



The Code of
**School
Behaviour**

Better Behaviour
Better Learning



A Quality Education in a Caring Environment

Responsible Behaviour Plan for Students
Handbook

Millchester State School

Reviewed July 2015

The following is drawn from the department's Code of School Behaviour and is framed by school processes and programs. Consultation has occurred at all levels within the school including with: Administration, staff, students and parents. There has also been alignment generated between Millchester State School plans and Charters Towers' State Schools.



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1.0 Purpose

Millchester State School is committed to providing a safe, respectful and disciplined learning environment for students and staff, where every day, in every classroom, every student is learning and achieving in quality ways.

This Responsible Behaviour Plan for Students (RBPS) 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.

Our school mission statement is 'A Quality Education in a Caring Environment' with our school motto being 'Knowledge Promotes Strength'.

Our school's vision is 'Community + School = Success'.

2.0 Consultation and data review

We developed our original plan and now this updated version, in collaboration with our school community in 2013. A review of school data relating to achievement, behaviour incidents, attendance, school disciplinary and other absences from 2014 also informed the latest development process.

This current plan has been endorsed by the Principal, Executive member of our P&C and the Assistant Regional Director during July 2014. It will be reviewed and adjusted again at the end of 2014 in the light of Year 7 permanently moving into secondary school in 2015 after which an ongoing cycle of review and updates will occur as required in legislation.

3.0 Learning and behaviour statement

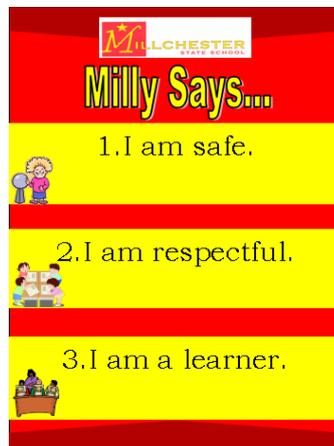
All staff at Millchester State School are committed to creating conditions to assist the holistic development of every student. We believe that every student has the ability to learn and should be able to demonstrate progress not just academically, but also socially and emotionally.

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

- I am Safe • I am a Learner • I am Respectful

These rules also align with our cluster primary schools and local state high school.

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.





4.0 Processes for facilitating standards of positive behaviour and responding to unacceptable behaviour

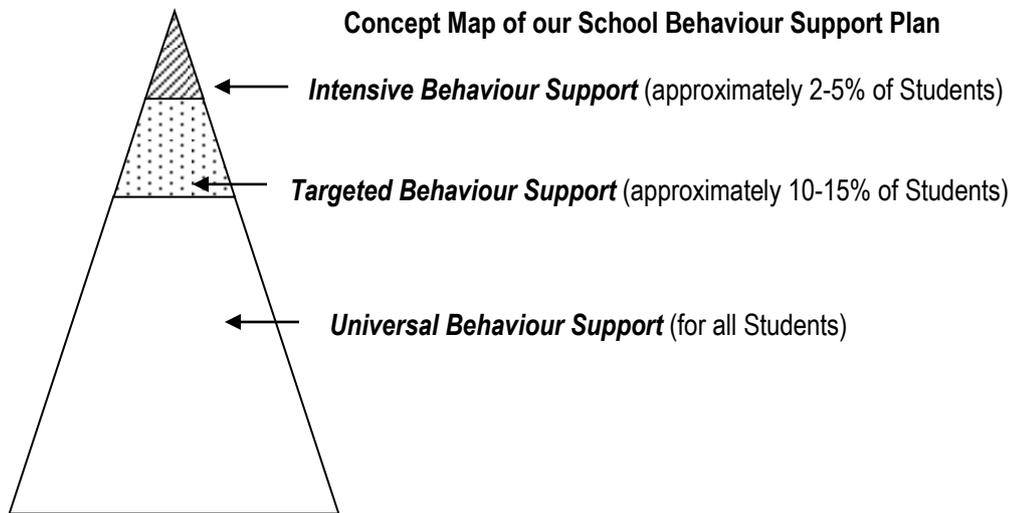
At Millchester State Primary School, we utilise a variety of evidence-based programs and practices so as to create a positive school culture. The behaviour support framework is structured around three levels: universal, targeted and intensive behaviour support. These are utilised in conjunction with Education Queensland 'Code of School Behaviour' which defines the responsibilities that all members of the school community are expected to uphold and recognises the significance of appropriate and meaningful relationships. Importantly, all students are explicitly taught the expected positive behaviours.

Data from our school shows approximately 80% to 90% of students will have little or no difficulty with maintaining the above mentioned expectations. However about 10-15% of students may need additional support and timely intervention on some occasions. For a variety of reasons, about 2-5% of students may not respond to these early efforts and may need more intensive support and/or flexible learning options to assist them to continue their learning.

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Whole School Behaviour Support

Concept Map of our School Behaviour Support Plan



Universal Behaviour Support

Reinforcing expected school behaviour.

Millchester State Primary School's whole school-devised proactive and preventative programs work for all students. Ongoing actions for this include:

- handing out two class awards each week on school parade, one aligned with the school teaching focus of expected behaviour and the other linked to the rule "I am a learner";
- classroom walkthroughs are conducted regularly focussing on student engagement and positive learning environments.
- utilising the resources provided by Education Queensland in relation to preventing [bullying and harassment](#) which features the "Bullying. No Way!" website;
- operating school policy and practices around expectations from Education Queensland's [School Health and Wellbeing Initiatives](#);
- continuing to utilise the utilising "Second Steps Program" and "Kool Kids" student well-being program in Prep – 7, reinforcing it with ongoing reminders through our practices with [Smart Moves](#), [Smart Choices](#), and communication through school assemblies, fortnightly newsletters, and our Duty Office practices. (See also Section 11: Some resources);
- consistent classroom and playground expectations which reflect the school's motto/rules. In 2013 a matrix of behavioural expectations for all environments was being developed and after consultation with the school community, will be adopted as an explicit description



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- clear school-wide language used to refer to student responsibilities and consequences;
- reinforcing expected school behaviour through: weekly student-run whole school morning assemblies which recognise school events and staff/student achievement, fortnightly school newsletters and updated school website to maintain regular contact with parents;
- having a school uniform policy to encourage school pride and well-presented appearance;
- encouraging student participation in internal and external academic, cultural and sporting events and competitions;
- operating an annual Student Leadership Program which includes School Captains and Sports House Captains and Student Council;
- holding whole school community events of a Community Fun Day and a School Concert;
- offering annual induction programs for teachers new to the school;
- holding annual awards that recognise student achievement in academic studies, citizenship and progress;
- operating an all year Family Playgroup one morning per week and a Term 4 Prep orientation day for future enrolled Prep students so as to prepare them for the following first year of schooling;
- conducting a Prep orientation day and parent interviews to gain valued information from the parents on their child's current interests/ability;
- encouraging our Adopt-a-Cop and community Liaison Officers to be involved in our school community and develop positive relationships with students;
- providing regular classroom sessions and access to the Queensland Police Service to outline the rights and responsibilities of being cyber safe; and
- signing of an Information, Communication and Technology (ICT) agreement by all students upon enrolment.



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Millchester Behaviour Expectations

	I am safe	I am respectful	I am a learner
All settings	<ul style="list-style-type: none"> * I move safely around the school. * I keep my hands, feet and objects to myself. * I listen to adults during emergencies. * I report unsafe and inappropriate behaviours. * I use all equipment and furniture safely. 	<ul style="list-style-type: none"> * I follow instructions from adults. * I am getting along. * I speak politely and use appropriate language. * I look after my and others' property. * I keep all areas clean and tidy. * I wear the school uniform with pride. * I take pride in myself and my school. * I use computers, digital devices and the internet appropriately with supervision. 	<ul style="list-style-type: none"> * I am taking turns and sharing. * I speak quietly. * I am a problem solver. * I attend school each day unless I have a valid reason. * I arrive at school between 8:00 and 8:50. * I ask for help when required.
Learning spaces	<ul style="list-style-type: none"> * I enter learning areas only when a teacher is present. * I ask permission to leave the learning area. 	<ul style="list-style-type: none"> * I am listening. * I raise my hand to speak. * I use positive language 	<ul style="list-style-type: none"> * I am ready. * I am participating and active. * I am helping others when I need to. * I try my best and have a go at all activities.
Play areas	<ul style="list-style-type: none"> * I always wear a wide brimmed hat and shoes. * I play in my own play area. * I play and follow school approved games and rules. * I walk to and from the play areas. 	<ul style="list-style-type: none"> * I try to include others. * I share school equipment. 	<ul style="list-style-type: none"> * I am being a good sport. * I will agree on the rules before play.
Eating areas	<ul style="list-style-type: none"> * I stay seated. * I put my rubbish in the bin. * I use my quiet voice. * I wait until I am dismissed. 	<ul style="list-style-type: none"> * I remain seated and raise my hand to go to the toilet, tuckshop or get a drink. * I stop, look and listen after the whistle. * I gather my rubbish, raise my hand and wait until a teacher says I can go. 	<ul style="list-style-type: none"> * I make healthy food choices.
Toilets	<ul style="list-style-type: none"> * I use the toilets correctly. * I wash my hands with soap. * I keep the area dry and clean. 	<ul style="list-style-type: none"> * I keep the toilets tidy and clean. 	<ul style="list-style-type: none"> * I will go to the toilet and get a drink before each session/second bell.





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Travelling	<ul style="list-style-type: none"> * I walk safely around buildings. * I use the supervised crossings. * I use appropriate gates. * I go straight home from school or to the agreed location. 	<ul style="list-style-type: none"> * I walk quietly during class time. * I wait patiently and calmly for my parents/guardians. * I behave appropriately while waiting for the bus and on the bus. 	<ul style="list-style-type: none"> * I am organised and on time. * I arrive at my class line before the second bell.
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A whole-school approach to improving student achievement reduces student misbehaviour issues. At Millchester State School, we have a whole-school approach to improving student achievement which reduces student misbehaviour issues. These strategies include:

- Complete the Classroom Behaviour Checklist at the beginning of each year, incorporating these elements into classrooms (see Appendix 7);
- Teachers contacting parents to share positive behaviours;
- Be on time and greet your class warmly.
- Ensure the room is set up, the environment is clean and tidy and you have all the material you require for the lesson.
- Have WALT/WILF on the whiteboard, blackboard or on OHT. Alternatively, you would state the objective for the activity or lesson [consider writing on the whiteboard, *by the end of the lesson you will....*]
- Ensure the lesson is broken into bite size pieces (10min) with a variety of stimulus to cater for different learning styles and multiple intelligences.
- Provide an element of choice in the work you set for the class to complete.
- Have alternative tasks available for example, word search, cloze activity, work sheet to cater for students' individual needs.
- Use a seating plan
- Have spare paper, pens and equipment on hand in case students' forget or lose their own equipment.
- Set a goal for the students' learning and provide opportunities for success for all.
- Student voice is extremely important and forms are available for students to fill in. See appendix 4 for the P-2 student voice form and appendix 5 for the 3-7 student voice form.
- Whole school curriculum approach designed and delivered around the Australian Curriculum through Education Queensland's [Curriculum to the Classroom](#) (C2C) for English, Maths, Science, Geography and History and for other subject using the [Qld P-12 Curriculum, Assessment and Reporting framework \(QCAR\)](#);
- Collaborative planning and whole school moderation of diagnostic (for learning), formative (as learning) and summative (of learning) assessment items;
- Appointment of additional teaching and learning specialist positions of Head of Curriculum (HOC), Indigenous Support Teacher, Literacy and Numeracy (STLaN), SWD teacher and Guidance Officer time;
- Development of all staff in the Developing Performance Framework which incorporates a three-tiered professional development strategy incorporating Education Queensland priorities, Australian Professional Standards for Teachers, Millchester State Primary School focus areas and personal individual teacher interests;
- Providing a folder to each Relief Teacher outlining the behaviour process and expectations within the school;
- Organised games before school which are organised by the student leaders;
- Whole-school Reading program;
- Individualised Action Plan for all Aboriginal & Torres Strait Islander students;
- Individualised Action Plan for all children not at benchmark in English and Maths and for those not showing progress in their learning;



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- Utilising Education Queensland's Essential Skills for Classroom Management Program (ESCM) for staff training on classroom management through accessing Advanced Classroom Profiling Officer; and
- Offering Classroom Profiling to every teacher in the school for individualised feedback about how they teach and what they might consider doing differently to continue to improve their teaching practice. Classroom Profiling is a performance development device that highlights strengths and areas for improvement in relation to effective learning and teaching. It measures the relationship between teacher and students.

School reward system

Millchester State School has a whole school behaviour incentive program, which links with our Attendance Policy. This program is designed to reward and encourage attendance and good behaviour choices across the whole school environment.

Working towards level:

- Children earn a weekly credit which equates to 5 days (Mon-Fri). One reasonable explained absence will be accepted in a week. Reasonable absences may include illness, medical appointment or family emergency. Parents or carers are required to contact the school as soon as possible to notify of their child's absence. (see Attendance Policy)
- They must be on the green level at the end of the day.
- If a minor incident from the playground is recorded and submitted to the class teacher, the student will need to work their way back to green level
- Other reward strategies to reinforce positive behaviour include: 'Student Awards' for in-class behaviour determined by the class teacher for one child per class per week presented on weekly school assembly and noted on the fortnightly newsletter; 'Gotchas' for playground behaviour nominated by any staff member for unlimited numbers of students of which 2 are drawn out of the Gotcha mailbox on weekly assembly with those students winning a small prize. All Gotchas are given to the class teacher for distribution in class.
- Records of the above plus other positive behaviours and achievements are recorded on their Behaviour Profile in their Student Profile in OneSchool and on their Semester Report sent home to parents

Beginning of the year:

At the **beginning** of the incentive program or for those who have dropped back from Bronze, the following guidelines exist for students whom have a yellow slip sent to the office:

Yellow Slip sent to office (Stage 5 Behaviour):	Consequence
Three yellow slips in a two week period	The student misses out on one week of sport or the school event for that week. The student starts back at the beginning of the previous behaviour level. (e.g. Silver level starts back at Bronze)
Suspension	The student being automatically off teams for the term. They also start back at the beginning in the levels.

During the year:

- Students who are a **new enrolment** and have ended the day on Green Level for 100% of their enrolment, they are able to participate in Week 10 Bronze Level activities.
- New enrolments will **still need to earn 7** credits before receiving Bronze Level certificate.
- At the completion of the school year, the Gold Club students can start the new year on the Bronze level.
- In class incentive programs will still continue on a weekly basis.



If a student on these levels receives three yellow slips sent to the office (Stage 5) in a two week period:



Bronze	Silver	Gold
Student starts back at the beginning.	Student goes back to Bronze.	Student loses their pin and goes back to Silver level.



Students are to earn the following number of weekly **credit points** for each level:



Total weeks achieved	Club Name	Privileges (may include)
7	BRONZE Club	A Bronze Pass for the end of term celebration, a one-off voucher at the tuckshop, a free-dress day on allocated day, a weekly prize draw (in place of Gotchas) P-3 & 4-7 and you are invited to attend school events (e.g. Anzac Day March, Country Music Parade, camps, interschool sporting events, class excursions.)
15	SILVER Club	All of the above plus, a homework free card for each term, a free Slushie on Slushie Day at the tuckshop, allowed to borrow 4 books at a time from the library. A Silver Pass for the end of term celebration.
24	GOLD Club	All of the above plus a presentation of a GOLD club badge on parade, a Gold Pass for the end of term celebration, eating unsupervised in a special area (students must be wearing their badge to be eligible to sit unsupervised), a free ice block every Friday lunch until the end of the year.

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Reinforcing Expected School Behaviour

At Millchester 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. Staff members are trained in Essential Skills: Classroom Management, to give consistent and appropriate acknowledgement and rewards. All classes have their own individual class behaviour agreement which states the rules and behaviour expectations of that class, as well as whole school and class incentive systems, rules and consequences for not following these listed rules. Parents, children and teachers sign these agreements. See Appendix 3 for this form.

Responding to unacceptable behaviour

We expect students to come to school to learn, academically, socially and emotionally. Behaviour support represents an important opportunity for learning how to get along with others and follow our school rules.

Research shows us that it is the certainty of consequences not the severity that is most effective. When consequences for unacceptable behaviour are applied at Millchester State School, they will be:

- Restorative and relationship building;
- Proportional to the unacceptable behaviour;
- Consistent;
- Timely; and
- Designed to help the student make better future behavioural choices.

Parents can expect to be contacted in writing or verbally or both by the class teacher or a member of the administration at any time when there are concerns about the child's behaviour.

Re-directing low-level and infrequent problem behaviour

When a student exhibits low-level and infrequent problem behaviour, the first response of all school staff is to remind the students of expected school behaviour and then, if no immediate correction results, ask them to think deeper about what they are doing and then to act to change their



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behaviour so that it aligns with our school's expectations. This encourages students to reflect on their own behaviour, evaluate it against expected school behaviour, and take appropriate action so as to align with the expectations of our school community.

Behaviour Contracts

1. If a student has two yellow slips sent to the office for similar (major) behaviours in a **fortnight**, that student will be put on a behaviour contract (see Appendix 8) which is monitored by the Principal. Parents will be notified. The contract will be sent home daily for five days in attendance at school. Parents have to sign the contract and return it the next day.

2. If three or more minor behaviours from the playground are recorded and submitted to classroom teacher in a **fortnight**, – a note in the notices will suffice. If the incident occurs in the playground, staff is to be notified through daily notices so they can monitor student behaviour during lunch times.

Class teacher will have conversations with Leadership Team to decide if the child will be placed on a behaviour contract for similar minor behaviours.

3. If a student is placed on a behaviour contract twice in **one term**, this will result in the student being referred to the SARS team to look at being put on a behaviour support plan.

All contracts need to be recorded on OneSchool.



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One School Monitoring

Managing Incidents	Criteria	Consequence	Person responsible	Monitoring Occurs
Positive Behaviours Upload	Any Parade awards	Rewarded at parade or in classrooms	Teacher aide or HOC	Weekly
Minor Behaviours (see appendix)	If a student has reoccurring minor behaviours in a fortnight (playground & classroom)	Student will receive a suitable consequence for the reoccurring behaviours.	Teacher Teacher to email Elisha if support is required	Week 2, 4, 6, 8, 10
Major Behaviours (see appendix)	Major behaviours are recorded on a Yellow Slip and sent to office.	Detention Detention Letter sent home to parent	Leadership Team to record in Yellow Slip Log Book	Week 2, 4, 6, 8, 10
Yellow Slip Tracking (Secondary intervention)	If a student receives two yellow slips for (major) behaviours in a 2 week period <i>If student receives a 3rd yellow slip Behaviour Level is lost</i>	5 day Behaviour Contract <i>6 credits return to 0 Silver level return to Bronze</i>	Leadership Team to monitor and names are recorded in the Contract log book HOC & Teacher	Week 2, 4, 6, 8, 10
Behaviour Contract Tracking	If a student is placed on a behaviour contract twice in one term	Referred to SARs team	Teachers to have conversations with Zak to know when to present student at SAR's Zak to share names at Leadership	Week 2, 4, 6, 8, 10
Behaviour Support Plan (Tertiary Intervention)	Student has been presented to SARs team	Behaviour Support Plan created	Elisha and class teacher. Teacher will then share with parent/caregiver. Elisha to share information at Leadership meeting.	As needed

Targeted Behaviour Support (Secondary prevention support)

A small number of students are identified through our data as needing additional support and timely intervention on some occasions. In most cases the presenting 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. To this end, our school's Student at Risk (SAR) committee made up of specialised staff meets regularly to determine the necessary level of support. At the 'Targeted Behaviour Support' level we offer students 'Secondary Prevention Support' and ongoing and open consultation and communication with their parents.



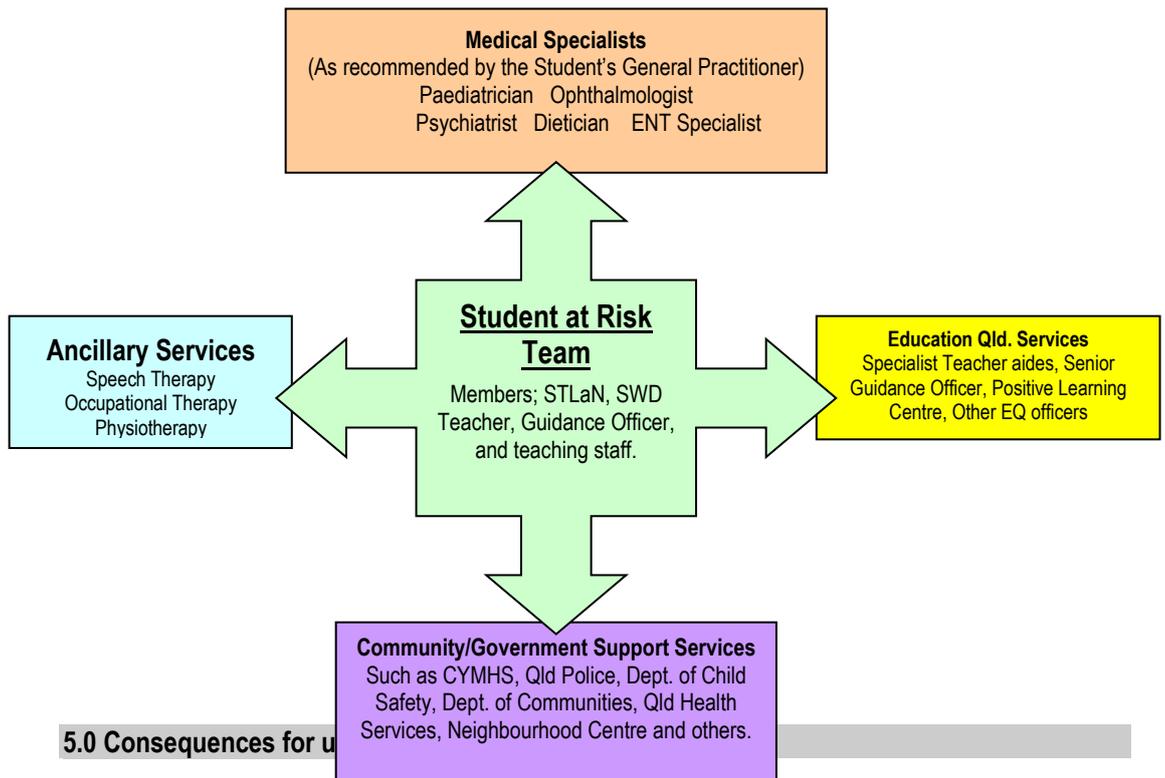
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If a student receives three yellow slips sent to the office for similar (major) behaviours in a **two-week period**, that student will be referred to the SAR team to identify the next step to support the student. Actions of support may include behaviour interventions or developing a Behaviour Support Plan in consultation with parents/care givers and student.

These students will attend their normal scheduled classes and activities with appropriate adjustments if required. However, they have increased daily opportunities to receive positive contact with adults, additional support from check-in/check-out meetings with administration and increased opportunities to receive positive reinforcement. Where required, adjustments are made to the program through behaviour support, academic support, mentoring or intensive social skills training. These students may be able to participate in extra-curricular events to provide opportunities for success and engagement. To participate, students are expected to comply with the specific expectations outlined for them. Students whose behaviour does not improve after this targeted support or whose previous behaviour indicates a need for specialised intervention, are provided with intensive behaviour support or what is called 'Tertiary Prevention Support'.

Intensive Behaviour Support (Tertiary Prevention Support)

Millchester State School is committed to the education of all students, including those with the highest behavioural support needs. We recognise students at serious risk of underachievement need specialised support. As stated earlier, our school's Student's at Risk Team, made up of specialised staff, meets regularly to determine the necessary level of support and intervention required. At this level we use a case management approach undertaken by members of the Committee who work in conjunction and liaison with others. Details of which are represented below:



Millchester 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. OneSchool is used to record both positive and negative student behaviours and School



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Administration staff, in consultation with the reporting staff member, determines the appropriate consequence for the unacceptable behaviour.

Minor and major behaviours

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

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

Minor behaviours are those agreed to through the school consultation process that:

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

Millchester State School Minor Behaviours- (is handled by staff members at the time it happens)

School Rules	Examples of minor incidents	Examples of consequences	OneSchool category (Choose one or two at the most)
I am safe	<ul style="list-style-type: none"> * Going into out of bound areas * Running around buildings * Not wearing a hat in the playground * Play fighting * Throwing small objects * Throwing objects that are not directed at a person * Walking too closely to others * Playing games unsafely * Rocking on chair * Leaving the learning space without permission * Playing in sports training areas * Jumping fence without permission * ignoring crossing supervisors * Puts body parts outside bus window/refusing to wear seatbelt on buses fitted with seat belts * Chasing/running on play equipment 	<ul style="list-style-type: none"> * Name moved on behaviour chart * Verbal Warning * Re-direction * In class time out * Time out in buddy class * Pick up papers * Loss of play time * Walk with teacher * Banning of rough-play activities * Removal of object * Picking up rubbish * Sent off equipment * Phone call or letter sent home by teacher 	<ul style="list-style-type: none"> * Property misconduct * Physical misconduct * Misconduct involving object
I am respectful	<ul style="list-style-type: none"> * Back answering * Disobedient * Talking when others are talking * Not following directions * Defacing property * Touching others property * Inappropriate conversations or 	<ul style="list-style-type: none"> * Name moved on behaviour chart * Verbal Warning * Re-direction * In class time out * Time out in buddy class * Pick up papers * Learning how to 	<ul style="list-style-type: none"> * Threat to others. * Property misconduct * Defiant/threats to adults. * Dress code * Bullying/ Harassment



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	<ul style="list-style-type: none"> use of language. * Not getting along/teasing * Lying * Not following rules or routines * Not following uniform guidelines * Wearing of inappropriate jewellery * Stealing/taking/asking for food * Pushing in line * Swearing not directed at others * Leaving lunch area before permitted * Eating in wrong area * Dropping/leaving rubbish * Telling secrets/gossip * Minor vandalism (easily rectified) * Taking equipment without permission * Mobile phone switched on in any part of the school at any time without authorisation (written permission from an authorised staff member) 	<ul style="list-style-type: none"> apologise * Practice appropriate behaviour * Clean or replace object * Loss of play time * Writing lines * Miss out of special events/ privileges * Go to the end of the line * Supervised eating/play * Walking with staff member * Phone call or letter sent home by teacher 	
I am a learner	<ul style="list-style-type: none"> * Calling out * Inappropriate movement in the classroom * Interrupting learning (e.g. making noises, playing with objects) * Passing notes * Arriving late to class * Scribbling or ripping work books * Copying off others * Not being organised * Not trying your best * Not completing set tasks on time * Too long during class notes * Using technology inappropriately 	<ul style="list-style-type: none"> * Name moved on behaviour chart * Verbal Warning * Re-direction * In class time out * Time out in buddy class * Pick up papers * Writing lines in own time * Natural consequences e.g. repairing, cleaning work books * Make up lost time * In class detentions * Work sent home to complete * Phone call or letter sent home by teacher 	<ul style="list-style-type: none"> * Refusal to participate in program of instruction * Lying/Cheating * Non-compliant with routine * Truant/Skip classes * Other conduct prejudicial to the good order and management of the school * Disruptive * IT misconduct * Late

Minor problem behaviours are those agreed to through the school consultation process and may result in the following consequences:

Flow Chart for Behaviour Management

This process occurs in every class and is utilised in the playground for minor behaviours. Minor problem behaviours are those agreed to through the school consultation process and may result in the following consequences:



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STAGE ONE- Reminder	Action
<p><u>Should a behaviour issue arise In the classroom:</u></p> <ul style="list-style-type: none"> • Move the child's name to 'reminder' on class behaviour chart. • Speak quietly and calmly to the student (in private is most effective). • Use eye contact or gesture in a fashion that warns them that their behaviour is not appropriate. • Use proximity to warn the student e.g. you could work with the group or student who is manifesting problematic behaviour or simply stand near the student using presence as a deterrent. • If the student is preoccupied with an object (telephone, mp3 player) ask them to put it away. • If the student has a 'dangerous' object (rubber band, projectile) confiscate it immediately. 	Dealt with by the teacher.
<p><u>Should a behaviour issue arise In the playground:</u></p> <ul style="list-style-type: none"> • Speak quietly and calmly to the student (in private is most effective). • Use eye contact or gesture in a fashion that warns them that their behaviour is not appropriate. • Use proximity to warn the student e.g. you could stand with the group or student who is manifesting problematic behaviour or simply stand near the student using presence as a deterrent. • If the student is preoccupied with an object (telephone, mp3 player) ask them to put it away. • If the student has a 'dangerous' object (rubber band, projectile) confiscate it immediately. 	Warning given by teacher on duty.
STAGE TWO- Warning	Action
<p><u>Should the behaviour continue:</u></p> <ul style="list-style-type: none"> • Move the child's name to 'warning' on class behaviour chart. • Provide a second verbal warning but give the student clear choice e.g. <i>I have asked you to complete this task, you can choose to do that here or you may move to the desk at the front of the class to complete it.</i> • Ask the student if they are having difficulty with the material or subject matter. • Utilise peer tutoring and team work to help students with difficulties to complete the task. 	Dealt with by the teacher.
<p><u>the behaviour continue in the playground:</u></p> <ul style="list-style-type: none"> • Provide a second verbal warning but give the student clear choice • Ask the student if they are having difficulty in the playground. • Utilise team work to help students with any difficulties they may be having with peers. 	Teacher on duty deals with issue.

STAGE THREE- Time Out	Action
<p><u>If the behaviour continues:</u></p> <ul style="list-style-type: none"> • Move the child's name to 'time out'. • Explain to the student calmly that you have warned them twice and through their continued behaviour they have chosen to work in silence/independently/on another activity etc... • You should have an area in the room where this student can work independently. You will need to ensure that the student cannot make eye contact with the rest of the group e.g. facing the back wall at an individual desk, at the teacher's desk with 	Dealt with by the teacher.



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<p>back to the class etc... Once the student has moved, you must go and talk one on one with them, explaining why their behaviour is inappropriate and that you have their best interests at heart. Encourage them to complete part of the task and praise them when they attempt the work. Allow them to move back to the group if they work satisfactorily [see strategy two].</p> <ul style="list-style-type: none"> • Phone the parent/guardian as soon as practical to inform them of the inappropriateness of the behaviour. • Write a note in the student's book that needs to be signed by the parent. 	
<p><u>If the behaviour continues in the playground:</u></p> <ul style="list-style-type: none"> • Explain to the student calmly that you have warned them twice and through their continued behaviour they have chosen to sit out and miss out on play. • Sit them under a tree or on a bench. • Record the child and details in the behaviour playground duty folder. • Inform the classroom teacher of the incident so they can inform the parent and move the child's name on their behaviour chart. 	Dealt with by the teacher on duty.

STAGE FOUR- Buddy Class and Yellow Slip	Action
<p><u>If the behaviour continues to the detriment of the other students' learning:</u></p> <p>b. Move the child's name to 'out of class time out (buddy class)'. c. Take the student aside and explain that you won't tolerate this behaviour. d. Send the student to a pre-arranged buddy class ensuring they have sufficient work to complete and that you have filled in all parts of the yellow slip referral form. You must follow up with the teacher after the lesson. When filling in the yellow slip, please choose only one or two one school categories. e. Contact the family to inform them that their child's behaviour is interfering with the learning of others. Record this contact in One School. f. Set the student a consequence for their behaviour e.g. lunch detention, playground duty, public service (cleaning desks) etc... g. Keep the student in after the session to discuss the problem. If your session doesn't back on to a break, arrange with another teacher whose lesson is followed by a break, to hold the student for you.</p>	<p>Dealt with by the teacher.</p> <p>Yellow slip to be filled in and sent to buddy class.</p> <p>Teacher to record this information onto One School.</p>
<p><u>If the behaviour continues to the detriment of the other students' playtime:</u></p> <ul style="list-style-type: none"> • Take the student aside and explain that you won't tolerate this behaviour. • Fill in the yellow slip and radio the office if the child refuses to go there. • Get assistance if needed, with taking the child to the office. 	Duty teacher to refer yellow slip and incident onto administration at this stage.

STAGE FIVE- Office and Yellow Slip	Action
<p><u>If the student's behaviour continued in the buddy room or classroom</u></p> <p>h. Only after you have implemented all of the above stages should you refer the student to the Principal.</p> <p>i. Update the yellow slip referral form for student to bring to the office. j. If the Principal believes it is appropriate, they can place the student on detention / planned play at lunch time.</p>	Referral to Administration staff who will investigate and



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k. Parents will be notified via a letter of student being sent to the office and what consequences have been put in place. Parents need to sign the letter and return to school. This will then be placed in the student's file.	provide consequences.
--	-----------------------

Please note, where there is an incident that has occurred and witnesses are present, please have all students involved to fill in student voice forms (Appendix 4 and 5) and send this with the yellow referral slip.

Major behaviours are those agreed to through the consultation process that:

- Significantly violate the rights of others
- Put others / self at risk of harm
- Require the involvement of school Administration.

Major behaviours result in an immediate referral to Administration because of their seriousness. When major problem behaviour occurs, staff members calmly state the major problem behaviour and remind the student of expected school behaviour. The staff member escorts the student to Administration and completes an OneSchool record as soon as possible.

Millchester State School Major Behaviours- (is referred directly to the school Administration team)

School Rules	Examples of major incidents	Examples of consequences
I am safe	<ul style="list-style-type: none"> * Leaving school grounds without permission * Leaving the learning area without permission (out of sight) * Throwing large objects at others * Physical aggression towards others * Walking on raised areas e.g. port racks, rooves, fences * Any act taken with intent to cause harm to self or others * Bringing weapons to school e.g. any knife or knife like object * Inappropriate sexual behaviour 	<ul style="list-style-type: none"> * Yellow slip sent to office * Negotiated restitution * Parent contact * Admin counselling with students * Detentions * Referral to Student at Risk Team * Behaviour Monitoring Contract * Supported Internal School Supervision
I am respectful	<ul style="list-style-type: none"> * Swearing / offensive / aggressive language directed at others * Verbal abuse / directed profanity * Threats made to others which include physical and verbal aggression * Major bullying / harassment * Actively encourages bullying behaviours * Blatant disrespect * Stealing * Destroying property (which is difficult to rectify) * Continued refusal to respond to adult requests or total non-compliant and uncooperative behaviour * Use of a mobile phone in any part of the school for voicemail, email, text messaging or filming purposes without authorisation * Continually uses put downs * Major inappropriate reaction when a mistake is Made 	<ul style="list-style-type: none"> * Other agency support * Graduated School Entry with parent consent * Suspension 1 – 5 Days * Suspension 6 – 20 Days * Re-entry to school meeting * Behaviour Monitoring Contract on re-entry from suspension * Social Skills session with Chaplain * Proposal to exclude * Recommendation to exclude



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	* Failure to report potential serious incidents	
I am a learner	* Major disruption to lessons * Consistently refusing to work or complete set tasks at appropriate level	

Major problem behaviours may result in the following consequences:

· **Level One:**

- Time in office, detention, alternate lunchtime activities, loss of privilege, restitution, loss of break times, AND/OR

· **Level Two:**

- Parent contact, referral to Guidance Officer, referral to Students at Risk Team, suspension from school

Suspension Re-entry Process

When a student has been suspended, the following process is followed:

1. A suspension re-entry meeting is held with the student and their parent/caregiver;
2. A behaviour contract is followed for a minimum of 5 days (see Appendix 8);
3. Social skill lessons are undertaken with the school chaplain; and
4. If behaviours continue, the student will be referred to the Students at Risk Team.

· **Level Three:**

- Students are individually case managed. 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. It should be noted that suspension/exclusion is only considered after all other responses have been explored. However, the welfare and safety of other students and staff is also taken into consideration when the decision to suspend or exclude arises.

The Millchester State School Behaviour Matrix (on page five) provides examples of expected behaviours. This table will assist in determining minor and major problem behaviours. 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 might 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 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 Millchester 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 about how to respond 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.



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6.0 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 Millchester 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



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- 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.
- Where necessary, parents will be contacted.

Record keeping

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

- Incident report completed on OneSchool
- Incident report completed on OneSchool if student/staff member is injured
- Students and Staff Debrief, with content uploaded to OneSchool

 MILLCHESTER STATE SCHOOL STUDENT REFERRAL FORM		
Student Name(s):	Staff Name(s):	Date:
Witnesses:	Period :	Location:
Infringing Behaviour <input type="checkbox"/> Anti Social behaviour <input type="checkbox"/> Avoidance behaviour <input type="checkbox"/> Bullying/harassment <input type="checkbox"/> IT abuse <input type="checkbox"/> Non-compliance <input type="checkbox"/> Physical Aggression <input type="checkbox"/> Serious Misdemeanour <input type="checkbox"/> Substance abuse <input type="checkbox"/> Vandalism <input type="checkbox"/> Verbal aggression <input type="checkbox"/> Aggression		
Summary of incident:		
Teachers Strategies Used (if applicable) <input type="checkbox"/> Rule Reminder <input type="checkbox"/> Warning/redirections <input type="checkbox"/> Offer Choice <input type="checkbox"/> Time Out <input type="checkbox"/> OCTO Out of Class Time Out/ Buddy Classroom/ Reflection Sheet Completed <input type="checkbox"/> Restorative Justice <input type="checkbox"/> Sent to Office		
Behaviour Following Incident-		
Administrative Action:	<input type="checkbox"/> Parents notified <input type="checkbox"/> Detention Recorded on OneSchool <input type="checkbox"/> Yes <input type="checkbox"/> No	
Administrative Signature:	Date:	

7.0 Network of student support

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

- Parents
- Teachers
- Support Staff
- Head of Curriculum
- Administration Staff
- Guidance Officer
- Advisory Visiting Teachers
- Senior Guidance Officer
- School Chaplain
- School Based Police Officer.



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Support is also available through the following government and community agencies:

- Disability Services Queensland
- Centacare
- Child and Youth Mental Health
- Queensland Health
- Department of Communities (Child Safety Services)
- Police
- Local Council
- Neighbourhood Centre.

8.0 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.

Millchester 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:
 - o express opinions in an appropriate manner and at the appropriate time
 - o work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation, and
 - o receive adjustments appropriate to their learning and/or impairment needs.

9.0 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

10.0 Related policies

- Safe Supportive and Disciplined School Environment
- <http://ppr.det.qld.gov.au/education/learning/Pages/Safe,-Supportive-and-Disciplined-School-Environment.aspx>
- Inclusive Education
<http://ppr.det.qld.gov.au/education/learning/Pages/Inclusive-Education.aspx>
- Enrolment in State Primary, Secondary and Special Schools
<http://ppr.det.qld.gov.au/education/management/Pages/Enrolment-in-State-Primary,-Secondary-and-Special-Schools.aspx>
- Student Dress Code
<http://ppr.det.qld.gov.au/education/management/Pages/Student-Dress-Code.aspx>
- Student Protection
<http://ppr.det.qld.gov.au/education/community/Pages/Student-Protection.aspx>
- Hostile People on School Premises, Wilful Disturbance and Trespass



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<http://ppr.det.qld.gov.au/corp/governance/Pages/Hostile-People-on-School-Premises,-Wilful-Disturbance-and-Trespass.aspx>

- Police and Child Safety Officer Interviews with Students and Police Searches at State Education Institutions
<http://ppr.det.qld.gov.au/corp/governance/Pages/Police-and-Child-Safety-Officer-Interviews-with-Students,-and-Police-Searches-at-State-Educational-Institutions.aspx>
- Using the Department's Corporate ICT Network, now, due to change of name, Acceptable Use of Department's Information Communication and Technology (ICT) Network and Systems
[http://ppr.det.qld.gov.au/corp/ict/management/Pages/Acceptable-Use-of-Departments-Information-Communication-and-Technology-\(ICT\)-Network-and-Systems.aspx](http://ppr.det.qld.gov.au/corp/ict/management/Pages/Acceptable-Use-of-Departments-Information-Communication-and-Technology-(ICT)-Network-and-Systems.aspx)
- Managing Electronic Identities and Identity Management
<http://ppr.det.qld.gov.au/corp/ict/management/Pages/Managing-Electronic-Identities-and-Identity-Management.aspx>
- Appropriate Use of Mobile Telephones and other Electronic Equipment by Students
<http://ppr.det.qld.gov.au/education/learning/Pages/Appropriate-Use-of-Mobile-Telephones-and-other-Electronic-Equipment-by-Students.aspx>
- Temporary Removal of Student Property by School Staff
<http://ppr.det.qld.gov.au/education/management/Pages/Temporary-Removal-of-Student-Property-by-School-Staff.aspx>

11. Some related online resources (all other links are hyperlinked in the body of this document if you view it electronically):

- **Bullying. No Way!**<http://bullyingnoway.gov.au/>
- **Safe, Supportive and Disciplined Learning Environments**<http://education.qld.gov.au/student-services/behaviour/index.html>
- **Code of Conduct for School Students Travelling on Buses**
<http://www.tmr.qld.gov.au/Travel-and-transport/School-transport/Code-of-conduct.aspx>
- **William Glasser Institute**<http://www.wglasser.com/>

Endorsement

Principal P&C President or Regional Executive Director or
Chair, School Council Assistant Regional Director (Schools)

Effective Date: _____



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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 as there is a risk of damage or theft. If brought to school, such devices should be handed in to the Administration Office or they will be confiscated by school staff and may be collected at the end of the day from the school office. Breaches of this prohibition may result in discipline.

Confiscation

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

Devices potentially containing evidence of criminal offences may be reported to the police. In such cases police may take possession of such devices for investigation purposes and students and parents will be advised to contact Queensland Police Service (QPS) directly.

Students who have a personal technology device confiscated more than once will not be permitted to have a personal technology device at school for at least one month, or longer if deemed necessary by the Principal.

Personal Technology Device Etiquette

Bringing personal technology devices to school is not encouraged by the school because of the potential for theft and general distraction and/or disruption associated with them. However, if they are brought to school, they must be turned off and out of sight during assemblies or classes.

Personal technology devices may be used before and after school.

Recording voice and Images

Every member of the school community should feel confident about participating fully and frankly in all aspects of school life without concern that their personal privacy is being invaded by them being recorded without their knowledge or consent. We uphold the value of trust and the right to privacy at Millchester State School. Students using personal technology devices to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks etc.) for the purpose of dissemination among the student body or outside the school, by any means (including distribution by phone or internet posting) builds a culture of distrust and disharmony. Students must not record images anywhere that recording would not reasonably be considered appropriate (e.g. in change rooms, toilets or any other place where a reasonable person would expect to be afforded privacy). Recording of events in class is not permitted unless express consent is provided by the class teacher.

A student at school who uses a personal technology device to record private conversations, ordinary school activities (apart from social functions like graduation ceremonies) or violent, illegal or embarrassing matter capable of bringing the school into public disrepute is considered to be in breach of this policy. Even where consent is obtained for such recording, the school will not tolerate images or sound captured by personal technology devices on the school premises or elsewhere being disseminated to others, if it is done for the purpose of causing embarrassment to individuals or the school, for the purpose of bullying¹ or harassment, including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur.

Students involved in:

- recording; and/or
- disseminating material (through text messaging, display, internet uploading etc.); and/or,
- knowingly being a subject of a recording





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Breach of this policy may be subject to discipline (including suspension and recommendation for exclusion). Students should note that the recording or dissemination of images that are considered indecent (such as nudity or sexual acts involving children), is against the law and if detected by the school will result in a referral to QPS. This policy also applies to parents/caregivers when they are at school or attending a school function.

Text communication

The sending of text messages that contain obscene language and/or threats of violence may amount to bullying and or harassment or even stalking, and will subject the sender to discipline and possible referral to QPS. Students receiving such text messages at school, should ensure they keep the message as evidence and bring the matter to the attention of the school office.

Assumption of cheating

Personal technology devices may not be taken into or used by students at exams or during class assessment unless expressly permitted by staff. Staff will assume students in possession of such devices during exams or assessments are cheating. Disciplinary action will be taken against any student who is caught using a personal technology device to cheat during exams or assessments.

Recording Private Conversations and the *Invasion of Privacy Act 1971*

It is important that all members of the school community understand that under the *Invasion of Privacy Act 1971*, 'a person is guilty of an offence against this Act if the person uses a listening device to overhear, record, monitor or listen to a private conversation'. It is also an offence under the Act for a person who has overheard, recorded, monitored or listened to a conversation to which s/he is not a party to publish or communicate the substance or meaning of the conversation to others. Students and Parents/Caregivers need to understand that some conversations are private and therefore to overhear, record, monitor or listen to such private conversations may be in breach of this Act, unless consent to the recording is appropriately obtained.

1 Education Queensland does not tolerate bullying behaviour at schools. This includes bullying conducted by electronic means.

Special Circumstances Arrangement

Students who require the use of a personal technology device in circumstances that would contravene this policy (for example to assist with a medical condition or other disability or for a special project) should negotiate a special circumstances arrangement with the Deputy Principal or Principal.

** Personal Technology Devices includes, but is not limited to, games devices (such as Portable gaming devices, Tamagotchis®, laptop computers, PDAs, Blackberrys®, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile telephones, iPods® and devices of a similar nature.*



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Appendix 2

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

Purpose

1. Millchester 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 at Millchester 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 Millchester 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 Millchester 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 Millchester 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.



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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. Millchester 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.



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Millchester State School creating an orderly learning environment- Student Agreement Form

Student: _____ Teacher: _____ Class:

Class Rules and Behaviour Expectations

1. _____
2. _____
3. _____

* I understand the importance of the above Rules and will maintain these high expectations and standards during Specialist lessons {Reading Groups, Japanese, Music, PE, Health and working with adults across the school}.

If students make the effort to respect the rights of others, their behaviour will be recognised by giving them:

WHOLE SCHOOL SYSTEM

- Daily Recognition = e.g. Gotchas (go in weekly draw)
- Weekly Recognition = Student of the Week Certificate
- Behaviour Incentive Program Bronze, Silver or Gold level Recognition =

Participation in celebration activities and rewards

CLASS SYSTEM

- _____
- _____
- _____

If students don't make the effort to respect the rights of others, the following will occur (in order):

1. Rule Reminder
2. Warning
3. Timeout in class = complete reflection sheet
4. Timeout in buddy class = complete reflection sheet, parents informed by letter or phone
5. Referral to office
6. Work finished at lunchtime or sent home to be completed.
7. Missing out on playtime or other fun activities.
8. When necessary, students will be put on behaviour plans with individual goals and consequences.

Student's signature

Parent's signature

Teacher's signature



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Appendix 4

P – 2 ‘STUDENT VOICE’ BEHAVIOUR REPORT

To be completed by class teacher

Students need to give a truthful account of the incident on the day that it occurred

Student: _____

Date: _____ Class: _____

Session:

- | | |
|--|--|
| <input type="checkbox"/> Before School | <input type="checkbox"/> 2 nd Break |
| <input type="checkbox"/> 1 st session | <input type="checkbox"/> 3 rd session |
| <input type="checkbox"/> 1 st break | <input type="checkbox"/> after school |
| <input type="checkbox"/> 2 nd session | |

Area:

- Classroom
 Eating
 Playground
 Toilet
 Other

Behaviour reported:

I:

- | | | |
|------------------------------------|------------------------------------|----------------------------------|
| <input type="checkbox"/> Hit | <input type="checkbox"/> Pinched | <input type="checkbox"/> Spat |
| <input type="checkbox"/> Pushed | <input type="checkbox"/> Scratched | <input type="checkbox"/> Punched |
| <input type="checkbox"/> Pulled | <input type="checkbox"/> Bit | <input type="checkbox"/> Other |
| <input type="checkbox"/> Jumped on | | |

I reported the incident to:

Brief recount of incident (staff member to record what student saw, did, heard, had happen to them and list witnesses where appropriate)

Consulted with: (List students):

Action taken:

- Warning: the student has been spoken to about behaviour choices. Recorded OneSchool
- Minor Incident: Consequence put in place and recorded by teacher on OneSchool.
- Major Incident: refer to administration immediately

Teacher: _____ Principal: _____



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Appendix 5

YR 3 – 7 ‘STUDENT VOICE’ BEHAVIOUR REPORT

Students complete after seeing a staff member
Year 3-7 students complete individually
It is your responsibility to give a truthful account of what you believe happened.

Student Name: _____
Date: _____
Staff member who you reported to: _____

Please describe in as much detail as you can what happened.
Answer the following questions in your statement:
What **YOU** saw? What **YOU** did? What **YOU** heard? What happened to **YOU**?

Witnesses to the incident: _____

When completed please hand your report to your teacher.

Teacher consultation process with student – outcome of conversations: _____



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Appendix 6

Millchester Behaviour Incentive Program

Every student is assessed every day on:

Rule 1: I am safe

This means us:

- ✓ Move safely around the school
- ✓ Keep our hands, feet and objects to ourselves
- ✓ Listen to adults in emergencies
- ✓ Report unsafe and inappropriate behaviours
- ✓ Use all equipment and furniture safely
- ✓ Enter learning areas only when a teacher is present
- ✓ Ask permission to leave the learning area
- ✓ Always wear a wide brimmed hat and shoes
- ✓ Play in our own play area
- ✓ Play and follow school approved games and rules
- ✓ Stay seated
- ✓ Put our rubbish in the bin
- ✓ Use our quiet voice
- ✓ Wait until we are dismissed
- ✓ Walk to and from the play area
- ✓ Use the toilets correctly
- ✓ Wash our hands with soap and water
- ✓ Keep the toilet area dry and clean
- ✓ Walk safely around buildings
- ✓ Use the supervised crossings
- ✓ Use appropriate gates
- ✓ Go straight home from school or to the agreed location
- ✓ Walk in a safe manner as directed by our teacher

Rule 2: I am respectful

This means we:

- ✓ Follow instructions from adults
- ✓ Are getting along
- ✓ Speak politely and use appropriate language
- ✓ Look after ours and others property
- ✓ Keep all areas clean and tidy
- ✓ Wear our school uniform with pride
- ✓ Take pride in ourselves and our school
- ✓ Use computers, digital devices and the internet properly
- ✓ Always listen
- ✓ Raise our hands to speak
- ✓ Use positive language
- ✓ Share school equipment
- ✓ Are inclusive
- ✓ Remain seated and raise our hands to go to the toilet, tuckshop or get a drink
- ✓ Stop, look and listen after the whistle
- ✓ Gather our rubbish, raise our hand and wait until the teacher says we can go
- ✓ Keep the toilets tidy and clean
- ✓ Walk quietly during class time
- ✓ Wait patiently and calmly for our parents/guardians or the bus

Rule 3: I am a learner

This means we:

- ✓ Are taking turns and sharing
- ✓ Speak quietly
- ✓ Are problem solvers
- ✓ Attend school each day unless we have a valid reason
- ✓ Arrive at school between 8:00am and 8:50am
- ✓ Ask for help when required
- ✓ Are ready
- ✓ Are participating and active
- ✓ Are helping others when we need to
- ✓ Try our best and have a go at all activities
- ✓ Are good sports
- ✓ Agree on the rules before we play
- ✓ Make healthy food choices
- ✓ Go to the toilet and get a drink before the second bell
- ✓ Are organised and on time
- ✓ Arrive at our class before the second bell.



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Classroom Behaviour Checklist



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To be completed by the end of February and handed in to Principal.

Behaviour Management: Start of the year checklist

		Considerations: tick if in place.	
Rules and Consequences	Have I established class expectations on the first day?		
	Are they kept short and positive?		
	Are they on display in the room?		
	Are they referred to constantly through reminders, discussions, instructions, activities?		
	Do I give instructions about behaviour/routines as well as curriculum instructions for each lesson?		
	Do I always follow through with consequences (or allow breaches to continue)?		
	Do I know all school and playground rules and procedures?		
Positive Relationships	Have I reviewed these school and playground rules with my class?		
	Do I provide opportunities to create positive relationships with all students and families?		
	A 'Welcome to our classroom' sign		
	Greeting at door		
	Ensure new students have a buddy for the day		
	Teach, encourage and reward friendly acts (games, group activities, secret buddies)		
Routines	Class newsletters home to promote all the great happenings in the class which include student work samples, student voice and photos		
	Regular opportunities to share and get to know each other- teacher too		
	Is my classroom structured and predictable?		
	Routines for the following:		
	Where and how to line up		
	Entering and leaving the classroom, tidying the room before exiting		
	When is the classroom out of bounds		
	How to walk to other classes/lessons		
	How to move around group rotational activities		
	Handing in work		
	How to get teachers help or attention		
	How to get students to STOP, LOOK, LISTEN- bell, clap, verbal signal, hand signal		
	Water and toilet access during class		
Expectations for eating time			
Options for those finishing work early			
Settling routines for first thing in the morning or straight after break- silent reading, etc.			

		Considerations: tick if in place.	
Positive Reinforcement	Do I give attention and praise to the students who are doing the right thing?		
	Daily/weekly awards to take home		
	Smiles and body language		
	Positive comments to every student, every day		
	Millchester Behaviour Incentive Program in place		
	Individual or whole class rewards- free time, special event etc.		
Monitoring for	Do I find out what really interests them?		
	Include their special interests into curriculum activities		
	Take an interest in their hobby		
	Include hands on activities wherever possible		
	Allow buddy work wherever possible		



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	Give special responsibility and jobs	
	Cater for a flexible timetable, modified curriculum	
	Arrange for regular visits to other classes to tutor younger students or build a special relationship	
Classroom Layout	Does my classroom look inviting and interesting to be in?	
	Consider desk arrangement- rows, groups, some independent	
	Set seating plans or student choice	
	Can all students see the whiteboard/blackboard	
	Adequate lighting, ventilation. Consider fan or flickering light for students with ASD	
	Teacher's desk in a position to view the whole class	
	Areas for group work, individual work and whole class meetings. Area for time out. Area for student work displays	
	Are for chill out where students can have some calm time when upset (headphones, drawing, sand, squeezies or just verandah and bubbler)	
Social Skills	Do I teach how I expect the children to behave?	
	Daily/weekly co-operative games	
	Explicit teaching of playing fairly guidelines	
	Social topics covered like bullying, friendship	
	Teach the skills of class meetings, circle talk	

	Considerations: tick if in place.	
Curriculum	Do I provide curriculum content in an interesting, varied and relevant way?	
	A balance of learning styles- auditory, visual and kinaesthetic, group and individual, multiple intelligences	
	Do I provide lesson intent at the start of lessons?	
	Always have materials and preparation done in advance to reduce opportunities for misbehaviour	
	Always have pre-planned instructions and questions to maximise student success and engagement	
	Provide a visual timetable of activities to provide consistency/routine and lesson anxiety for many students	
Special Needs Support	Am I aware of the special needs of particular students?	
	Have I already planned with support staff? (Spec. Ed, LST, GO, Beh AVT etc)	
	Do I know how to access info from particular support staff?	
	Am I familiar with any individual student plans in place for my students?	
	Have I looked through student files to locate any specialist reports and read these?	
Behaviour Management Language and Style	Do I try to be a fair, firm and friendly teacher?	
	I practice choice-based language- "You need to work on this now or at lunch time."	
	I practice saying "thanks" and not "please"- "You'll need to put that away, thanks."	
	I use a calm, quiet voice to encourage calm, quiet workers	
	I remain cool, calm and consistent even when challenged or frustrated	
	I plan the words to say for if/when things go wrong "If you continue to do "a", "b" will happen," "Yes, I can't make you, but if you don't, "x"will happen, it's your choice." "We'll need to talk about his later."	



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Appendix 8

Behaviour Contract



Note to Student

- This booklet is to be used for monitoring your progress over a set period.
- It should reflect your efforts in improving your behaviour in classes – i.e. ticks rather than crosses in your daily reports.
- Multiple crosses indicate your lack of commitment to improving your behaviour, and may result in continued monitoring for an extended period, or a suspension.
- This booklet is to be checked **daily** by the Principal.
- The way you keep this book will demonstrate your commitment towards improving your behaviour; therefore it must be:
 1. kept in **excellent** condition
 2. given to your teacher at the beginning of each day
 3. shown to your parent/s each night
 4. kept safely and not lost.
- The good condition of this book is **your responsibility**.

Note to Parent/s

It is imperative that school staff and parents work in partnership to assist your child in improving their behaviour. Please support us by discussing your child's daily report with them, and signing where indicated. Thank you for your cooperation in this regard.

STUDENT'S DAILY REPORT: [Day] [Date]



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Note to Teachers: Please report on the student's behaviour using a tick or cross for each rule. Add a **brief** comment, followed by your initials.

Sessions/Other Teachers	I am Safe	I am Respectful	I am a Learner		
Before School					
Session 1					
First Lunch					
Session 2					
Second Lunch					
Session 3					
Music					
Phys Ed					
Library					
Other					

Teacher Comment [please initial comment]:

Student Comment [To be completed with Principal]:

Social Skills Lesson: Please fill in the lesson name, description and feedback

Checked by [Principal]: [Date]

Principal Comment:

Parent Comment [optional]:

Parent Signature[s]: [Date]