Silkwood State School

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

1. Purpose
Silkwood 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
Silkwood State School developed this plan in collaboration with our school community. Broad consultation with parents, staff and students was undertaken through survey distribution and community meetings held during January 2013. A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents from 2009 - 2012 also informed the development process.

The updated Plan was endorsed by the Principal, the President of the P&C and Executive Director (Schools) in 2014, and will be reviewed in 2016 as required in legislation.

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

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

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

- Be safe
- Be respectful
- Be a learner

Our school rules have been agreed upon and endorsed by all staff and our school P&C. They are aligned with the values, principles and expected standards outlined in Education Queensland’s Code of School Behaviour.
<table>
<thead>
<tr>
<th>BE SAFE</th>
<th>ALL AREAS</th>
<th>CLASSROOM</th>
<th>EATING AREAS</th>
<th>PLAYGROUND</th>
<th>STAIRS AND WALKWAYS</th>
<th>TOILETS</th>
<th>BUS LINES/BIKE RACKS</th>
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</table>
| ▪ Use equipment appropriately  
▪ Stay in supervised areas  
▪ Wear school uniform proudly | ▪ Walk  
▪ Sit appropriately on chairs  
▪ Enter and exit room in an orderly manner  
▪ Use internet and email responsibly | ▪ Wash hands before eating  
▪ Sit down during eating times | ▪ Care for the environment and wildlife  
▪ Wear shoes and socks at all times  
▪ Wear a sun safe hat  
▪ Participate in school approved games  
▪ Respect out of bounds areas  
▪ Use equipment for intended purposes  
▪ Leave sticks and stones on the ground | ▪ Walk in an orderly manner  
▪ Walk down stairs one at a time  
▪ Keep passage ways clear at all times | ▪ Wash hands  
▪ Move safely in toilet area | ▪ Walk to bus in an orderly manner  
▪ Use own bike/scooter only  
▪ Walk bike/scooter to the gate  
▪ Wait inside the gate until the bus stops  
▪ Leave school promptly |

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<tr>
<th>BE RESPECTFUL</th>
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<th>PLAYGROUND</th>
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<th>TOILETS</th>
<th>BUS LINES/BIKE RACKS</th>
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| ▪ Keep hands, feet and objects to yourself  
▪ Respect others’ personal space and property  
▪ Care for equipment  
▪ Clean up after yourself  
▪ Use polite language  
▪ Wait your turn  
▪ Ask permission to leave the classroom | ▪ Raise your hand to speak  
▪ Respect others’ right to learn  
▪ Talk in turns  
▪ Be a good listener  
▪ Be honest | ▪ Eat only your food  
▪ Use a peaceful voice  
▪ Use your eating manners  
▪ Speak politely to staff  
▪ Place rubbish in correct bins  
▪ Tidy your area before playing  
▪ Wait until dismissed by teacher | ▪ Play fairly – take turns, invite others to join in and follow rules  
▪ Stop playing immediately upon bell ringing | ▪ Walk quietly and orderly so that others are not disturbed  
▪ Respect the privacy of others  
▪ Be water wise  
▪ Leave toilets in a tidy condition  
▪ Follow set toilet procedures | ▪ Line up in order as teacher marks the bus roll  
▪ Wait quietly  
▪ Keep your belongings with you  
▪ Have your bus pass ready |

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<th>BE A LEARNER</th>
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<th>TOILETS</th>
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| ▪ Work quietly without distracting others  
▪ Be in the right place at the right time  
▪ Follow instructions straight away  
▪ Always try your best  
▪ Raise your hand to speak  
▪ Be prepared for learning | ▪ Have equipment prepared for learning  
▪ Complete set tasks  
▪ Take an active role in classroom activities  
▪ Keep work space tidy | ▪ Eat healthy food  
▪ Listen to instructions | ▪ Return equipment to appropriate place at the sports bell  
▪ Be a problem solver | ▪ Move sensibly around the school  
▪ Use toilets during breaks to reduce disruptions during class | ▪ Listen to and follow instructions appropriately |

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

▪ Behaviour lessons conducted by classroom teachers;
▪ Reinforcement of learning from behaviour lessons on School Assemblies and during active supervision by staff during classroom and non-classroom activities.
4. Reinforcing expected school behaviour

At Silkwood State School, communication of our key messages about behaviour is backed up through reinforcement, which provides students with feedback for engaging in expected school behaviour. A formal recognition and monitoring system has been developed. This reinforcement system is designed to increase the quantity and quality of positive interactions between students and staff. All staff members are trained to give consistent and appropriate acknowledgement and rewards.

Positive behaviour at Silkwood State School is acknowledged by:

- Honour Board Awards
- P&C Student of the Month
- Classroom rewards systems: ‘Silkwood Stars’
- Verbal acknowledgement of the positive behaviour
- Participation in excursions

5. The use of personal technology devices at school

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

**Certain Personal Technology Devices Banned From School**

Students must not bring valuable personal technology devices like cameras, digital video cameras or MP3 players to school without permission 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.

If students require a mobile phone to be used after school they must leave it in their teacher’s possession at 8:40am and collect it at 3:00pm.

**Confiscation**

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

6. Consequences for unacceptable behaviour

Silkwood 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. A One School Behaviour Entry is used as a guide for all staff. Incidents are recorded on One School. See Appendix 1.
LEVEL 1 ~ MISBEHAVIOUR
BEHAVIOUR MANAGED BY TEACHER OR AIDE

LEVEL 2 ~ CONTINUED MISBEHAVIOUR
Negotiated Consequences
MANAGED & IMPLEMENTED BY CLASSROOM TEACHER

LEVEL 3 ~ CONTINUED MISBEHAVIOUR
Direct Parent Involvement & Behaviour Management Plan
MANAGED BY PRINCIPAL, TEACHER AND/OR GUIDANCE OFFICER

LEVEL 4 ~ CONTINUED MISBEHAVIOUR
Suspension for up to 5 days
MANAGED BY PRINCIPAL & GUIDANCE OFFICER

LEVEL 5 ~ CONTINUED MISBEHAVIOUR
Exclusion
MANAGED BY PRINCIPAL AND DISTRICT OFFICE

NB: Although there will be a ‘cooling off period’ the objective in most situations will be to enable the student to return to class causing minimal disruption to other students. The principal, parents, guidance officer and teacher will be involved in any plans to enable a smooth transition back into the classroom.
Responsible Behaviour Plan for Students

LEVEL 1 ~ MISBEHAVIOUR
BEHAVIOUR MANAGED BY TEACHER OR AIDE

The expectations will be made clear to the student. Their behaviour will be discussed and they will be assisted to think of strategies to improve their behaviour. The student may be withdrawn from the activity (time out) or a logical consequence may be applied.

EXAMPLES OF LEVEL 1 BEHAVIOURS

- Littering
- Lateness to class
- Uniform/make-up/hair/jewellery transgressions
- Careless use of school or other equipment
- Minor safety issues - no hat, running on concrete etc.
- Playing in non-designated areas e.g. gardens, other year level areas
- Eating drinking in non-designated areas
- Bringing toys, game cards, electronic games/media to school
- Not getting ready for class or activity
- Minor arguments e.g. squabble over a ball
- Not moving to/from classes safely & respectfully e.g. Spelling Mastery, R.E. etc.
- Not lining up

SUGGESTED CONSEQUENCES

Verbal negotiation or warning
Reminder of classroom or playground expectations and rules
Asking student to demonstrate understanding of school rule
Temporary confiscation of personal items

IF TWO CONSECUTIVE REPEATED APPLICATIONS OF THE ABOVE ACTIONS PRODUCE NO IMPROVEMENT IN THE STUDENT’S BEHAVIOUR, THEN A LEVEL 2 CONSEQUENCE MAY BE APPLIED.
Responsible Behaviour Plan for Students

LEVEL 2 ~ CONTINUED MISBEHAVIOUR
MANAGED & IMPLEMENTED BY CLASSROOM TEACHER

A student will be placed on Level 2 for demonstrating continued Level 1 behaviours or any of the following. As a result they will be actively withdrawn and consequences negotiated along with conversations around a number of ways to redeem themselves.

EXAMPLES OF LEVEL 2 BEHAVIOURS

- Continued level 1 behaviours
- Ignoring instruction
- Not meeting work expectations
- Disruptive behaviour in class
- Disruptive behaviour in playground
- Disruptive behaviour at sport activities
- Insolence
- Disruptive behaviour on excursions
- Minor teasing
- Inappropriate language (not including abusive language or swearing) e.g. put downs
- Rough play and handling
- Not completing homework or assignments

SUGGESTED CONSEQUENCES

Activity withdrawal
In-class separation or isolation, teacher directed consequence, or sent to buddy classroom
Removal from classroom for one-on-one resolution with teacher
Removal from playground activity for one-on-one resolution with teacher
Sit out from playground activity or sport activity
Assign student to accompany you on playground duty
Assign student a supervised lunchtime detention (Time Out)
Withdrawal of privileges
Parents notified for repeated incidents (e.g. 3 X Time Out)

IF TWO CONSECUTIVE REPEATED APPLICATIONS OF THE ABOVE ACTIONS PRODUCE NO IMPROVEMENT IN THE STUDENT’S BEHAVIOUR, THEN A LEVEL 3 CONSEQUENCE MAY BE APPLIED.
Responsible Behaviour Plan for Students

LEVEL 3 ~ CONTINUED MISBEHAVIOUR
MANAGED & IMPLEMENTED BY PRINCIPAL, TEACHER AND/OR GUIDANCE OFFICER
WITH PARENT INVOLVEMENT

A student will be placed on Level 3 for demonstrating continued Level 1 and Level 2 behaviours or any of the following.

EXAMPLES OF LEVEL 3 BEHAVIOURS

* Repeated Level 1 or Level 2 behaviours

OR SEVERE CASES OF THE FOLLOWING

- Refusal to participate in program of instruction
- Harmful teasing
- All forms of bullying
- Physical aggression e.g. pushing, kicking, hitting etc.
- Abusive language including swearing and racist remarks directed at other students
- Use of vulgar language or actions
- Significant verbal threats to students and intimidation of students
- Vandalism - graffiti and breakage
- Leaving school grounds without permission
- Theft of valuables
- Truancy
- Possession and use of mobile phone/iPad/iPod during school hours
- Inciting others to behave inappropriately
- “Dacking” other students
- Unexplained absence from class or detention

SUGGESTED CONSEQUENCES

Meeting between Principal, Guidance Officer, Teacher, Parent/Carer and Student
Student isolated for up to 5 days (1\textsuperscript{st} and 2\textsuperscript{nd} break)
Student attends detention sessions in Admin
Student completes Individual Reflection Sheet (Appendix 2)
Formal written apology completed
Formal contact / letter to parents explaining incident

PERSISTENT LEVEL 3 BEHAVIOURS WILL RESULT IN MOVING TO LEVEL 4.
ALL INCIDENTS MUST BE ENTERED INTO ONESCHOOL AND PRINCIPAL NOTIFIED.
Responsible Behaviour Plan for Students

LEVEL 4 ~ CONTINUED MISBEHAVIOUR

IN SCHOOL / OUT OF SCHOOL SUSPENSION
(up to 5 days)
MANAGED & IMPLEMENTED BY PRINCIPAL & GUIDANCE OFFICER

A student will be placed on Level 4 for demonstrating continued behaviours listed in the previous levels or any of the following. Serious cases of inappropriate behaviour will result in a direct suspension. As a result a student will receive a minimum of two days suspension and must work with the Principal and Guidance Officer in negotiating a number of ways to redeem themselves.

EXAMPLES OF LEVEL 4 BEHAVIOURS

* Repeated Level 2 or Level 3 behaviours

OR EXTREME CASES OF THE FOLLOWING

- Willful and persistent disobedience
- Fighting resulting in injury or assault of other students
- Major vandalism or theft
- Abusive language or intimidation directed at staff
- Smoking cigarettes and or possession of tobacco products
- Possession and or consumption of alcohol
- Gross indecency
- Sexual harassment/misconduct
- Possession of pornography
- Using internet or other electronic means to direct abusive language or make threats
- Use of a mobile phone in any part of the school without authorisation

MANDATORY

Re-entry meeting with Parents and development of Individual Behaviour Contract (Appendix 3)
Placed on Individual Behaviour Support Plan (Appendix 4) for a minimum of 2 weeks, as part of re-entry interview to be completed by Teachers and signed by Principal and Parents. Minimum 2 weeks.

SUGGESTED CONSEQUENCES

Suspension in line with Education Queensland Policy
SM-16 Student Disciplinary Absences (1-5 days) followed by
Withdrawal from school organised activities
Police notification
Outside agency referral

PERSISTENT LEVEL 4 BEHAVIOURS WILL RESULT IN MOVING TO LEVEL 5.
ALL INCIDENTS MUST BE ENTERED INTO ONESCHOOL.
A student will be placed on Level 5 if they return from a period of suspension and continue to behave inappropriately. The principal will then recommend that the student be excluded.

**EXAMPLES OF LEVEL 5 BEHAVIOURS**

- Extreme or repeated incidence of level 4 behaviour
- Possession, use and or supply of illegal drugs
- Other substance abuse
- Possession of a weapon
- Use of a weapon
- Violent assault
- Gross misconduct that is not in the power of the school to address or modify

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<th>MANDATORY</th>
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<td>Re-entry meeting with Parents</td>
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<th>SUGGESTED CONSEQUENCES</th>
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<tr>
<td>Suspension in line with Education Queensland Policy <em>SM-16 Student Disciplinary Absences (6-20 days)</em> followed by</td>
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<td>Recommendation for exclusion in line with Education Queensland Policy</td>
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<td>SM-16 Student Disciplinary Absences</td>
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<td>Police notification</td>
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**AS A RESULT OF LEVEL 5 BEHAVIOURS - STUDENT MAY BE EXCLUDED**

**ALL INCIDENTS MUST BE ENTERED INTO ONESCHOOL.**
7. Emergency or critical incident responses

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

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

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

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

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

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

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

Debrief
(Help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations).

Physical Intervention
Staff may make legitimate use of physical intervention if all non-physical interventions have been exhausted and a student is:
- physically assaulting another student or staff member
- posing an immediate danger to him/herself or to others.

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

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

It is important that all staff understand:
- physical intervention cannot be used as a form of punishment
- physical intervention must not be used when a less severe response can effectively resolve the situation
- the underlying function of the behaviour.
Physical intervention is not to be used as a response to:
- property destruction
- school disruption
- refusal to comply
- verbal threats
- leaving a classroom or the school, unless student safety is clearly threatened.

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

Record keeping
Each instance involving the use of physical intervention must be formally documented. The following records must be maintained:
- Incident Report (Appendix 5)
- Health and Safety incident record (link)
- Debriefing Report (for student and staff) (Appendix 6).

8. Network of student support
Students at Silkwood 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

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

9. 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.

Silkwood 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,
10. 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

11. 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

12. Some related resources
- Bullying. No Way!
- Schoolwide Positive Behaviour Support
- Code of Conduct for School Students Travelling on Buses

Endorsement

Khadeeja Mohammed  Shawn Dineen
A/Principal  P&C President

Effective Date: October 2014 – 31 December 2016
<table>
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<th>Inappropriate student behaviours to be dealt with at this level include:</th>
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<td>• Lining up</td>
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<th>LEVEL 2</th>
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<td>• Ignoring instruction</td>
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<td>• Continued Level 2 behaviours</td>
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<td>• Refusal to participate in program of instruction</td>
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<td>• Vandalism – graffiti and breakage</td>
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<td>• Theft of valuables</td>
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<td>• Truancy</td>
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<td>• Possession and use of mobile phone during school hours</td>
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<td>• Inciting others to behave inappropriately</td>
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<td>• “Dacking” other students</td>
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<td>• Unexplained absence from class or detention</td>
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<td>• Smoking cigarettes and or possession of tobacco products</td>
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<td>• Possession and or consumption of alcohol</td>
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<td>• Gross indecency</td>
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<td>• Sexual harassment/misconduct</td>
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<td>• Possession of pornography</td>
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<td>• Using internet or other electronic means to direct abusive language or make threats</td>
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<td>• Use of a mobile phone in any part of the school for voicemail, email, text messaging or filming purposes without authorisation</td>
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<td></td>
<td>• Extreme or repeated incidence of level 4 behaviour</td>
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<td>• Possession, use and or supply of illegal drugs</td>
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<tr>
<td></td>
<td>• Other substance abuse</td>
</tr>
<tr>
<td></td>
<td>• Possession of a weapon</td>
</tr>
<tr>
<td></td>
<td>• Use of a weapon</td>
</tr>
<tr>
<td></td>
<td>• Violent assault</td>
</tr>
<tr>
<td></td>
<td>• Gross misconduct that is not in the power of the school to address or modify</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>POSSIBLE CONSEQUENCES</th>
<th>EXAMPLE BEHAVIOIRS</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Verbal negotiation or warning</td>
<td>Inappropriate student beha</td>
</tr>
<tr>
<td>• Reminder of classroom or playground expectations and rules</td>
<td></td>
</tr>
<tr>
<td>• Asking student to demonstrate understanding of school rule</td>
<td></td>
</tr>
<tr>
<td>• Temporary confiscation of personal items</td>
<td></td>
</tr>
<tr>
<td>If repeated applications of the above actions produce no improvement in the student’s behaviour, then a Level 2 consequence may be applied.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>POSSIBLE CONSEQUENCES</th>
<th>EXAMPLE BEHAVIOIRS</th>
</tr>
</thead>
<tbody>
<tr>
<td>• In-class separation or isolation where student completes a reflection sheet/teacher directed consequence, or sent to buddy classroom</td>
<td>Inappropriate student beha</td>
</tr>
<tr>
<td>• Removal from classroom for one-on-one resolution with teacher</td>
<td></td>
</tr>
<tr>
<td>• Sit out from playground activity for one-on-one resolution with teacher</td>
<td></td>
</tr>
<tr>
<td>• Assign student to accompany you on playground duty</td>
<td></td>
</tr>
<tr>
<td>• Assign student a supervised lunchtime detention (Time Out)</td>
<td></td>
</tr>
<tr>
<td>• Withdrawal of privileges</td>
<td></td>
</tr>
<tr>
<td>If repeated applications of the above actions produce no improvement in the student’s behaviour, then a Level 3 consequence may be applied.</td>
<td></td>
</tr>
</tbody>
</table>

Details of incident entered into Behaviour Management database. Possible consequences could include:  
1. Student isolated for up to 5 days (1st and 2nd break)  
2. Student attends detention sessions in Admin  
3. Student completes Individual Reflection Sheet  
4. Formal written apology completed  
5. Formal contact / letter to parents explaining incident  
Other possible consequences:  
- Referral to Student Support Team for assessment or support  
- Guidance Officer, STLD, AVT etc.  
- Individual Behaviour Support Plan  
- Monitoring program – Daily Behaviour Record  
- Resolution between coordinator aggrieved party and student  
- Peer mediation or restorative conference  
- Class or school community service  
- Restitution  
- Formal parent interview  
- Interagency referral  
- Excluded from attending camps, excursions or district sport Events etc.

Details of incident entered into Behaviour Management database. Possible consequences could include:  
- Suspension in line with Education Queensland Policy SM-16 Student Disciplinary Absences (1-5 days) followed by Re-entry meeting with parents and development of Individual Behaviour Contract.  
- Withdrawal from school organized activities  
- Placed on Individual Behaviour Support Plan for a minimum of 2 weeks, as part of Re-entry interview to be completed by teacher and signed by principal and parents.  
- Police notification  
- Outside agency referral  

Details of incident entered into Behaviour Management database. Possible consequences could include:  
- Suspension in line with Education Queensland Policy SM-16 Student Disciplinary Absences (6-20 days) followed by Re-entry meeting with Parents  
- Recommendation for exclusion in line with Education Queensland Policy SM-16 Student Disciplinary Absences  
- Police notification
INDIVIDUAL REFLECTION SHEET

Name ..................................................  Year Level ..........  Date .........................

The inappropriate behaviour that I displayed was?

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

The rule I broke was? (please circle)

✓ Be Safe
✓ Be Respectful
✓ Be a Learner

How my actions have or could have affected myself, others or property?

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

What I should have done?

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

Is there anything I need to do to make up for my behaviour? Yes / No

By...........................................................................................................................................
..................................................................................................................................................
..................................................................................................................................................

Who do I need to apologise to?

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

Student’s signature  .........................

Teacher’s signature  ..........................
# APPENDIX 3

## INDIVIDUAL BEHAVIOUR CONTRACT
(Return from School Disciplinary Absence Plan)

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>Year Level:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date of Birth:</td>
<td>Age:</td>
</tr>
</tbody>
</table>

| Interview Date: |
| Persons Present: |

**Reason(s) for suspension:** Why were you suspended? What did you do? What rule did you break?

**Reflection:** How do you feel about what you did?

**History:** Have you been suspended before? Why? How many times? How long?

What did you plan to change when you returned last time?

Did your plan work? Why?
INDIVIDUAL BEHAVIOUR CONTRACT
(Return from School Disciplinary Absence Plan)

Are you willing to work out a plan for this incident?

Yes   No

Goals: What do you want to change to return to school?

Plan: How will you do this?

Reality Check: What will you do if others tease you? What will you do if you feel that this is happening again?

Support: Who can help you stick to your plan?

Return Action: How can we tell that you are taking responsibility for what happened?

Commitment: How do we know that you are serious?

What will happen if the same thing occurs again?

Do you agree to all parts of this plan and commit to following it?

Student Signature:

Parent Signature:

Principal Signature:

---Feedback---Communication---

☐ Copy ☐ Phone ☐ Interview ☐ Case Management Meeting ☐ Behaviour Slips

☐ Interview with GO and /or CEC ☐ Mediation Session(s) with GO and/or CEC

To:                                           Date:

Further action required:

Principal Signature:
# Indvidual Behaviour Support Plan

**Name:**

**D.O.B.:**

**School:**

**IMP Start Date:**

**Year:**

**IMP Review Date:**

## Information

<table>
<thead>
<tr>
<th>Information</th>
<th>Student Competencies</th>
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</thead>
<tbody>
<tr>
<td></td>
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<td></td>
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</table>

## Student Competencies

<table>
<thead>
<tr>
<th>Behaviour Goals</th>
<th>Proactive Strategies for Goal Achievement</th>
<th>Consequences for actions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Inappropriate behaviour:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Goal 1:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Inappropriate behaviour:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Goal 2:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Inappropriate behaviour:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Goal 3:</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Contributors

| Class Teacher - | |
| Parent/Carer - | |
| GO – | |
## INCIDENT REPORT

Name: 

Date: 

**Person Completing Form:**

<table>
<thead>
<tr>
<th>Name PROBLEM BEHAVIOUR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date of incident</td>
</tr>
</tbody>
</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. was angry because I asked him/her to stop teasing).
APPENDIX 6

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.

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

Purpose

1. Silkwood 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 Silkwood 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 Silkwood 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 Silkwood 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 Silkwood State School are an addition to our already research-validated school wide positive behaviour support processes. This means that all students are being explicitly taught the expected school behaviours and receiving high levels of social acknowledgement for doing so. Adding lessons on bullying and how to prevent and respond to it is a subset of procedures that our students are already accustomed to.

Prevention

8. Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, our school wide universal behaviour support practices will be maintained at all times. This will ensure that:
   - Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour
   - All students know the 3 school rules and have been taught the expected behaviours attached to each rule in all areas of the school
   - All students have been or are being taught the specific routines in the 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.

9. The student curriculum modules of the anti-bullying process consist of lessons taught by all teachers in all classrooms to a school wide schedule of instruction. At all times simultaneous instruction is our goal, in order to maintain consistency of skill acquisition across the school.
10. An initial introductory lesson is delivered, which teaches the 3-step process to be used by all students when experiencing bullying behaviour either as a person being bullied, the person bullying or bystander.

11. The introductory lesson is followed by several shorter lessons, each of which focuses on one of the bullying behaviours that the school has identified and defined. These lessons include instruction on how to approach adults and also on what reactions and systemic responses they should expect from adults.

12. Research indicates that a common outcome of anti-bullying programming is an improvement in understanding of bullying but little change in the frequency or nature of actual bullying behaviour. One of the reasons cited for this outcome is the lack of behavioural rehearsal in the programming. The anti-bullying process at Silkwood State School takes care to combine knowledge with practice in a process of active learning, so that students understand by ‘doing’ as much as by ‘knowing’.

13. Silkwood State School uses behavioural data for decision-making. This data is entered into our database on a daily basis and can be recalled as summary reports at any time. This facility allows the school to track the effectiveness of its anti-bullying process, to make any necessary adjustments, and to identify specific bullying behaviours that may need to be revisited or revised in the instructional process.