Regents Park State School

Responsible Behaviour Plan for Students

2016 - 2019

Amended 2016
REGENTS PARK STATE SCHOOL
Responsible Behaviour Plan for Students
Based on the Code of School Behaviour

1. Purpose

Regents Park SS 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

Regents Park SS developed this plan in collaboration with our school community. To address the area of consultation and response to data Regents Park SS uses a number of approaches. Our consultation and data review process includes:

- Parent survey
- Student survey
- Staff survey
- Review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents

The data gathered provided valuable insight into parent, student and staff priorities and expectations regarding Behaviour Management at Regents Park State School. The Plan was endorsed by the Principal, the President of the Parents and Citizens Association (P&C), and the Assistant Regional Director, South East Region, in 2013, was reviewed in 2016 and will be reviewed again in 2019 as required in legislation.

3. Learning and Behaviour Statement

All areas of Regents Park SS 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 and responding to behavioural errors. Through our school plan shared expectations for student behaviour are plain to everyone, assisting Regents Park SS 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:
Regents Park School Wide Expectations

- **Safety**
  At Regents Park we demonstrate safety when we conduct ourselves with care and responsibility

- **Teamwork**
  At Regents Park we demonstrate teamwork when we work and play cooperatively

- **Achievement**
  At Regents Park we demonstrate achievement when we are prepared and willing to participate in all areas of schooling

- **Respect**
  At Regents Park we demonstrate respect when we speak and behave in a considerate and well-mannered way

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 Regents Park SS 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 designed to prevent problem behaviour and provides a framework for responding to unacceptable behaviour.

The Positive Behaviours for Learning system at Regents Park SS was designed to achieve the following:

- Set high expectations for the behaviour of *all* students.
- Establish a positive behaviour culture valued across the school and the community.
- Provide all students with a system that demonstrates consistency, equity, and transparency for all classes and year levels.
- Encourage and motivate students to strive for excellence with their behaviour.
- Acknowledge, reward and celebrate students who consistently follow the school rules.
- Set consistent and logical consequences for students who do not follow the school rules.
- Improve the communication between school and home to ensure parents and carers are informed regularly about both positive and negative behaviour.
As a school we facilitate this when we:

- dedicate a section of the school newsletter, Platychat, to school wide behaviour expectations, enabling parents to be actively and positively involved
- prioritise and support the Positive Behaviours for Learning team members’ regular provision of information to staff and parents
- provide comprehensive induction sessions of the Regents Park SS STAR system for all new members of our school community
- encourage community involvement in a widening range of school activities
- mentor new staff to assist in the development of behaviour management techniques, knowledge of curriculum and resources to promote quality teaching and learning practices
- devise plans and programs to promote the school and enhance its reputation
- build positive partnerships with the whole school community and support agencies contributing to establishing and maintaining positive behaviour
- consider both the individual circumstances and actions of the student and the needs and rights of school community members in determining responses to inappropriate student behaviour
- develop specific policies to address:
  - The Use of Personal Technology Devices at school. (APPENDIX A)
  - Procedures for Preventing and Responding to incidents of Bullying - including Cyberbullying. (APPENDIX B)

Specific school wide behaviours have been identified and linked to our four school-wide expectations. (APPENDIX C)

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

- behaviour lessons conducted by classroom teachers
- reinforcement of learning from behaviour lessons on School Assemblies and during active supervision by staff during classroom and non-classroom activities.

The Regents Park SS STAR System delivered to all staff provides detailed lesson plans to support student capacity and ensure school wide clarity of expectation.

**Explicit lessons taught and reinforced school wide include:**

- Do our job
- Use manners
- Are punctual
- Listen to others
- Follow all instructions and cues
- Take turns
- Share
- Ask for help / help others
- Keep hands and feet to self
- Include others
- Borrow appropriately
- Treat environment considerately
- Toilet responsibly
School wide routines taught and reinforced to students:

- Lining up
- Assembly
- Eating areas
- Tuckshop
- Supervised school movement
- Independent school movement
- Undercover play
- Oval
- Gate
- Bus

Reinforcing expected school behaviour

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

Positive Reinforcement

Regents Park SS is a PBL school in implementation phase. Collaboratively with our school wide community we have developed a STAR System based on our school values. Student behaviour is acknowledged verbally and non-verbally throughout the school day in both classroom and non-classroom areas. The accumulation of ‘STARS’ is recorded and tracked for every student.

At Regents Park we are STARS

The STAR System operates on acknowledgement of desired behaviours on a series of STAR cards. Each term all students commence the term on STAR card 1. Regents Park staff acknowledge desired behaviours when verbally labelling the desired demonstrated behaviours and by placing a stamp in a box on the student’s STAR card. In the playground, during specialist lessons and during transition, staff acknowledge students demonstrating desired behaviours when they verbally label the demonstrated desired behaviours and distribute paper stars Students exchange the paper stars in the classroom for a STAR stamped onto their STAR card. Printed on the back of each STAR card is a certificate of achievement. Upon completion of each STAR card the certificate on the back is completed, the student achievement is recorded on the STAR ‘tracking’ document in each classroom and the card is then sent home to allow students to share and celebrate their achievements with their families. (See APPENDICES D, E and F)

Throughout the term every student progresses through the STAR cards. Upon completion of STAR Card 3, this positive behaviour acknowledgment is recorded on the school’s OneSchool data system. When students complete their 4th STAR card their details are scribed onto a shining cardboard star and displayed in the foyer of the Administration. The Shining STARS remain on the display board for the remainder of the term and are sent home at end of term.

If a student completes all 5 STAR cards within the term they progress onto a Shooting STAR Card. This card has 100 opportunities for acknowledgement. If not completed within a term the teacher holds it until the following term until completion of the next terms 5 STAR cards. When Shooting STAR Cards are completed students receive a RPSS STAR pin. There are 3 STAR pins for students to earn: bronze, silver and gold. Students may then go on to earn a medallion and a trophy for consistently demonstrating STAR behaviour. Pins are awarded by
administration and parents are invited to attend an assembly to celebrate their child’s success where the students are awarded a STAR Certificate generated from OneSchool. Visual process of system. (APPENDIX G)

**Timeline for receiving of STAR Pins**
To maintain the integrity of the STAR System staff adhere to a timeline for completion of STAR Cards to ensure that the earning of Pins and Medallions is fair and equitable for all students.

**Term 1** – Upon completion of 5 Star Cards students are eligible to work towards their Bronze Pin.
**Term 2** – Upon completion of 5 Star Cards students are eligible to work towards their Bronze and Silver Pins.
**Term 3** – Upon completion of 5 Star Cards students are eligible to work towards their Bronze, Silver and Gold Pins
**Term 4** – Upon completion of 5 Star Cards students are eligible to work towards their Bronze, Silver, Gold Pins and Medallion

In Term 4 if students have earned Bronze, Silver, Gold Pins and Medallion they may then proceed directly onto their Trophy Shooting Star Card for consistently demonstrating STAR Behaviour throughout the year.

**Targeted Behaviour Support**
Each year a number of students at Regents Park SS are identified through our data as needing a little bit extra in the way of targeted behavioural support. In most cases the behavioural errors of these students may not be immediately regarded as severe, but the frequency of their behaviours may put these students’ learning and social success at risk if not addressed in a timely manner.

**Responding to behavioural errors**
Students come to school to learn. Behaviour support represents an important opportunity for learning how to get along with others. At Regents Park SS we follow a Response to Behavioural Errors flow chart. (APPENDIX H)

**Re-directing low-level and infrequent behavioural errors**
When a student exhibits low-level and infrequent behavioural errors, the first response of school staff members is to use the *Essential Skills for Classroom Management*. Staff are encouraged to use a range of least to most intrusive management strategies to assist students to demonstrate expected school behaviour. It is designed to facilitate a change in their behaviour so that it aligns with our school’s expectations.

Our preferred way of re-directing low-level behavioural errors is to guide the student to identify how they might demonstrate STAR behaviour. 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.

**Notifying parents of behavioural errors**
Regents Park SS staff are required to contact parents and caregivers to advise when repeated minor behavioural errors are demonstrated and an incident is recorded on OneSchool as a minor behaviour incident. When Administration enters a major behavioural error, Administration will then make contact with parents or caregivers to advise of the incident and consequences for the behaviour.
Staff may use various media for advising of behavioural errors, including but not limited to,
- Parent advice form (yellow form) (APPENDIX I)
- Email (From EQ email account)
- Remind app
- MyMesageMedia (Online text message service)
- Phone call

**Intensive Behaviour Support**

Regents Park SS is committed to educating all students, including those with the highest behavioural support needs. Each year students can be identified through data analysis as students who may require targeted behavioural support. In most cases the problem behaviours of these students may not be immediately regarded as severe, but the frequency of their behaviours may put these students’ learning and social success at risk if not addressed in a timely manner.

We recognise that students with highly complex and challenging behaviours need comprehensive systems of support. At Regents Park SS we:

- have implemented a learning engagement and behaviour support role – 0.8 Behaviour Specialist.
- work with all staff members to develop appropriate behaviour support strategies.
- monitor the impact of support for individual students through continuous data collection
- make informed adjustments as required for the student
- utilise the skill and expertise of the school based staff and
- work with the Behaviour Advisory Team to achieve continuity and consistency.

Following the school’s referral process a child can be identified with behaviour support needs. The Behaviour Enhancing Learning Leader will contact and coordinate parents and any relevant staff members to form a support team and begin the assessment and support process. In many cases the support team can include individuals from agencies already working with the student and their family, a representative from the school’s administration team, and possibly the Guidance Officer and/or the school’s allocated Behaviour Enhancing Learning Leader. Collaboratively a plan will be written to support the student with the aim of facilitating behavioural change and maximising student learning engagement.

5. **Consequences for unacceptable behaviour**

Regents Park SS makes systematic efforts to prevent student’s behavioural errors by teaching and reinforcing expected behaviours on an ongoing basis. When behavioural errors occur, students experience predictable consequences. Our school seeks to ensure that responses to behavioural errors are consistent and proportionate to the nature of the behaviour. An office referral form is used to record demonstration of ongoing minor behaviours (Orange) and major incidents of problem behaviour (Blue). (APPENDIX J)

**Minor and major behaviours**

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

- Minor behavioural errors are handled by staff members at the time it happens
- Major behavioural errors are referred directly to the school Administration team.
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 the pattern of behavioural errors
- do not require involvement of specialist support staff or Administration.

Minor behavioural errors may result in the following consequences:
- staff have developed a toolkit for behaviour management outlining strategies used within the classroom (from least to most intrusive interventions). (APPENDIX K)
- a minor consequence logically connected to the behavioural error, such as complete removal from an activity or event for a specified period of time, partial removal (time away), individual meetings with the student, apology, restitution or make up time for work completion
- a re-direction procedure. The staff member takes the student aside and:
  1. names the behaviour the student is displaying,
  2. asks the student to name the expected school behaviour
  3. states and explains expected school behaviour if necessary
  4. gives positive verbal acknowledgment for expected school behaviour
- an office discipline referral for ongoing demonstration of minor behavioural errors.

Major behaviours are those that:
- significantly violate the rights of others
- put others / self at risk of harm
- require the involvement of the school Administration
- major behaviours can be immediate or delayed

Major behaviours result in an immediate or delayed referral to Administration because of their seriousness. When a major behaviour occurs, staff members calmly state the major behavioural error and remind the student of expected school behaviour. The staff member fills out the office referral form and escorts the student to Administration.

Major behavioural errors may result in one or more of the following consequences:
- **Level One**: Time in office, removal to planning room, alternate lunchtime activities, loss of privilege, restitution, loss of break times, warning regarding future consequence for repeated offence, referral to alternate school based programs.
  
  AND/OR
  
- **Level Two**: Parent contact, referral to Guidance Officer, referral to Intensive Behaviour Support Team, suspension from school.
  
- **Level Three**: Students who engage in very serious problem behaviours such as major violent physical assault, or the use or supply of weapons or drugs can expect an immediate suspension with a proposal for exclusion.
The following table outlines examples of minor or major behavioural errors:

### REGENTS PARK MINOR & MAJOR BEHAVIOUR DEFINITIONS

<table>
<thead>
<tr>
<th>ONESCHOOL CATEGORY</th>
<th>MINOR DEFINITION</th>
<th>MAJOR DEFINITION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bullying / harassment</td>
<td>One off incidents of verbal, physical, social, cyber or psychological harassment.</td>
<td>Persistent / continual / wilful targeted harassment.</td>
</tr>
<tr>
<td>Defiant / threat/s to adults</td>
<td>Verbal response or body language demonstrating intent not to follow direction. First verbal statement of deliberate intent not to follow direction.</td>
<td>Repeated statement of deliberate intent not to follow direction. Verbal or physical threatening behaviour towards any adult member of the school community.</td>
</tr>
<tr>
<td>Disruptive</td>
<td>Intentional behaviour causing interruption to the learning environment.</td>
<td>Persistent / continual / wilful behaviours causing interruption to the learning environment.</td>
</tr>
<tr>
<td>Dress code</td>
<td>Infringement of school dress code.</td>
<td>Offensive / inappropriate infringement of school dress code requiring immediate attention. Repeated infringement of school dress code.</td>
</tr>
<tr>
<td>IT misconduct</td>
<td>Unauthorised &amp; inappropriate use of school technology.</td>
<td>Unauthorised &amp; inappropriate use of school technology.</td>
</tr>
<tr>
<td>Lying / cheating</td>
<td>Behaving in a manner that is untruthful or deliberately misleading.</td>
<td>Modifies or reproduces document or signature. Deliberate theft of property.</td>
</tr>
<tr>
<td>Misconduct involving an object</td>
<td>Inappropriate use of objects.</td>
<td>Intentional inappropriate use of objects compromising the safety and well-being of others and / or resulting in injury and / or damage.</td>
</tr>
<tr>
<td>Non-compliance with routine</td>
<td>Non-compliance to school SWPBS routines.</td>
<td>Select behaviour category</td>
</tr>
<tr>
<td>Physical misconduct</td>
<td>Non-threatening physical contact, rough play or rough housing.</td>
<td>Threatening / intentional actions involving physical contact.</td>
</tr>
<tr>
<td>Possess prohibited items</td>
<td>In possession of items restricted from school.</td>
<td>In possession of objects or replica items which can cause harm or damage.</td>
</tr>
<tr>
<td>Property misconduct</td>
<td>Actions that result in damage to property.</td>
<td>Actions that result in substantial destruction or disfigurement of property belonging to the school, staff member or another student.</td>
</tr>
<tr>
<td>Refusal to participate in program of instruction</td>
<td>Refusal to participate in organised school activities.</td>
<td>Persistent refusal to participate in organised school activities.</td>
</tr>
<tr>
<td>Substance misconduct involving illicit substance</td>
<td></td>
<td></td>
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<tr>
<td>Substance misconduct involving tobacco &amp; other legal substances</td>
<td></td>
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<tr>
<td>Third minor referral</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Threats to others</td>
<td>Verbal, physical or gestural behaviours interactions indicating harm.</td>
<td>Verbal or physical behaviour that intimidates or indicates intent to cause physical harm.</td>
</tr>
<tr>
<td>Truant / skip class</td>
<td>Failure to attend a lesson/s</td>
<td>Sighted but not present. Leaves school grounds.</td>
</tr>
<tr>
<td>Verbal misconduct</td>
<td>Non-threatening non-directed verbal messages.</td>
<td>Abusive / inappropriate verbal interactions with peers and or adults.</td>
</tr>
</tbody>
</table>

**NB:** * Note that on some occasions the minor incidents may be dealt with by class teachers or Administration – depending on the severity or number of occurrences.

When responding to behavioural errors, staff members ensure that students understand the relationship of the error to expected school behaviour. One method that staff members might use to achieve this is to have students:

- articulate the relevant expected school behaviour – STAR Behaviour
- explain how their behaviour differs from expected STAR 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 STAR behaviour.

Should behavioural errors be repeated, the staff member may not repeat the discussion/explanation process but simply remind the student of the consequences of their error.
At Regents Park SS staff members authorised to issue consequences for behavioural errors are provided with appropriate professional development and/or training. Through training activities, we work to ensure consistent responses to problem behaviour across the school. Students also receive training about how to respond when other students display behavioural errors and the courteous way to respond when a staff member re-directs their behaviour or consequences are applied for the error.

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

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

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

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

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

Debrief
(Help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations).
Physical Intervention
Staff may make legitimate use of physical intervention if all non-physical interventions have been exhausted and a student is:

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

Appropriate physical intervention may be used to ensure that Regents Park SS’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, shepherdng a student by placing a hand in the centre of the upper back, removing potentially dangerous objects and, in extreme situations, using more forceful restraint.

It is important that all staff understand:

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

Physical intervention is not to be used as a response to:

- property destruction
- school disruption
- refusal to comply
- verbal threats
- leaving a classroom or the school, unless student safety is clearly threatened.

Any physical intervention made must:

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

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

- One School Incident Report – APPENDIX L
- Debriefing report – APPENDIX M

Confiscation of property
Property may be temporarily removed from a student if the staff member is reasonably satisfied the removal is necessary to:

- preserve the caring, safe, supportive and productive learning environment of the school
- maintain and foster mutual respect among staff and students at the school
- encourage all students to take responsibility for their own behaviour and the consequences of their actions
- provide for the effective administration of matters about the students of the school
- ensure compliance with the school’s Responsible Behaviour Plan for Students or any other directive, guideline or policy.
If the property is illegal to possess, likely to threaten the safety or wellbeing of students or staff, or is reasonably suspected to have been used to commit a crime, the principal should retain the property for handing to police.

Under normal circumstances a principal or staff member is not permitted to search student property (e.g. a student’s school bag) unless they have the student’s consent or the consent of their parents. There may, however, be emergency circumstances where it is necessary to search a student’s property without the student’s consent or the consent of the student’s parents (e.g. to access an EpiPen for an anaphylactic emergency). Emergency circumstances may include where the life or welfare of a student or students is at immediate risk.

A principal or staff member does not require the student’s consent to search school property such as lockers or desks being used by the student.

### 7. Network of student support

Students at Regents Park SS are supported through positive reinforcement and a system of universal, targeted, and intensive behaviour supports by:

- Parents
- Teachers
- Support Staff
- Administration Staff
- Behaviour Specialist
- Guidance Officer
- Behaviour Advisory Team
- Positive Learning Centre Staff
- Senior Guidance Officer
- School Chaplain

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

- Disability Services Queensland
- Early Years Centre – Benevolent Society
- Child Youth and Mental Health
- SPOT 4 Kids
- Queensland Health
- Department of Communities (Child Safety Services)
- Police
- Local Council
- Neighbourhood Centre

At Regents Park SS, consideration will always be given to the circumstances of individual students in special situations, e.g. Students with special needs (pursuant to Individual Education Plans, Education Adjustment Plans and/or Multi-elemental Behaviour Support Plans), Students in Care of the State and Refugee Students who attend our school.
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.

Regents Park SS considers the individual circumstances of students when applying support and consequences by:

- promoting an environment, responsive to the diverse needs of all 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 socioeconomic 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

- Safe, Supportive and Disciplined School Environment
- Inclusive Education
- Enrolment in State Primary, Secondary and Special School
- 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
- Cybersafety and schools resources
- Bullying. No way!
- Take a Stand Together

Endorsement

__________________________________________     _________________________
Principal P &C President Principal’s Supervisor
Or Chair, Student Council

Date effective:

1 June 2016 – 1 June 2019
APPENDIX A

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 disciplinary consequences.

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 handed in at the office in the morning and collected at 3:00pm.

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 Regents Park State School. Students using personal technology devices to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks etc) to disseminate to others (including distribution by phone or internet posting) build 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 school student 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\(^1\), 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 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 the Queensland Police Service.

**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 assistive 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.

**Inappropriate behaviour outside of school hours**

---

\(^1\) *Education Queensland does not tolerate bullying behaviour at schools. This includes bullying conducted by electronic means.*
Students may receive disciplinary consequences for bullying or cyberbullying or other inappropriate online behaviour that occurs out of school hours, and affects the good order and management of the school.

* Personal Technology Devices include, but are not limited to the following devices; portable gaming devices, the IPhone, IPod, IPod Touch or IPad, Tamagotchi® and similar games, laptop computers, PDAs, Blackberries®, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile telephones and devices of a similar nature.
APPENDIX B

Procedures for Preventing and Responding to Incidents of Bullying - including Cyberbullying

Purpose

- Regents Park State School strives to create positive, predictable environments for all students at all times of the day. The disciplined teaching environment that we are creating is essential to:
  - achieving overall school improvement, including the effectiveness and efficiency of our student support procedures
  - raising achievement and attendance
  - promoting equality and diversity and
  - ensuring the safety and well-being of all members of the school community.

- There is no place for bullying in Regents Park State School. Research indicates that both those being bullied and those who bully are at risk for behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community’s goals and efforts for supporting all students.

- Bullying behaviours that will not be tolerated at Regents State School include name-calling, taunting, mocking, making offensive comments, kicking, hitting, pushing, taking belongings, inappropriate text messaging, sending offensive or degrading images by phone or internet, producing offensive graffiti, gossiping, excluding people from groups, and spreading hurtful and untruthful rumours.

- Bullying may be related to:
  - race, religion or culture
  - disability
  - appearance or health conditions
  - sexual orientation
  - sexist or sexual language
  - young carers or children in care.

- At Regents Park State School there is broad agreement among students, staff and parents that bullying is observable and measurable behaviour. When considering whether or not bullying has occurred, we will therefore avoid speculation on the intent of the behaviour, the power of individuals involved, or the frequency of its occurrence. Whether bullying behaviour is observed between students of equal or unequal power, whether it occurs once or several times, and whether or not the persons involved cite intimidation, revenge, or self-defence as a motive, the behaviour will be responded to in similar fashion, that is, as categorically unacceptable in the school community.

Rationale

- Research indicates that many problem behaviours are peer-maintained. That is, peers react to bullying in ways that may increase the likelihood of it occurring again in the future. Reactions include joining in, laughing, or simply standing and watching, rather than intervening to help the person being bullied. Whilst our school would never encourage students to place themselves at risk, our anti-bullying procedures involve teaching the entire school a set of safe and effective response to all problem behaviour, including bullying, in such a way that those who bully are not socially reinforced for demonstrating it.

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

**Prevention**

- Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, our schoolwide universal behaviour support practices will be maintained at all times. This will ensure that:
  - Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour.
  - All students know the 4 school values and have been taught the expected behaviours attached to each value in all areas of the school.
  - All students have been or are being taught the specific routines in the non-classroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms.
  - All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the non-classroom areas of the school.
  - A high level of quality active supervision is a permanent staff routine in the non-classroom areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the non-classroom areas.

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

**Bullying...Just stop it!**

- Regents Park have identified 5 types of bullying – verbal, physical, psychological, social and cyber.
- Every year we participate in the *National Day of Action Against Bullying* and Violence, embracing the key theme to complement our ongoing work to counter bullying.
- We take this opportunity to conduct school-wide lessons using resources developed through the initiative to raise student awareness. We educate students about the types of bullying and assist individuals to identify strategies to manage potential situations in both the victim and bystander roles.
- It is the long term aim of Regents Park State School to foster a school culture based on positive values and supportive relationships. We use a shared language and understanding to instil confidence and trust necessary to approach bullying.
The Code of School Behaviour
Better Behaviour
Better Learning

@regentspark.we... do the high 5

- Walk away
- Talk friendly
- Talk firmly
- Ignore
- Tell

How?

<table>
<thead>
<tr>
<th>Ignore</th>
<th>Walk away</th>
<th>Talk friendly</th>
<th>Talk firmly</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Pretend you didn’t hear</td>
<td>• Stand tall</td>
<td>• Use a calm voice</td>
<td>• Use a firm voice</td>
</tr>
<tr>
<td>• Avoid eye contact</td>
<td>• Hold your head up high</td>
<td>• Maintain eye contact</td>
<td>• Tell them to stop</td>
</tr>
<tr>
<td>• Think positive statements</td>
<td>• Avoid eye contact</td>
<td>• Look confident</td>
<td>• Report “I” statements</td>
</tr>
<tr>
<td>• Keep busy doing something</td>
<td>• Look ahead</td>
<td>• Maintain close body proximity</td>
<td>• e.g. “Stop it. I don’t like it.”</td>
</tr>
<tr>
<td>• Count to 5 in your head</td>
<td>• Walk confidently</td>
<td>• Use “I” statements</td>
<td>• Tell them you are going to tell someone</td>
</tr>
<tr>
<td>• Take 3 calming breathes</td>
<td>• Walk to a crowded place</td>
<td>• e.g. “I feel when you because...”</td>
<td></td>
</tr>
</tbody>
</table>

Tell
• tell, tell, tell until somebody listens!

REMEMBER: Nothing is so bad you cannot talk about it!

@regentspark.we... do the bystander 5

- Talk firmly
- Get help
- Stay calm
- Befriend the victim
- Keep yourself safe

How?

<table>
<thead>
<tr>
<th>Stay calm</th>
<th>Keep yourself safe</th>
<th>Talk firmly</th>
<th>Get help</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Take deep breaths</td>
<td>• Keep hands and feet to yourself</td>
<td>• Use a firm calm voice</td>
<td>• Tell, tell, tell until someone listens</td>
</tr>
<tr>
<td>• Resist joining in bullying behavior</td>
<td>• Avoid language that may encourage the bully</td>
<td>• Only talk about the inappropriate behavior</td>
<td>e.g. teacher or duty officer</td>
</tr>
<tr>
<td>• Keep your comments to yourself</td>
<td>• Send clear signal</td>
<td>• Think about what you will say</td>
<td>or class teacher</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Only say what you need to</td>
<td>• Have all the information, WHOSE did it happen?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Use the language e.g. You need to • WHO is involved, names, groats, witnesses? WHAT happened?</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>e.g. You need to... I need to tell...</td>
<td>WHEN did it happen?</td>
</tr>
</tbody>
</table>

REMEMBER: Nothing is so bad you cannot tell somebody about it!
Cyberbullying often does not occur at school. Students are explicitly taught Cybersafety for example how to safely conduct and internet search, what cyberbullying is and what they should do if they receive unwanted messages including for example:

- Not to respond to messages but keep them to report to parents and/or teachers immediately
- Report any instances they see as a bystander of cyberbullying to parents and/or teachers immediately.

Regents Park State School will investigate and respond to any incident of cyberbullying.

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

<table>
<thead>
<tr>
<th>SCHOOL SETTINGS</th>
<th>SAFETY</th>
<th>TEAMWORK</th>
<th>ACHIEVEMENT</th>
<th>RESPECT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>All Settings</strong></td>
<td>We demonstrate safety when we conduct ourselves with care and responsibility.</td>
<td>Be in the right place at the right time doing the right thing</td>
<td>We demonstrate achievement when we are prepared and willing to participate in all areas of schooling.</td>
<td>We demonstrate respect when we speak and behave in a considerate and well-mannered way.</td>
</tr>
<tr>
<td></td>
<td>Be in the right place at the right time doing the right thing</td>
<td>Take turns</td>
<td>Be in the right place at the right time doing the right thing</td>
<td>Be in the right place at the right time doing the right thing</td>
</tr>
<tr>
<td></td>
<td>Follow instructions</td>
<td>Do your job</td>
<td>Listen and follow instructions</td>
<td>Wear uniform</td>
</tr>
<tr>
<td></td>
<td>Walk on all pathways around the school</td>
<td>Ask for help</td>
<td>Be organised</td>
<td>Treat your turn</td>
</tr>
<tr>
<td></td>
<td>Walk directly to and from destination</td>
<td>Offer help to others</td>
<td></td>
<td>Treat the environment considerately</td>
</tr>
<tr>
<td></td>
<td>Mobile phones to be checked in at the office before school</td>
<td>Include others</td>
<td></td>
<td>Be accepting of the differences of others</td>
</tr>
<tr>
<td></td>
<td>Use all school equipment in a safe and appropriate way</td>
<td>Follow agreed rules and routines</td>
<td></td>
<td>Use a positive tone and voice</td>
</tr>
<tr>
<td></td>
<td>Keep hands, feet, bodies and fluids to self</td>
<td>Be patient</td>
<td></td>
<td>Be appropriate for space and audience</td>
</tr>
<tr>
<td></td>
<td>School movement – lanyards / late slips / early departures</td>
<td></td>
<td></td>
<td>Display positive body language</td>
</tr>
<tr>
<td><strong>Learning Environments</strong></td>
<td>Follow the classroom routines</td>
<td>Share school equipment</td>
<td>Strive for personal goals</td>
<td>Actively listen to the ideas, opinions and contributions of others</td>
</tr>
<tr>
<td><strong>Playground</strong></td>
<td>Wear appropriate &amp; sun safe attire – hats / shoes</td>
<td>Have a go</td>
<td>Put forth best effort</td>
<td>Ask permission before borrowing things</td>
</tr>
<tr>
<td></td>
<td>Students share school equipment during lunch break</td>
<td>Share leadership roles – taking turns</td>
<td>Accept challenges</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Follow safety routines on play equipment</td>
<td>Actively listen</td>
<td>Prepared to learn</td>
<td></td>
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<tr>
<td></td>
<td>Follow all instructions and cues promptly</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Transitioning</strong></td>
<td>Lining up to transition</td>
<td>Stay with class</td>
<td>Follow transitioning routines</td>
<td>Walking without disruption to others</td>
</tr>
<tr>
<td></td>
<td>Bus area</td>
<td>Walk as a group</td>
<td>Be prepared &amp; willing to transition</td>
<td>Join line at back if late – to inform routine</td>
</tr>
<tr>
<td></td>
<td>Gate</td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>Eating Areas</strong></td>
<td>Eating sensibly</td>
<td>Leave shared eating area clean and tidy</td>
<td>Following eating area routines</td>
<td>Maintain healthy eating practices</td>
</tr>
<tr>
<td></td>
<td>Remain seated while eating</td>
<td>Eat quietly</td>
<td></td>
<td>Eating area routine</td>
</tr>
<tr>
<td></td>
<td>Eat own food</td>
<td></td>
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<tr>
<td></td>
<td>Sit in class rows / lines</td>
<td></td>
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<tr>
<td></td>
<td>Put rubbish in the bin</td>
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<tr>
<td></td>
<td>Leave when dismissed by duty teacher</td>
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</tr>
<tr>
<td><strong>Tuckshop / Administration</strong></td>
<td>Line up sensibly</td>
<td>Appropriate use of baskets</td>
<td>Follow routines established for tuckshop and administration</td>
<td>Wait your turn – lines on concrete – prompts</td>
</tr>
<tr>
<td></td>
<td>Line up quietly</td>
<td>Deliver &amp; collection of baskets at appropriate times</td>
<td></td>
<td>Be there at appropriate times</td>
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<tr>
<td></td>
<td>Purchase food only for self - allergies</td>
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<tr>
<td><strong>Toilets</strong></td>
<td>Wash and dry hands</td>
<td>Report issue to a teacher</td>
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<td>Give others privacy</td>
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<td></td>
<td>Use soap</td>
<td></td>
<td></td>
<td>Maintain good hygiene practices</td>
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<td></td>
<td>Lock doors</td>
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<tr>
<td></td>
<td>Flush toilet</td>
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<tr>
<td><strong>Off Site</strong></td>
<td>Follow instructions given by all supervisors</td>
<td>Have a go</td>
<td>Accept challenge</td>
<td>Showing good sportsmanship to your team and others</td>
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<tr>
<td></td>
<td>Be easily identifiable in appropriate uniform</td>
<td>Encourage all participants</td>
<td>Put forth best effort</td>
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<tr>
<td></td>
<td>Wear appropriate school approved non uniform attire</td>
<td>Be aware of surroundings</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX D

STAR CARD

Name________________

APPENDIX E

Queensland Government
Term 1
@regentspark.we ... reach for the stars!

<table>
<thead>
<tr>
<th>Name</th>
<th>Star Card 1</th>
<th>Star Card 2</th>
<th>Star Card 3</th>
<th>Star Card 4</th>
<th>Star Card 5</th>
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</thead>
<tbody>
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</tbody>
</table>
We acknowledge students demonstrating expected behaviours verbally and non-verbally.

- In the classroom – we use a self-inking STAR stamp directly onto individual student STAR cards.
- In the playground – we issue STAR tokens.
- Tokens are then returned to the classroom teacher who then exchanges the playground STAR for a STAR onto the STAR card.

Completion of individual STAR cards are monitored on the STAR Tracker.
4 completed STAR cards = Shining STAR in office foyer
5 completed STAR cards = STAR Club + SHOOTING STAR CARD
Completion of first of 5 STAR cards and 1st SHOOTING STAR CARD = Certificate + Bronze Pin
Completion of second set of 5 STAR cards and 2nd SHOOTING STAR CARD = Certificate + Silver Pin
Completion of third set of 5 STAR cards and 3rd SHOOTING STAR CARD = Certificate + Gold Pin
Completion of fourth set of 5 STAR cards and 4th SHOOTING STAR CARD = Certificate + Medallion
Completion of 5th SHOOTING STAR CARD = Certificate + Trophy

APPENDIX H

MANAGEMENT OF BEHAVIOURS

I make systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When acceptable behaviour occurs, students experience predictable consequences. Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour.

RPSS 2013 – 2016

Students are explicitly taught You Can Do It! Habits of the Mind strategies to foster individual responsibility and develop self-management capacity.

Minor Behaviour – Teacher

Management of initial and repeated minor behaviours
Teacher responses may include proactive and predetermined ECDM strategies

Management of persistent minor behaviours
Behaviours managed using strategies from teacher toolkits

Recording of minor behaviours
Data is collected on Weekly Behaviour Checklists to track behaviour and establish patterns

3 repeated behaviours within one category
Entered on OneSchool as a minor behaviour

Notifying of 3 recorded minor behaviours or a pattern of behaviour
Teacher to complete Notification and send to Administration.

Major Behaviour
Office referred and managed

Major Delayed
No immediate threat to safety
Student will remain in the learning environment

Major Immediate
Situation or behaviour poses an immediate threat to safety
Student requires immediate response

Initiate Immediate Response
Contact Administration for immediate response
Complete ODR Identify immediate status of referral

Complete ODR
Responding Administrator will request student and determine actions

Complete ODR
Responding Administrator will investigate incident and determine consequences in accordance with the school’s Responsible Behaviour Plan for Students
# APPENDIX I

## PARENT / GUARDIAN ADVICE

<table>
<thead>
<tr>
<th>Student name</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher</td>
<td>Class</td>
</tr>
</tbody>
</table>

*Be advised of the following concern regarding your child, our student.*

- [ ] Homework
  - [ ] has not been completed
  - [ ] has not been submitted

- [ ] Behaviour
  - [ ] was involved in an incident in the classroom
  - [ ] was involved in an incident in the playground

- [ ] Time out
  - [ ] was given Time Out in the classroom for 10 minutes
  - [ ] was referred to Time out class for 30 minutes

| Resource | [ ] requires school /classroom items |

**Details:**

Please sign and return this form and contact me if you have any questions or further concerns.

Parent signature: __________________________ Date: ________________
# APPENDIX J

## Blue Form

### OFFICE DISCIPLINE REFERRAL

<table>
<thead>
<tr>
<th>Student name</th>
<th>Class</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Referring Staff Member</th>
<th>Date</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- [ ] CLASSROOM
- [ ] PLAYGROUND
- [ ] OTHER

Specify area: ________  Specify area: ________

### STAR BEHAVIOUR CONCERN

- [ ] SAFETY
- [ ] TEAMWORK
- [ ] ACHIEVEMENT
- [ ] RESPECT

### MAJOR PERSONS INVOLVED

- [ ] IMMEDIATE
- [ ] DELAYED

INCIDENT DETAILS

Provide factual details of incident: ____________________________

## Orange Form

### NOTIFICATION OF RECORDED MINOR BEHAVIOURS

- [ ] 3rd Minor referrals within **one** week
- [ ] Observable behaviour pattern over a reasonable period of time

<table>
<thead>
<tr>
<th>STUDENT</th>
<th>CLASS</th>
<th>REFERRING STAFF MEMBER</th>
<th>DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**SELECT ONE ONESCHOOL BEHAVIOUR CATEGORY**

<table>
<thead>
<tr>
<th>Bullying / harassment</th>
<th>Defiant / threat/s to adults</th>
<th>Disruptive</th>
<th>Dress code</th>
<th>IT misconduct</th>
<th>Late</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lying / cheating</td>
<td>Misconduct involving an object</td>
<td>Non-compliance with routine</td>
<td>Other conduct prejudicial to the good order &amp; management of the school</td>
<td>Lying / cheating</td>
<td>Physical misconduct</td>
</tr>
<tr>
<td>Possess prohibited items</td>
<td>Prohibited items</td>
<td>Property misconduct</td>
<td>Refusal to participate in program of instruction</td>
<td>Substance misconduct involving illicit substance</td>
<td>Substance misconduct involving tobacco &amp; other legal substances</td>
</tr>
<tr>
<td>Third minor referral</td>
<td>Threats to others</td>
<td>Truant / skip class</td>
<td>Verbal misconduct</td>
<td>Other</td>
<td></td>
</tr>
</tbody>
</table>

**RESPONDING ADMINISTRATOR**

<table>
<thead>
<tr>
<th>DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>
Regents Park State School  
Proactive Management Strategies  
Learning Environment Toolkit

To increase likelihood of successful and effective behaviour intervention:
- Explicitly teach strategies to whole class
- Use clear student friendly language
- Use visuals
- Acknowledge all compliance to instruction.
- Use a common consistent language of management – ‘When…then.’ ‘I can see…’ ‘At Regents Park we…’ ‘Do you need me to help you?’
- Differentiate management strategies for individuals and circumstance

Avoid:
- Using emotional / personalised words / phrases
- Responding to secondary behaviours
- Over correcting - enforcing several consequences for behaviour incident

REMEMBER: Proactive strategies are not punitive – they are designed to retain students in the learning environment preventing behaviour escalation.

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Implementation Synopsis</th>
<th>Implementation tips</th>
</tr>
</thead>
</table>
| Set clear expectations | Beginning of the year explicitly teach  
  - ‘My Job/Your Job’  
  - Schoolwide STAR lessons and routines  
  - Consequences for behavioural errors  
  Refer to expectations if one is broken  
  Reteach lessons and expectations at the start of term and when needed. | Ensure consistent implementation of STAR expectations |
| Give clear instructions | • Introduce lesson and have children ‘doing’ within the first 3-5 min  
• Make instructions clear and concise | The following describes an effective process  
- Give the instruction  
- Wait and scan  
- Give 2 descriptive encouragers  
- Move in  
- Acknowledge or offer choice |
| Pause and wait | If students are not listening… pause and wait. | Stop mid sentence  
Don’t acknowledge inappropriate choices, acknowledge others STAR behaviours. |
| Proximity | Move closer to the child  
• Gently touch the students book or pencil  
• Stand closer to the child | Acknowledge student through body gestures such as nod or thumbs up when on task. |
| Parallel acknowledgement | Acknowledge the desired behaviour of nearby students. “I love the way you are sitting… well done …. great (sitting, listening).” | Talk calmly  
Award stars for desired behaviour.  
Acknowledge students when they take up desired behaviour. |
| Positive feedback | • Give positive feedback individually, to groups and whole class – regularly | Speak using a calm, firm, friendly tone. |
| Redirect to task | • Verbal redirection to the task. (Which question are you working on?)  
• Ask student “Are you doing your job?” “Show me what you should be doing.” | Allow take up time when redirected.  
Acknowledgement when on task. |
| Offer choice | Offer students a choice.  
“You can complete your work now or in your own time.”  “Are you choosing to finish your work here or at the time out table?” | Talk positively and respectfully  
Follow through |
|---|---|---|
| Rule reminder | Asking students “Are you doing your job?”  
“What is your job?”  “What do we do when…?”  “How should we do…?”  “Show me how STARs…” | Talk positively and respectfully  
Acknowledge when student redirects self. “Well done. I like the way…” “Great listening” |
| Selective attending | • Pay minimal attention to off-task behaviour if it is not seriously disrupting the class or lesson. | Avoid engaging with secondary behaviours  
Acknowledge student when making appropriate choices. |

**This is where we start recording tally marks.**

| Offer help | “I can see that you are really having trouble with __________.  “Who is going to fix the problem – you or me?” You – “What do you need to do to fix the problem?” (child self-corrects own behaviour and tells what they need to do) or Me – “You will need to sit in the spare square until you can show me that you are ready to _______” (child chooses teacher to assist with fixing the problem) | Tally mark  
Use visual in classroom.  
Acknowledge choice and self-correction of behaviour with thumbs up/great job. |
| Natural Consequences | When/then language  
“When you don’t finish your work during class, THEN you need to do it at lunch time.”  
“When you show me you have forgotten how STARs line up, THEN we will practice at lunch time.” | Reinforce desired behaviour.  
Acknowledge when students demonstrate desired behaviour.  
Avoid engaging in conversation. |
| Community Service | • Rubbish collection  
• Walk with teacher on duty  
• Teacher directed errands | Use gloves for rubbish  
Time  
Amount  
Clear direction  
Set limits |
| Time out/ Buddy Class | “I can see you are still having trouble managing your behaviour. You are showing me you need to go to…… When you are ready to show me how STARs behave you may come back.” (Put hand up.) Remember time in time out is time you need to make up.  
Conference with student when they return. | Provide timer  
Talk positively and respectfully  
Follow through  
Previously taught time out procedure |
# Incident Report

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**Date of incident** | **Time incident started** | **Time incident ended** |
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**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).**
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 modify to accommodate their specific receptive and expressive needs.