Woodridge State School's

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

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. Broad consultation with parents, staff and students was undertaken through survey distribution and community meetings held during February 2019. A review of school data sets from 2017-2019 also informed the development process.

The Plan was endorsed by the Principal and the President of the P&C.

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 school-wide framework for managing behaviour is Positive Behaviour for Learning.

Our Responsible Behaviour Plan outlines our system for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours. Through our school plan, shared expectations for student behaviour are plain to everyone, assisting 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 a learner
- I am respectful
- 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
The first step in facilitating standards of positive behaviour is communicating those standards to all students. At Woodridge State School we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school. Communicating behavioural expectations is a form of universal behaviour support - a strategy directed towards all students which is designed to prevent problem behaviour and to provide a framework for responding to unacceptable behaviour.

A set of behavioural expectations in specific settings has been attached to each of our four school rules. The Schoolwide Expectations Teaching Matrix (Appendix 1) outlines our agreed rules and specific behavioural expectations in all school settings.

These expectations are communicated to students via a number of strategies, including:
- ‘Rule of the week’ lessons developed by the Behaviour Leadership Team drawn from relevant data and related to the Schoolwide Expectations Teaching Matrix;
- Health lessons conducted by classroom teachers;
- Reinforcement of learning from behaviour lessons at School Assemblies, during active supervision by staff during classroom and non-classroom activities, and through school newsletters and noticeboards.

Woodridge State School implements the following proactive and preventative processes and strategies to support student behaviour:
- A dedicated section of the school newsletter, enabling parents to be actively and positively involved in school behaviour expectations.
- School Behaviour Leadership team and Positive Behaviour for Learning committee 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 students as well as new and relief staff.
- Individual support profiles developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings.

Specific policies and supporting documents have been developed to address:
- The Use of Personal Technology Devices at School (Appendix 5);
- User Agreements and Quick Links to eSmart resources (Appendix 6, 7 and 8); and
- Procedures for Preventing and Responding to Incidents of Bullying (Appendix 2, 3 and 4).

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

Woodridge State School school wide Token System
Staff members hand out tokens to students when they observe them following school rules in both classroom and non-classroom areas. This reinforcement occurs continually throughout the day. When they ‘catch’ a student following the rules they can give them a token. Students in years 3-6 exchange 10 tokens for a raffle ticket which goes in the draw to win a prize in weeks 5 and 10 each term. Each year level has their own bucket from which 8 raffle tickets are selected at random. Students in years prep-2 may receive prizes from their classroom teacher at intervals of 25, 50 and 75. When prep-2 students receive 100 tokens they choose a prize from the Responsible Planning Classroom.
Responding to unacceptable behaviour

1. Re-directing low-level and infrequent problem behaviour
When a student exhibits low-level and infrequent problem behaviour, the first response of school staff members is to remind the student of expected school behaviour, then ask them to change their behaviour so that it aligns with our school’s expectations.

Our preferred way of re-directing low-level problem behaviour is to ask them to think of how they might be able to act more safely, more respectfully or more responsibly. This encourages students to reflect on their own behaviour, evaluate it against expected school behaviour, and plan how their behaviour could be modified so as to align with the expectations of our school community.

2. Schoolwide targeted behaviour support:
   • All Woodridge State School staff are trained to implement the philosophy behind the Responsible Thinking Process (Appendix 9) 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 affected student and discuss ways to make things better for everyone.
   • Chill Out cards – used for those students who have difficulty coping with various situations and react inappropriately or violently and struggle to self-regulate. They encourage students to identify their own stress or anger levels. Students are able to use their Chill Out cards to go to the Responsible Planning Classroom to have time to calm down before returning to class. Teachers should always allow students to use Chill Out cards as it indicates they are taking responsibility for their actions and it is very important to encourage student self-regulation.
   • Outside agencies such as YourTown provide social skilling/resilience programs where appropriate.
   • Program Achieve: You Can do it! – the 5 keys to success are embedded. The You Can Do It! Program Achieve is scheduled to be taught explicitly in alternating years as part of the Australian Curriculum: Health and to meet General Capabilities: Personal and Social Capability; Ethical Understanding; and, Intercultural Understanding. All teachers are also encouraged to focus on elements of the program they identify students need support with at various stages of development. (Refer to Appendix 15)
   • Mobility Support Teacher – encourages building relationships with new enrolling students, staff and existing students.
   • BeYou, previously known as Kids Matter – addresses the following through proactive programs: attendance, cool to be kind (anit-bullying), parent engagement and staff and student wellbeing.
   • Cool to be Kind program – promotes respectful behaviour and takes a stand against bullying through lessons.
   • Check In Check Out – identified students check in each morning to the Responsible Planning Classroom to ensure they are ready and prepared for a day of learning.
   • Breakfast Club – provides healthy breakfast to support student wellbeing.
   • Brain Breaks/Movement Breaks – allows students to have a break from the classroom to increase their opportunity to have successful sessions/days. This may be an active break, or a break from the classroom environment.
   • Getting Along Program – Supervised and structured play for students who have been identified as not getting along with others in the playground.
   • Classroom Support Team – to address arising issues with in the classroom and support through a variety of strategies, including conducting Functional Behaviour Assessments, classroom management interventions through Individual Behaviour Support Plans, social play groups, gardening club, boys group, girls group, interest group, individual goal setting, referral to external agency and/or a Positive Learning Centre. Refer to Appendix 11 for the request for assistance referral.
Students whose behaviour does not improve after a referral and review from the Classroom Support Team, or whose previous behaviour indicates a need for specialised intervention, are provided with intensive behaviour support.

3. 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 not been successful. 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
- Make adjustments as required for the student
- Work with the school’s 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 regional 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. 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 (Appendix 12). Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour. A Responsible Planning Classroom referral form (Appendix 10) is used to record all major problem behaviour. A referral form may be completed for minor behaviours or they may be entered directly onto OneSchool by staff with relevant staff referred in to monitor and track behaviours. The recording of three minor behaviours constitutes a major 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 behaviours are referred to the Responsible Planning Classroom or directly to the school Administration team.

(Refer to Appendix 13 for minor and major behaviours.)

Minor behaviours are those that:

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

When responding to minor problem behaviours, staff member ensure that students understand the relationship of the 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.

Minor problem behaviours may result in the following consequences:
• a minor consequence that is logically connected to the problem behaviour, such as complete removal from an activity or event for a specified period of time, partial removal (time away), individual meeting with the student, apology, restitution or detention for work completion.
• a re-direction procedure. The staff member takes the student aside and:
  1. names the behaviour that the student is displaying;
  2. asks the student to name expected school behaviour;
  3. states and explains expected school behaviour if necessary; and
  4. gives positive verbal acknowledgement for expected school behaviour.

**Major** behaviours are those that:
• significantly violate the rights of others;
• put others / self at risk of harm; and
• require the involvement of school Administration.

**Major** behaviours result in an immediate referral to the Responsible Planning Classroom or Administration because of their seriousness. When major problem behaviour occurs, staff members calmly state the major problem behaviour to the student and remind them of the expected school behaviour. The staff member then completes the office referral form and sends the student to the Responsible Planning Classroom or Office, depending on the severity of the behaviour.

**Major Behaviours**

Major referrals to *Responsible Planning Classroom* include:
• persistent non-compliance
• 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 Support Plan

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

Major referral which immediately go to the administration team include:
• Smoke/drug offences
• Sexualised behaviour
• Possession/use of a weapon or using an object as a weapon
• Threatening / swearing at staff
• Severe aggression (fighting/assault)

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

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

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

**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 and/or Requiring Individual Consideration**
Students with special needs and/or requiring individual consideration follow the school’s
Responsible Behaviour Plan. Teachers use their professional judgement and micro-skilling in
issuing extra warnings and other strategies in dealing with the behaviours of students with special
needs and/or considerations.

6. **Emergency or critical incident responses**

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

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

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

**Basic defusing strategies**

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

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

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

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

5. Debrief: Help the student to identify the sequence of events that led to the unacceptable
   behaviour, pinpoint decision moments during the sequence of events, evaluate decisions
   made, and identify acceptable decision options for future situations. Refer to Appendix 14.
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; or
- posing an immediate danger to him/herself or to others.

Appropriate physical intervention may be used to ensure that Woodridge 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 and 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; and
- 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

7. Network of student support
Students at Woodridge State School are supported through positive reinforcement and a tiered system of universal, targeted, and intensive behaviour support by:
- Parents
- Teachers
- Support Staff
- Behaviour Support Teacher
- Head of Curriculum/Wellbeing
- Head of Special Education
- Head of Intensive Language Centre
- Administration Staff
- Guidance Officer
- Mobility Support Teacher
- Advisory Visiting Teachers
- Community HUB Staff
- Senior Guidance Officer
- School Chaplain
- School Based Police Officer

External support is also available through the following government and community agencies:
- Disability Services Queensland
- Child and Youth Mental Health
- Queensland Health
- Department of Communities (Child Safety Services)
- Talking Families (including Family and Child Connect)
- Your Town

DRAFT Version: February 2019
- Police
- Local Council
- Neighbourhood Centre
- Smith Family
(Refer to Appendix 16 for more details.)

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

Woodridge State School considers the individual circumstances of students when applying support and consequences by:
- promoting an environment which is responsive to the diverse needs of its students
- establishing procedures for applying fair, equitable and non violent consequences for infringement of the code ranging from the least intrusive sanctions to the most stringent
- recognising and taking into account students' age, gender, disability, cultural background, socioeconomic situation and their emotional state
- recognising the rights of all students to:
  - express opinions in an appropriate manner and at the appropriate time
  - work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation, and
  - receive adjustments appropriate to their learning and/or impairment needs.

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

10. Related policies and procedures
- Statement of expectations for a disciplined school environment policy
- Safe, Supportive and Disciplined School Environment
- Student learning and wellbeing framework
- 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

DRAFT Version: February 2019
- Temporary Removal of Student Property by School Staff

11. Some related resources
- Bullying. No Way!
- Take a Stand Together
- Respectful Relationships
- Cyber safety and school resources
- Positive Behaviour for Learning
- National Safe Schools Framework

Endorsement

Principal

P&C President or
Chair, School Council

Effective Date: March 2019 – December 2019
Appendix 1

Be persistent and give it your best shot

Get Along and be understanding of others

Be Organised and ready to learn

Be Confident stand up and count

Be Resilient and bounce back

The intention of this matrix is to provide whole school weekly lessons to teach our school expectations
WOODRIDGE STATE SCHOOL ANTI-BULLYING POLICY 2019

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.
• Cyberbullying - bullying through information and communication technologies including social media tools

**What is NOT bullying?**

• Mutual conflict which involves a disagreement, but not an imbalance of power. Unresolved mutual conflict can develop into bullying if one of the parties targets the other repeatedly in retaliation.
• Single-episode acts of nastiness or physical aggression, or aggression directed towards many different people.
• Social rejection or dislike is not bullying unless it involves deliberate and repeated attempts to cause distress, exclude, or create dislike by others.

**At Woodridge bullying is not:**

• Disagreeing with a friend
• One off incidents
• One off remarks intended as a joke

**EDUCATIONAL/PREVENTION PROGRAMS**

All students need safe, supportive environments in which to learn. It is important that students, staff and parent/carers understand what bullying is, how it impacts on people and how bullying is responded to at Woodridge State School. Woodridge State School applies a whole school approach to create a positive learning culture. BeYou, Positive Behaviour for Learning (PBL), eSmart, along with Social and Emotional Learning (SEL) are employed to ensure a consistent, comprehensive and evidence based approach to learning and wellbeing.

**BeYou**

BeYou is a mental health and wellbeing framework for primary schools and is proven to make a positive difference to the lives of Australian children. BeYou provides the proven methods, tools and support to help schools work with parents and carers, health services and the wider community, to nurture happy, balanced kids.

**Positive Behaviour for Learning**

A whole school approach to creating a safe and supportive environment by providing an evidence-based framework that schools can use to analyse and improve their behaviour and learning outcomes.

**eSmart**

eSmart, an initiative of the Alannah and Madeline Foundation, uses a cultural change approach to improve cybersafety and reduce cyberbullying. The eSmart program provides a prevention and risk management framework for Australian schools, libraries, workplaces and homes to better integrate cybersafety practices and promote the safe use of online technology.

**Social and Emotional Learning (SEL)**

Effective social skills and positive relationships act to prevent bullying. At Woodridge State School we promote effective social skills and positive relationships through weekly social and emotional and behaviour lessons that are explicitly taught to the entire student population using the programs below:

• You Can Do It - a program to support communities, schools and homes in a collective effort to optimise the social, emotional and academic outcomes of all young people.
• Mind Up - teaches social and emotional learning skills that link cognitive neuroscience, positive psychology and mindful awareness training utilising a brain centric approach.
• Daniel Morcombe Curriculum – teaches children about personal safety and awareness, including Cybersafety and phone safety, by focusing on three key safety messages:
  ✓ Recognise
  ✓ React
  ✓ Report
• 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
• Behaviour Support Teacher – May result in an Individual Management Program
• Guidance Officer (GO) – May result in referrals to outside agencies
• Creative Arts Therapies (CAT)

Other supporting resources
• Anti-bullying poster
• Bullying hurts pamphlet
• Internet Use and Safety pamphlet
• Woodridge State School Anti-bullying Policy and Procedures Flowchart
• No Blame Interview For Bullies and Colluders
• Restorative Practices
• WSS Student & Parent Internet Agreement
• Prep - Year 6 Technology User Agreements

SOME RELATED RESOURCES
School Wide Positive Behaviour Support

Alannah and Madeline Foundation
http://www.amf.org.au/AboutUs/

BOUNCE BACK!

FRIENDS for Life
www.friendsinfo.net/index.html

Friendly Schools and Families Program

Kids Helpline

KidsMatter
http://www.kidsmatter.edu.au

MindMatters

ReachOut
http://au.reachout.com

eSmart
www.esmartschools.org.au

National Centre Against Bullying
http://www.ncab.org.au/about/

National Safe Schools Framework

You Can Do It!
www.youcandoit.com.au
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

It's Cool to be Kind
A Stand Against Bullying
Appendix 4: Woodridge State School Anti-Bullying Policy and Procedures Flowchart

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

If deemed 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 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

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

Staff member conducts a ‘no blame’ interview with wrongdoer.

Staff member checks in with both the target and wrongdoer within the next week.

If the matter is unresolved, refer to the RPC.

• RPC investigates and responds.
• Outcome recorded on OneSchool.
• Parents/Carers contacted.

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

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 bullying\textsuperscript{1} 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

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.

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 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.

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, Tamagotchi®, 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.

\textsuperscript{1} Education Queensland does not tolerate bullying behaviour at schools. This includes bullying conducted by electronic means.
Appendix 6

Internet Access
School Agreement
powerpoint

W.S.S – Internet Access Agreement Form – Word document

Internet Safety
Powerpoint

E-Smart
Office of the Children's eSafety Commissioner

Technology User Agreement
Year 5-6

Technology User Agreement
Year 3-4
Powerpoint

Technology User Agreement
Year P-2

Technology User Agreement
All year levels – word document
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 3 - 4 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 I will report it to my teacher.

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

I am Caring

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

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 am Respectful

I will be respectful of other people’s work and leave it alone. I will make sure that I don’t change anything I shouldn’t.

I understand that my work is the only thing I can change or delete.

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
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.

<table>
<thead>
<tr>
<th>Parent/Guardian Name</th>
<th>Parent/Guardian Signature</th>
<th>Date</th>
</tr>
</thead>
</table>
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.
### Major classroom referral forms / playground referral forms

#### Classroom referral Form

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

#### SCHOOL RULE BROKEN

- [ ] RESPECT
- [ ] LEARNER
- [ ] SAFETY
- [ ] CARING

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
- [ ] 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: ______________________________

(To be used for incident in the classroom)
Think Tank Referral  
(To be used for lunchtime and before and after school)

<table>
<thead>
<tr>
<th>Students:</th>
<th>Class:</th>
<th>Date:</th>
<th>Staff:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Class:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Class:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Class:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Class:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Class:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Time of incident
- Before school
- First break
- Second break
- After School

One box must be ticked
- Incident was WITNESSED by an adult
- Incident was reported by student BUT INVESTIGATED by an adult
- Incident was reported by student

<table>
<thead>
<tr>
<th>School rule broken</th>
<th>Location</th>
<th>Motivation</th>
<th>Problem Behaviour</th>
</tr>
</thead>
<tbody>
<tr>
<td>Safety</td>
<td>Toilets</td>
<td>Obtain peer attention</td>
<td>Non-compliance</td>
</tr>
<tr>
<td>Respect</td>
<td>B/ball courts</td>
<td>Obtain adult attention</td>
<td>Anti-social</td>
</tr>
<tr>
<td>Caring</td>
<td>P/ground equip</td>
<td>Obtain items/activity</td>
<td>Bullying Harassment</td>
</tr>
<tr>
<td></td>
<td>Tuckshop</td>
<td>Avoid staff</td>
<td>Physical aggression</td>
</tr>
<tr>
<td></td>
<td>G block</td>
<td>Avoid peer (s)</td>
<td>Vandalism</td>
</tr>
<tr>
<td></td>
<td>F block</td>
<td>Unclear/don’t know</td>
<td>Inappropriate language</td>
</tr>
<tr>
<td></td>
<td>B block</td>
<td>Other ________</td>
<td>Unsafe play</td>
</tr>
<tr>
<td></td>
<td>I block</td>
<td></td>
<td>Out of bounds</td>
</tr>
<tr>
<td></td>
<td>E block</td>
<td></td>
<td>Disrespect/back chat</td>
</tr>
<tr>
<td></td>
<td>SEP</td>
<td></td>
<td>Fighting</td>
</tr>
<tr>
<td></td>
<td>Grandstand</td>
<td></td>
<td>Throwing objects</td>
</tr>
<tr>
<td></td>
<td>Eating area</td>
<td></td>
<td>Hands on</td>
</tr>
<tr>
<td></td>
<td>Car park</td>
<td></td>
<td>Kicking</td>
</tr>
<tr>
<td></td>
<td>Sport</td>
<td></td>
<td>Other ________</td>
</tr>
</tbody>
</table>

Additional comments: (If necessary, Please be specific)

BREACKS TO SERVE:
- One
- Two
- More ________

R.P.C Comments (R.P.C use only)
- Phone to parents
- Letter to parents
- Suspension
- In school Suspension

Staff Signature ____________________
Appendix 11

CLASSROOM SUPPORT TEAM

Request for Assistance Form

Date: _______________ Teacher/Team: _______________________
Student Name: _______________ Year: __________

1. Check the area(s) of concern:

<table>
<thead>
<tr>
<th>Problem Behaviour</th>
<th>Academic</th>
<th>What is your primary concern?</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Aggressive</em></td>
<td><em>Reading</em></td>
<td></td>
</tr>
<tr>
<td><em>Non-compliant</em></td>
<td><em>Maths</em></td>
<td></td>
</tr>
<tr>
<td><em>Disruptive</em></td>
<td><em>Spelling</em></td>
<td></td>
</tr>
<tr>
<td><em>Withdrawn</em></td>
<td><em>Writing</em></td>
<td></td>
</tr>
<tr>
<td><em>Attendance/Late</em></td>
<td><em>Study skills</em></td>
<td></td>
</tr>
<tr>
<td><em>Change in behaviour</em></td>
<td><em>Organisation</em></td>
<td></td>
</tr>
<tr>
<td><em>Lack of social skills:</em></td>
<td><em>Other:</em></td>
<td></td>
</tr>
</tbody>
</table>

2. Check the strategies you have tried so far:

<table>
<thead>
<tr>
<th>General Review</th>
<th>Modify Environment or Teaching</th>
<th>Teach Expected Behaviours</th>
<th>Consequences Tried</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Review file</em></td>
<td><em>Changed seating</em></td>
<td><em>Gave reminders about problem behaviour when problem behaviour was likely</em></td>
<td><em>Increased rewards for expected behaviour</em></td>
</tr>
<tr>
<td><em>Talk with parents</em></td>
<td><em>Provided quiet space</em></td>
<td><em>Self-management program</em></td>
<td><em>Phone call to parents</em></td>
</tr>
<tr>
<td><em>Talk with previous teacher</em></td>
<td><em>Encouraged work breaks</em></td>
<td><em>Clarified rules and expectations for the whole class</em></td>
<td><em>RPC referral</em></td>
</tr>
<tr>
<td><em>Seek peer help</em></td>
<td><em>Changed schedule of activities</em></td>
<td><em>Practiced expected behaviours in class</em></td>
<td><em>Office referral</em></td>
</tr>
<tr>
<td><em>Classroom assessment</em></td>
<td><em>Modified assignments</em></td>
<td><em>Contract with student</em></td>
<td><em>Time out</em></td>
</tr>
<tr>
<td><em>Other:</em></td>
<td><em>Arranged tutoring to improve student’s academic skills</em></td>
<td><em>Other:</em></td>
<td><em>Reprimand</em></td>
</tr>
</tbody>
</table>

3. What do you think the student(s) may gain/avoid from the problem behaviors?
- Attention? What kind of attention? From whom?
- Avoid an apparently difficult or boring activity?
- Avoid teacher interaction?
- Get control of a situation/activity?
- Avoid embarrassment in front of peers?

Comments:
Appendix 12
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>
<tr>
<td>7. Once members from the C-team arrive, allow them to take over and remove yourself right away from the situation.</td>
<td></td>
</tr>
</tbody>
</table>
Appendix 13

Managing Behaviour

Behaviours managed by the classroom teacher with support from the RESPONSIBLE PLANNING CLASSROOM (RPC) include:

- Persistent non-compliances
- Persistent bullying - individual or group
- 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
- As specified in Individual Behaviour Support 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

Major referrals go immediately to the administration team include:

- Drug offences
- Sexualised behaviour
- Possession/use of a weapon
- Insolence to adults/swearing at staff, threatening staff
- Deliberate, severe aggression/fighting
- As specified in Individual Behaviour Support Plan
## Minor Behaviours

**Minor Problem** behaviours are handled by staff members at the time it happens.
(RPC as required aligned with Woodridge State School Responsible Behaviour Plan.)

**Major Problem** behaviours are referred directly to the administration team.

<table>
<thead>
<tr>
<th>Minor Problem</th>
<th>Description</th>
</tr>
</thead>
</table>
| **Work Refusal** | Redirection - allow take up time  
Rule Reminder - Code of Behaviour  
Movement to thinking chair / time out  
Before returning to class - teachers' conference with students in regards to a plan of action  
Progress monitored by class teacher  
Using the 10 essential skills (Micro-Skills) |
| **Unsafe Play** | Rule Reminder - Code of Behaviour  
Short term withdrawal (e.g. walk with me/sit on the seat)  
Develop short term plan for students - monitored by teacher on duty.  
Using the 10 essential skills (Micro-Skills) |
| **Calling Out** | Rule Reminder - Code of Behaviour  
Movement to thinking chair / time out  
Before returning to class - teachers' conference with students in regards to a plan of action  
Progress monitored by class teacher  
Using the 10 essential skills (Micro-Skills) |
| **Work not completed** | Rule Reminder - Code of Behaviour  
Identify time when work can be made up (Student's own time)  
Progress monitored by teacher  
If recurring-contact parents / possible referral to administration team for further action depending on the circumstances.  
Using the 10 essential skills (Micro-Skills) |
Appendix 14

Debriefing Report

Formal debriefing should be led by a staff member trained in the process who has not been involved in the event. The goals of debriefing are to:

- Reverse or minimise the negative effects of physical intervention
- Prevent the future use of physical intervention
- Address organisational problems and make appropriate changes

Notes on the discussion that occurs during the debriefing report are not required to be documented, however a note should be made that the debriefing has occurred for both staff and students involved (e.g. names, date, time and outcomes).

Debriefing should provide information on:

- Who was involved
- What happened
- Where it happened
- Why it happened
- What we learned

The specific questions we want to answer through the debriefing process are:

- **FACTS**: what do we know happened?
- **FEELINGS**: how do you feel about the event that happened?
- **PLANNING**: what can/should we do next?

Questions for staff

- What were the first signs?
- What de-escalation techniques were used?
- What worked and what did not?
- What would you do differently next time?
- How can physical intervention be avoided in this situation in the future?
- What emotional impact does using physical intervention have on you?
- What was your emotional state at the time of the escalation?

Questions for student

- What was it that you needed?
- What upset you most?
- What did we do that was helpful?
- What did we do that got it that way?
- What can we do better next time?
- Is there anything that you would do differently?
- Would you do something differently next time?
- What could we have done to make the physical intervention less invasive?

For students who have language or communication difficulties the debriefing process will need to modified to accommodate their specific receptive and expressive needs.
Tip Sheet for Growth Mindset

The Woodridge Way

To create a safe classroom environment:

1. Encourage students to take on challenges and push themselves.
2. Make the focus on learning clear.
3. Make it safe to make mistakes.
4. Communicate a high confidence in student’s abilities to rise to challenges.

Use the following statements when introducing a new topic, concept, skill or task:

- Today your brain will get stronger.
- Stretch beyond your comfort zone.
- Be a risk taker.
- Understanding new work takes time.
- Making mistakes are okay.
- Everyone makes mistakes.
- Mistakes are normal when learning new things.
- Ask for help when you are unsure.
- Learning challenges us.
- Challenge yourself to try new things.
- Give it a try, have a go.
- Try it.
- You can reach your goal.
- Frustrated! - ask for help.
- Challenge yourself to achieve amazing work.
- The more you learn the easier it becomes.
- When you master something, you should be proud of yourself.
- When you do it again, it becomes easier.
- I know you can do it - You need to trust that you can do it.
Appendix 16: SUPPORT AND INTERVENTION

TIER 3
Complex Case Management
Functional Behaviour Assessment
Referral to SNAC (Special Needs Action Committee)
Referral to EQ Intensive Programs (PLC/Bardon Rd)
Referral to SGO (Senior Guidance Officer)
Guidance Officer/Behaviour Support Teacher/HOSES/Administration involvement
Individual Behaviour Support Plan
Creative Arts Therapy (CAT) - Art/Music therapist

TIER 2
Referral to Classroom Support Team (CST)
Getting Along Program (GAP - playground support program)
Check-in/checkout
YourTown Social Skills - Starfish: BRITA Futures, Mindfulness
After School Sports Program
Behaviour Support Teacher/GO/HOSES/Administration involvement
Mobility Support Teacher support
Intensive Learning Centre
Homework Club
Computer Club
Gardening Club
ATSI Support Worker
Community Liaison Officers (CLOs)
Chaplaincy Support
Brain Breaks
CAT
Social Skills Group - supported by Behaviour Support Teacher

TIER 1
PBL - whole school approach
KidsMatter
You Can Do it!
Mind Up!
Whole School Attendance Positive Acknowledgment program
Community HUB
Parent contact (at least twice a term)
Presentations/Programs targeted at specific cohorts (Bravehearts, CYMHS, Life Education, Cyber Safety, Playgroup, Prep-transition, Grandparents Day, etc)
Breakfast Club / Lunch