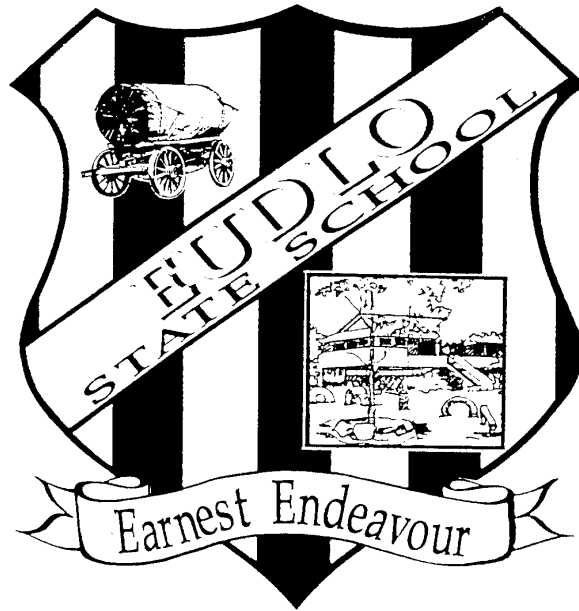


Eudlo State School



Responsible Behaviour Plan for Students 2016- 2018



Responsible Behaviour Plan for Students



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

1. Purpose

We are a School Wide Positive Behaviour Support School achieving a level of EXCELLENCE in 2015. Here is our

Responsible Behaviour Plan for Students *Based on The Code of School Behaviour*

This Responsible School Behaviour Plan is developed in consultation with the Eudlo School Community and endorsed by the Principal, President of the P&C and the Regional Director (Schools). The Plan is based on Education Queensland's Code of School Behaviour.

Our School Vision

Eudlo State School Community is committed to providing the opportunity for each student to reach his/her potential as a valued and respected member of their community.

Our Values

- People and positive relationships;
- a sense of community;
- effective communication;
- integrity and trust;
- respect of self and others;
- a sense of fairness and equity;
- initiative and persistence;
- flexibility and diversity;
- a safe supportive environment;
- professionalism;
- effective and adequate resourcing;
- community involvement.

Rationale

Education Queensland is committed to provisions that ensure all young Queenslanders have a right to and receive a quality education.

At Eudlo State School, we acknowledge the individual abilities of all students and strive to meet their needs to make a positive difference so they reach their potential as a valued and respected member of their community for the rest of their lives. The school actively promotes positive partnerships with parents and the broader community. Emphasis is placed on developing the knowledge and skills that enable our students to participate in society in an effective and productive manner.

This Responsible Behaviour Plan for Students aligns with The Code of School behaviour and is based on a School wide Positive Behaviour Support Model. Eudlo State School applied for, and was accepted into, Education Queensland's School Wide Positive Behaviour Support (SWPBS) program for 2007. We first achieved a School of Excellence rating in 2010 and have achieved an excellence rating ever since.

Eudlo State School 2016-2018

SWPBS is a systems-perspective on Positive Behaviour Support (PBS) and provides a continuum of behaviour support. Within the PBS model there is a strong focus on proactive strategies, including teaching and supporting the appropriate and expected positive behaviours to **all** students in the school.

Positive Behaviour Support is a team-based process for systemic problem solving and planning. The ultimate goal of Positive Behaviour Support is to increase the school's capacity to effectively and efficiently address the behaviour support needs of all students and staff (Lewis, T.J. & Sugai, G. 1999 p.4). The Positive Behaviour Support approach offers opportunities for schools, parents and communities to work smarter and systemically, rather than individually, to achieve these results (Lewis & Sugai, 1999 p.16).

There are 6 relevant elements of SWPBS:

- Statement of Purpose
- School wide clearly defined expected behaviours
- Procedure for teaching and practising school wide expected behaviours
- Continuum of procedures for encouraging school wide expected behaviours
- Continuum of procedures for discouraging problem behaviours
- Procedures for monitoring the impact of the school wide PBS implementation (record-keeping and decision making).

Each of these elements of SWPBS links with the section headings within the Responsible Behaviour Plan for Students. Each element will be discussed within the appropriate heading.

2. Consultation and data review

Eudlo State School's SWPB Coach conducts annual audits. One school data is reviewed each term so that both positive and negative data can be collected and used to inform targeted lessons. Eudlo State School developed this plan in collaboration with our school community.

A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents from 2012 – 2015 also informed the development process.

The Plan was endorsed by the Acting Principal Ruth Machen, the President of the P&C Rochelle Coombs and North Coast Assistant Regional Director Paul Williamson in March 2016 and will be reviewed in 2018 as required in legislation.

3. Learning and behaviour statement

The Eudlo State School community believes that a School wide Positive Behaviour Support (SWPBS) is the most appropriate model to use with our students. We have agreed to collaborate and to consistently use this approach throughout the school. We know that this multi-element approach will achieve positive outcomes for all students. We believe that our students respond best to positive reinforcement. We have established a set of four school rules that are elaborated into expected positive behaviours across a range of settings within the school. These expected positive behaviours are reinforced to students through the specific teaching of new skills and behaviours while responding effectively to problematic behaviours.

Be a Learner

Be Safe

Be Respectful

Be Responsible

These four rules are referred to our School's "Bee" Rules and a bee mascot has been adopted for promotion.

This section of the Responsible Behaviour Plan for Students links with the element school wide expectations of the SWPBS system. See Appendix 1 for the current Matrix of Expected behaviours.

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

The first step in facilitating standards of positive behaviour is communicating those standards to all students. At Eudlo State School we emphasise the importance of explicitly teaching students the behaviours we want them to demonstrate at school. Communicating behavioural expectations is a form of universal behaviour support directed towards all students designed to prevent problem behaviour and provides a framework for responding to unacceptable behaviour.

*All Learning Areas includes Classrooms, Stephanie Alexander Kitchen Garden, Playground based activities, Specialist Areas (Music, PE, LOTE), Library and the computer lab

- **Universal behaviour support**

Encouraging and Maintaining Positive Behaviours

The Eudlo State School Matrix of Expected Behaviours (see Appendix 1), outlines the expected behaviours across a number of contexts; school-based and community based. The next step is to explain and teach these behaviours to all the students. It is extremely important that the behaviours are taught in the context in which they are expected to be exhibited. For example, positive behaviours in relation to the playground must be explained, taught and practised in the playground.

In particular, schools should institute practices that 'tell' the students what is expected, 'show' them what the skill looks like, and 'practice' the skills through role plays and in-vivo situations (Gresham, 1998; Sugai & Lewis, 1996 – in Lewis & Sugai 1999 p.6).

To increase the likelihood of students using appropriate social skills across people, places and situations, teaching procedures should include multiple examples, be proactive within and across multiple settings, instruction on self-management skills, and involvement of a variety of people (Lewis & Sugai 1999 p.6).

Each of the expected behaviours within the matrix will have associated lesson plans for specific teaching of the skills required, across the school. These lessons include resources that are applicable across a range of ages, ability levels and communication methods.

School wide communication strategies of the Four School "Bee" Rules have been developed and are being implemented, this is to ensure that all members of our

school community are aware of the expected positive behaviours and encourages parents to use the same strategies at home.

Some school wide communication examples include:

- All School Rules and Rule for the Week posted in every classroom
- All School Rules and Rule of the Week posted in the playgrounds
- Rule of the Week posted on school billboard
- All School Rules and the Rule of the Week posted on the Bulletin Board
- Rule for the Week – chosen, displayed, discussed at assembly, in class and printed in the school newsletter
- Class time dedicated to the explicit teaching of the range of expected behaviours linked to the Rule of the Week
- Modelling/role play by older student, staff, parents-presented at assembly, older students visiting younger student classes
- Explicit discussions and explanation: “What could you do to improve the situation?” “What is the expected behaviour in this situation?”
- Hall of fame is designed to be a visual display of students as they move through the Bee Slip system.

Responding to Unacceptable Behaviour

Students come to school to learn. Behaviour support represents an important opportunity for learning how to get along with others.

Re-directing low-level and infrequent problem behaviour

When student exhibits low-level and infrequent problem behaviour, the first response of school staff members is to remind the student of expected school behaviour, then ask them to change their behaviour so that it aligns with our school’s expectations. Our preferred way of re-directing low-level problem behaviour is to ask them to think of how they might be able to act more safely, more respectfully or more responsibly. This encourages students to reflect on their own behaviour, evaluate it against expected school behaviour, and plan how their behaviour could be modified so as to align with the expectations of our school community. Recording of students’ behaviour choices may occur throughout the day to indicate whether or not expectations are being met.

• Targeted behaviour support

Systems of Early Intervention for Students at Risk

Each year a small number students at Eudlo State School are identified through our data as needing a little bit extra in the way of targeted behavioural support. In most cases the problem behaviours of these students may not be immediately regarded as severe, but the frequency of their behaviours may put these students’ learning and social success at risk if not addressed in a timely manner.

At times students exhibit patterns of inappropriate behaviour and require a higher level of support. If this occurs, the student is assigned a case manager (usually the classroom teacher) and an Individual Behaviour Support Plan (IBSP) is written and may incorporate the following elements:

Individual Behaviour Support Plan

- *Behaviours of concern are identified*
- *Behavioural Goals are set*
- *Student strengths are acknowledged*
- *Preventative teaching Strategies, including differentiated disability specific strategies for Students with Disabilities are listed:*

- *Curriculum Adjustments*
- *Class, Playground and Transition Support*
- *Reinforcements for desired behaviour*
- *Student Support Network*
- *Individual Monitoring*
- *Case Monitoring / Evaluation*
- *Reactive Strategies are established*
- *Parent/Carer Communication*
- *Interagency Support is investigated*
- *Other Relevant Information is gathered*

The Process is undertaken by all stakeholders and monitored by the case manager until the identified Behavioural Goals are achieved. This level of support is provided on a needs basis and is overseen by the School Welfare Team. Regional Behaviour Support is instrumental in assisting with the development of the Plan and the provision of expertise throughout the process.

• **Intensive behaviour support**

Eudlo State School is committed to educating all students, including those with the highest behavioural support needs. Students whose behaviour does not improve after receiving targeted behaviour support, or whose previous behaviour indicates a need for specialised intervention will be provided with intensive behaviour support. We recognise that students with highly complex and challenging behaviours need comprehensive systems of support. The Student Welfare Team:

- works with other staff members to develop appropriate behaviour support strategies
- monitors the impact of support for individual students through continuous data collection
- makes adjustments as deemed appropriate for the student.
- works with the appropriate specialist behaviour services staff to achieve continuity and consistency

The school has a simple and quick referral system in place. Following referral, the Principal contacts parents and any relevant staff members to form a support team and begin the assessment and support process. In many cases the support team also includes individuals from other agencies already working with the student and their family, the classroom teacher and regional behavioural support staff.

Intensive Behaviour Support Plans

Individual and intensive behaviour support may be co-ordinated through the development and regular review of an Individual Behaviour Support Plan (Intensive). Clearly aligned with The Code of School Behaviour as well as relevant legislation and policy, the IBSP (Intensive) may include:

- *Student Details*
- *School Details*
- *Student Profile – including only factual, social and behavioural information that has lead to the development of the IBSP.*
- *Identified Dates (e.g. commencement, review.)*
- *Critical Medical / External Agency Information*
- *Data (quantitative and qualitative sets which provide an observable measure of problem behaviour) - Strengths*
 - *Dislikes*
 - *Target Behaviours*
 - *Behaviour Analysis*
 - *Behaviour Function Hypothesis*
 - *Behaviour Goals*
- *Preventative and Teaching Interventions to reduce identified behaviour*
 - *Parental support from school*
 - *Strategies for parents to enact*

- *Specific in class and out of class teaching strategies*
- *Curriculum adjustments*
- *Professional development for staff*
- *Monitoring strategies*
- *Acknowledgement / celebration programs*
- *Daily program / timetable*
- *Documentation of timetabled support*
- *Timetable adjustments*
- *Consequence-based interventions to reduce the likelihood of the continuance of the problem behaviour (e.g. a consequence flow chart)*
- *Student Support Network (all personnel who provide support to the student)*
- *Safety / Emergency Procedures (Risk Assessment and Crisis Intervention Plan)*
- *Evaluation - Who is involved in the evaluation?*
- *What information is to be collected?*
- *Which instruments will be used to measure the success of the IBSP*

Support provided at this level is geared to meet the student's specific needs and in doing so aims to assist the student in reaching agreed goals.

The social-emotional, behavioural and academic development of the student is our **objective and the IBSP (intensive) is the avenue through which support is provided.**

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 unacceptable 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.

Immediate Strategies

- Avoid escalating the unacceptable 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 situation or incident, 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.

- Call for another staff member to assist.

Reinforcement and Correction Strategies

- 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 unacceptable behaviour then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour.

Follow Up Strategies

- Restore normal school operations as soon as possible.
- Provide post incident opportunities that include:
- Assisting any distressed student/s to access appropriate support, e.g. Guidance

Officer.

- Assisting the individual 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.
- Recording a reflection or individual learning plan to assist the student to develop a personal framework of expectations and appropriate actions.

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 Eudlo 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.

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 Eudlo 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.

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

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

Any physical intervention made must:

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

Record keeping

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

- Incident report entered into OneSchool
- Health and Safety incident record (where appropriate)

- Appendix 1: Critical Incident Debriefing Report

6. Consequences for unacceptable behaviour

When determining effective consequences for unacceptable behaviour, all factors need to be taken into consideration including: age, context and previous history. Each situation is unique and should be considered objectively. Primary unacceptable behaviours must be a main focus when considering consequences.

Eudlo State School makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When unacceptable behaviour occurs, students experience predictable consequences. Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour. Behaviour incidents may also be recorded in OneSchool. The recording of three minor behaviours constitutes a major behaviour.

This section of the Responsible Behaviour Plan for Students links with the following elements/features of the SWPBS system:

- Continuum of procedures for discouraging problem behaviours

Even with the most proactive and consistent implementation of school wide positive behaviour support, some students will exhibit unacceptable behaviours at some time.

If such a situation arises there are school wide procedures for determining the consequences for such unacceptable behaviours. These procedures take into account the circumstances of each individual student and their actions. They also consider the needs and right of members of the school community to feel safe and supported. The procedures are fair, logical and consistent. Consistency does not mean 'the same'. What some students may see and/or understand as a consequence for an unacceptable behaviour may not be seen in the same manner by another student.

The consequences stated below start from the least intrusive and progress to the most intrusive.

Examples of some of these strategies/consequences include:

All school staff and adults in direct care of students	<ul style="list-style-type: none"> • Unacceptable behaviour tactically ignored • Re-directing to the activity/another activity • Repeat clear directions • Reinforce expected positive behaviours • High success/micro activity • Use/increase pictorial/signed/gestural cues to alert or cut the student to expected positive behaviours.
All school staff	<ul style="list-style-type: none"> • Restatement of the rule/expected positive behaviour • Give specific and simple step-by-step directions • Give time for cognitive processing • Provide choices (e.g. to work/play appropriately or move to another area/activity) • Playground – staff member 'shadows' the student whilst on duty
All school staff	<ul style="list-style-type: none"> • Quiet time (student is removed from the area/activity until student has calmed)

	<p>down and shows a willingness to demonstrate the expected behaviour and engage in learning)</p> <ul style="list-style-type: none"> • Removal/reprogramming of desired activity/event • Time away/Time out in buddy class or personal quiet area • Peers/audience moved from classroom • Lunchtime detention – to complete classwork – supervised by teacher – conferencing with teacher • Lunchtime – missing out on play as consequence for anti-social behaviour towards others is supervised by teacher – conferencing with teacher • Reduced participation in a Community Based Learning activity if the inappropriate behaviour repeatedly occurs during the CBL. • Student to 'sit out' part of the activity or to remain at school and be supervised by another teacher or in the office. • Case management – Teacher/parent/student plan of action (e.g. "behaviour contract") • Restorative Justice questions asked of the students
Principal	<p>If unacceptable behaviours continue and students is not showing a willingness to demonstrate expected positive behaviour:</p> <ul style="list-style-type: none"> • Quiet time at the office under supervision – or "buddy class" • Classwork to be completed at the office under supervision • Removal from playground to the office under supervision • Revisit case management –teacher/parent, student plan of action (e.g. "behaviour contract") • Student is to be re-entered into class/playground in a planned, solution focussed, non-punitive manner.
EQ Staff and school community as relevant	<p>If unacceptable behaviour continues:</p> <ul style="list-style-type: none"> • Interview/discussion with case manager, class teacher, student • Interview/discussion with case manager, class teacher, student and administrative representative • Case management – Principal, class teacher, parent, student regarding the plan of action (e.g. "behaviour contract") • Revised plan of action is monitored and evaluated.
EQ Staff and relevant external agencies	<p>If unacceptable behaviour is ongoing, threatens the safety of self or other, or is violent:</p> <ul style="list-style-type: none"> • Carry out Functional Behavioural Analysis to assist in the development of Individual Behaviour Support Plan (IBSP) in collaboration with class teacher, parents/carers, student (where applicable), Administration representative and other relevant agencies (guidance officer, Regional AVT: Behaviour Support) • IBSP is implemented, monitored and evaluated.
Principal	<p>In exceptional circumstances of serious and/or repeated unacceptable behaviours and after consideration has been given to all other responses the following procedures may be used:</p> <ul style="list-style-type: none"> • In-school suspension • Suspension (This is implemented in line with the Education Queensland policy SM-16 Student Disciplinary Absences) • Recommendation for Exclusion (This is implemented in line with the Education Queensland policy SM-16 Student Disciplinary Absences)

Minor and Major Behaviours

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

- Minor behaviour incidents are handled by staff members at the time it happens
- Major behaviour incidents may be referred directly to the school Principal

Minor behaviours are those that:

- are minor breaches of the school rules
- do not seriously harm others or cause you to suspect that the student may be harmed
- do not violate the rights of others in any other serious way
- are not part of a pattern of problem behaviours
- do not require involvement of specialist support staff or Administration.

Minor problem behaviours may result in the following consequences:

A minor consequence logically connected to the problem behaviour, such as complete removal from an activity or event for a specified period of time, partial removal (time out in a designated area), individual meeting with the student, apology, restitution or detention for work completion.

A re-direction procedure. The staff member takes the student aside and:

- names the behaviour that student is displaying,
- asks student to name the expected school behaviour,
- states and explains the expected school behaviour if necessary
- gives positive verbal acknowledgement for expected school behaviour.

Major behaviours are those that:

- Significantly violate the rights of others.
- Put others / self at risk of harm.
- Involve bringing knives and/or weapons
- Are repetitive minor behaviours that are shown to have a pattern or increase in intensity. School administration will become involved in managing these behaviours when teachers have exercised all classroom strategies or if it is deemed to be of a nature where administration support is needed.
- Require the involvement of school Principal

Major behaviours result in an immediate referral to Principal because of their seriousness. When major problem behaviour occurs, staff members calmly state the major problem behaviour and remind the student of expected school behaviour. The staff member then fills out Appendix 2 and escorts the student to, or calls for, the Principal. Major unacceptable behaviours may result in the following consequences:

• **Level One:** Time out for reflection, loss of break times (detention), alternative lunchtime activities, loss of privilege, restitution, warning regarding future consequence for repeated or persistent inappropriate behaviour, referral to the Principal
AND/OR

• **Level Two:** Parent contact, referral to Guidance Officer, referral for specialist behaviour services, behaviour improvement conditions, suspension from school.

• **Level Three:** Students who engage in serious unacceptable behaviours such as major violent physical assault or the use/supply or possession of weapons (including knives) or drugs can be expect to be recommended for exclusion from the school following an immediate period of suspension.

Note:

1. Where the safety of any person is compromised, the Critical Incident Plan is to be actioned.
2. When all other suitable and relevant avenues have been explored, suspensions and exclusions will be implemented at the discretion of the Principal. In cases where a proposal to exclude is made, the Principal will adhere to the relevant Department of

Education and Employment procedures.

7. Network of student support

Students at Eudlo State School are supported through positive reinforcement and a system of universal, targeted, and intensive behaviour supports.

The School Wide Positive Behaviour (SWPBS) Team provides support to students who require more targeted or intensive support. The team consists of the school Guidance Officer, the Principal, Support Teacher Literacy & Numeracy, Special Education teacher, Chaplin and classroom teachers. The School Wide Positive Behaviour Team (SWPBS) initiates behaviour support to all students (whole school, targeted support and intensive support).

Our team approach to behaviour support includes the involvement of the school Principal, staff, specialists, students, parents, members of the wider community and personnel from other agencies. The network of personnel (school based and external) that provide support for students in this school is drawn from a wide field, where expertise is accessed as required.

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. (Nambour)

8. Consideration of individual circumstances

To ensure alignment with the Code of School Behaviour when applying consequences, the individual circumstances and actions of the student and the needs and rights of school community members are considered at all times.

Eudlo 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 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
 - receive adjustments appropriate to their learning and/or impairment needs
- recognising and taking into account students' age, gender, disability, cultural background, socioeconomic situation and their emotional state

9. Related legislation

- [Commonwealth Disability Discrimination Act 1992](#)
- [Commonwealth Disability Standards for Education 2005](#)
- [Education \(General Provisions\) Act 2006](#)
- [Education \(General Provisions\) Regulation 2006](#)
- [Criminal Code Act 1899](#)
- [Anti-Discrimination Act 1991](#)
- [Commission for Children and Young People and Child Guardian Act 2000](#)
- [Judicial Review Act 1991](#)
- [Workplace Health and Safety Act 2011](#)
- [Workplace Health and Safety Regulation 2011](#)
- [Right to Information Act 2009](#)
- [Information Privacy \(IP\) Act 2009](#)

10. Related policies and procedures

- Statement of expectations for a disciplined school environment policy
- Safe, Supportive and Disciplined School Environment
- Inclusive Education
- Enrolment in State Primary, Secondary and Special Schools
- Student Dress Code
- Student Protection
- Hostile People on School Premises, Wilful Disturbance and Trespass
- Police and Child Safety Officer Interviews with Students, and Police Searches at State Educational Institutions
- Acceptable Use of the Department's Information, Communication and Technology (ICT) Network and Systems
- Managing Electronic Identities and Identity Management
- Appropriate Use of Mobile Telephones and other Electronic Equipment by Students
- Temporary Removal of Student Property by School Staff

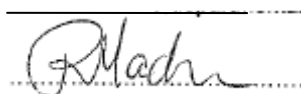
11. Some related resources

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

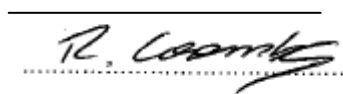
12. Reference List

Lewis, T.L. and Sugai, G. (1999). Effective Behaviour Support: A systems Approach to Proactive Schoolwide management. Focus on Exceptional Children Vol 31 No. 6

Endorsement



Acting Principal
Ruth Machen


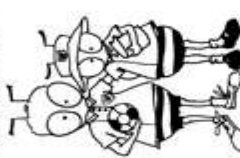





Rochelle Coombs
P&C President or
Chair, School Council

Date effective: from1 march 2016 to ...30 December 2018

Appendix 1 matrix of expected behaviour

Eudlo State School Expectation Matrix

	Whole School (All settings)	Learning Environment	All Play Areas (oval and undercover)	Eating Areas	Toilets	Transition/ Lining Up	Tuckshop/ Sports Room	Off Site
Be Safe	<ul style="list-style-type: none"> I keep my hands and feet to myself I model sensible behaviour I walk when moving around school I solve problems with my words 	<ul style="list-style-type: none"> I walk around the room I use scissors and equipment safely I use furniture properly I ask permission to leave the room I am only in the classroom when a teacher is present 	<ul style="list-style-type: none"> I wear shoes and a broad brimmed hat I stay in bounds I play on the correct year level equipment I use equipment safely I walk on concrete 	<ul style="list-style-type: none"> I sit while eating I eat my own food I use my own drink bottle I remember that students in our school have allergies 	<ul style="list-style-type: none"> I wash hands I use toilets for the proper use 	<ul style="list-style-type: none"> I walk when moving around school I sit quietly in class lines 	<ul style="list-style-type: none"> I wait my turn 	<ul style="list-style-type: none"> I follow adult directions I look after my buddy I follow Bus Code of Conduct I stay with the group I wear my uniform Enter & exit by school gates I am safe with personal information on the internet (cybersafe)
Be Respectful	<ul style="list-style-type: none"> I treat others the way I want to be treated I follow adult directions I use polite language I care for my school I use manners when entering other classes 	<ul style="list-style-type: none"> I follow adult directions I care for property I raise my hand to speak I use positive language 	<ul style="list-style-type: none"> I show good sportsmanship I use positive language 	<ul style="list-style-type: none"> I ask permission to leave I keep eating areas clean and tidy and choose the correct bin for my rubbish. 	<ul style="list-style-type: none"> I respect privacy of others I clean up after myself 	<ul style="list-style-type: none"> I walk quietly and appropriately 	<ul style="list-style-type: none"> I use manners I treat sports equipment carefully I line up quietly 	<ul style="list-style-type: none"> I use polite language I care for all property I do not post personal information on the internet I wear school uniform when representing the school
Be Responsible	<ul style="list-style-type: none"> I am honest I am responsible for my behaviour I follow the 4 Be's I take responsibility for solving my own problems I keep valuable items at home. I use ICT's for learning appropriately I place electronic devices in the care of the school. I us the high 6 	<ul style="list-style-type: none"> I keep the classroom tidy I put my school bag in the port rack I return reading folders and library books on time I am a responsible group member I take responsibility for my own learning 	<ul style="list-style-type: none"> I look after equipment 	<ul style="list-style-type: none"> I pack lunchboxes away I try to bring NBL (no rubbish lunches) 	<ul style="list-style-type: none"> I return to class properly I use water responsibly I use paper towel appropriately 	<ul style="list-style-type: none"> I visit the toilet and have a drink before lining up when I hear the first bell 	<ul style="list-style-type: none"> I order lunch before school I return equipment at end of playtime to the sports shed. 	<ul style="list-style-type: none"> I am prepared I look after equipment and own belongings I take responsibility for my behaviour I am Fine Safe - I am responsible with fine I am responsible around water.
Be a Learner	<ul style="list-style-type: none"> I am an active listener I know the 4 Be's I involve myself in the learning experience 	<ul style="list-style-type: none"> I participate fully when they speak I have my equipment ready for the day at 8.30am I attend regularly I complete work to the best of my ability 	<ul style="list-style-type: none"> I demonstrate friendly social skills I follow the rules of games 	<ul style="list-style-type: none"> I use hygienic practices 	<ul style="list-style-type: none"> I use hygienic practices 	<ul style="list-style-type: none"> I try to use toilets before class and at break times only 	<ul style="list-style-type: none"> I am a listener I involve myself in the learning experience by completing home tasks I prepare for school and arrive on time 	



Appendix 2

Critical Incident 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 3

Eudlo State School Incident Report

Student Name:

Date:

Person Completing Form:

Major Minor

(Circle the appropriate level of behaviour)

Date of incident Time incident started Time incident ended

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. was angry because I asked him/her to stop teasing).

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