Responsible Behaviour Plan for Students

1. Purpose
Woodridge State School is committed to providing a safe, respectful and disciplined learning environment for students and staff, where students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing.

This Responsible Behaviour Plan for Students is designed to facilitate high standards of behaviour so that the learning and teaching in our school can be effective and students can participate positively within our school community.

2. Consultation and data review
Woodridge State School developed this plan in collaboration with our school community. Consultation with parents, staff and students was undertaken through survey distribution and Parents and citizens associations meetings held during 2015. A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents from 2015-2016 also informed the development process.

The Plan was endorsed by the Principal and the President of the P&C in early 2016, and will be reviewed in 2019 as required in legislation.

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

Our Responsible Behaviour Plan outlines our system for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours. Woodridge State School supports behaviour through the Positive Behaviour for Learning (PBL) framework. The PBL team ensures our shared expectations for student behaviour are plain to everyone, assisting Woodridge State School to create and maintain a positive and productive learning and teaching environment, where ALL school community members have clear and consistent expectations and understandings of their role in the educational process.

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

- I am safe
- I am respectful
- I am a learner
- I am caring.

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

- Universal behaviour support
  Expectations are taught
Other Proactive and Preventative Processes

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

- Woodridge State School is a Positive Behaviour for Learning (PBL) School. As such we have a PBL Leadership Team that meets regularly to evaluate and plan around our whole school behaviour plan and related issues.
- A lesson is taught weekly to all classes focusing on a target behaviour from the teaching matrix. Staff members positively acknowledge students displaying the target behaviour of the week.
- School Behaviour Leadership team members’ regular provision of information to staff and parents, and support to others in sharing successful practices.
- Comprehensive induction programs in the Woodridge State School Responsible Behaviour Plan for Students delivered to new staff.
- All Woodridge State School staff are trained to implement the philosophy behind the “Responsible Thinking Process” which is a positive approach to behaviour management for today’s classroom. Staff implementation of the school’s Responsible Behaviour Plan is constantly monitored and feedback is provided to ensure consistency and continued effectiveness.
- Restorative Practice – a strategy to repair relationships that have been damaged. It does this by bringing about a sense of remorse and restorative action on the part of the offender and forgiveness by the victim.
- No Blame Interviews – a strategy that aims for students to take ownership of their behaviour, display empathy towards the effected student and discuss ways to make things better for everyone.
- Chill Out cards are used for those children who have difficulty coping with various situations and react inappropriately or violently. They encourage children to identify their own stress or anger levels. Children are able to use their Chill out cards to come to the Responsible Planning Classroom to have time to calm down before returning to class. Teachers should always allow children to use Chill Out cards as taking responsibility for their actions is very important to encourage student self-regulation.
- Outside agencies such as Youth and Family Services provide social skillling/resilience programs where appropriate.
- Program Achieve – ‘You Can do It’ – 5 keys to success (confidence, organised, getting along, persistent and resilience.
- Mobility Support Teacher encourages building relationships with new enrolling students, staff and existing students.
- Kids Matter – addresses the following through proactive programs: attendance, cool to be kind (anti bullying) parent engagement and staff wellbeing, student wellbeing.
- ‘Cool to be kind’ program promotes respectful behaviour and takes a stand against bullying through lessons.
- Classroom Support Team – to address arising issues within the classroom and support through a variety of strategies (e.g. Functional Behaviour Assessments (FBA’s), classroom management interventions through Individual Behaviour Plans (IBP’s), social behaviour groups, boys groups, girls groups, Check in Check out, Student Wellbeing Centre, Getting Along Program (GAP) and interest group e.g. guitar)
- Check In Check Out – Identified students check in each morning to the Responsible Planning Classroom to ensure they are really and prepared for a day of learning.
- Getting Along Program – Supervised and structured play for students who have been identified as not getting along with others in the playground.
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.

Students whose behaviour does not improve after a referral and reviews from the Classroom Support Team, or whose previous behaviour indicates a need for specialised intervention, are provided with intensive behaviour support.

- **Intensive behaviour support**
  A small percentage of our students will have severe behaviour problems affecting not only their own social and academic progress but that of their classmates as well. Intensive intervention strategies need to be used when both low-level and mid-level interventions have failed. Intensive interventions may also be used when a single incident is serious and needs to be dealt with thoroughly and systematically.

Woodridge 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. Relevant staff:
- work with other staff members to develop appropriate behaviour support strategies
- monitor the impact of support for individual students through continuous data collection
- makes adjustments as required for the student
- work with the School Classroom Support Team and/or Special Needs Action Committee to achieve continuity and consistency
- provide professional development and continuous support by the school behaviour team for teachers and teacher aides working with intensive behaviour support students.
  - refer and work with district based support and/or outside agencies where appropriate.
- Complete applications for further behavioural or financial support to adhere to the specific needs of the student being supported.

5. **Emergency responses or critical incidents**
It is important that all staff have a consistent understanding of how to respond to emergency/crisis 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. Staff is advised to use the WSS Behaviour Process (Appendix 13).

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).
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 Nonviolent Physical Crisis Intervention.

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. It is only to be used as a last resort.
- the underlying function of the behaviour.

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

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

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

6. Consequences for unacceptable behaviour
Woodridge 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, predictable and proportionate to the nature of the behaviour.

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
- 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.
Major behaviours result in an immediate referral to Responsible Planning Classroom (RPC) or Administration because of the seriousness of the behaviour. When major problem problems occur, staff members calmly state the major problem behaviour and remind the student of expected school behaviour. The staff member then fills out the office referral form and sends them to Responsible Planning Classroom or Office depending on the severity of the behaviour. An RPC referral form (Appendix 4) is used to record all major problem behaviour.

Major behaviours are those that:
- Significantly violate the rights of others
- Put others / self at risk of harm
- Requires the involvement of school Administration

Major Behaviours
Major referrals to RESPONSIBLE PLANNING CLASSROOM (RPC) include:
- Persistent non compliances
- Persistent bullying – individual or group
- Smoking offence
- Swearing directly at a student / obscene gestures in the presence of a teacher
- Persistently not returning to class
- Spitting at others
- Throwing objects with intent to harm
- Persistent disruption to class
- Refusal to comply with steps
- Bullying/Cyber bullying
- As per Individual Behaviour Plan

NB: When students are referred to RPC, the co-ordinators will determine whether it is severe enough or persistent enough to be referred onto the administration team.

Major referrals which immediately go to administration team include:
- Smoke / drug offences
- Inappropriate sexual behaviour
- Possession / use of a weapon
- Insolence to adults / swearing at staff, threatening staff
- Deliberate bodily harm towards staff
- Severe aggression (fighting / assault)
- Bullying/Cyber bullying
- As per Individual Behaviour Plan

Withdrawing to office
The focus at Woodridge State School is always on proactive, preventive whole school approaches to a safe and supportive learning environment however, certain types of behaviour are unacceptable and possible consequences may require the most stringent step of suspension or exclusion.

Students with Special Needs
Children attending our Special Needs Program follow the school's Responsible Behaviour Plan. The Special Needs Teachers use their own professional judgement and micro-skilling in issuing extra warnings and other strategies in dealing with the behaviours of these children with special needs and considerations.

7. Network of student support
• Anti-Discrimination Act 1991
• Commission for Children and Young People and Child Guardian Act 2000
• Judicial Review Act 1991
• Workplace Health and Safety Act 2011
• Workplace Health and Safety Regulation 2011
• Right to Information Act 2009
  • Information Privacy (IP) Act 2009

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

11. Some related resources
• National Safe Schools Framework
• Working Together resources for schools
• Cybersecurity and schools resources
• Bullying. No way!
• Take a Stand Together
• Safe Schools Hub

Endorsement

Principal

P&C President or Chair, School Council

Date effective: from 16 May 2016 to 16 May 2019

Queensland Government

Template Version Control: 24 January 2014
The intention of this matrix is to provide whole school weekly lessons to teach out school expectations.
Appendix 2

WOODRIDGE STATE SCHOOL ANTI-BULLYING POLICY 2016

RATIONALE
All schools in Queensland are committed to taking action to protect students from bullying and to respond appropriately when bullying does occur. This commitment is increasingly being linked to the use of Internet and Information, Communication and Learning and Technologies (ICLT), and a number of related Cybersafety issues. At Woodridge State School we have mindfully created a caring, safe culture in response to the needs of our school community. We believe we have created a whole school culture where there is a sense of belonging while respecting cultural identity. We therefore take bullying very seriously and do not tolerate behaviour that violates the right of students to learn in a safe supportive environment. We are continually striving to build a positive culture where bullying is not tolerated.

SCHOOL COMMUNITY BELIEFS ABOUT BULLYING
It is important that students, staff and parents/carers have a shared understanding of what bullying is, how it impacts on people and how bullying is responded to at Woodridge State School.

What is Bullying?
- Bullying is an ongoing misuse of power in relationships through repeated verbal, physical and/or social behaviour that causes physical and/or psychological harm.
- It can involve an individual or a group misusing their power over one or more persons.
- Bullying can happen in person or online, and it can be obvious (overt) or hidden (covert).
- Bullying in any form or for any reason can have long-term effects on those involved, including bystanders.
- Single incidents and conflicts or fights between equals, whether in person or online, are not defined as bullying.

At Woodridge a bully is a person who deliberately and repeatedly tries to hurt others over time by (see appendix 1):
- Making them feel uncomfortable
- Hurting them by kicking, hitting, pushing, tripping, or touching
- Name calling
- Spreading lies and rumours
- Not including others
- Writing hurtful or untrue things via text messaging, email, or social media (e.g. Facebook)
- Saying or doing hurtful things because of a person’s country, culture or skin colour

Types of Bullying
- Verbal or written abuse- such as targeted name-calling or jokes, or displaying offensive posters.
- Violence - including threats of violence.
- Sexual harassment - unwelcome or unreciprocated conduct of a sexual nature, which could reasonably be expected to cause offence, humiliation or intimidation.
- Homophobia - and other hostile behaviour towards students relating to gender and sexuality.
- Discrimination including racial discrimination - treating people differently because of their identity.
• Positive Behaviour for Learning lessons - these lessons aim to explicitly teach behaviour expectations and are informed by behaviour data and developed by school staff.
• Explicit lessons are taught throughout the year to all students on the topic of bullying and cyber safety.
• Whole school positive behaviour reinforcement systems - a consistent process of acknowledging students displaying expected behaviours.

On enrolment parents are given the following pamphlets to provide them with general information on bullying and internet use and safety (see appendices 2 and 3).

All students will sign an internet and technology use agreement at the start of each year or on enrolment (see appendix 4).

REPORTING, RESPONDING AND MONITORING BULLYING
Reports of bullying will be investigated and acted upon. Responses to bullying might include support for targets of bullying and perpetrators and/or disciplinary measures.

See attached flow chart (appendix 5) for the response to bullying procedures. The response will be dependent on whether or not the bullying is deemed to be minor or major.

Minor:
Verbal bullying:
Name calling, using offensive language, making comments others find offensive, ridiculing or teasing in a nasty way, threatening physical violence
Social bullying:
Leaving someone intentionally out of a group, putting others down, spreading rumours
Physical bullying (low grade)
Being hit, tripped, kicked, pinched

Major:
Physical bullying (high grade)
Punching, fighting, extorting money or property, hiding, damaging or destroying property belonging to others
Sexual bullying:
Unwanted touching, picking on someone because of their sexual orientation
Psychological bullying:
Being threatened, stalked
Cyber bullying:
• Sending cruel or threatening messages (email or text)
• Taking and sharing private images
• Posting unkind messages or inappropriate images on social networking sites
• Assuming the identity of someone online and then portraying them in a negative way
• Using communication technologies to spread rumours or information about someone
• Repeatedly, and for no strategic reason, attacking players in online gaming

At Woodridge State School we support targets and perpetrators by:
• No Blame Approach (see appendix 6)
• Restorative Practices (see appendix 7)

And possible referral to the following:-
• Classroom Support Team (CST)
• Getting Along Team (GAP)
• Check in check out (CICO)
• YFS Social Sills Program
At Woodridge a bully is...

A person who deliberately and repeatedly tries to hurt others over time by:

- Making them feel uncomfortable
- Hurting them by kicking, hitting, pushing, tripping, touching etc
- Name-calling
- Spreading lies and rumours
- Not including others
- Writing hurtful or untrue things via text messaging, email or social media (e.g. Facebook)
- Saying or doing hurtful things because of a person’s country, culture or skin colour
Woodridge State School Anti-Bullying Policy and Procedures Flowchart – Appendix 4

Student reports incident via:
- Classroom teacher
- Teacher aide
- Playground supervisor
- Responsible Planning Classroom
- Office
- Guidance Officer
- What's up box

If deems to be a low level incident, the incident may be dealt with by the staff member it was reported to.

If deems to be a major incident, report promptly to RPC/Office

Investigation carried out by RPC/Administration
- Parents/Carers contacted and informed of outcome of investigation.
- Outcome recorded on OneSchool

Possible Referrals
- Classroom Support Team (CST)
- Getting Along Program (GAP)
- Check in Check Out (CICO)
- YFS social skills programs
- Behaviour Support Teacher for Individual Behaviour Support Plan (IBSP)
- Guidance Officer for referral to outside agencies
- Creative Art Therapy (CAT) team

If the matter is unresolved, refer to the RPC.

Possible consequences may include:
- Restorative Justice Conference
- Think Tank
- In school suspension
- External suspension
- Police contacted
- If cyberbullying incident, it may be reported to eSmart commissioner

If the matter is still unresolved and the bullying continues, Administration will be notified.

Staff member conducts a 'no blame' interview with wrongdoer.

Staff member checks in with both the target and wrongdoer within the next week.
Appendix 5
The Use of Personal Technology Devices* at School

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

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

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 at morning tea and lunch breaks and 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 Woodridge 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.
Appendix 7
Prep – Year 2 Technology User Agreement
2016

Name: ____________________  Class: ______________  Date: ______________

I am Safe

○ I will use digital devices in a safe way.
○ If I see something unsafe on digital devices I will tell my teacher.
○ I will not share my user name or password with anyone.

I am Caring

○ I will be caring by shutting down digital devices when I have finished using them.
○ I will not play with the settings on digital devices.

I am Respectful

○ I will be respectful of other peoples’ work and not touch it.
○ I will not share personal information with anyone.
○ I will treat digital devices with respect.

I am a Learner

○ I will follow my teacher’s instructions.
○ I will use digital devices for learning.
○ I will put my name on my work.

Student Signature: ______________
Year 5 - 6 Technology Agreement 2016

Name: ____________________________  Class: ____________________________
Date: ____________________________

I am Safe

I will use the digital devices in a safe way, and if I see something that is unsafe or offensive I will report it to my teacher.

I will not share my password or allow anyone else to use my school account.

I will not look for, or send, anything that is illegal, dangerous or offensive.

I will not arrange to meet with anyone who I have made contact with through the internet without my parent or guardian’s permission.

I am Caring

I will not access the settings to change anything on digital devices.

I will treat all computer resources at the school with care and respect.

I will close down the apps and shut down the device when I have finished.

I am Respectful

I will be respectful of other people’s work and leave it alone.

I will not use the internet to annoy or offend anyone.

I will not share any personal information on the internet.

I am a Learner

I understand that a digital device is a tool for learning, and I will do the task which my teacher has asked me to do.

I will put my name on my work.

______________________________
Student Signature
Appendix 8
Woodridge State School
Computer Network and Internet Access Use Policy
Student and Parent Agreement

To Student and Parent/Guardian,

In accordance to Education Queensland Policy, students are required to complete
and return a Computer Network and Internet Access Agreement, as shown below, if
they wish to use computers and the internet at school.

Please complete and return this form to enable your child to continue to access these resources at Woodridge State
School

Garry Molloy
Principal

STUDENTS
I understand that the Internet can connect me to very useful information from around the world.

While I have access to the internet:
- I will only use it for educational purposes.
- I will not look for, nor send, anything that is illegal, dangerous or offensive.
- If I accidentally come across something that is illegal, dangerous or offensive, I will:
  a. Immediately and quietly inform my teacher.
  b. I will not reveal my password or allow anyone else to use my school account.
- I will not reveal home addresses, phone numbers or email addresses – mine or anyone else’s.
- I will not use the internet to annoy or offend anyone.
- I will not arrange to meet with anyone who I have made contact with through the Internet without my
  parent or guardian’s permission.
- I will treat all digital devices at the school with care and respect.

I understand that if the school decides that I have broken these rules, appropriate action will be taken. This may
include a loss of my school Computer and Internet Access privileges.

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Student Signature</th>
<th>Date</th>
</tr>
</thead>
</table>

PARENT OR GUARDIAN
Woodridge State School provides access to various computer resources, our Local Area Network and the Internet.
These resources are available to enhance the learning process in a supportive school environment and to achieve
quality-learning outcomes for our students. Parents’ permission is required before access is granted to the
computer networks.

I understand that the schools computer system can provide students with valuable learning experiences. I also
understand that, although unlikely, it may give access to information that is illegal, dangerous or offensive.

I accept that, while teachers will always exercise their duty of care, protection against exposure to harmful
information must depend upon responsible use by students.

I understand that if my child/children breaches the School Internet Policy, they may have their internet privileges
suspended temporarily, or even cancelled. The IT coordinator and/or the principal will make this decision.

| Parent/Guardian Name | Parent/Guardian Signature | Date |
Appendix 9

Responsible Thinking Process

What are you doing?

What are the rules / Is that O.K.?

What happens when you break the rules?

Is that what you want to happen?

Where do you want to be? / What do want to do now?

What will happen if you disrupt again?

Do you want to work at this or not?

I see you have chosen to leave.
WOODRIDGE STATE SCHOOL
Classroom Referral Form

<table>
<thead>
<tr>
<th>NAME:</th>
<th>LOCATION</th>
<th>MOTIVATION</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>In Class</td>
<td>Obtain peer attention</td>
</tr>
<tr>
<td></td>
<td>Lining up</td>
<td>Obtain staff attention</td>
</tr>
<tr>
<td></td>
<td>Outdoor activities</td>
<td>Obtain items/activities</td>
</tr>
<tr>
<td></td>
<td>Transition</td>
<td>Avoid work</td>
</tr>
<tr>
<td></td>
<td>Toilets</td>
<td>Avoid peers</td>
</tr>
<tr>
<td></td>
<td>Library</td>
<td>Avoid adult</td>
</tr>
<tr>
<td></td>
<td>Hall</td>
<td>Unclear / Don't know</td>
</tr>
<tr>
<td></td>
<td>Other</td>
<td></td>
</tr>
</tbody>
</table>

SCHOOL RULE BROKEN

<table>
<thead>
<tr>
<th>RESPECT</th>
<th>LEARNER</th>
<th>SAFETY</th>
<th>CARING</th>
</tr>
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<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

- Step 1: VERBAL/VISUAL: Prompting an inappropriate Behaviour
- Step 2: SENT TO TIME OUT: If behaviour continues after step 1
- Step 3: RETURN TO CLASSROOM ACTIVITY: After time out
- Step 4: RPC QUESTIONS ASKED: When responding to inappropriate behaviour
- Step 5: SENT TO THE RPC:

Tick the major behaviours the student was sent to the RPC for:

- Disrespect to teacher
- Persistent Non-compliance
- Persistent disruption to class
- Persistently late to class
- IT misconduct
- Physical misconduct
- Persistent Bullying/Cyber
- Verbal misconduct in the presence of a teacher
- Obscene gestures in the presence of a teacher
- Refusal to participate in program of instructions
- Property misconduct

Incident Details:


RPC Action (RPC use only)

- Student Plan
- Parent contact
- Letter sent home
- In school suspension
- Out of school suspension
- Follow up parent contact

Immediate Office Referral:

- Smoke / drug offence
- Inappropriate sexual behaviour
- Possession / use of a weapon
- Insolence to adults
- Swearing / threatening staff
- Severe aggression
- Deliberate bodily harm towards staff

RPC / ADMIN Signature: ____________________________
Appendix 11
Incident Report

Name: ____________________________ Date: ____________

Person Completing Form:

**Name PROBLEM BEHAVIOUR**

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

Where was the student when the incident occurred?

Who was working with the student when the incident occurred?

Where was staff when the incident occurred?

Who was next to the student when the incident occurred?

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

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

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

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

Describe what the student did during the incident.

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

Describe who or what the incident was directed at.

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

Briefly give your impression of why the student engaged in the above-described incident. (e.g. was angry because I asked him/her to stop teasing).
## Appendix 13

### Woodridge State School Behaviour Process

#### Classroom Behaviour Process
- Minor Behaviours
  - Thinking and reflecting, warning, time out, rpc.

#### Playground Duty
- Minor Behaviours
  - Discuss the issue with the student, ask the student to walk with you for a little bit, move student to another play area, pick up rubbish

#### Responsible Planning Classroom/Think Tank Referral
  - (Yellow form – Classroom / Purple form – playground)
  - Multiple Minor Behaviours
  - Major Behaviours (refer to minor/major behaviour guide)
  - Exhausted Classroom Behaviour Process

#### Multiple Responsible Planning Classroom/Think Tank Referrals
- Fill out a Classroom Support Team referral form and e-mail it to the Behaviour Support Teacher.
- Attend Classroom Support Team Meeting to discuss behaviour concerns.

#### Care Team (C-Team) Called
- Is considered to be at Crisis point
- Student is endangering themselves or other students or staff

## C-Team Situation Process

<table>
<thead>
<tr>
<th>Classroom Environment</th>
<th>Non-Classroom Environment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Remain Calm</td>
<td>1. Remain calm</td>
</tr>
<tr>
<td>2. Give clear and direct instructions to acting out student. “You need to calmly walk to the RPC” or if this is unsafe, “you need to sit down…….” in an area you allocate.</td>
<td>2. Send a red card from the duty folder with a student to the office. Office will call for the C-Team.</td>
</tr>
<tr>
<td>3. Ensure other students are removed from any possible danger.</td>
<td>3. Give clear and direct instructions to acting out student. “You need to calmly walk to the RPC” or if this is unsafe, “you need to sit down…….” in an area you allocate.</td>
</tr>
<tr>
<td>4. Call the office to make a “C-Team” announcement. Include the area.</td>
<td>4. Ensure other students are removed from any possible danger.</td>
</tr>
<tr>
<td>5. Continue to monitor the acting out student from a safe distance.</td>
<td>5. Continue to give basic instructions (only if this is not escalating the behaviour) and plenty of positive praise where possible.</td>
</tr>
<tr>
<td>6. Continue to give basic instructions (only if this is not escalating the behaviour) and plenty of positive praise where possible.</td>
<td>6. Once members from the C-team arrive, allow them to take over and remove yourself right away from the situation.</td>
</tr>
</tbody>
</table>
| 7. Once members from the C-team arrive, allow them to take over and remove yourself right away from the situation. | }
Major Behaviours

Major referrals are to be sent to the RESPONSIBLE PLANNING CLASSROOM (RPC). These include:

- Persistent non compliance
- Bullying – individual or group (as defined by the Woodridge State School Anti Bullying Policy)
- Swearing directly at a student / obscene gesture in the presence of a teacher.
- Persistently not returning to class.
- Spitting at others.
- Throwing objects with an intent to harm.
- Persistent disruption.
- Refusal to comply with behaviour process.
- As per IBP.

NB: When students are referred to the RPC, the co-ordinator will determine whether it is severe enough or persistent enough to be referred on the administration team.

Major referrals which immediately go to the administration team include:

- Smoke / drug offences
- Inappropriate sexualised behaviour
- Possession / use of a weapon
- Insolence to adults / swearing at staff, threatening behaviour
- Deliberate bodily harm towards staff
- Severe aggression (fighting / assault)
- As per IBP