Here comes Smelly Nellie (JF SLA)

12. Endorsement

__________________________________________
Principal

__________________________________________
P&C President

__________________________________________
Executive Director (Schools)
Appendix A
School Expectations – General

Before School
Students will arrive at school no earlier than 8:30am unless prior arrangements are made with the Principal or classroom teacher. All students arriving before 8:30am will sit on the stage in the undercover area prior to the 8:30am bell. No students will play games (eg. Handball) or use computers without teacher permission before 8:30am. There should be no organised major games, eg cricket, soccer and football, played anywhere in the school before 9:00am. Students will prepare for school.

After School
Students must wait for parents under the school building. Parents or a staff member must supervise students participating in sports training in other areas of the school. Students are not permitted to play on either fort unless supervised by their own parent/s.

First and Second Break
1. Food is to be eaten in lunch area only.
2. All students are to remain seated for the first 15 / 10 minutes. Teachers will then release children when eating area is tidy and lunch is eaten.

Play Areas
1. Students must be wearing the appropriate wide brimmed hat (or legionnaires cap) and shoes. Students at training may remove their hat / shoes on the oval under the direction of the teacher / coach but must put them back on before leaving their training area.
2. Teacher supervised games and activities permitted where appropriate.
3. (a) Games involving bats and balls are to be played only while a teacher / teacher aide is in playground area.
   (b) Games involving bats and hard balls are to be played only under teacher / coach supervision.
4. Sporting equipment is to be used appropriately and may be borrowed from the sports locker, at first break only and returned when the bell rings.
5. Years Prep/1/2/3 may play on the new fort and Years 4 / 5 / 6 / 7 may play on metal fort, or at the discretion of the teacher on duty.
6. The toilet block, resource centre, office area and designated garden areas are not play areas.
7. Appropriate classroom play may be permitted with class teacher approval.

Departure from School
Bus Travel
1. Students will wait appropriately and safely with hats on.
2. Students will board the bus and sit quietly on their seat.
3. Students will at all times abide by the bus code of conduct.

Bicycle Travel / Walking
1. Bicycles will be wheeled into and out of the school grounds, in front of the school and across the road if crossing the road.
2. Students will cross the road safely, when it is appropriate to do so. Of an afternoon, students will be crossed by an adult. This is part of rostered playground duty for staff.
3. Bicycle area is out of bounds during school time.
4. Students will ride / walk on the bike path where possible.
5. Students must not ride their bicycles on the multi-purpose court and undercover area.
Car Travel & Parking Collection and Drop Off:

With car park congestion of an afternoon, we ask that parents follow these recommendations for collection of students.

The ‘drop off’ (bus) area between the two main front gates may be used by parents to drop off children in the morning. Parents entering the school of a morning are asked to park in the parking spaces provided.

Bus Zone:

Of an afternoon, the bus zone (drop off zone) should only be used by the white mini-bus (Arenby Road / Childs Avenue).

In the interests of student safety we require students to wait under the school building until their parents arrive. No students are to wait at the front of the school for parents.

We ask that parents with children in the Preschool-Year One (EEC) building park in the car park that extends past the Preschool and past the Playground Fort. Parent of other students are asked to park in the car park which extends from the main entry down towards the tennis court.

Parents are asked to inform staff when transport arrangements change.

Excursions / Camps

As excursions are considered an integral part of the school curriculum students, staff and parents should be aware that the behaviour management program applies on these occasions. Students who display inappropriate behaviour in the lead-up to a camp/excursion may be excluded from the excursion at the Principal’s/Teacher’s discretion.

Sports Events

When students participate in sports events outside the school students, staff and parents should be aware that the behaviour management program applies on these occasions.
Appendix B – Code of Conduct

CODE OF CONDUCT

(As outlined to students in Process 2 – Establishment Phase of the School Year)

This code of behaviour for students is based on the three overarching school rules:

• Be responsible
• Be respectful
• Be safe

1. Be Responsible:
   I should be considerate/mindful of my own and others learning.

   I will:
   • Treat others as they wish to be treated;
   • Be patient, tolerant and give others a fair go;
   • Help those who need it;
   • Set a good example for others to follow;
   • Work as a team member and share my ideas positively;
   • Not participate in “bullying” behaviour towards others;
   • Not accept being bullied, harassed or intimidated by others; and
   • Try to negotiate solutions to simple problems before seeking adult assistance
   • Work independently where possible
   • Apply effort to all tasks
   • Complete the work set for me
   • Be organised for learning
   • Accept responsibility for my actions

   I should look after my own and others belongings.

   I will:
   • Take care of my belongings both inside and outside the classroom;
   • Have my belongings clearly named;
   • Not touch or borrow someone else’s things eg. port, bicycle, helmet, without their permission;
   • Leave valuable and dangerous objects at home, including toys, electronic devices, trading cards and tamagotchis;
   • Not vandalise or deface property – mine, others

   I should look after school equipment.

   • Respect, care for and return all property that I borrow from the library, staff, classrooms and sports room
   • Place any lost property in the correct place; and
   • Inform teacher of broken / lost items

   I should look after the environment.

   I will:
   • Put all rubbish in bins and clean any areas that are littered;
   • Leave any area I use as clean as possible;
   • Eat in the eating area only;
   • Take care not to damage trees, plants, gardens;
   • Recycle where possible
   • Not waste water
2. **Be respectful:-**
   I should stop, look and listen when someone is speaking.
   I will:
   - Listen to and follow staff and class parent helpers directions the first time they are given;
   - Listen attentively when a class member is speaking
   - Listen attentively at parade
   - Not interrupt when someone else is speaking
   - Take turns in conversations and discussions

   **I should use kind and gentle talk at all times.**
   I will:
   - Use good manners always;
     Answer clearly and politely when spoken to;
   - Use appropriate language at all times (no swearing);
   - Speak appropriately to visitors to the school
   - Use only constructive criticism
   - Give compliments to others
   - Negotiate and use turn taking

3. **Be Safe -**
   **I should move safely around the school.**
   I will:
   - Move quietly, safely and sensibly in and around buildings;
   - Act appropriately in the classroom
   - Enter and leave school grounds in the correct places and at correct times;
   - Move promptly to class when the bell rings;
   - Sit quietly in my eating area to eat my lunch;
   - Not loiter or play in or near the toilet, library or office area;
   - Line up and move in the line with my class
   - Walk on all concrete area

   **I should play safely at school.**
   I will:
   - Play properly and safely on and with equipment;
   - Not climb or swing on trees, gates, fences, buildings, walls and railings;
   - Leave rocks and sticks on the ground
   - Wear my hat and shoes to play (no hat, no shoes, no play!), unless adult directed;
   - Inform an adult if play equipment goes onto a road or roof, NOT attempt to retrieve it myself unless an adult is present.

   **I should keep hands and feet to myself at all times.**
   I will:
   - Not participate in any games where physical contact is involved;
   - Use conflict resolutions strategies
   - Say “Stop, I don’t like what you are doing.” And inform an adult if this does not occur
   - Share equipment
   - Use words to express how I am feeling
   - Be aware of my own and others personal space
I should keep my body safe.

I will:
- Be neat and clean;
- Wash my hands after using the toilet and before eating;
- Use a tissue to wipe or blow my nose;
- Whenever possible, dress in school uniform; if not, wear appropriate clothing at all times;
- On official occasions wear my school uniform when representing the school (e.g. excursions);
- Wear shoes and socks;
- Wear only acceptable jewellery (studs, sleepers, medical necklace or bracelet);
- Be sunsafe by wearing my hat, sunscreen and sunsafe clothing when outside;
- Wear my broad brimmed hat only outside of the classroom;
- Eat a range of/mostly healthy foods;
- Not bring drugs (legal or illegal) or dangerous objects onto school property;
- Not bring chewing gum or lollies to school;

I will:
- Follow classroom rules / agreements;
- Respect the learning needs of others;
- Try my best at given tasks; and
- Encourage others to do their best.
Appendix C

School Rewards / Awards

AWARDS PROGRAM FOR STUDENT EXCELLENCE

Bouldercombe State School’s agreed Statement of Purpose is: ‘to deliver a quality educational service that encourages our students to “Strive to Achieve” in order to attain their potential’.

Achievement, therefore is actively encouraged, acknowledged and rewarded throughout the year in class, through newsletters, at assemblies, and at the end of year presentation night.

- **Class Awards (Student of the Week):** Presented to students by classroom teachers to acknowledge a particular in class achievement. (It would be anticipated that all students would receive at least one of these per year)
- **Principal’s Award:** Presented to students by the Principal for a particular in school achievement, or excellent example of appropriate behaviour, responsibility or leadership.
- **Gold and Silver Awards** – Presented at end of Semester formal parade where parents of students receiving awards are invited to attend. Award to be presented by a notable local resident or local member. Criteria for this award are displayed in classrooms for the duration of the school term along with student progress. The intention of these awards is to acknowledge students demonstrating consistent efforts showing a commitment to schoolwork throughout the term, and exemplary behaviour both in and outside the classroom. Students receiving an “A” level in every criterion receive a Gold Award. Student receiving a “C” level or higher in each criterion receive a Silver Award. Nominations are moderated by staff.

Presentation Night Awards:

At the end of term four, the school holds a Concert and Presentation evening at which students who have excelled in various aspects of school life are recognised for their outstanding achievement.

These Awards include:

**Year Level Academic Award**

- **Academic Awards** for best overall result across all KLAs in each year level (1-7). (Medallion & Book prize) *(seven prizes)* – nominated by class teacher -based on in-class and systemic data.
  - Awarded to highest combined results across English, Mathematics, SOSE and Science from years one to seven.
  - Results consider systemic results including Year 2 Diagnostic Net data and Year 3, 5, 7 testing.
  - Where result is not clear-cut, there may be more than one Academic Award winner in a particular grade level.

**Academic Achievement / Encouragement Certificates:**

Presented to up to but not exceeding three students in a particular year level who:

- do not necessarily achieve the highest combined result across the above areas, but may have achieved the highest result in any one of these areas.
- have demonstrated a high degree of performance in any KLA.
o have demonstrated significant improvement in school results throughout the year. Nominated by class teachers (Year 1-7).

LOTE Award:
Certificate of Achievement presented to the student achieving the highest result in LOTE (Japanese). Two Awards – One year six student, one year seven student. (A Year Five award may be presented if the Year Five class receives LOTE tuition in a given year).

Citizenship Awards:
- **Citizenship Award: Robyn Thompson Award:** Book prize awarded to one year seven student who has consistently demonstrated characteristics of a quality citizen throughout the year. **Nominees for this award are selected by school staff.**
  o To be eligible to receive this award, students must have demonstrated:
    - exemplary behaviour throughout the school year;
    - exemplary attitude toward classwork;
    - an active involvement in school life;
    - an active involvement in their role as a member of the School Project Club (not necessarily an Executive Member);
    - responsibility and care for others.
  o The student **may** have demonstrated external community involvement.
  o Final selection based on degree to which these criteria are met. (selected by staff and principal.)
  o Each nominee receives a certificate recognising their nomination.

- **Citizenship Awards: Year 1-6:** Book prize awarded to one student from year one to six who has consistently demonstrated characteristics of a quality citizen throughout the year. Nominees for this award are selected by school staff.
  o To be eligible to receive this award, students must have demonstrated:
    - exemplary behaviour throughout the school year;
    - exemplary attitude toward classwork;
    - an active involvement in school life;
    - responsibility and care for others.
  o The student **may** have demonstrated external community involvement.
  o The student **may** have had an active involvement in their role as a member of the School Project Club.
  o Final selection based on degree to which these criteria are met. (selected by staff and principal.)
  o Each nominee receives a certificate recognising their nomination.

**Arts Achievement Award: Bartlett Family Trophy**
- Presented to a year five, six or seven student with the highest combined result in Music, Visual Arts, Drama, Dance and Media who has also
  - Had an active involvement in school cultural events during the year eg. Wakakirri, Choir, Choral Festival. Nominated by classroom and music specialist teachers.
Learning Achievement Award – (Donated by JNK Roadways – Jeff & Kelly Allen) – recognition of improvement in academic achievement of students identified in learning support or speech language support program. Students are nominated by their classroom and learning support teachers. These four awards are presented to students who have demonstrated improved results (according to internal data) and application toward school work. The four awards are to: Junior Girl, Senior Girl, Junior Boy, Senior Boy.

Sporting Awards:

- **Swimming Award – Flintham Family Trophy:**
  - To receive this award, the student/s will:
    - be age champion at Bouldercombe Inter-school Carnival, and:
    - gain selection in the highest number of events (not including reserve) to compete in Rockhampton District Relay Carnival.

In the event of more than one swimmer representing in the same number of events, the trophy will be awarded to the swimmer whose team attains the best results in the Rockhampton Carnival. In the event that there is no participation by the school in the Rockhampton Relay Carnival, the trophy will go to the age champion swimmer who attains the most individual points in the Inter-school carnival.

- **Swimming Age Champions – Truelson Family Medallions:**
  - Presented to the best performing boy and girl swimmers from the Bouldercombe Inter-house School Carnival.
  - To be eligible, swimmers will be part of the Level One swimming group in school swim program.

- **Spark Family Award - Highest Sporting Level Attained:**
  - Highest level of representation and achievement in a school sport in the current calendar year (individual or team sport).
  - If more than one athlete is at this level, then the number of sports/events they represented in at that level wins.
  - If two athletes are at the same level, then the highest placing at this level. (up to and including Rockhampton District)

Other Awards/Acknowledgements

- Sports Day Awards
- Cluster Sports Day Awards
- Encouragement Awards
- Age Champions
- P&C Service Awards.
Appendix D – Processes for facilitating standards of positive behaviour

**Process 1: Creating a Supportive Classroom Environment to Facilitate Positive Behaviour (Teachers).**

Bouldercombe State School endorses and embeds the Productive Pedagogies Framework in curriculum and unit planning and implementation. Supportive Classroom Environments is one of four domains of Productive Pedagogy.

**Process 2: Actions during the Establishment Phase of the School Year (Teachers).**

At Bouldercombe State School, teachers use the important first weeks of the school year (establishment phase) to:

1. Clarify the rules and routines.
2. Clarify School Expectations
3. Organise appropriate seating plans or student groupings
4. Clarify teacher role in terms of cues such as working noise, settling time, how to get teacher attention during instructional and ‘on task’ time etc.
5. Establish positive reward systems (tickets, marbles, certificates)
6. Share school Code of Conduct at an age appropriate level with students. *(See Appendix H – Code of Conduct)*
7. Clarify the sort of corrective discipline and consequences occurring in this classroom (our classroom).
8. Conduct an age appropriate ‘mini-unit’ (during first five weeks) as part of school proactive approach to Bullying.

See: *The Establishment Phase of the Year (Practices and Skills) – W.A. Rogers 2004 (Bouldercombe State School Teacher Resource)*

**Process 3: The Development of a Behaviour Agreement Plan (Teachers).**

The development of a Behaviour Agreement Plan is a formalised class agreement developed during this Establishment Phase. It is a shared understanding between teachers and students about fair, reasonable, safe, expected behaviour ‘in our class group’.

See:  
1. *Our Classroom Plan (Deborah Smith) sample (2004) – Lower primary, and/or*  
2. *Developing a student behaviour agreement (W.A.Rogers)(2004) – Middle and Upper Primary.*

The contents of the Behaviour Agreement Plan for each class consider age appropriateness and cohort needs.

**Process 4: Rewards and Awards for Student Excellence (School Community)**

Bouldercombe State School’s Reward and Award Program supports the facilitation of positive student behaviour. Achievement is actively encouraged, acknowledged and rewarded throughout the year in class, through newsletters, at assemblies, and at the annual presentation night. *(See Appendix B - School Rewards / Awards).*
Appendix E – Personal technology devices* at school

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

* 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.

Confiscation
Where breaches occur and devices contain evidence of cyber-bullying, these will be returned in the presence of a parent. This may be at the conclusion of the investigation into the incident/s.

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.

Mobile Phones (special note)
Students are not permitted to bring mobile phones to school. In specific circumstances where mobiles are required for parental contact outside of school hours, parents are to make arrangements with the school principal to explain individual circumstances. These mobile phones are to be handed to either the class teacher, principal or Administrative Assistant upon arrival at school and can be collected prior to departure from school.

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.

Appendix F – Procedures for preventing and responding to incidents of bullying (including cyber-bullying)

Purpose
1. Bouldercombe 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 Bouldercombe 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 Bouldercombe 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 Bouldercombe 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 Bouldercombe State School are an addition to behaviour support processes whereby students are being explicitly taught the expected school behaviours and receiving high levels of social acknowledgement for doing so. Adding lessons on bullying and how to prevent and respond to it is a subset of procedures that our students are already accustomed to.

8. A social skilling and anti-bullying unit forms part of our Establishment Phase of the Year processes in all classrooms, and through parades and other whole school forums.

Prevention

9. Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, our school wide behaviour support practices will be maintained at all times. This ensures 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 know the Bouldercombe State School’s Anti-Bullying Charter (Appendix G)
• All students have been or are being taught the specific routines in the non-classroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms
• All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the non classroom areas of the school
• A high level of quality active supervision is a permanent staff routine in the non classroom areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the non classroom areas.

10. An initial introductory lesson is delivered, which teaches the Anti-bullying Charter and student responses to bullying used by all students when experiencing bullying behaviour either as a person being bullied, the person bullying or bystander.

11. The anti-bullying process at Bouldercombe State School takes care to combine knowledge with practice (rehearsal of responses to given situations) in a process of active learning.

Response: Staff Processes:

1. Listen carefully to the student who is making the complaint about bullying.
2. If possible, write down,
   a. The name and year level of the student making the complaint (victim)
   b. The name and year level of the offending person (perpetrator)
   c. The date and time of the incident
   d. Any witnesses to the incident and
   e. What the incident involved
3. Question the victim to determine if this is an ongoing occurrence of bullying or a one off incident and whether the victim can identify any reason for the bullying.
4. If the teacher reasonably suspects that this is an incidence of bullying they should interview the alleged perpetrator of the bullying to establish their actions and their reasons for bullying the victim. The teacher should aim to ensure that the perpetrator of the bullying understands the effect of their behaviour on the victim who has made the allegation and try to establish reasons why the bullying has occurred.
5. Arrange a meeting with themselves and the victim and perpetrator of the bullying so that each person is able to share their concerns and feelings. At this meeting the teacher will try to have both parties propose and agree to a solution to the problem to ensure that the bullying will stop.
6. If appropriate, the teacher should put in place an appropriate consequence which may include parent interviews, time outs / detentions, loss of privileges, and in certain circumstances, suspension.

7. The teacher will make an appointment to speak with the victim in a week’s time to reassess the situation and determine if the bullying has been resolved.

8. The principal will be advised of ongoing bullying incidences and determine behaviour level and subsequent consequences in accordance with the Responsible Behaviour Plan.

9. Extreme ongoing incidences of bullying WILL be referred to the District Behaviour Management Team.

Response: Parent:

When a child has been bullied and is feeling upset, there are a number of positive things that parents are able to do to help them. These may include:

- Encourage the child to talk about their feelings.
- Eliminating (if possible) some of the obvious causes of bullying.
- Building up the self-esteem of the child with encouragement and pointing out their uniqueness and special qualities.
- Teaching children how to cope with teasing
- Making a list of some of the ways the child may be able to respond to bullying.
- Acting out some scenarios and demonstrating the way the child may respond in the role-play.
- The parent (and school) should at all times ensure children are aware that bullying is unacceptable and that all issues of it are to be brought to the attention of the school for appropriate follow-up.

Parents who have become aware of circumstances of bullying regarding their children are encouraged to follow these guidelines:

1. Ask the child if they have asked the offender to stop the hurtful behaviour.
2. Ask the child if they have reported the incidence of bullying to their teacher or an adult at the school.
3. If necessary, make an appointment to speak to the class teacher who is dealing with the bullying incident.
4. If the child reports that the bullying is continuing, please make an appointment to speak to the principal.

Response: Student:

If students believe that they have been bullied, they should:

1. Tell the person who is bullying that they don’t like it and ask them to stop.
2. If the person does not stop bullying them, the student is to report the incident to their class teacher.
3. Talk to their parents about the incident when they arrive home.

Students are encouraged to talk with their teacher, principal or a school adult about any account of bullying they have been subject to or have seen.
Bouldercombe State School’s Anti-bullying Charter for Students, Staff, Families and Individuals.

We will **NOT** bully others.

We will help people who are bullied.

We will make sure no one is left out.
Appendix H – Behaviour Referral Form (One School Compatible)

BOULDERCOMBE STATE SCHOOL
BEHAVIOUR FORM (ONE SCHOOL COMPATIBLE)

Student’s Name:  ……………………………..  Year Level:  ………………………

Date:  ……………………………  Time:  …………  Referred by: ………………………

Behaviour:
........................................................................................................................................................................
........................................................................................................................................................................
........................................................................................................................................................................
........................................................................................................................................................................

Infringement Code:-

- Academic Infringement □  -  Antisocial Behaviour □
- Avoidance Behaviour □  -  Bullying/Harassment □
- IT Abuse □  -  Non Compliance □
- Physical Aggression □  -  Serious Misdemeanour □
- Substance Abuse □  -  Vandalism □
- Verbal Aggresssion □  -  Other □

Action Taken By Staff:-

- Change seating □  -  Complete set tasks □
- Consequence Form □  -  Parent referral □
- Referral to Principal □  -  Time Out Room □
- Natural consequences □  -  Restorative justice □

Witnesses (if any):-

........................................................................................................................................................................

Comments:-
........................................................................................................................................................................
........................................................................................................................................................................

Signature :-  …………………………….. Date:-  ……………………………..
Dear Parent/s,

This letter is to advise that your child ______________ has been directed to the time out room during 1st lunch on the following days.

__________________
__________________
__________________

This is as a consequence of the following behaviour/s:

___________________________________________________ _____________
___________________________________________________ _____________
___________________________________________________ _____________

Should these behaviours continue, the following may result: (circle those applicable)

• Further time outs
• Parent meetings
• Behaviour management log
• Internal suspension (up to five days)
• External suspension (up to five days)
• External suspension (five to twenty days)
• Exclusion

Bouldercombe State School wishes to provide a safe and supportive for all students. Behaviours such as those listed above are in breach of our Responsible Behaviour Management Plan.

We would encourage you to discuss with your child the consequences of ongoing misbehaviour. Should you have any queries, please do not hesitate to contact the school to meet with us.

We thank you in anticipation of your support.

Yours faithfully,

__________________
Class Teacher __/__/__

__________________
Megan Slean
Principal __/__/__
Appendix J – Time Out Room Reflection Forms
Bouldercombe State School
The Time Out Room
Reflection Form

Name: ___________________

**This is what happened (circle one)**
- Someone teased me
- Someone took my things
- Someone ordered me about
- Someone started a fight with me
- Someone did something I don’t like
- I did something wrong
- Other: ________________

**This is when it happened (circle one)**
- Class time
- After school
- Before school
- Playtime
- Lunch time
- At home
- Other: ________________

**This is how I felt (circle one)**
- Burning
- Really Angry
- Angry
- Quite Angry
- Annoyed
- Other: ________________

**This is who made me angry (circle one)**
- Student
- Teacher
- Staff Member
- Parent
- Family
- Someone else

**This is what I did (circle as many as apply)**
- Hit back
- Kicked
- Yelled
- Swore
- Argued
- Cried
- Ran away
- Went silent
- Hurt myself
- Hid someone
- Got revenge
- Negotiated
- Compromised
- Took time out
- Talked about it
- Asserted myself
- Ignored it
- Damaged property
- Told someone
- Calmed down
- Thought of consequences
- Got help
- Other: ________________

**This is how I handled the situation (circle one)**
- Very well
- OK
- Very badly

The outcome of the situation was ________________

This is what I would do differently next time…….
For younger students.....

**DRAW – What I should have done:**

**DRAW – How I am feeling:**
Appendix L – Strategies for dealing with challenging student behaviour

Bouldercombe State School staff are committed to the positive engagement of all students in the learning process. We see it as necessary to explore as many strategies as are required in order to achieve this. The following is a bank of strategies that we have either used or feel would use should the need arise. These give us a sound starting point.

- “Ripple Effect” – acknowledge great behaviour around the room
- Rapport Building – with student. Build ‘deposits’ with them
- Meeting with student, parents and carers
- Home visit
- Encouragement Awards & reward systems – involve students in the negotiation of this ‘What is it you want?’
- Cue Cards – a prearranged code with student that has a specific meaning
- Use of non-verbals
- Peer support – involve peers in the encouragement support process
- Significant Others / Significant Adults – use another adult in the school who is specifically nominated to be a significant adult in the student’s life. This person will go out of their way to check on and rapport build with student most if not all days
- Get a Medical referral
- Ask the student “Do you hear voices?”
- Have hearing and sight checked
- “Wrap Around” – senior students and adults at school site involved in support program
- Alternative Program
- Reading materials of interest (eg. Rugby League Week)
- Diet check – multivitamin, reactions intolerance to certain food types.
- Check sleeping patterns / dreams
- Peer coaching
- Self Esteem / Self Confidence – activities to develop this – often built in boys with risk taking activities and tasks
- Bullying – victim or perpetrator
- Impact statements – verbal or written – What impact has this had on self, teacher, principal, parent, victim – get student to articulate this
- Validate students with eye contact
- Rehearsal Modelling – (Bill Rogers) “This is what you could do…”
- Rehearsal Modelling – (Respectfully and on most occasions as a last resort) – Can I show you what that looks like? Tantrum, hiding under the desk etc. (discuss use first with principal)
- Art Therapy
- Sand Play
- Explore other therapies
- If want student to be responsible, give them responsibilities
- Ask student to support another student in the school
- Anger Management Strategies (eg. Cranky Clock, 4 C’s)
- Pre-referral intervention manual (school Resource Centre)
- Emotion Chart / Checklist
- Encouragement Contract

We acknowledge Joy Ganter, Principal, Mt Morgan State High (2005) for sharing with us many of these ideas.
### Appendix M – Incident Report

A. Name:        Date:

Person Completing Form:

<table>
<thead>
<tr>
<th>Name</th>
<th>PROBLEM BEHAVIOUR</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Date of incident</th>
<th>Time incident started</th>
<th>Time incident ended</th>
</tr>
</thead>
</table>

Where was the student when the incident occurred?

Who was working with the student when the incident occurred?

Where was staff when the incident occurred?

Who was next to the student when the incident occurred?

Who else was in the immediate area when the incident occurred?

What was the general atmosphere like at the time of the incident?

What was the student doing at the time of the incident?

What occurred **immediately** before the incident? Describe the activity, task, event.

Describe what the student did during the incident.

Describe the level of severity of the incident. (e.g. damage, injury to self/others)

Describe who or what the incident was directed at.

What action was taken to de-escalate or re-direct the problem?

Briefly give your impression of why the student engaged in the above-described incident. (e.g. angry because I asked him/her to stop teasing).
Appendix N – Debriefing Report

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

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

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

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

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

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

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

Behaviour Management Plan and Entry Agreement for Dennis Brown

Stage One

25th May – 16th June, 2010.

Aims:
- For Dennis to participate in an organised academic program.
- For Dennis to develop appropriate school behaviours.
- To induct Dennis into the culture of Bouldercombe State School.
- To minimise/eliminate risk to Dennis and/or other students/staff on site at Bouldercombe State School.
- To establish a platform during this period to build from for future agreements in order for Dennis to complete his Primary Schooling at Bouldercombe State School.

Conditions of Entry Program:
- Dennis will attend Bouldercombe State School on Tuesday and Thursday mornings from 9:05am to 10:55am.
- This program will operate from Tuesday 25th May until and including Thursday 16th June, 2010.
- Upon arrival at school, Dennis will be accompanied to school office to work with (Teacher Aide) and/or Principal.
- This program may be altered at any time at the request of Mr/Mrs Brown or the Principal.

The School will:
- Provide an appropriate academic program for Dennis to complete at school, home and at any alternative educational site.
- Provide appropriate support during Dennis’ attendance.

Dennis will:
- Work on tasks to the best of his ability.
- Attend any appropriate counselling /support from Guidance Officer.
- Abide by school expectations for behaviour including:
  - Using appropriate language
  - Maintaining a “Hands off” approach to staff and students
  - Ensuring no violent behaviour is ever used
  - Remaining where the education program is being delivered (ie. No running away)
  - No stealing
  - Respect all school property

Mr/Mrs Brown will:
- Advise the Principal about any incidents at home, which may influence Dennis’ behaviour at school. Eg. Fighting, arguments, late nights, not sleeping, conflict with friends/neighbours, eating issues, domestic upset, illness, and stressful events.
- Be available if we need assistance at school between the hours of 9:00am and 11:00am on Tuesdays and Thursdays.

Signed:  
_________________________ (Dennis Brown - Student)  
_________________________ (Name - Guidance Officer)  
_________________________ (Mr Brown / Mrs Brown - Parents)  
_________________________ (Teacher - Principal)
Appendix P

Individual Behaviour Management Plan (Students at Risk)

INDIVIDUAL BEHAVIOUR MANAGEMENT PLAN:

Student: Christopher Timothy Richards (DOB: 5th April, 2001)

Date: September 2010

Key Concerns:
1. Has written and once said that he wishes to die
2. Student’s life experiences to date
3. “depressed” disposition – lack of emotion
4. Shuts down – does not engage in discussion if upset/put out.
5. Inappropriate classroom behaviours: under desk on occasions, non compliance with work tasks (regularly does no work and refuses to attempt tasks)
6. Regression on progress made to date with his behaviours (concerns he will slip behind academically if disengagement continues)

Goals
#1: To obtain long term effective therapy for Christopher (Principal & GO)
#2: To implement school based strategies to modify Christopher’s behaviours (Class Teacher & Principal)

Actions
Goal #1: To obtain long term effective therapy for Christopher (Principal & GO)

(a) Develop a productive partnership with father and family
   (i) share observed behaviours/ concerns
   (ii) discuss therapy options – and support father to obtain these
   (iii) discuss school strategies to be implemented (engage parent support as appropriate)
   (iv) support father in his role as father

Goal #2: To implement school based strategies to modify Christopher’s behaviours (Class Teacher & Principal)

(i) Investigate Rock and Water as an optional alternative program
(ii) Peer support
(iii) Encouragement Plans/contracts
(iv) Feelings awareness (chart)
(v) Significant others – older mentors
Appendix Q
Management Agreement (Bullying)

Management Agreement for Stephanie Student
(13th October – 7th November, 2010).

As a result of some past behaviours towards Jenny Jones and some other students, I am aware that these conditions must be met in order for me to remain at Bouldercombe State School.

- I will not make any contact whatsoever with Jenny Jones: no talking, no touching, no gestures, no eye contact.
- Upon arrival at school, I will immediately meet (Principal’s name) at the school office where I will stay until the school bell rings. I will be seated outside the library where I will not call out or talk to any students.
- As soon (class teacher) lets me go for 1st and 2nd lunch I will go to the toilet and get a drink and move straight to the lunch area.
- I will eat at first lunch and second lunch at the far table and sit facing the direction of the tennis shed.
- After I have eaten first lunch I will move to the staff room to have my tablet and will give my 1st card (reminder to have medication) to (staff member eg Administration Officer). I will move to and from the staff room via the stairs near the flagpole. When I have finished playing I will return to (principal’s name) and he or a staff member will accompany me to class.
- For play I may only be on the side oval between the shot put ring and the tennis shed, or on the tennis or netball court. I am aware that if the teacher on duty sees me out of this area I am in breach of this contract.
- I will have my second tablet after 2nd lunch play and will go to the staff room via the stairs closest to the flagpole to have this. I will then give my 2nd card to (staff member - or a teacher in and around the office/staff room).
- When I am released at the end of the school day, I will go immediately to see (Principal’s name) at the office. I will collect both of my cards from (staff member) and put these in my lunch box for use the following day. I will remain upstairs at the chair outside the library and will not call out or talk to any students until either Jenny Jones has left the school grounds or until I am collected by my mother or father. After Jenny has left I may play if I am waiting for the bus.
- Should I find myself at any stage in view of Jenny Jones I will immediately move away and make no attempt in any way to contact her. (The exception here is parade or swimming travel – additional arrangements made here)
- I will not swear at or provoke any student at any stage verbally or physically. Any such action no matter how minor will be in breach of this agreement.
- I will continue to behave appropriately in class for (class teacher) and any relief or specialist teachers.

We Stephanie, Barry and Gwen Student agree that any breach of these conditions will result in Gwen being contacted by the school for the immediate collection of Stephanie from school. Should this occur, it will be necessary for another agreement to be arranged before Stephanie attends Bouldercombe State School. A further agreement will be negotiated following 7th November.

Signed: __________________ (Stephanie Student)
_________________________ (Mr/Mrs Student)
_________________________ (Teacher / Principal)
Appendix R

Behaviour Book / Communication Book

Communication Book

Stephanie
Student

Term Three
2010
Week x:

Monday:

____________________________________________

____________________________________________

____________________________________________

Tuesday:

____________________________________________

____________________________________________

____________________________________________

Wednesday:

____________________________________________

____________________________________________

____________________________________________

Thursday:

____________________________________________

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____________________________________________

Friday:

____________________________________________

____________________________________________

____________________________________________

Mr & Mrs xxxxx,
Please initial each comment made and ensure that this book is returned to school daily. Feel free to add anything you wish. Regards, (Class teacher name)
Appendix S

Management Agreement – Behaviour A

Agreement for Mary Mathers
(Thursday 26th August to Friday 17th September, 2010)

This agreement sets out the details and the arrangements for Mary to be supported at the Bouldercombe State School.

Background:

- Mary is in year one and is six years old.
- She has been attending Bouldercombe since the beginning of Prep last year.
- She lives with mum and dad and has two younger brothers.
- She has had difficulty with school routines both within and outside the classroom and behaving in a safe way.
- She will be supported by the principal, teacher, and Guidance Officers at school.

Objectives of this agreement:

- To maintain Mary at school on a program that meets her needs and in a setting where she can be successful.
- To skill Mary in managing herself at school and at home.
- To provide some support systems and processes for Mary so that she can be more successful at school.
- To increase attendance hours following success with this existing arrangement.

Terms of this agreement:

- This agreement will last for the remainder of term three, 2010 and then be reviewed.
- Mary will attend school from 9am to 11am Tuesday to Friday and all day Monday.
- Mary will attend any special events including school excursions.
- Mary will be provided with appropriate program activities to work on at home in the afternoon.
- Mary will have a self-managing journal that monitors her behaviour only not her work program.
- Mary will rate her behaviour in her journal at the end of each session in consultation with Ms Teacher.

The school agrees that:

- If Mary scores two unsatisfactory sessions in a row, she will need to report to Principal.
- If the matter cannot be sorted out easily then Mary's family will be contacted as soon as possible.

Mary’s Parents agree that:

- They will be responsible for caring for Mary outside of the 9:00am – 11:00am time schedule.
- They will make the decisions about any rewards for Mary's good behaviour
- They will check on Mary's behaviour and emotions at home and keep the school informed of any changes.
- Mary’s parents can ask for a review of this agreement at any time.

Date: 26th August, 2010.
Parent: _______________
Teacher: _______________
Principal: _______________
G/Officer: _______________
Appendix T

Management Agreement – Behaviour B

Agreement for name

(Monday 23rd August to Friday 17th September, 2010)

This agreement sets out the details and the arrangements for name to be supported at the Bouldercombe State School.

Background:

- name is in year four and is nine years old.
- He has recently arrived at Bouldercombe from x and y schools in 2010.
- He has lived with name since 6 months of age
- He has had difficulty settling into school
- He will be supported by the principal, name, teacher name and Guidance Officer, name at school.

Objectives of this agreement:

- To maintain name at school on a program that meets his needs and in a setting where he can be successful.
- To skill name in managing himself at school and at home.
- To provide some support systems and processes for name so that he can be more successful at school.

Terms of this agreement:

- This agreement will last for four weeks and then be reviewed.
- name will attend school from 9am to 11am each day.
- name will be provided with appropriate program activities to work on at home in the afternoon.
- name will have a self-managing log that monitors his behaviour only not his work program.
- name will score his behaviour on his log at the end of each session in consultation with his teacher.

The school agrees that:

- If name scores two unsatisfactory sessions in a row, he will need to report to name principal.
- If the matter cannot be sorted our easily then name family will be contacted as soon as possible.

Student - name agrees that:

- He will keep his self-managing log up to date.
- He will report any incidents he is involved in at school to Principal
- He will work hard to do his best and be safe at school.
- He will accept help and support from teacher, principal and GO.

Parent - name agree that:

- They will be responsible for caring for name outside of the 9:00am – 11:00am time schedule.
- They will make the decisions about any rewards for name good behaviour
- They will check on name behaviour and emotions at home and keep the school informed of any changes.
- Parents can ask for a review of this agreement at any time.

Date: 20th August, 2010.

Student: ____________________
Parent: ____________________
Teacher: ____________________
Principal: ____________________
G/Officer: ____________________
### Appendix U

**Self Managing Journal / Communication Book**

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<tr>
<th>Session</th>
<th>Behaviour</th>
<th>Notes</th>
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<td><strong>Morning Session</strong></td>
<td>Self Evaluation 1 2 3 4 5</td>
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<td></td>
<td>Teacher 1 2 3 4 5</td>
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<tr>
<td><strong>Middle Session</strong></td>
<td>Self Evaluation 1 2 3 4 5</td>
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<td>Teacher 1 2 3 4 5</td>
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<tr>
<td><strong>Afternoon Session</strong></td>
<td>Self Evaluation 1 2 3 4 5</td>
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<td>Teacher 1 2 3 4 5</td>
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**Comments:**

**Parent Comments:**

Parent Signature: ___________ Date: ________
Appendix V

Encouragement Contract

for

Kevin Smith

(a) Attempts work in class
(b) Cooperate with teachers and respects others

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Teacher initials when Kevin is successful

**80 initials/successful periods = Kevin earning a basketball**