The Code of School Behaviour

Better Behaviour
Better Learning

BELLMERE State School

Hand in Hand We Learn

Responsible Behaviour Plan for Students

July 2019

Queensland Government
Education Queensland

Contents

		Page
1	Purpose …….....	3
2	Consultation and data review ……	3
3	Learning and behaviour statement ……..……	4
4	Processes for facilitating standards of positive behaviour and responding to unacceptable behaviour ……	5
5	Consequences for unacceptable behaviour …….	11
6	Emergency or critical incident responses……...	16
7	Network of student support ……..	20
8	Consideration of individual circumstances …….	21
9	Related legislation ……	21
10	Related policies ……	21
11	Some related resources ……	22

Appendices

Classroom Management Plans (Appendix 1) ……	23
Positive Behaviour for Living and Learning Curriculum – Matrix (Appendix 2)…	25
Apple Program (Appendix 3) …….	27
Flowcharts – Spirit of Bellmere level privileges (Appendix 4) ……	28
Resolution Room (Appendix 5) …….	29
Student Engagement Support Process (Appendix 6) ……..	30
PIP/IBSP exemplars (Appendix 7) ……	32
Behaviour Monitoring Sheets (Appendix 8) …….	38
Lunchtime Club (Appendix 9) ……..……	39
Risk Management Plan (Appendix 10) ……..…….	42
Behaviour Management Process Flowchart (Appendix 11) ……	43
Management of Inappropriate Behaviour Flowchart (Appendix 12) …….	44
Major and Minor Behaviours (Appendix 13) …….	45
Office & playground behaviour referral form (Appendix 14)…….	48
Exit class referral (Appendix 15) ……..	51

1. Purpose

Bellmere State School is committed to providing a disciplined, high performing and enjoyable learning environment for students and staff. We aim to create the leaders of the future and provide students with opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing.

The ethos or climate within a school is a major factor in establishing and maintaining a high standard of behaviour and discipline. A positive ethos is based upon the quality of relationships between staff, staff and students and staff and the community. This positive ethos permeates all the school's activities and helps form a strong sense of social cohesion.

At Bellmere State School we are committed to being: **'A Community of Learners'** through a focus on:

'Delivering High Quality Futures for Engaged Learners & Leaders'

Our motto is ***'Hand in Hand We Learn'*** and with a strong commitment to our five core values, we know that every student can achieve this goal. Our five core values are;

HONESTY & RESPECT:

- For everyone's opportunity to learn
- For ourselves and how we treat others
- For school and community property and environment

ACHIEVEMENT:

- To engage in the teaching & learning that is available
- To produce work you and the community would be proud to display
- To be on time and ready to work

NURTURING:

- Relationships between community/industry and the school that are positive and mutually beneficial
- Relationships between staff and/or students that are courteous and cooperative
- Relationships between the school and the community that will prepare students as citizens for life within and beyond Bellmere State School

DETERMINATION:

- To keep striving to continually improve
- To bounce back from disappointments
- To learn from our mistakes and strive for excellence

SAFETY:

- To care for self and others in a safe, supportive manner
- To use all equipment safely and respectfully
- To learn about protective behaviours

Underpinning this Responsible Behaviour Plan for Students are these five core values 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

Bellmere State School first developed this plan in collaboration with our school community at the end of 2015 prior to the school opening. As a new school it was understood that the initial Responsible Behaviour Plan would be reviewed each year, taking onboard suggestions and ideas from the school community. A review of school data sets from 2016 – 2018 relating to attendance, absenteeism, school disciplinary

absences and behaviour (both positive and incident records) also informed the development process.

A team of staff and parents leads the development of the *Positive Behaviour for Learning (PBL)* approach in the school. This lead group meet approximately three times per term and regularly consults with staff and community. Their collective work drives the review of the school plan and the key strategies that arise from it.

The plan was endorsed by the Leadership team, the LCC, the P&C, and the Executive Director School Improvement in September 2016, and was reviewed again at the end of Semester 1, 2019, as per requirements stipulated above and as required in legislation.

3. Learning and behaviour statement

Behaviour Management is at the core of business for all teachers. Effective Teaching and Learning will not take place unless we provide a safe, positive and productive learning environment based on principles of consistency, fairness and engagement.

This starts in the classroom, with each and every individual teacher. At Bellmere State School we believe there are six conditions for quality learning outcomes:

1. *There must be a warm, safe and supportive classroom environment* where students and teachers develop caring, positive relationships.

2. *Students should only be asked to do useful and engaging work.* The classroom teacher should be able to explain how learning material will be of benefit to students. That is not to say it must be of immediate practical use, but of some future aesthetic, intellectual, artistic or social use.

3. *Students are always asked to do the best they can.* The teacher must model this behaviour.

4. *Students are asked to evaluate their own work and improve it.* It is our belief that all students can be taught to be self regulated, self directed learners.

5. *Quality work should feel good.* Recognition and encouragement should be given to those students who have done their best.

6. *Quality work is achieved by being proactive and purposeful.*

At Bellmere State School we strive to produce students who have:

♦ Knowledge and skills for active and informed citizenship in local and global communities.	♦ Knowledge and skills for responsible and equitable participation in family, community and the workplace.
♦ Respect for other cultures.	♦ Commitment to lifelong learning.
♦ Respect for social and cultural diversity.	♦ Respect for democracy.
♦ Knowledge and skills to participate in decisions about emerging social, cultural and economic concerns.	♦ Skills to contribute to ongoing human rights development at local, national and global levels.
♦ Skills to make decisions in matters of morality, ethics, and social justice.	♦ Skills to be socially and vocationally reflexive in a rapidly changing national and global environment.

This *background* is exemplified by Bellmere State School's five core values:

■ **Honesty & Respect** ■ **Achievement** ■ **Nurturing** ■ **Determination** ■ **Safety**

By providing students with learning opportunities that strive to maximise learning outcomes, we aim for all Bellmere State School students to be active citizens, who take responsibility for their own learning. This is reiterated through the Classroom Care Plans

which all class teachers collaboratively develop with their students at the beginning of each year and review at the beginning of Semester 2. (Appendix 1)

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

We maintain that when parents enrol their students into our school they enter into a partnership with the school. This partnership is based upon shared responsibility and mutual respect and an understanding that a safe school environment exists. We aim to develop partnerships with parents such that the school environment is both productive and harmonious. The partnership must strive to create in the students an understanding of the values and ethics within our community and the wider community and foster the social outcomes of schooling.

Roles

*At Bellmere State School we expect that **students** will:*

- Participate actively in the school's education program
- Take responsibility for their own behaviour and learning
- Demonstrate respect for themselves, other members of the school community and the school environment
- Behave in a manner that respects the rights of others, including the right to learn
- Cooperate with staff and others in authority

*At Bellmere State School we expect that **parents / caregivers** will:*

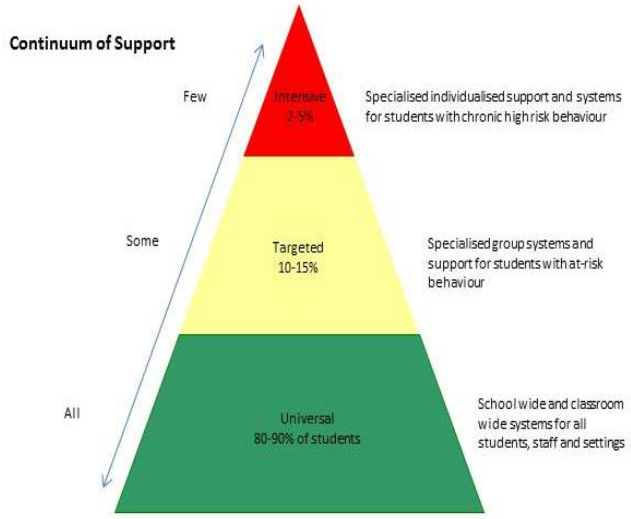
- Show an active interest in their child's schooling and progress
- Cooperate with the school to achieve the best outcomes for their child
- Support school staff in maintaining a safe and respectful learning environment for all students
- Initiate and maintain constructive communication and relationships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

*At Bellmere State School we expect that **staff** will:*

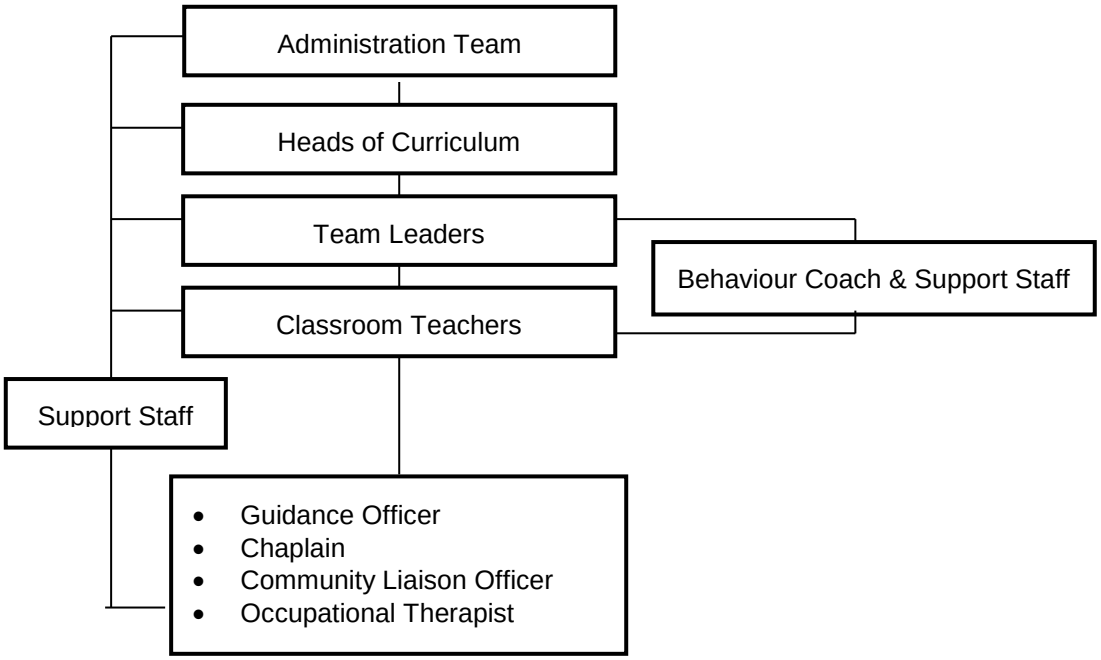
- Provide safe and supportive learning environments
- Provide inclusive and engaging curriculum and teaching
- Initiate and maintain constructive communication and relationships with students and parents/carers
- Promote the skills of responsible self-management
- Maintain student attendance records

A matrix of behavioural expectations in specific settings has been attached to each of our three school rules. This matrix outlines our Positive Behaviour for Living and Learning Curriculum (Appendix 2) – our agreed to rules and positive behaviour definitions of appropriate behaviours in all school settings. This is tracked through the whole school consistent use of the Vivo program. (Appendix 3).

The PBL framework uses a three-tiered continuum of evidenced based supports (**Tier 1 'Universal'; Tier 2 'Targeted',** and **Tier 3 'Intensive'** levels of support services) to facilitate standards of positive behaviour and to respond to unacceptable behaviour. This whole school approach shapes, supports and recognises appropriate behaviour in all students.



Bellmere State School has a number of effective processes and programs to create a positive school culture. Our total school management plan reflects the level of responsibility for students each member has.



Whole School Proactive and Preventative Programs / Strategies

The first step in facilitating standards of positive behaviour is communicating those standards to **all** students. At Bellmere State School we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school. We communicate behavioural expectations under the pillars of our 5 Core Values – I am honest and respectful, I am determined to achieve, I care for myself and others.

Our Core Values – What We Believe and Live Every Day!

Core Value	*What does this look like?*	*What does this sound like?*	*What does this feel like?*
Honesty & Respect	• Looking in the mirror and seeing correct uniform, hair style and appropriate jewellery • Making room for others in busy places in the school • Having honest conversations with teachers	• Courteous, honest conversations between students and all staff • Appropriate manners when dealing with all staff / visitors at the school	• A happy and safe place for all students and staff
Achievement	• Turning up to class before or on time, all the time • Having your equipment with you for every class • Setting personal goals	• Asking for feedback • Celebrating achievements/ success	• An organised school ready for any challenge
Nurturing	• Keeping the school tidy at all times • Following the High 5 rule • Being a friend who supports others in hard times and listens • Making others feel welcome into our groups at school	• Listening quietly when the teacher or another student is speaking • Positive comments between teachers and students • Offering to help another person whether they are your friend or not	• Everyone belongs • A place where kindness and support are normal and rewarded
Determination	• You at your desk, the computer and/or oval having a go despite setbacks • Improving your grades in a class through persistence and resilience.	• Asking the teacher questions when a draft comes back with lots of suggestions. • Asking how you can improve your performance.	• A place where learning from your mistakes is important
Safety	• I keep my hands, feet and all objects to ourselves • I follow the rules and guidelines for safe internet usage • Following safe sun practices	• I report any safety concerns immediately • Teachers reminding students about safe practices	• Safe and ordered learning environment

The expectations are communicated to students using a number of strategies, including:

- Behaviour lessons conducted by classroom teachers;
- Reinforcement of learning through instructional feedback at School Assemblies and during active supervision by staff during classroom and non-classroom activities
- Flowcharts aligning to the Spirit of Bellmere award levels around participating in extracurricula activities and reward celebrations (Appendix 4)

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

- A dedicated section of the school newsletter, enabling parents to be actively and positively involved in school behaviour expectations.
- Positive Behaviour Leadership team members' regular provision of information to staff and parents, and support to others in sharing successful practices.
- Comprehensive induction programs in Bellmere State School's Responsible Behaviour Plan for Students, delivered to new students as well as new and relief staff.

- Individual support profiles developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings**.**
- Lunchtime Resolution Room conferencing (Appendix 5)
- A comprehensive and supportive referral process within the school (individual/ whole class)

Student Engagement Support Process

Purpose

Every student at Bellmere State School has the right to learn in a safe, supportive and inclusive environment. A whole school approach to student engagement support ensures a cohesive and consistent response to diverse student needs within a culture of ongoing improvement and high expectations.

Benefits

- Consistency of approach to engagement support for all staff and students (Appendix 6)
- Clearly defined process for staff to obtain timely, targeted and individualised support for increasing student engagement.
- Creates a culture of ongoing collegial support and sharing.
- Builds teacher professional capability and confidence in proactively supporting students to greater levels of engagement.

Tools

Classroom Profiling: A coaching method to improve classroom practices for managing student behaviour. The program: helps teachers develop, build and enhance positive relationships, provides tools to minimise inappropriate student behaviour and enables teachers to create learning focused classrooms. The process facilitates a professional conversation around pedagogy and student engagement. It is a voluntary and non-judgemental coaching approach allows teachers to reflect on their practice in a safe and supportive collegial environment.
Functional Behaviour Analysis (FBA): A process for collecting information to help determine why problem behaviour occurs and to serve as a basis for the development of behaviour support plans. It involves three steps –
1) Defining behaviour in specific, observable and measurable terms
2) Determining what aspects of the environment or situation contribute towards the behaviour
3) Identify the consequences which maintain the behaviour.

Process

Individual student and whole class support: A referral is made to the Behaviour Support Team (BST) via the 'Individual Student Engagement Referral' or 'Whole Class Engagement Referral' form. Behaviour Coach then liaises with the BST and a case manager will be assigned. The case manager will contact the referring teacher immediately to let them know they are handling the referral and to arrange the initial meeting time. The following information details the process that may be undertaken with the case manager. This process will be unique to each situation as it is targeted to meet the needs of the student/s as well as building the individual capability of the teacher.

Table: Whole School Proactive and Preventative Programs / Strategies

Attendance	***Diverse Learning***	***Positive Behaviour***	***Achievement***
• Student Absenteeism Policy • SMS parent messaging • Fortnightly monitoring of attendance data • Celebrations on Assembly each fortnight • End of Year Medallions for 100% attendance • End of Term awards for 92% or better attendance • Parental contact (via letters and phone calls) to request explanation of absences	• Inclusive Model • Support Program • Student Engagement Support Process • Active involvement in academic competitions • Cultural and sporting activities • Lunchtime Clubs • Various academic programs like ASPIRE, Electives • Intensive support programs around literacy and numeracy • Links with Caboolture Library • Gala Days • Religious Instruction • Connect program	• Leadership programs / camps • Year level camps / excursions • Leadership Days based on health and personal development programs • Student Council • Daily PBS lessons around whole school focus • Helping Hands awards • Vivo points • Celebration Day activities at end of semester • Bully Busters • Lunchtime Clubs	• Spirit of Bellmere Awards • Helping Hands awards • Celebration Parades • Awards Night • End of year concert • Bellmere's Got Talent • Performing Arts concerts • Choir

Helping Hands Awards

Our Helping Hands awards focus on our school values and rules.

3 School Rules:

- I am honest and respectful
- I am determined to achieve
- I care for myself and others

Students spotted following the school rules in the playground and classroom are given a HANDS award. Students place their name, date and class on the palm side of the hand and place it in the collection box. Each Monday, the Connect staff tallies up the Helping Hands cards and allocates Vivo points to the students. Students are then able to cash their points for reward prizes. Vivo points contribute to a student's end of semester Spirit of Bellmere level (Gold, Silver, Bronze) and a corresponding end of semester activity. Vivo points are never taken off students as a consequence for problem behaviour. The House with the overall highest points is awarded the House Cup at the end of the year.

Student of the Week awards

A student from each class is awarded a 'Student of the Week' award which is presented at Assembly each week. These awards are given to students who have shown achievement in effort, behaviour or their studies.

Student of the Week awards are awarded to students who have achieved their personal goals. All students negotiate these personal goals with their class teacher. Class teachers of students receiving a Student of the Week award enter the award under a Positive Behaviour in OneSchool.

Spirit of Bellmere awards

Spirit of Bellmere is an award given to students who show exceptional behaviour throughout the year. Students are eligible for a GOLD, SILVER or BRONZE *Spirit of Bellmere* award when they achieve the required points total. Students collect Vivo and

Helping Hands points throughout the semester which assist them in moving through the levels.

What is the point system for Bronze, Silver, Gold?.

This program is monitored through the Vivo online program and our whole school behaviour program.

Throughout the semester, students are awarded with their certificates as they attain them, can cash in their Vivo points for a desired activity, and are able to participate in an end of semester fun activity linked to the award they have achieved.

Spirit of Bellmere Rewards

Reward sessions for end of each semester are as follows:

Gold	Silver	Bronze	StEP Up
Activity outside the classroom (free choice between Level 1 and 2 activity)	Activity inside school grounds but outside the classroom	Activity inside the classroom but not at our desks	Inside a classroom but at desks

Any other combinations will be the Principal's decision.

Targeted behaviour support

For students who have challenging behaviours and are at risk of disengaging from school, we provide the following opportunities for support.

Behaviour Monitoring Sheets - Students who are demonstrating low-level to medium-level challenging behaviours are placed on a Behaviour Monitoring Sheet with the Deputy Principal/Principal. These sheets are monitored by the appropriate support person and have rewards attached to positive behaviours and consequences attached to negative behaviours. Behaviour Monitoring Sheets are completed in consultation with the relevant parent /caregiver and class teacher, and focus on students achieving goals. (Appendix 8)

Lunchtime Clubs – Those children still learning to manage their behavior in the playground, are supported through small, social skilling sessions based on an area of interest. (Appendix 9)

Positive Intervention Plans - Students who are demonstrating medium-level challenging behaviours have a PIP written for them listing personal goals and strategies to support them to achieve these goals. The data which informs these plans is based on a functional behaviour analysis and plans are drawn up after a collaborative session between class teacher and Behaviour Coach. These plans are written around attainable goals focusing on replacement behaviours and are reviewed on a regular basis (2-5 weeks). (Appendix 7)

Intensive behaviour support

This level of support is offered to a small group of students who have highly challenging behaviours and have disengaged from school. They require specialised, intensive support. Our strategy consists of a Case Management Team including the Guidance Officer, Class Teacher, Support Teacher, Deputy Principal/Principal and the parents / guardians of the student. Information is collated and shared amongst the members of this team to devise a re-engagement plan. The plan is shared with the student and

modified where necessary. Regular meetings with the student and the case management team are established and monitoring continues until improvement is made.

A more comprehensive plan is written to provide detailed support and implement strategies at this level.

Case Management Plans – Students who are demonstrating high-level challenging behaviours have a support plan written for them listing personal goals and strategies to support them to achieve these goals. (Appendix 7)

Risk Management Plans - Students who demonstrate high-level or potentially unsafe behaviours are placed on an Individual Risk Assessment Plan, developed in full consultation with parents / caregivers. (Appendix 10)

5. Consequences for unacceptable behaviour

Bellmere 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. All behaviour incidents (from minor to major) are recorded in OneSchool (Education Queensland's reporting database).

The Flowcharts

At Bellmere State School there is no differentiation between the classroom and the playground with regards to behaviour expectations. The high standard of behaviour expected and enforced is identical. This is also the case in the instance of sports, extracurricular and other celebratory events.

Behaviour Management Process Flowchart (Appendix 11)

Management of Inappropriate Behaviour Flowchart (Appendix 12)

Major and Minor Behaviours (Appendix 13)

Minor and major behaviours

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

- Low level behaviours are handled by staff members at the time it happens
- Minor problem behaviour is handled by staff members mostly at the time it happens, however Administration intervention also may occur.
- Major problem behaviour is referred directly to the school Administration team.

Low level behaviours are those that:

- are very minor breaches of the school rules and are managed adequately through the Essential Skills in Classroom Management

Minor behaviours are those that:

- follow the recording of three low level behaviours in a week
- 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;
- do not require involvement of specialist support staff or Administration.

Minor problem behaviours may result in the following consequences:

- classroom care plan constructed with class teacher
- a re-direction procedure. The staff member takes the student aside and:
  1. names the behaviour that the student is displaying;
  2. asks the student to name expected school behaviour;
  3. states and explains expected school behaviour if necessary; and
  4. gives positive verbal acknowledgement for expected school behaviour.

- a minor consequence that is logically connected to the problem behaviour, such as complete removal from an activity or event for a specified period of time, partial removal, individual meeting with the student, apology, restitution or detention for work completion.

Major behaviours – multiple incidents of minor behaviour are those that:
- follow the recording of three minor behaviours in a week
- 2 demerit points
- Suspension = 5 demerit points

Major behaviours – single incident - are those that:
- significantly violate the rights of others;
- put others / self at risk of harm; and
- require the involvement of school Administration

Major behaviours may result in an immediate referral to Administration because of their seriousness, through a phone conversation, or OneSchool report. Relief teachers and teacher aides are able to report through the office behaviour referral form or playground referral form (Appendix 14) and if needed escorts the student to Administration or calls for assistance.

Problem behaviours may result in the following consequences:
- **Level One:** Time in Thinking Chair, removal to exit class, StEP lessons, resolution room during break times, lunchtime clubs, loss of privilege, restitution, loss of break times, warning regarding future consequence for repeated offence, and/or referral to Tier 2 'Targeted' behaviour supports

AND/OR
- **Level Two:** Parent contact, referral to internal Behaviour Support personnel / Guidance Officer, referral to Intensive Behaviour Support Team, suspension from school:

AND/OR
- **Level Three:** Students who engage in very serious problem behaviours such as major violent physical assault, or the use or supply of weapons or drugs can expect to be recommended for exclusion from school following an immediate period of suspension.

After school detention may be used to prevent the escalation of inappropriate behaviour or as a last resort alternative to suspension or exclusion. The length of time for after school detention can be up to 1 hour. This decision is made collaboratively between the Principal and the parent/caregiver, and the student is directly supervised by the Principal or Deputy.

Student Disciplinary Absences are only used after consideration has been given to all other responses, and the unique circumstances of the situation have been considered.

StEP room

Relate problem behaviours to expected school behaviours

When responding to problem behaviours, staff members ensure that students understand the relationship of the problem behaviour to expected school behaviour. One method that staff members use to achieve this is to have students:
- articulate the relevant expected school behaviour;
- explain how their behaviour differs from expected school behaviour;
- describe the likely consequences if the problem behaviour continues; and
- identify what they will do to change their behaviour in line with expected school behaviour.

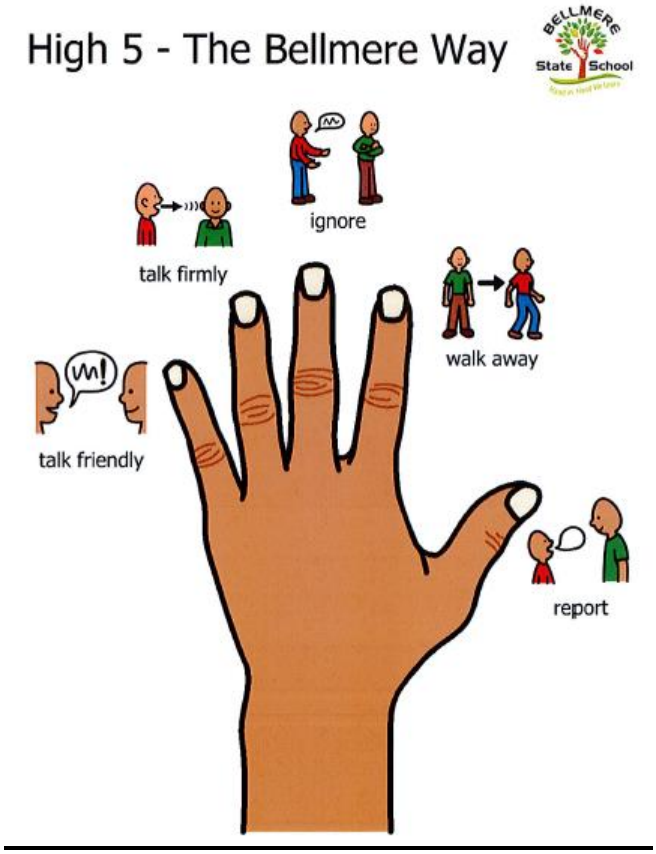
Should a problem behaviour be repeated, the staff member may not repeat the discussion/explanation process but simply remind the student of the consequences of their problem behaviour.

Ensuring consistent responses to problem behaviour

At Bellmere State School, staff members authorised to issue consequences for problem behaviour are provided with appropriate professional development and/or training. Through training activities, we work to ensure consistent responses to problem behaviour across the school.

Students also receive training in how to respond appropriately when other students display problem behaviour, and the courteous way to respond when a staff member re-directs their behaviour or consequences are applied for problem behaviour.

Students are explicitly taught the High 5 strategy and are empowered to stand up for themselves using the 5 steps of this strategy.



Tier 1 'Universal' behaviour support

Re-directing low-level (minor) and infrequent problem behaviour

Staff at Bellmere State School apply a preventative approach to re-direction and make appropriate use of least to most intrusive redirection strategies based on the Essential Skills for Classroom Management. 'Precorrection' and 'prompts' are examples of preventative strategies. 'Least intrusive' strategies may include selective attending, proximity and non-verbal cueing. When a student exhibits low-level (minor) and infrequent problem behaviour, the initial verbal 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. 'Most intrusive' strategies include redirections, giving choices and following through, and removal to time out for repeated low-level problem behaviours.

Time Out Strategy

Time Out is defined as giving a student time away from their regular class program / routine. Time Out can be in a separate area within their classroom or it can be in another supervised room or setting.

- It can be used as a proactive strategy as well as a behaviour management strategy.
- The student in time out is under supervision at all times to ensure they are safe.

- The student is given the opportunity to re-join their class after an interval of no more than 10 minutes
- In time out, students have the opportunity to complete assignments or assessments to fulfil educational requirements, or to sit and calm. This depends on the circumstance and the emotional control of the child.
- The developmental stage of the student and any special needs that the student may have is taken into consideration when applying the strategy as a management technique.
- Should use of time out with a particular student become increasingly frequent or regular, referral to our Support Team will occur in order to develop a more comprehensive strategy to support student's full participation in the educational program.

If the time out strategy does not achieve the desired outcome, and the student continues to disrupt the teaching and learning in the classroom, after supportive measures have been implemented by the class teacher, they may be directed to attend exit class.

Exit Class

After a student has moved through the classroom management behaviour steps, and behaviour has continued to disrupt the teaching and learning, a student may be referred to exit class. Each class has an 'exit class' who the student is referred to when needing some time away from their own classroom. The student is supported by the exit class teacher and is then able to re-enter their own classroom after a 10 minute interval.

Frequent referrals to exit class will result in the student moving into the Tier 2 behaviour support classification. (Referral form – Appendix 15)

Tier 2 'Targeted' behaviour support:

Each year a number of students at Bellmere State School are identified by staff and through our reviews of data as needing extra in the way of targeted behaviour support due to them not fully responding to the Tier 1 behaviour support processes and strategies outlined previously. 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.

Features of these Tier 2 supports include:
- use of behaviour data to accurately identify students requiring Tier 2 supports
- a school based referral process for teachers seeking assistance to support the identified students
- a team approach to supporting students on targeted programs
- use of data decision rules for evaluation and exits from targeted support programs
- making adjustments for individual needs
- using research-validated program options for targeted support interventions such as:
    - adult mentoring
    - check in / check out
    - targeted / small group social skilling
    - lunchtime clubs
    - 'newcomer' programs for new students.

All staff members are provided with continuous professional development consisting of an overview of the program, the referral and response process, and the reporting responsibilities of staff and of the students being supported.

Tier 3 'Intensive' behaviour support:

Bellmere State School is committed to educating all students, including those with the highest behavioural support needs. We recognise that students with highly complex and challenging behaviours need comprehensive systems of support. The Behaviour Support Team:
- works with other staff members to develop appropriate behaviour support strategies;

- monitors the impact of support for individual students through ongoing data collection;
- makes adjustments as required for the student;
- works with the Learning Environment Committee to achieve continuity and consistency;
- facilitates a Functional Behaviour Assessment for appropriate students to guide an individualised intervention plan;
- identifies flexible / alternative learning options;
- organises referrals to regional behaviour support resources.

In addition to students being identified through current school behaviour data, the Behaviour Support Team has a simple and quick referral system in place. Following referral, a team member 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, a representative from the school's administration and regional behavioural support staff.

Physical Restraints: (Individual Plan)

Physical Restraint, involving the manual restriction of a student's movement for reasons of safety may be used in cases where a student is behaving in a manner that is potentially injurious to themselves or others, or to prevent serious property damage.

When provision is made for the use of physical restraint in a student's individual risk management plan as an ongoing response strategy due to frequency of behaviour risk/patterns (including prevention of self-harming behaviours), plans will:

- be approved by the principal with a copy provided to the principal's supervisor
- include strategies to reduce the frequency and severity of inappropriate behaviours and increase socially appropriate and positive behaviours
- not use physical restraint processes in isolation
- develop procedures with support personnel, parents and relevant staff including medical practitioners and the like where applicable
- identify strategies to reduce and eliminate the need for physical restraint.
- in preventing self-harming behaviours, strategies may include:
    - restoring safety in other practicable ways such as removing harmful objects;
    - employing responses such as increased monitoring and support within classrooms and /or referral to appropriately trained staff; and
    - use of movement limiting and / or protective devices at times of high risk.
- complete documentation according to Student Protection requirements

Where physical restraints are included as part of a student's individual risk management plan deemed necessary due to frequency of behaviour risk/patterns (including prevention of self-harming behaviours), staff will:

- be provided with physical restraint training and professional development that is documented
- complete the required documentation following a physical restraint
- employ responses to support all staff and students involved in, including witnesses to, an incident of self-harm
- establish a regular review process to monitor effectiveness of planned strategies and procedures.

6. 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 of Bellmere State School 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

1. 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. Limit verbalisations as constant talk may overwhelm the student. Give them time to process what has been said.
2. 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. Adopt a non-threatening stance such as standing side on rather than facing the student directly.
3. 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, and withdraw if the situation escalates.
4. 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.
5. 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 and Restraints – Immediate or Emergency Response

Appropriate physical interventions and restraints may be used to ensure that Bellmere State School's duty of care to protect students and staff from foreseeable risks of injury is met. The use of physical restraints (manual restriction of a student's movement for reasons of safety) is only considered appropriate where the immediate safety of others, or themselves, is threatened and the strategy is used to prevent injury.

Staff may make legitimate use of physical restraints if all non-physical (including defusing strategies) and more moderate physical interventions have been exhausted and a student is:

- physically assaulting another student or staff member; or
- posing an immediate danger to him/herself or to others.

Staff will:

- give clear verbal instruction before physical restraints are used, unless the urgent nature of the situation makes this impractical
- call for assistance from another member of the school staff and make arrangements to ensure that other students in the vicinity are safe and properly supervised
- notify the principal (if not directly involved) and the student's parent of the incident detailing:
    - the behaviour that preceded the use of physical restraint
    - the type and duration of restraint used
    - staff members and other witnesses present during the period of the restraint
    - student's physical condition before and after the period of physical restraint
    - planned future action to prevent further incidents of the behaviour

It is important that all staff understand:

- physical intervention cannot be used as a form of punishment;
- physical interventions and restraints must not be used when a less severe response can effectively resolve the situation and
- the underlying function of the behaviour.

Physical interventions or restraints are not to be used as a response to:

- school disruption;
- refusal to comply;
- verbal threats;
- property destruction;
- 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 individual student.

Debriefing

Following each instance involving the use of physical restraint:

- debriefing to be provided for the student and any other students after a suitable interval of time has elapsed
- a debriefing meeting with the relevant staff members to be held
- an individual plan to be developed if physical restraint is deemed necessary as an ongoing strategy

Record Keeping

Each instance involving the use of physical restraint must be formally documented. The processes can be found at http://ppr.det.qld.gov.au/corp/hr/workplace/Pages/Health-and-Safety-Incident-Recording,-Notification-and-Management.aspx online. Following each instance involving the use of physical restraint, the following records are to be maintained:

- Physical Intervention Incident Report
- Debriefing Report

Bullying and Cyber-bullying

Bullying is an issue in every Queensland school. Bullying is a deliberate act to hurt someone physically, verbally or psychologically. Bullying is an issue of power. Bullying behaviours at school may include:

- Hitting, kicking, punching, pushing, tripping, flicking, shoving, spitting, throwing objects, sexual abuse.
- Hiding, damaging or destroying property belonging to someone else or playing tricks, pranks or stunts.
- Making someone give money, food or other property against their will.
- Non-physical: Threatening any of the above physical behaviours. Threatening to 'get' someone or singling out someone or unfair treatment.
- Name-calling, using offensive, hurtful or abusive language, making comments the other person finds offenses.
- Inappropriate use of SMS, email or use of public internet pages.
- Putting others down, spreading rumours.
- Repeatedly giving hurtful looks, rude gestures or making faces at someone. Yelling, slamming doors, windows or throwing objects at or in response to someone.
- Leaving someone out of a group or process on purpose.
- Writing offensive messages or emails about or to someone.
- Gangs of students coming together to bully a single student

What does Bellmere State School do to prevent bullying?

- Bellmere State School makes reference to aspects of bullying within the curriculum and the PBS program.
- There is ongoing explanation and discussion of our bullying policy (see flowchart) with students
- Monitoring of the teaching and learning environment by teachers and administration both inside and outside the classroom

- Collection and analysis of relevant student behavioural data
- Explicit teaching of High 5 strategy
- Teachers ensure restrictions are in place on iPads, etc.

What to do if you are bullied

At Bellmere State School, it is your right and responsibility to report bullying, whether it happens to you or to someone else. If it occurs, the following action should be taken by you and/or your parents:

Report it now!

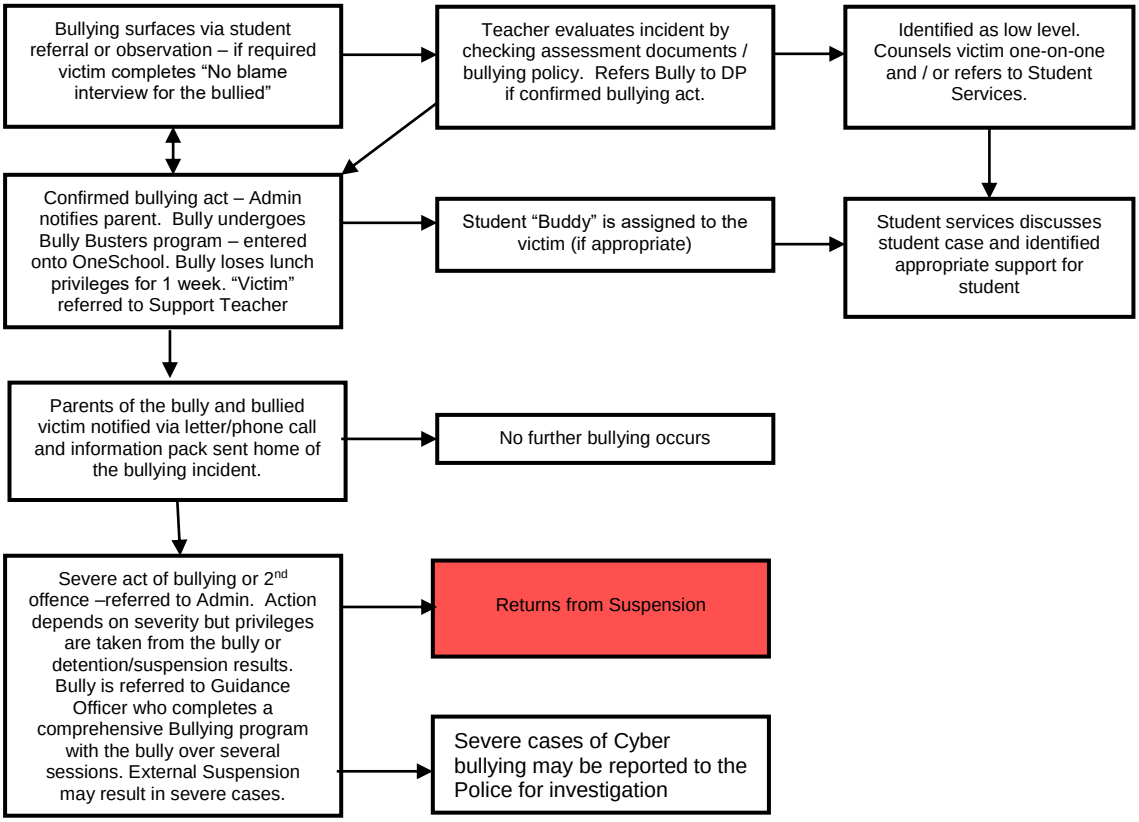
Tell the whole story– including anything that you may have done before or after the event. Remember that the bullying will continue if those responsible think they can get away with their behaviour.

At Bellmere State School the process is clear

If you are identified as a bully – the first time you undertake the "**Bully Busters"** program. This is a written course that makes the bully reflect on their behaviour and then sign a contract saying they know what bullying is and they will NOT do it again. If they are found doing it again – **suspension follows in most cases**. If bullying behaviour is ongoing and persistent (despite intervention and support) and is considered conduct that is prejudicial to the good order and management of the school, then the Principal may determine that the behaviour is so serious that external suspension is inadequate and will consider exclusion.

Bullying – we say "**NO WAY**"

Bullying / Cyber bullying Intervention and Support Flowchart



Cyber Bullying

Cyber bulling is when one student is targeted by another through the use of digital technology, mobile communication devices or through the internet. The aim of this targeting may be harassment, stalking, threats or other forms of harmful behaviour.

Cyber bullying takes many forms and may involve the use of websites, mobile phones, chat rooms, email, SMS and the uploading of pictures or video. It could involve the

sending of threatening messages, communicating false pretences, forwarding of other students private communication, establishment of websites designed to humiliate or the posting of humiliating messages or pictures.

Consequences of cyber-bullying are the same as those for bullying.

The Use of Personal Technology Devices at School

Mobile Phones, iPods and MP3 Players

Bellmere State School has a policy of **no mobile phones**. If a parent ever needs to contact a student during the school day, they are able to contact the office and a message will be forwarded onto the student directly. On rare occasions a student may need a mobile phone before or after school. On these occasions, mobile phones should be left at the school office before class starts and then collected again at the end of the school day.

There are three steps for students who are found to bring a mobile phone to school and do not leave at front office:

- **First occasion –** Phone is confiscated by administration until the end of the day
- **Second occasion –** Phone is confiscated by administration until the end of the day and a parent / caregiver is notified of the breach
- **Third occasion** the student will be considered to have directly disobeyed a member of administration (high level behaviour) and a possible consequence will be considered. Conversations with parents/ caregivers will recommend child does not bring phone to school.

Likewise, the use of **iPods and MP3** players are **not permitted**. A similar process to that of Mobile Phones is used if students bring these devices to school.

Internet Use

Students who use the Internet at school must be responsible in the choice of material they access.

Sites which will not be accessed at this school are those that:

- display erotic, pornographic or sexually suggestive material.
- display violent material.
- display pictures or script that promotes racist actions or thoughts.
- display or instruct people in the use of harmful materials (eg. Drugs, weapons, explosives, etc)
- allow students to download viruses or materials containing viruses.

Inappropriate use of the Internet will incur serious consequences:

- Parents will be contacted.
- Students will be denied access to the Internet for a period of up to two weeks.
- Students will be placed on a behaviour contract for the following two weeks after regaining their access
- A repeat offence could lead to a suspension
- Students found deliberately putting viruses on school computers will be charged the costs incurred in cleaning the computers and will be suspended, with the possibility of exclusion depending on the seriousness of the offence.
- It is inappropriate to use any electronic device to up or download images of school personnel, students, facilities or activities to any electronic site that can be perceived as portraying the school, facilities, individuals or activities in a negative light.

7. Network of Student Support

Students at Bellmere State School are supported through positive reinforcement and a system of universal, targeted, and intensive behaviour supports by:

- Parents
- Teachers
- Team Leaders

- Heads of Curriculum
- Support Teachers
- Administration Staff
- Guidance Officer
- School Chaplain
- Community Liaison Officer
- School Health Nurse
- Behaviour Coach
- Occupational Therapist
- Speech Therapist
- EAL/D support teacher

External support is also available through the following government and community agencies:

- Child and Youth Mental Health
- Department of Communities (Child Safety Services)
- Family and Community Connect
- Autism Qld
- Queensland Health
- Mind4Kids
- Institute for Urban Indigenous Health
- Police

8. Consideration of individual circumstances

Bellmere 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 and equitable consequences for infringement of the behaviour 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

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 1995
- Workplace Health and Safety Regulation 1997
- Right to Information Act 2009
- Information Privacy (IP) Act 2009

10. Related policies

- SMS-PR-021: Safe, Supportive and Disciplined School Environment
- CRP-PR-009: Inclusive Education
- SMS-PR-027: Enrolment in State Primary, Secondary and Special Schools
- SMS-PR-022: Student Dress Code
- SMS-PR-012: Student Protection
- SCM-PR-006: Hostile People on School Premises, Wilful Disturbance and Trespass
- GVR-PR-001: Police Interviews and Police or Staff Searches at State Educational Institutions
- ICT-PR-004: Using the Department's Corporate ICT Network

- IFM-PR-010: Managing Electronic Identities and Identity Management
- SCM-PR-003: Appropriate Use of Mobile Telephones and other Electronic Equipment by Students

11. Some related resources

- Bullying. No Way!
- Schoolwide Positive Behaviour Support
- Code of Conduct for School Students Travelling on Buses
- http://www.cybersmart.gov.au/
- http://www.bullyingnoway.com.au/talkout/spotlight/cyberbullyingmain.shtml

Endorsement

_____ _____

Principal **P& C Chairman**

Date effective:

from July 2019

Appendix 1 – Classroom Care Plans

Appendix 2 – Bellmere SS Positive Behaviour for Learning and Living Matrix

POSITIVE BEHAVIOUR FOR LEARNING AND LIVING MATRIX

RULES	ALL AREAS	LEARNING AREAS	PLAY AREAS	EATING/ UNDERCOVER AREAS & PATHWAYS	TOILETS	CANTEEN	OFF CAMPUS
I am Honest and Respectful	✓ I use polite and appropriate language ✓ I am resilient when I respond appropriately when given directions and corrections ✓ I get along by tolerating others ✓ I follow instructions and directions ✓ I greet and acknowledge staff and students respectfully ✓ I respect others' personal space ✓ I enter and exit all areas respectfully ✓ I wear our full school uniform with pride everyday	✓ I get along by patiently waiting my turn before speaking ✓ I raise my hand to ask questions ✓ I use equipment in a safe and respectful manner ✓ I do not remove any equipment from the classroom ✓ I ask permission before using the equipment of others ✓ I think before I speak ✓ I follow all directions and instructions from staff	✓ I play fairly ✓ I get along with others and play by the rules ✓ I invite others to play ✓ I respect the personal space of others ✓ I use positive language ✓ I take turns ✓ I remain calm and resolve problems peacefully	✓ I talk quietly to those close to us during eating time ✓ I follow all directions quickly and quietly ✓ I remain in my area until I have been dismissed. ✓ I adhere to the personal space of others ✓ I display good manners while eating ✓ I put all our rubbish in the bin	✓ I respect the privacy of others ✓ I close the toilet doors quietly ✓ I am waterwise ✓ I use the toilet quickly and quietly	✓ I respect the personal space of others ✓ I wait patiently and quietly in line ✓ I speak respectfully to the tuckshop workers ✓ I put rubbish in the bin ✓ I sit quietly when eating	✓ I get along by demonstrating good sportsmanship by encouraging my teammates ✓ I accept all umpire/referee decisions ✓ I am polite and courteous to all members of the public

I am Determined to Achieve	✓ I leave personal treasures at home ✓ I follow the school's dress code ✓ I place all litter in bins ✓ I apply effort to achieve my set goals ✓ I set goals so that I improve ✓ I ask for help when we find the work difficult ✓ I attend school regularly and be on time ✓ I am water wise and turn off taps	✓ I am organised and arrive at all lessons on time with our equipment ✓ I am responsible for my own learning ✓ I work tough and give my best effort ✓ I bounce back when we experience a set back	✓ I participate in approved games ✓ I take care of play equipment and return it when finished	✓ I hold onto my rubbish until I am instructed to put it in the bin	✓ I report any damage or inappropriate behaviour ✓ I keep the toilets clean		✓ I ask permission before going to the toilets ✓ I assist with packing, unpacking and transporting equipment ✓ I represent my school with pride
I care for myself and others	✓ I keep my hands, feet and all objects to ourselves ✓ I report any safety concerns immediately ✓ I am sunsafe ✓ I leave all electrical devices at the office during school hours ✓ I use all equipment safely ✓ I stay in approved areas ✓ I walk calmly when moving around the school ✓ I use respectful voices ✓ I embrace and accept the diversity of others ✓ I support and encourage others	✓ I walk inside ✓ I ask before leaving the room ✓ I am only in a classroom with permission and when an adult is present ✓ I go with a buddy when we need to leave our classroom ✓ I keep my learning environment clean and tidy ✓ I use all equipment safely and respectfully ✓ I use technology devices appropriately ✓ I complete homework tasks	✓ I stay in the correct areas ✓ I leave sticks, stones and other objects on the ground ✓ I walk on hard surfaces (concrete, pavers etc.) ✓ I invite others to play ✓ I share equipment	✓ I only eat when seated ✓ I eat my own lunch and drink from my own bottle ✓ I make healthy food choices ✓ I dispose of litter in the correct way ✓ I use covered walkways and paths at all times ✓ I walk on hard surfaces (concrete, pavers etc.) ✓ I leave the school grounds promptly at the end of the day ✓ I follow the bus routine	✓ I wash my hands before leaving the toilet block ✓ I leave our food in the eating area ✓ I am water-wise	✓ I line up safely and sensibly in a single line ✓ I only use my own money and eat my own food ✓ I remain in the canteen undercover area to eat ✓ I use my manners ✓ I go to the canteen only when I have money to buy lunch	✓ I stay with my assigned group at all times ✓ I follow all instructions given by a responsible adult ✓ I follow road safety rules when coming to and from school ✓ I am responsible for my own equipment and belongings ✓ I wear a helmet when riding a bike or scooter ✓ I follow bus rules

Appendix 3 – Vivo Program

Appendix 4 – Flowcharts – Spirit of Bellmere level privileges

Gala Day Student Behaviour Flowchart

For this current term, has your behaviour resulted in 5 visits to StEP?

YES

Unfortunately, you will be unable to participate in the *upcoming* Gala Day this term. With improved behaviour, you may be able to participate in the following Gala Day.

NO

Have you been suspended this term?

YES

Unfortunately, you will be unable to participate in *ANY* Gala Day/s this term. With improved behaviour, you may be able to participate next term.

NO

Did you display inappropriate behaviour at the last Gala Day?

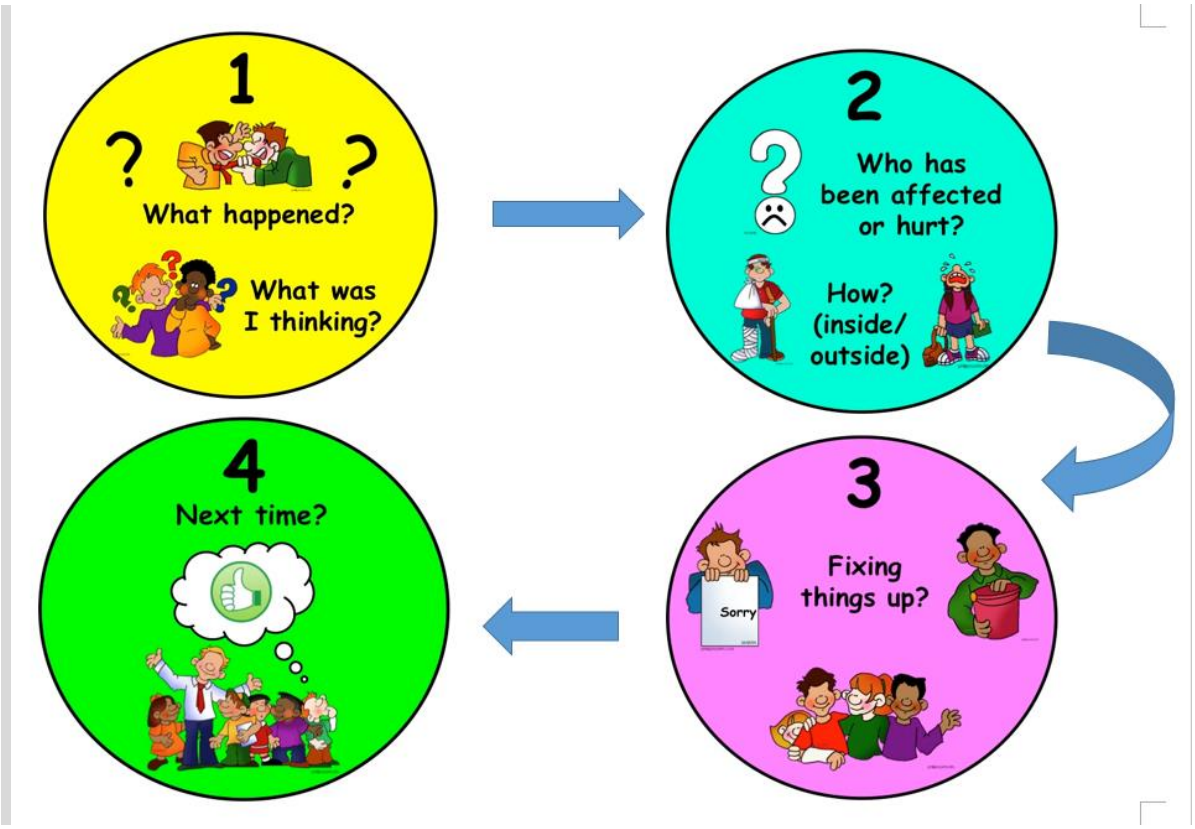
YES

Unfortunately, you will be unable to participate in the *upcoming* Gala Day. With improved behaviour, you may be able to participate in the following Gala Day.

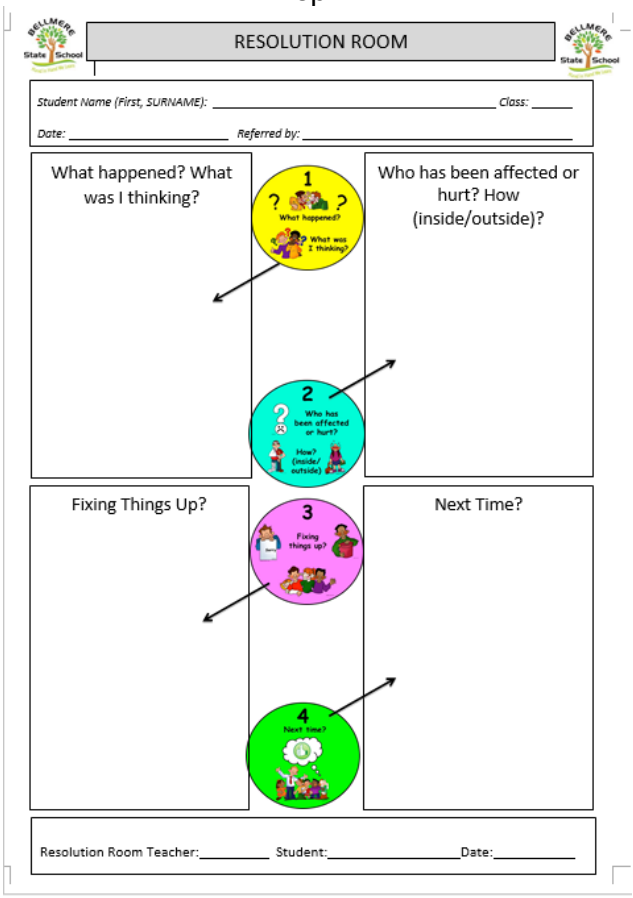
NO

Congratulations you can do the Gala Day activity of your choice!

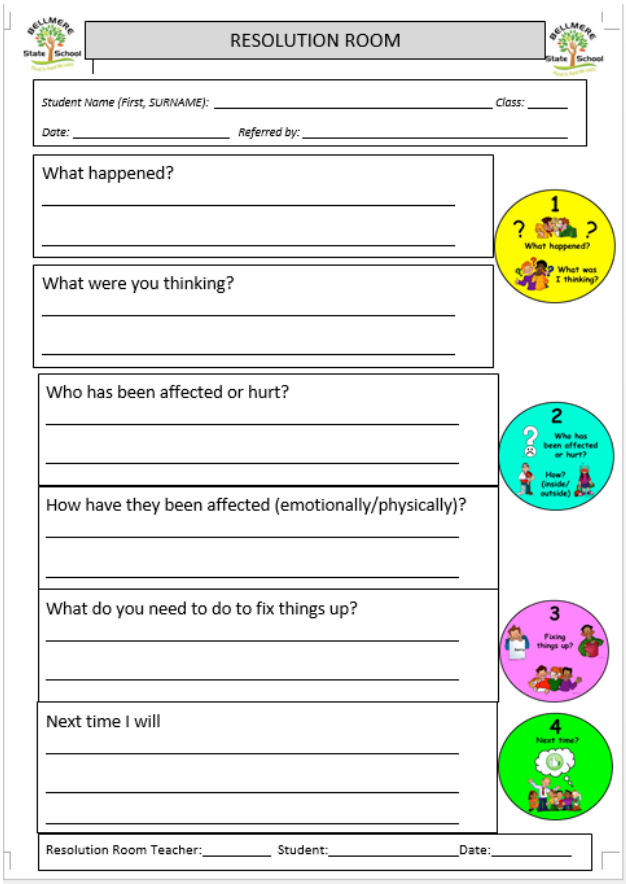
Appendix 5 – Resolution Room



Prep – Yr 2



Yr 3 - 6



Appendix 6 - Student Support Engagement Process

Bellmere State School
Student Engagement Support Process

Whole Class

Refer to Behaviour Support Team (BST)

↓

Meet with assigned member of BST to create Classroom Engagement Action Plan

↓

Implement Classroom Engagement Action Plan

↓

Review Classroom Engagement Action Plan

↓

Reflective Discussion

Individual Student

(typically red zone students)

Refer to Behaviour Support Team (BST)

↓

Meet with assigned member of BST to create Student Engagement Action Plan and/or IBSP

↓

Implement Student Engagement Action Plan and/or IBSP

↓

Conduct FBA if no improvement in behaviour

↓

Create/modify IBSP

↓

Review IBSP

Classroom/Student Engagement Action Plan:

Date:

What do I want to achieve?

➢

Why is this necessary?

•

When: **Review Date:**

Who will help me?

▪

Resources Required

•

Action Plan

○

How will I know I have achieved it?

✓

Bellmere State School
Student Engagement Referral

Teacher: _____

Student: _____

Class: _____ Date: _____

Areas of Concern: (please tick)

☐ Physical misconduct
☐ Constant work refusal
☐ Constant disruption
☐ Property misconduct
☐ Threats to others
☐ Verbal Misconduct
☐ Absconding

Other:_____

Bellmere State School
Whole Class Engagement Referral

Teacher: _____

Class: _____ Date: _____

Briefly detail your concerns:

What would you like to come out of this referral?

Appendix 7 – PIP and IBSP exemplars

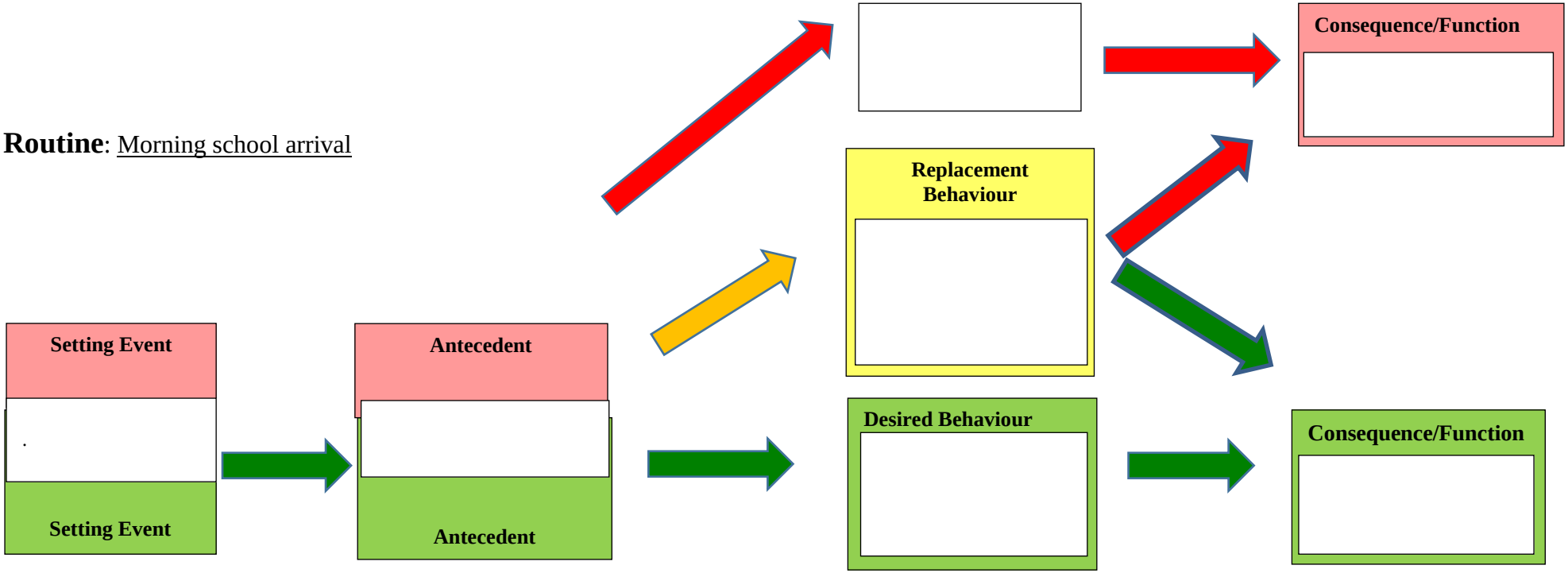
Positive Intervention Plan

BELLMERE STATE SCHOOL

Student, EQ ID	Student	**Teacher**	Teacher	**Commencement Date**	date
DOB Year Level	DOB Year Level	**Parent/s and or Carer/s**	Parent	**Review Date**	date

Student's Summary Statement

Routine: Morning school arrival



POSITIVE INTERVENTION PLAN			
Setting Event Strategies	**Manipulate Antecedent** **Prevent problem and prompt replacement / desired behaviours**	**Teach Behaviour** **Explicitly teach replacement and desired behaviour**	**Alter Consequences** **Reinforce replacement and desired behaviour.** **Redirect and extinguish problem behaviour**
Eliminate/ Neutralise:	**Modify/prevent "triggers" & Prompt replacement/desired behaviours:** •	**Teach replacement/desired behaviour** •	**Reinforce replacement/desired behaviour** **Response to problem behaviour: Redirection and extinction** **Whole Class Behaviour 'Tree' and Individual Zones of Regulation:**

POSITIVE INTERVENTION GOAL	
What is the replacement behaviour goal? ✓	Expected date: Achieved: Yes/No
What is the desired behaviour goal? ✓	Expected date: Achieved: Yes/No

SIGNATURES			
Parent/s and or Carer/s	**Classroom Teacher**	**Student**	**Behaviour Support Staff**
_____	_____	_____	_____

Individual Behaviour Support Plan (IBSP)

BELLMERE STATE SCHOOL

Student, EQ ID	Student	**Teacher/ Case Manager**	Teacher	**Commencement Date**	21/03/2017
DOB, Year Level	Class	**Support Personnel (Admin, G.O. SEP)**	Support Staff	**Review Date**	18/04/2017
Parent/ Guardians	Parent				

Strengths		**Weaknesses**		**Interests/Motivators**	**Dislikes**
Academic	**Social**	**Academic**	**Social**		
▪	▪	▪	▪		

BEHAVIOURS OF CONCERN: ***Currently***	**Frequency**	**BEHAVIOUR GOALS:** ***For Student to…***	**Frequency**

Behaviour Most Likely to Occur		**Behaviour Least Likely to Occur**		**Current Successful Strategies**	**Current Unsuccessful Strategies**
People	**Time of Day**	**People**	**Time of Day**	•	•

Place	Other	Place	Other	Early Signs of Agitation/Escalation	De-escalation/Crisis Steps
					-

POSITIVE BEHAVIOUR SUPPORT IMPLEMENTATION PLAN		
PREVENTION	**TEACHING**	**REINFORCEMENT**
CLASSROOM	**INDIVIDUAL – Explicit Teaching of Skills**	**ACKNOWLEDGEMENT PLAN**
Curriculum Support/ Adjustments: **(What we teach and How we teach it)** **Classroom/Environmental Support/ Adjustments:**	**A 2-way relationship built on trust and respect underpins a successful, functional teacher-student relationship.**	**Individualised Acknowledgement Plan:** To include
PLAYGROUND/SUPPORTED PLAY/NON-CLASSROOM SETTINGS/SPECIALIST T'S.	**RESTORATIVE PRACTICE Q'S.**	**RESPONSE PROCESS**
Playground/Supported Play: **Specialist Teachers (including Support Teachers,STLN's)**	▪ What happened? ▪ What were you thinking at the time? ▪ What have you thought about since? ▪ Who do you think has been affected by what you did? ▪ In what way? ▪ What do you need to do to make things right? ▪ How can we make sure this doesn't happen again? ▪ What can I/We do to help you?	Non-verbal cues or not obviously reacting to low level behaviours 1. Official Rule Reminder – take-up time, then PRAISE 2. Redirection – WHEN…THEN… prompt, take-up time, positive reinforcement asap 3. Direct to Time Out/ Calm down corner 4. Exit Class 5. Contact Office/ Admin
ORGANISATIONAL ADJUSTMENTS	**DEPARTMENTAL/ INTERAGENCY SUPPORT**	**CRISIS PLAN**
(Transitions, arrivals, departures, supervision)	**FAMILY SUPPORT/ COMMUNICATION**	(Bringing unsafe behaviour under safe and rapid control) 1. Take steps to ensure safety, welfare and security for all (peers, adults and ……) – see RBP4S 2. Utilise de-escalation strategies 3. Call/Contact Office for immediate assistance 4. Evacuate the area if necessary 5. When student is calm and ready to return, follow up with Restitution Plan (restorative chat)

FAMILY SUPPORT/ COMMUNICATION/ ADDITIONAL INFORMATION:		MONITORING (INDIVIDUAL, CASE):	
▪			
This plan has Parent/Carer agreement (circle)		**Commencement Date**	
YES	NO	**Review Date**	

SIGNATURES:

Parent/s and or Carer/s		**Principal**	
Class Teacher/Case Manager		**Support Staff (as appropriate)**	
Student			

Appendix 8 – Behaviour Monitoring Sheets

Bellmere State School
Goal Tracking Card

Student: …… **Class:** ……..
Goals:……...

……

……

Day	Comments	Before School	1st Session	1st Break	2nd Session	2nd Break	3rd Session
Monday		☺ 😐 ☹	☺ 😐 ☹	☺ 😐 ☹	☺ 😐 ☹	☺ 😐 ☹	☺ 😐 ☹
Tuesday		☺ 😐 ☹	☺ 😐 ☹	☺ 😐 ☹	☺ 😐 ☹	☺ 😐 ☹	☺ 😐 ☹
Wednesday		☺ 😐 ☹	☺ 😐 ☹	☺ 😐 ☹	☺ 😐 ☹	☺ 😐 ☹	☺ 😐 ☹
Thursday		☺ 😐 ☹	☺ 😐 ☹	☺ 😐 ☹	☺ 😐 ☹	☺ 😐 ☹	☺ 😐 ☹
Friday		☺ 😐 ☹	☺ 😐 ☹	☺ 😐 ☹	☺ 😐 ☹	☺ 😐 ☹	☺ 😐 ☹

Lunchtime Club Agreement

Purpose

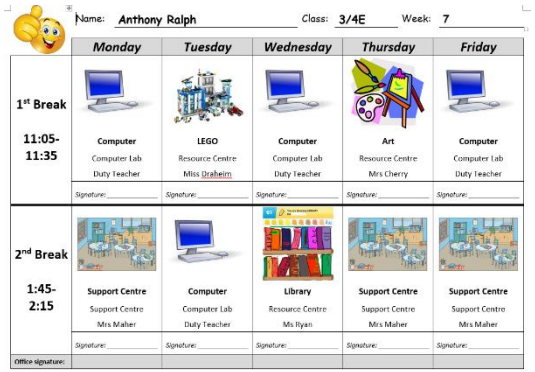
Lunchtime clubs were set up for three reasons:

1. As a strategy to provide supported play for students who may need extra support socialising with others;
2. As an intervention for playground behaviour concerns; and
3. As another playtime option for *anyone*

Students who are required to be on a club card may be as a result of:

- Suspension re-entry plans/agreements
- Positive Intervention Plan (PIP) / Individual Behaviour Support Plan (IBSP) agreements
- Identified as a socially and/or emotionally sensitive child who requires support in the playground
- Possible behaviour concerns (pro-active strategy)

Student club cards can been found on G Drive (G:\Coredata\Common\Behaviour\2017\Lunchtime Clubs)
Students who are **not** required to be on club card should be encouraged to participate in clubs as frequently as they would like to (see Attachment for a list of clubs available).



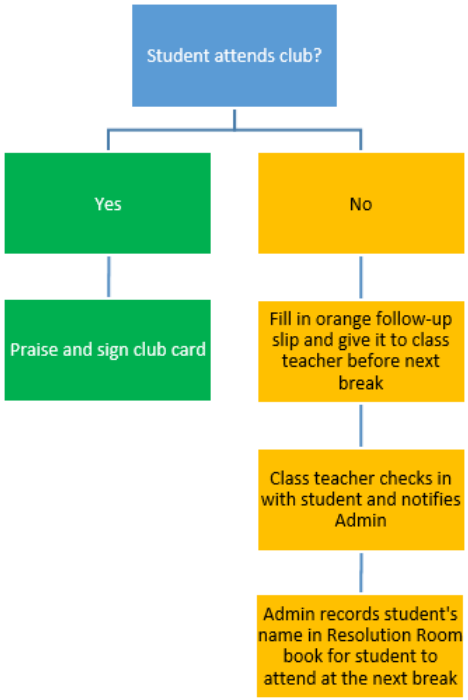
Example Club Card

Club Membership

Clubs will be capped due to resourcing and management considerations. Staff members supervising these clubs will determine how many students can participate in any given session and will manage this themselves. A list of clubs will be published in each classroom and will be updated as necessary. NOTE: Students on club cards will need to be given access as this is part of their agreement with Admin.
If a student in your class is required to be on a club card, you will be notified. The students will also have a folder with their card secured inside and this MUST be taken to clubs every break by the student.

Non-attendance for 'Required' Students

Each club will have a printed list of students who are required to attend. If a student doesn't attend a club, the process to follow is outlined to the right.



Each staff member supervising a club will have orange slips to use when referring a student who has not attended their nominated club. This is to be given **to the class teacher** before the following break. There will be extra slips for restocking on top of the pigeon holes in the office.

Lunchtime Clubs (as at Wk 1, Term 3, 2019)

Lunchtime Clubs – Term 3 2019		
	1st break (10:55-11:25)	2nd break (1:35-2:05)
Mon	**Woodwork** – Mr Luck (Shed) – Year 3-6 only	**Drum Beat** - Mrs Ritter (Music Room) - Year 2-4
	Lego – Mrs Shah (Resource Centre) – All year levels	**Maths** – Mr Luck – Year 3-6 only
	Performing Arts – Ms Knight (P. Arts Room) – All year levels	**Gardening** – Mrs Foster (Behind Prep classroom) – All year levels
		Inclusion Project - Mrs Schloss (Connect Centre)
	Drawing Club - Mrs Maher (6B) - Year 5 and 6	**Prep Social Skills** - Mrs Kinaston (Connect Centre) - Prep only
Tues	**Lego** – Mrs Maher (Resource Centre) – All year levels	**STEM Tinker 3-6** – Mrs Ross (STEM Room) – Year 3-6 only
	Kids Yoga - Miss Rechelle (2/3E) - Years 1-3	**STEM Tinker P-2** – Mrs Rountree (STEM Room) – P-2 only
	Gaming - Mr Nish (2C) - Year 6 Boys	**Gardening** – Mrs Foster (Behind Prep classroom) – All year levels
		Wakakirri - Ms Knight (Music Room) - Year 5-6
		Prep Social Skills – Mrs Kinaston (Connect Centre) – Prep only
Wed		**STEM Tinker P-2** – Mrs Rountree (STEM Room) – P-2 only
	Art - Mrs Knight (P. Arts Room) - All year levels	**STEM Tinker 3-6** – Mrs Ross (STEM Room) – Year 3-6 only
	Board Games – Mrs Shah (Connect Centre) – All year levels	**Gardening** – Mrs Foster (Behind Prep classroom) – All year levels
	Culture Club - Mrs Ensoll (Support Teacher Room) - All year levels	**Prep Social Skills** - Mrs Kinaston (Connect Centre) - Prep only
Thurs	**Colouring** – Mrs Shah (Connect Centre) – All year levels	**STEM Tinker P-2** – Mrs Rountree (STEM Room) – P-2 only
	Chess/Board Games - Mrs Maher (Resource Centre) - Years 3-6	**Gardening** – Mrs Foster (Behind Prep classroom) – All year levels
		STEM Tinker 3-6 – Mrs Ross (STEM Room) – Year 3-6 only
		Senior Choir - Mrs Ritter (Music Room) - Years 3-6 only
Fri	**Woodwork** – Mr Luck (Shed) – Year 3-6 only	**Funky Friday** – Ms Ferrington (Hall) – All year levels
		Inclusion Project - Mrs Schloss (Connect Centre) **Prep Social Skills** - Mrs Kinaston (Connect Centre) - Prep only
	Gardening – Mrs Foster (Behind Prep classroom) – All year levels	**iPad Creations** - Mr Caudwell (Resource Centre) - Year 2-6

Appendix 10 – Risk Management Plan

RISK MANAGEMENT PLAN

Student Name:	Student	**Date:**	Date	**Review Date:**	Date

Indicators:	Situations to be aware of:

Observed Behaviour	Result or Outcome	Worst Case Scenario	Risk Control – Preventative	Emergency Procedure - Reactive

Teacher Signature _____ Parent Signature _____Administration Signature _____

BEHAVIOUR MANAGEMENT PROCESS AT BELLMERE STATE SCHOOL

VALUES – MOTTO – VISION

***H**onesty & Respect*
***A**chievement*
***N**urturing*
***D**etermination*
***S**afety*

Hand in Hand We Learn

A Community of Learners

School Rules

I am honest and respectful
I am determined to achieve
I care for myself and others

Classroom Care Plans are negotiated with students at beginning of each semester

These plans detail what the 3 school rules look like in the classroom and list the positive and reactive strategies teachers will use around behaviour

Elaborated in our Positive Behaviour for Learning and Living Matrix

Positive strategies: explicit teaching of PBL focus lessons; awarding Vivo and Helping Hands pts; points awarded to House; Spirit of Bellmere awards at end of each term; celebration activity at end of each term; Student of the Week awards; class reward systems; attendance awards; individual goal setting and feedback

Reactive Strategies: Individual Care Plan; 10 essential microskills; Reset; Thinking Chair; StEP room; One School incident entry; referral to Admin; suspension.

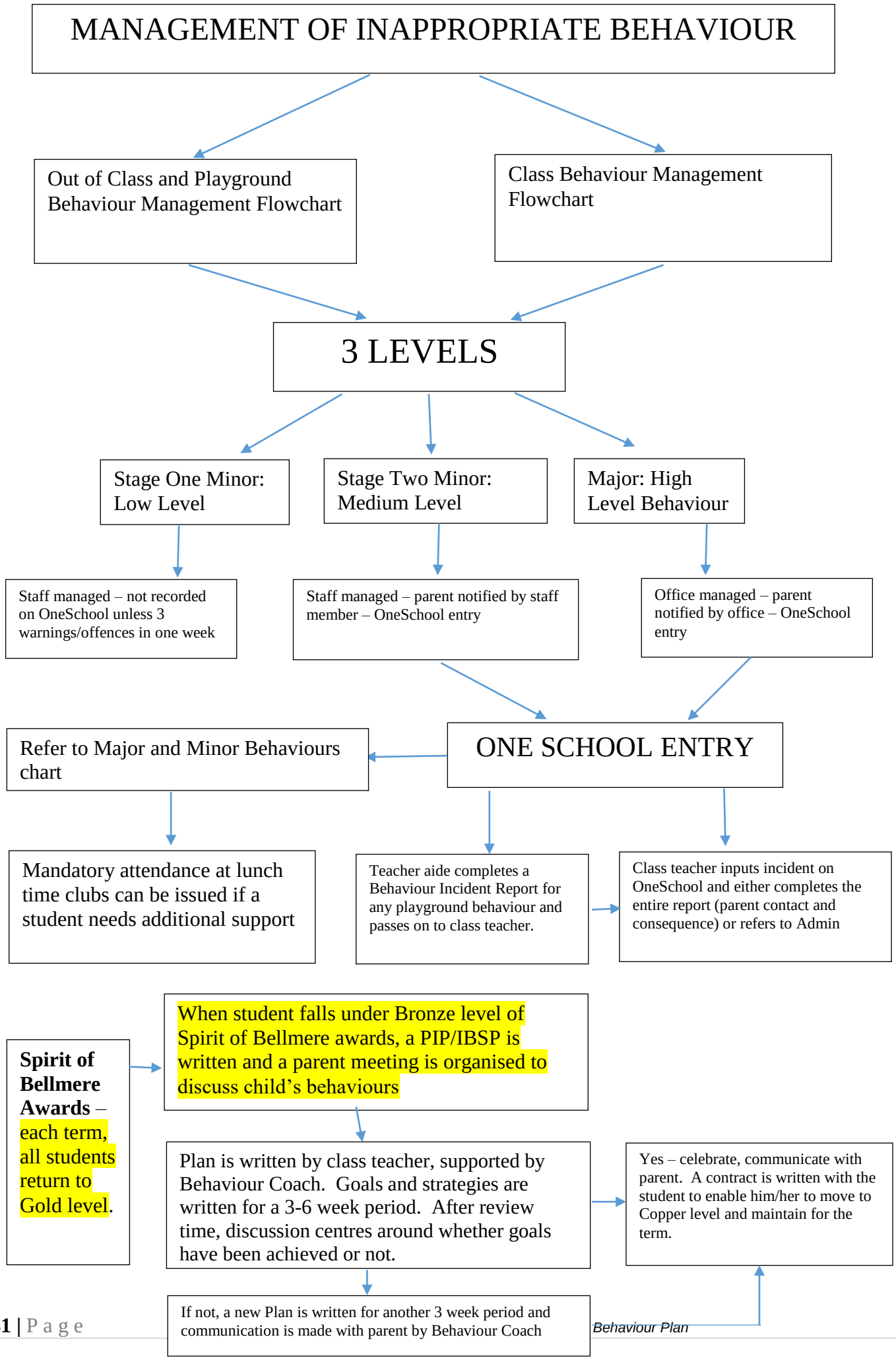
Apple Chart:
Above green: outstanding behaviour – Helping Hands award – weekly reward from CT

1. Green: all children start here everyday
2. & 3. Yellow: 2 levels: above and below the line
4. Red: loss of demerit point

.

Exit class – reflection sheet.

Appendix 12 - Management of Inappropriate Behaviour Flowchart



Appendix 13 - Major and Minor Behaviours

High behaviour expectations in ALL areas at ALL times for ALL people

	LOW LEVEL: 3 WARNINGS IN ONE WEEK = 1 DEMERIT	MINOR: 1 DEMERIT	MAJOR: 2 DEMERITS
Definition	Low level acts of misconduct are behaviours that interfere with the learning and safety of others, but do not seriously impact on the health, safety and well-being of others. Low level behaviours become minor when the 3rd recorded offence of the same behaviour is noted (must be recorded as a minor behaviour, with notation on OneSchool at the 3rd low level record). THESE BEHAVIOURS ARE TEACHER MANAGED—CHILD'S TEACHER IS NOTIFIED FOR TEACHER TO APPLY BEHAVIOUR MANAGEMENT STRATEGIES APPROPRIATE FOR THE SITUATION.	Minor acts of misconduct are behaviours that interfere with the learning and safety of others, but do not seriously impact on the health, safety and well-being of others. THESE BEHAVIOURS ARE TEACHER MANAGED—CHILD'S TEACHER IS NOTIFIED FOR TEACHER TO APPLY BEHAVIOUR MANAGEMENT STRATEGIES APPROPRIATE FOR THE SITUATION.	Major acts of misconduct which may include repeated acts of minor misconduct, high level disruption to teaching/learning and/or serious threats to health, safety or property. Minor behaviours become major when the 3rd recorded minor offence of the same behaviour is noted (must be recorded as a major behaviour, with notation at the 3rd minor record). ALL OF THESE BEHAVIOURS REQUIRE ADMIN ATTENTION BEHAVIOURS HIGHLIGHTED WOULD BE CONSIDERED FOR SUSPENSION WITH PRINCIPAL DISCRETION - SUSPENSION = 5 DEMERIT POINTS
Non-compliant with routine	• Running on hard surfaces or soft fall areas • Out of bounds (but otherwise acting appropriately) • Running through gardens • Inappropriate transitioning (walk not talk, two lines, walking sensibly) • Playing after the bell • Walking around with food during eating/play time	• Not walking a bike or scooter from the gate to the compound • Standing/jumping on seats / benches / chairs / tables • Climbing trees / hanging from walkway beams • Using equipment incorrectly • Playing in or near the toilets including yelling/screaming • Climbing over the top rail of play equipment • Leaving a supervised environment without permission (within sight-unless used as a strategy by teacher)	• Climbing on fences • Leaving the school grounds without permission • Defecating/urinating anywhere other than in the toilet
Physical Misconduct		• Pushing and/ or shoving without intent to harm • Play-fighting: 3 warnings (major) • Deliberate physical harm to flora and fauna	• Deliberate or sustained physical aggression (includes aggressive harassment, intimidating, retaliation, One Punch Rule, fighting, biting, stabbing, kicking, hitting) • Deliberate contact on or near private areas (includes dacking, flicking bra straps) • Inciting others to physical aggression (inappropriate bystander behaviour) • Using bodily fluids with intent (e.g. spitting on others, urinating on others) • Inappropriate sexualised behaviours
Dress Code	• Occasional, isolated variation to the school uniform	• In the playground without a hat (not in designated no hat, no play area) • Taking shoes off (unless permitted / instructed by staff)	• Defacing the school uniform
Refusal to participate in program of Instruction	• Refusing to engage in tasks / learning • Not following directions	• Not playing fairly (e.g. not turn taking, cheating, hi-jacking another's game)	• Ongoing refusal to attempt tasks (modified/strategies in place) (2-3 weeks continually) • Ongoing refusal to participate in specialist lessons

Disruptive	• Disrupting others' learning (through noise / movement / interfering with others' possessions or class equipment) • Minor interruptions to learning (calling out, noises, out of seat, rocking on chairs, lying on table, work avoidance, off task)	• Repeated disruptions resulting in exit class	• Continuous and highly disruptive behaviour affecting others learning through sustained noise / movement / interfering with others' possessions or class equipment (2-3 weeks continually)
Defiant or threat/s to adults	• Passive refusal to cooperate with adult direction.	• Minimal cooperation with adult direction. • Unco-operative behaviour. • Deliberate defiance / refusal to cooperate with adult direction	• Aggressive ongoing defiance / refusal to cooperate with adult direction • Passive ongoing defiance / refusal to cooperate with adult direction
Property Misconduct	• Lack of care for personal equipment • Lack of care for others' equipment / school equipment • Lack of care for the environment • Littering	• Attempting to deface or vandalise property or facilities • Minor property damage • Taking property without asking • Unsafe use of equipment • Scribbling in / tearing up workbooks	• Significant and deliberate damaging of property (throwing furniture/ equipment, graffiti, vandalism) • Wilful damage to personal, student, staff or school equipment • Stealing or theft • Throwing objects in a dangerous and aggressive manner • Using an object as a weapon • Using a bike, scooter etc on the school grounds in a dangerous manner
IT Misconduct		• In possession of, but not actively using a mobile phone or communication device, voice recording device or image recording device, despite having a reasonable opportunity to sign it in at the office (unless written permission from an authorised staff member is provided) • Unauthorised use of computers / iPads /iPhones or access to the internet • Touching another child's iPad (unless instructed- iPad monitors)	• Use of a mobile phone or communication device; use of an image recording device; or use of a voice recording device for emailing, texting recording or filming purposes without authorisation • Harassment through texting, email or similar communication that would constitute bullying (cyberbullying) • Unauthorised, inappropriate use of computers or access to the internet • Touching another child's iPad with the intent to damage • Touching another child's iPad with the intent to steal
Threats to others		• Threats or verbal aggression	• Intentional or sustained inappropriate language (racial, sexual or other) directed at another person • Intentional, sustained aggressive or threatening language • Verbal abuse directed at peers • Verbal abuse directed at adults including all school staff
Verbal Misconduct		• Spontaneous inappropriate language • Inappropriate tone and/or gestures • Disrespectful language and back chatting • Minor dishonesty	• High level verbal aggression (yelling in people's faces) • Swearing at staff • Direct swearing at peers or other student • Ongoing use of inappropriate language/tone • Inciting others to verbal aggression (inappropriate bystander behaviour)
Bullying / harassment		• Inappropriate comments about another person • Intentional exclusion of others • Minor harassment – name calling, excluding others	• Harassment including repeated exclusion and intimidation that would constitute bullying • Inappropriate sexual comments • Racial slurs
Late/Truant/Skip Class	• Tardy in joining the class lines after break	• Leaving class without permission (out of sight)	• Absent without permission—Truancy

Possess / Prohibited items		• Possession of toys brought from home (fidget spinners, footballs, trading cards etc..)	• Possession of a knife or other weapon • Possession of an object to use as a weapon • Possession of lighters/matches • Possession of aerosol cans
Substance misconduct			• Possession of tobacco or alcohol • Possession or selling of drugs and prescription drugs

BEHAVIOUR REFERRAL (CLASSROOM)

Student Name: _____ *Class:* _____

Date: _____ *Staff Member:* _____

Tick	Time
	Session 1
	Session 2
	Session 3
	Session 4
	Session 5
	Session 6
	Session 7

Please tick the location where the incident occurred					
	Classroom		LOTE		Performing Arts
	PE		Amenities (Area 1)		Amenities (Area 3)
	Amenities (Area 5)		Other:		

Description of Behaviour					
	Bullying/Harassment		Non compliant with routine		Threat/s to others
	Defiant/threats to adults		Physical misconduct		Truant/skip class
	Disruptive		Possess Prohibited items		Verbal Misconduct
	Lying/Cheating		Property Misconduct		Disregarding: No Hat, No Play
	Misconduct involving object		Littering		Other:
	Out of Bounds		Refusal to participate		
Action Taken – Minor					
	Restating expectations		Restorative Chat		Time Out/Sit Out of Play
	Given warning or choice		Quiet Talk 1:1		Given direct instructions
	Natural consequence		Restore relationship (apology)		Other:
	Waited and scanned		Cued with parallel encouragement		
Action Taken – Major					
	Refer to Administration				

Reporting Staff Member: _____ *Class Teacher:* _____

BEHAVIOUR REFERRAL (PLAYGROUND)

Student Name: _____ *Class:* _____

Date: _____ *Staff Member:* _____

Time

Tick	Time
	Before School
	1st Break eating
	1st Break play
	2nd Break eating
	2nd Break play
	After School

Location

Please tick the location where the incident occurred					
	Administration		Area 4		Classroom
	Outside Classroom		Area 5		Bus Stop
	Area 1		Resource Centre		Amenities (Area 1)
	Area 2		Oval		Amenities (Area 3)
	Area 3		Bike Compound		Amenities (Area 5)
	Other:				

Playground Duty Staff Member Action

Description of Behaviour					
	Bullying/Harassment		Non compliant with routine		Threat/s to others
	Defiant/threats to adults		Physical misconduct		Truant/skip class
	Disruptive		Possess Prohibited items		Verbal Misconduct
	Lying/Cheating		Property Misconduct		Disregarding: No Hat, No Play
	Misconduct involving object		Littering		Other:
	Out of Bounds		Refusal to participate		
Action Taken – Minor					
	Restating expectations		Restorative Chat		Time Out/Sit Out of Play
	Given warning or choice		Quiet Talk 1:1		Given direct instructions
	Natural consequence		Restore relationship (apology)		Other:
	Waited and scanned		Cued with parallel encouragement		
Action Taken – Major					
	Refer to Class Teacher		**Refer to Administration**		

Reporting Staff Member: _____ *Class Teacher:* _____

Comments/Other Information

Antecedent/Trigger:
What Happened?
Others Involved in Incident
Witnesses

Appendix 15 – Exit class referral

CLASSROOM BEHAVIOUR REFERRAL Prep-Yr2

Student Name: _____ *Class:* _____
Date: _____ *Staff Member:* _____

I have been exited to your class because: (TEACHER COMPLETE)
_____
_____**Time Sent:** _____
When in your classroom:

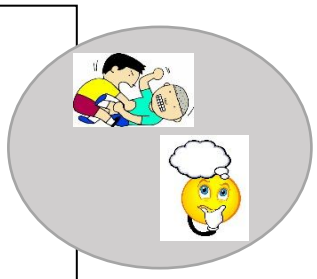
☐ **I have work to complete** ☐ **I need to sit quietly**

I need to go back to my class:

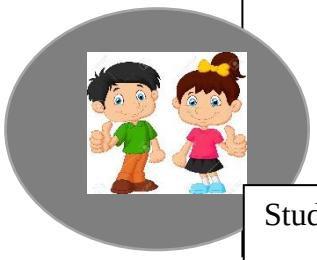
☐ **When my work is finished** ☐ **at _____ (time)**

Student to Complete Before Re-entering Classroom

What did I do?



Next time?



Student Signature:
_____

Exit Class Teacher: _____ *Class Teacher:*
_____

Temporary removal of student property by school staff procedure

The *Temporary removal of student property by school staff procedure* outlines the processes, conditions and responsibilities for principals and state school staff when temporarily removing student property.

The procedure is based on the legislative framework outlined in *Division 2, Education (General Provisions) Regulation 2017,* which provides that the removal of any property in a student's possession may be necessary to promote the caring, safe and supportive learning environment of the school, to maintain and foster mutual respect between all state school staff, students and visitors.

Permission and removal of dangerous or prohibited items from students

School staff may not open or look into a student's bag without the student's permission. If a school staff member has any doubt about the giving of permission, they should not proceed with searching the student's bag (or other property). Depending on the circumstance, the student's parent may be contacted to provide permission and/or attend the school.

If a student refuses to provide permission and the school staff member believes that there are dangerous and/or illegal items in the student's bag, the state school staff member has the power to confiscate the bag until police arrive - the bag does not need to be returned until the principal is satisfied the risk has passed.

It is permissible to remove a student bag if the state school staff member has reasonable belief that there is an item that is dangerous or is prohibited according to the school's *Responsible Behaviour Plan for Students*.

For example, if it is clear in the school's *Responsible Behaviour Plan for Students* that mobile phones are not permitted, and it is believed a student has one in their bag, a state school staff member can ask the student for permission to look in the bag. However, if consent is not given then the staff member can advise the student that they will be taking possession of the bag until their parent/s can attend a meeting at school. Care should be taken about when and how this is done, such as asking the student to come to the office with their bag and then have the discussion – rather than confronting them in an open space in front of their peers.

Schools should review their school rules and expectations regularly so that all members of the school community are provided with full knowledge of the possible consequences associated with breaching those rules.

CLASSROOM BEHAVIOUR REFERRAL Yr 3-6

Student Name: _____ *Class:* _____
Date: _____ *Staff Member:* _____

I have been exited to your class because: (TEACHER COMPLETE)

_____
_____ **Time Sent:** _____

When in your classroom:

I have work to complete **I need to sit quietly** ☐

I need to go back to my class:

☐ **When my work is finished** ☐ **at** _____ **(time)**

Student to Complete Before Re-entering Classroom

What happened? What were you thinking?

_____
_____
_____

What do you need to do to fix things up?

_____
_____
_____

Next time?

_____
_____
_____

Student Signature

_____

Exit Class Teacher: _____ *Class Teacher:* _____