Middle Ridge State School

Responsible Behaviour Plan

Supportive of Education Queensland’s ‘The Code of School Behaviour’

Revised and renewed for 2014 - 2017

“Where seeds of learning become forests of opportunity”
# Responsible Behaviour Plan for the MRSS Community

## Purpose

Middle Ridge State School is committed to providing a **safe, respectful, disciplined and inclusive** learning environment for students and staff. Our aim is to create the conditions for each learner to progress towards responsible self-management. We can achieve this by using a positive & proactive approach that builds relationships, encourages self-awareness and is internalised by students to encourage responsibility, self-control and social competency.

## Consultation and data review

Middle Ridge State School developed this plan in collaboration with our school community. Consultation & collaboration occurred through representative groups such as the P&C Association, Student Council and internal school teams, representative of our varied employee groups, throughout Term 3 of 2014. A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents and annual opinion survey outcomes also informed the development process.

The Plan was endorsed by the Principal, the P&C Association and Assistant Regional Director in September 2014, and is scheduled to be reviewed once again in 2017 in accordance with Education Queensland requirements.

## Learning and behaviour statement

Staff and students at Middle Ridge State School have the right to work and learn to their potential, in a safe and supportive environment. To enable this productive learning to occur, we believe that appropriate behaviours need to be taught, modelled, encouraged and developed. All members of our school community have specific roles and responsibilities. (see Appendix 1).

To facilitate the learning of appropriate behaviours, the following seven values and affirmation statements have been developed to guide the actions and behaviours of students, parents and staff at our school.

<table>
<thead>
<tr>
<th>Values</th>
<th>Affirmation Statements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respect</td>
<td>I treat others the way I want to be treated.</td>
</tr>
<tr>
<td>Self-discipline</td>
<td>I use my self-control to make good choices.</td>
</tr>
<tr>
<td>Co-operation</td>
<td>I get along with others.</td>
</tr>
<tr>
<td>Learning</td>
<td>I have a go and do my best when I learn.</td>
</tr>
<tr>
<td>Honesty</td>
<td>I am truthful to myself and others.</td>
</tr>
<tr>
<td>Kindness</td>
<td>I care for myself, others and the environment.</td>
</tr>
<tr>
<td>Social Justice</td>
<td>I treat others fairly when I work and when I play.</td>
</tr>
</tbody>
</table>

When all school community members adhere to and enact these values, we are confident that a safe, supportive environment should ensue for all. Ultimately, we believe that each individual must be responsible for his/her own actions. We respect the importance of the individual's intellectual, social, emotional and physical growth whilst maintaining that the exercise of individual rights and responsibilities must contribute to a positive community spirit. Parental consultation, support and involvement are essential to maintaining the supportive environment of our school.
Our school community believes in:
- the development of respect for the safety and well-being of all its members;
- respecting the right of all to teach/learn;
- striving for excellence in teaching, learning and behaviour;
- the development of responsible and peaceful behaviour through problem resolution in fair and equitable ways;
- the reinforcement of positive behaviour;
- the adherence of routines essential to the operation of a supportive school environment; and
- caring for one another and the physical environment.

These beliefs operate effectively in a supportive school environment where:
- all members feel safe and are valued;
- quality curriculum programs, interpersonal relationships and the organisation of the school produce worthwhile social and academic outcomes for all;
- non-discriminatory, non-violent and equitable actions are learnt through ongoing professional development, practised and reinforced;
- all members are encouraged to participate in open communication and be involved in decision making processes;
- school policy reflects both proactive steps to encourage self-worth and self-discipline, and reactive procedures to deal with various situations that may arise;
- clear guidelines and procedures are followed in the effective management of student behaviour;
- students are given the opportunity to be engaged in enjoyable, relevant and meaningful activities;
- responsibility is taken for learning and behaviour by students, and accountability by teachers;
- there is regular monitoring and assessment for continual growth;
- successes are celebrated;
- individual differences are catered for through practices and teaching strategies which provide for multiple learning styles and modes;
- positive relationships and open communication are fostered with all members of the school community;
- learning is scaffolded and teaching is explicit;
- all members value education and high levels of attendance at school.

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

Universal behaviour support – Level 0

Whole school behaviour support is proactive in nature and supports all members of the school community to behave in an appropriate manner. The regular review of school data relating to behaviour incidents, attendance, absenteeism, and school disciplinary absences informs decision-making processes and practices that support student learning and welfare.

In keeping with our beliefs about effective learning and responsible behaviour we believe that our students respond best to modelling and positive reinforcement. Positive behaviours are established through providing a safe and supportive environment, explicitly teaching and reinforcing the school values, while responding effectively to problematic behaviours.

At the whole school level we expect and promote the following values and behaviours in our community (these are examples):
### MIDDLE RIDGE STATE SCHOOL VALUES / RULES

<table>
<thead>
<tr>
<th>Respect</th>
<th>I treat others the way I want to be treated.</th>
</tr>
</thead>
</table>
| **MYSELF AND OTHERS** | o show respect for myself and all members of the school community (students, teachers, parents, teacher aides, visiting teachers, volunteer helpers)  
o ensure others are not exposed to fighting, pushing, teasing, physical or verbal harassment (no bullying)  
o respect the rights of myself and others  
o speak politely and use good manners  
o move quietly around the school so others aren’t disturbed  
o take pride in myself, my school uniform and my school  
o practise good hygiene  |
| **PROPERTY** | o respect the belongings of myself and others  
o remove my muddy shoes before entering the classroom  
o respect the gardens, classrooms, school resources etc.  |

<table>
<thead>
<tr>
<th>Self-discipline</th>
<th>I use my self-control to make good choices.</th>
</tr>
</thead>
</table>
| **I ...** | o manage and am responsible for my behaviour  
o accept the consequences of my behaviour  
o listen to and follow instructions and directions  
o make appropriate choices without supervision  
o use playground / classroom equipment safely during school hours  
o move safely and sensibly around the school (walk on concrete pathways)  
o resolve conflict in an appropriate manner  
o keep my hands and feet to myself  
o play safely in the forest  
o enter and exit the classroom in an orderly manner  
o am in the right place at the right time  
o use sporting equipment away from buildings and glass  
o am sun safe and wear a broad brimmed hat  
o wheel my bike/scooter in the school grounds & along the footpath at the front of the school  
o wait quietly for buses and before entering classrooms after breaks  |

<table>
<thead>
<tr>
<th>Co-operation</th>
<th>I get along with others.</th>
</tr>
</thead>
</table>
| **I ...** | o work and play, considering others by taking my turn, and sharing and encouraging others  
o respectfully follow instructions from staff members, student leaders & adult volunteers  |

<table>
<thead>
<tr>
<th>Learning</th>
<th>I have a go and do my best when I am learning.</th>
</tr>
</thead>
</table>
| **I ...** | o take responsibility for my learning without interrupting the learning of others  
o respect others’ right to learn  
o complete tasks to the best of my ability  
o am prepared and organised for school  
o bring a positive attitude to all learning tasks  |

<table>
<thead>
<tr>
<th>Honesty</th>
<th>I am truthful to myself and others.</th>
</tr>
</thead>
</table>
| **I ...** | o tell the truth at all times  
o use things that only belong to me unless given permission  
o return things that don’t belong to me  
o take responsibility for my choices  |

<table>
<thead>
<tr>
<th>Kindness</th>
<th>I care for myself, others and the environment.</th>
</tr>
</thead>
</table>
| **I ...** | o offer to help others  
o speak politely  
o consider others’ feelings  
o encourage others  
o include others  
o am welcoming  
o am a good friend  |

| TO THE ENVIRONMENT | o help keep rooms, equipment, toilets and grounds clean  
o keep out of gardens  
o protect fauna / flora in school grounds  
o keep my environment litter free  |

<table>
<thead>
<tr>
<th>Social Justice</th>
<th>I treat others fairly when I work and when I play.</th>
</tr>
</thead>
</table>
| **I ...** | o play fairly by sharing, taking turns and being a good sport.  
o appreciate differences  
o am inclusive of others  |
Whole School Proactive Strategies

The most effective way to address difficult behaviours is to prevent them from occurring. Teachers use the **MRSS Essential Skills for Classroom Management** (see Appendix 2) and the **Values ‘COOL’** (Care of Others’ Lives) Program (see Appendix 3) to ensure a consistent whole school approach is implemented.

**Middle Ridge State School will:**

- **Develop class procedures to reinforce/reward positive behaviours**  
  - School Reinforcement systems; Merit Awards and COOL Awards for positive behaviour in the classroom and playground; Deputy / Principal Awards and class visits; newsletter acknowledgement
  - Class Reinforcement Systems - Class negotiation of reward for completion of group activities, class party, Gold Pass Day, class meetings, celebrations of success
  - Individual Reinforcement systems - with student selected reward for completing agreed task (Stickers, Books, Stamps, Free time, Certificates, Student-Choice Activities, Computer Time, Personal Visual Schedules, Warm Fuzzy Raffle, Ticket System)

- **Develop classroom/school rules and expectations that**
  - reflect the values of the wider school community
  - recognise and focus on positive practices and behaviours
  - are fair, clear and framed in a positive way
  - are developed collaboratively with the class and continually revisited
  - are modelled by staff
  - are implemented consistently
  - are clearly displayed and made available for relief staff

- **Engage in quality teaching and learning that**
  - is relevant and meaningful
  - is at an appropriate level of challenge for each student
  - encourages co-operative learning
  - clearly communicates fair and reasonable expectations
  - encourages students to set goals and persist in problem solving situations
  - assists students to develop time management and study skills
  - uses the Australian Curriculum

- **Develop supportive interpersonal relationships that**
  - recognise and promote good student behaviour
  - communicate a genuine interest in and care for the students
  - establish rapport with and welcome the involvement of parents/carers
  - develop a sense of responsibility for students’ own progress and personal behaviour goals

- **Establish ways to develop self-esteem by**
  - planning for success by breaking tasks into manageable steps which ensure individual success
  - acknowledging success – use praise, notes, awards and certificates to make students feel special and communicating success to parents
  - minimising criticism and accepting mistakes as part of the learning process
  - communicating regularly with all students
  - creating a sense of belonging to the classroom group
  - giving students responsibility

- **Teach expected behaviours by**
  - modelling
  - all staff teaching and reinforcing expectations of students as part of their everyday practice
  - explicitly teaching lessons focusing on our values
  - encouraging students to use a Behaviour Self-Reflection Sheet (see Appendix 4)
  - encouraging positive behaviour and self-control
  - offering Life Skills/Pro-social skills groups (focusing on making and keeping friends, getting along with others, standing up for yourself) and real-life skills such as gardening and cooking

These strategies can prevent the behaviour from occurring so that the student will experience successful interaction and participation. Through preventative efforts, our attention is focused on creating a positive and supportive learning environment versus waiting for the behaviour to occur and then responding. Staff professional development is needed to support them in implementing these strategies.
**Anti-Bullying Program**

*Middle Ridge State School* also targets anti-bullying to support students at a whole school community level. This also includes instances of cyberbullying. (see Appendix 5). The school also has a policy on The Use of Personal Technology Devices (see Appendix 6).

### Targeted behaviour – Level 1

Targeted behaviour support is for some students and includes school and / or classroom processes and programs for responding to unacceptable student behaviour, usually of a more minor nature, that is affecting the learning or wellbeing of any members of the school community.

Strategies used for targeted behaviour support include:
- verbal and non-verbal reinforcement
- increased attention
- communication with the school community
- added responsibilities
- curriculum adjustment

| Verbal Reinforcement | Verbal reinforcement, used every day in both the classroom and playground, includes:
- specific reinforcement e.g. ‘Thank you for sitting down.’
- clear statements of necessary/required directions for student. |
|----------------------|------------------------------------------------------------------|
| Non-Verbal Reinforcement | Non-verbal reinforcement, used every day in both the classroom and playground, includes:
- body language – smile, thumbs up
- behaviour charts eg. Value cards
- privately understood signals
- proximity to the child in terms of desk placement or where staff members are standing
- awards |
| Increased attention | Students may require increased attention for either curriculum needs or to reinforce acceptable behaviour. This may occur through:
- one on one curriculum support with the teacher
- Teacher aide support
- work with another member of school staff
- curriculum support through an older classmate |
| Communication within the school community | Communication with the parents/caregivers occurs through all stages of targeted behaviour support, and includes positive/encouraging letters or phone calls home. |
| Added responsibilities - meaningful roles | A child who is receiving targeted behaviour support may benefit from added responsibilities within the class or school. These responsibilities can include:
- peer tutoring
- working with a younger or older classmate
- classroom / school jobs |
| Curriculum Adjustment | When behaviours affect a child’s learning, Teachers determine whether a student may need further support in curriculum related areas, and adjustments are made where necessary. This may involve:
- working with a teacher aide, peer or older student
- adjusted class work |
1. **Teacher Support**

- Teachers implement planned and incidental strategies in the classroom/playground to teach effective work habits, to develop social skills and to build a good rapport with students. Minor breaches of behaviour are dealt with by the teacher as needed. Targeted behaviour support occurs where students consistently breach the school’s Responsible Behaviour Plan for Students and the classroom rules. This data is recorded on One School and used for review.

  Teachers support students through the following targeted interventions:
  - Relationship building with student through one on one support with curriculum work, proximity in the classroom
  - A whole school approach to bullying
  - Contact with parents when problems persist, using a polite and positive approach with the aim of building a productive partnership.

  Teachers keep a record of both the student’s behaviour and the targeted support in order to gauge when more intensive support is warranted.

2. **Extended Support**

- When a student’s minor infringements continue to disrupt the class, or when minor infringements move to more serious breaches of the school’s plan, more extensive targeted support is put into place.

  One School behaviour data is used when appropriate/necessary to determine when a student may require more extensive support. If more extensive support is warranted, the teacher refers the student, with the supporting documentation, to the Student Services Committee.

  The Student Services Committee, along with the teacher and the parents, develop and implement an Individual Behaviour Support Plan. This plan documents aims, support strategies, timing, personnel, review and assessment. Support through this plan could include:
  - referral to Guidance Officer for assessment and preliminary counselling and behavioural support
  - use of a buddy teacher or mentor to encourage positive behaviours or use as a ‘retreat’ area from the classroom
  - structured break times during organised activities
  - modification of timetable

  Parent involvement must continue through all management stages. Parent interviews with the class teacher, student and Principal or Deputy are focussed on a coordinated approach to setting a more positive pattern of behaviour.
Intensive behaviour support is required to support students who demonstrate chronic and/or severe and challenging behaviour. That is, their behaviour is of such frequency and intensity that there is a distinct risk of learning disengagement and/or serious injury to the student or to others and damage to property. This level of support generally occurs when less intensive support strategies have been used but have not fully met the student’s learning support needs.

The following table provides a reference tool to identify levels of support that may be required in order to meet school expectations.

<table>
<thead>
<tr>
<th>Level 2</th>
<th>Self-Managed + Teacher Support + Parent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 3</td>
<td>Self-Managed + Teacher Support + Parent + Principal / Deputy Principal / Guidance Officer</td>
</tr>
</tbody>
</table>

At Middle Ridge State School, all students who are considered to be “seriously at risk” of significant educational underachievement due to their inappropriate behaviors are supported using a proactive problem solving approach. (see Appendix 7)

The case manager for each student who is identified as “seriously at risk” should be the class teacher. However a support team approach is adopted with staff working collaboratively. Students who are considered to be at risk and have experienced an array of higher level management strategies, such as repeated time-outs (see Appendix 8), suspension or exclusion, should proceed through a systematic assessment procedure. This may include:

- collation of data which gives an overview of (a) problematic behaviours and (b) consequences implemented i.e. detentions, suspensions etc (recorded on One School)
- referral for discussion at the school Student Services meeting / Principal/ Deputy
- referral to Guidance Officer for assessment and preliminary behavioural support
- referral to Advisory Visiting Teacher for Behaviour Support for consultation or support
- full team collaboration to undertake a behavioural assessment and develop an Individual Behaviour Support Plan.

Individual Behaviour Support Plans (see Appendices 9-11) are developed with the student, staff and / parents to promote:

- a shared responsibility
- a consensus about behavioural and educational goals for the student
- a focus on a small number of key behaviours
- a collective accountability for outcomes
- an opportunity for communication

Individual Behaviour Support Plans outline a systemic approach to support the development of appropriate behaviours whilst reducing or eliminating inappropriate behaviours. The process of developing the Plan brings together parents, professionals and the student to consider the student’s current level of performance and to determine needs and priorities. Strategies used will be preventative, supportive and/or corrective. Parents of the student/s involved will be informed of major breaches of behaviour and consequences will be developed based on individual circumstances.

Student Supervision sheets (see Appendices 12-13) can also be used to assist the student in working towards Level 0 behaviour.

**Excursion, Special School Activities and School Camp Policy**

Students whose behaviour and/or school work is deemed inappropriate by the school may be excluded from excursions / camps / special school activities. Continued incidents of misbehaviour by a student may lead to further consequences eg suspension from school.
Middle Ridge State School Levels of Behaviour

As the model depicts, at all levels of behaviour support and intervention there is still some focus on relevant curriculum, positive interpersonal relationships and sound organisational practices in order to promote effective teaching and learning practices and attempt to maintain the student within the school and classroom environment.

**Emergency responses or critical incidents**

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 all students, staff and volunteers 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 and/or property is likely to be placed in serious jeopardy. We are to ensure the safety of students and self, first.
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 appropriate physical intervention if all non-physical interventions have been exhausted and a student is:
- physically assaulting another student, staff member or parent/volunteer
- posing an immediate danger to him/herself, to others and/ the immediate physical environment.

To ensure that Middle Ridge State School’s duty of care to protect students and staff from foreseeable risks of injury is met, physical intervention may be required eg. physically placing one-self 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 assertive 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

Any physical intervention made should:
- 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 should be formally documented. The following records are to be maintained, for instance, when a student has had to be physically restrained to prevent self-harm or harm to others/ environment:
- One School Behaviour incident reporting

The Principal should be consulted to determine if an additional Health and Safety Incident record is to be completed.
Individual class or year level teachers will be primarily responsible for managing minor behavioural incidents as they arise. Members of the school Student Services Team and/or the school Leadership Team (Principal/DPs/HOSES) will be responsible for responding to students who exhibit persistent unacceptable behaviours or extreme unacceptable behaviours. When applying consequences for these behaviours, team members should be:

- Supportive
- Fair
- Logical
- Consistent.

**Supportive**

Consequences are applied within the context of a proactive support system that focuses on prevention and instruction. An appropriate response for those students who breach The Code of School Behaviour and the school’s Responsible Behaviour Plan for Students is targeted and/or intensive behaviour support. Students who display chronic problem behaviour are supported using a range of individual strategies and consequences, if necessary in the context of an individual behaviour support plan.

**Fair**

When determining consequences for serious misbehaviour (which may lead to suspension or recommendation for exclusion) it is important that the principles of natural justice are followed:

- ensuring that the student is fully aware of the alleged behaviour
- that they are given the right to respond to the accusations giving their point of view
- that the person making the decision about their alleged conduct does so only after hearing what the student has to say in their own defence and without prejudgement or bias against the student

When making a decision about a consequence, a student’s:

- age,
- cultural background,
- emotional well-being
- and any other contextual factors should be taken into account.

The consequence should be developmentally and culturally appropriate and sensitive to individual circumstances. Consideration should also be given to the student’s past relevant disciplinary history. Where there is a choice of consequences and/or extenuating circumstances, the Principal will make the final determination of the appropriate consequence.

The application of consequences for student behaviour will be made in accordance with the requirements of the Education (General Provisions) Act 2006 and will be informed by other relevant Education Queensland policies.

**Logical**

For consequences to be most effective, students must be able to see a connection between the behaviour and the resulting consequence. This type of consequence is termed a logical consequence. Logical consequences, for both positive and negative behaviours, should be applied consistently, calmly, firmly and without prejudice towards individual children.

Student’s behaviour should be assessed according to the school’s Behaviour Levels (0-4). Staff and students must be aware of the progression of consequences for continued disruptive or dangerous behaviour.

**Consistent**

A consistent approach to student behaviour should occur across the school. Consistent consequences should be applied so that they:

- provide the opportunity for all students to learn;
- ensure the safety of all staff and students; and assist students who exhibit challenging behaviours to accept responsibility for themselves and their actions.
In accordance 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.

Strategies to implement supportive, fair, logical and consistent consequences include:

1. Classroom Management
The teacher responds to low level misbehaviour and classroom disturbance by ignoring inappropriate behaviour where possible, giving clear directions, reinforcing positive behaviour and using verbal and non-verbal messages to alert or cue the student. Staff will implement the 10 Essential Skills for Classroom Management.

2. Restatement, Value / Rule Reminders
Explicit teaching of the Values is undertaken through the COOL Program. The teacher adds a combination of the following strategies to address the student’s behaviour: restatement of the value / rule, giving a specific direction, giving the student a choice eg to work/play appropriately or move to a different area/activity.

3. Time Away/Time Out (Buddy Classroom)
The student is sent to a different part of the current classroom, another classroom or a different area until the student is willing and able to comply. It is critical to support re-entry in a planned, solution focussed, and non-punitive manner. Continual or serious disturbances may result in the student being referred to the Administration and parents/carers being notified.

4. Teacher and Student Plan of Action
If a student's behaviour continues to infringe upon the rights of others in the classroom and/or playground, a plan of action is developed by the teacher and student and Parents/carers are contacted. If additional support is required to implement the plan, the teacher will make a referral to the school's Student Services Committee.

5. School Intervention and Recording of Student's Inappropriate Behaviour
The student is referred to the Student Services committee and a Case Manager (usually the class teacher) will be appointed. The school provides counselling if required and makes genuine attempts to involve the student in the resolution of serious conflicts and problems that arise. To inform further planning and decision making processes, incidents of inappropriate behaviour are recorded in the school's Student Management System (One School).

6. External Assistance
A functional behaviour assessment is completed in consultation with the relevant people such as parents/carers, teachers, the student, behaviour support specialists and relevant external agencies. This assessment is used to inform the development of an Individual Behaviour Support Plan.

7. Monitoring and Review
Monitoring and follow-up of the formal Individual Behaviour Support Plan may involve a series of case conferences with staff members, parents/caregivers, the classroom teacher, specialist personnel and external support agencies, as necessary.
In exceptional circumstances of serious and/or repeated unacceptable or dangerous behaviour the following procedures may be used.

8. Suspension Procedures
- This is implemented in accordance with the Education Queensland policy for a Safe, Supportive and Disciplined School Environment

9. Recommendation for Exclusion
- This is implemented in line with the Education Queensland policy for a Safe, Supportive and Disciplined School Environment
Middle Ridge State School Levels of Behaviour

The following table outlines the levels of behaviours with possible consequences:

<table>
<thead>
<tr>
<th>Level</th>
<th>Behaviour</th>
<th>Possible Consequences</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Level 0</strong>&lt;br&gt;Self-Managed (Student alone)</td>
<td>At this level, students are on task and 'living' by our school values. No disciplinary action is required.</td>
<td><strong>Teacher initiated actions could include:</strong>&lt;br&gt;• verbal reinforcement&lt;br&gt;• privileges – Games Room, Lunch time Games&lt;br&gt;• record of achievements for formal acknowledgement – COOL / Weekly Awards / stamps / stickers (COOL awards are recorded on One School as a record of positive behaviour).&lt;br&gt;• recognition from peers, teachers, admin.&lt;br&gt;• phone calls/letters/emails to parents for good behaviours/achievements.</td>
</tr>
<tr>
<td><strong>Level 1</strong>&lt;br&gt;Self-Managed + Teacher Support</td>
<td>Inappropriate student behaviours to be dealt with at this level include:&lt;br&gt;• minor incidents / poor choices&lt;br&gt;• ignoring instruction&lt;br&gt;• lateness to class after a break&lt;br&gt;• lateness in submitting work /assessment&lt;br&gt;• littering&lt;br&gt;• in out of bounds area&lt;br&gt;• no hat during play&lt;br&gt;• taking another person's hat&lt;br&gt;• running on concrete / through gardens&lt;br&gt;• Possession of and/or Mobile phone/electronic device switched on in any part of the school at any time without authorisation (written permission from an authorised family member)</td>
<td><strong>Teacher initiated actions could include:</strong>&lt;br&gt;• verbal negotiation&lt;br&gt;• reminder of expectations / values&lt;br&gt;• class meetings / conferences&lt;br&gt;• model correct response / behaviour – use role plays&lt;br&gt;• sit out of play&lt;br&gt;• community service task&lt;br&gt;• walk with teacher&lt;br&gt;• 1 day time out (after warnings and other consequences)&lt;br&gt;• loss of privilege (eg. missed play)</td>
</tr>
<tr>
<td>Level</td>
<td>Behaviour</td>
<td>Possible Consequences</td>
</tr>
<tr>
<td>--------------</td>
<td>---------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Level 2</strong></td>
<td><strong>Self-Managed</strong> + Teacher Support + Parent</td>
<td><strong>Teacher initiated actions could include:</strong></td>
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<tr>
<td></td>
<td><strong>Inappropriate student behaviours to be dealt with at this level include:</strong></td>
<td>- continued Level 1 behaviours</td>
</tr>
<tr>
<td></td>
<td>• lack of self-control</td>
<td>- removal from classroom for one-on-one resolution</td>
</tr>
<tr>
<td></td>
<td>• defiance / disobedience / disrespect / refusal to follow instructions</td>
<td>- send student to buddy class</td>
</tr>
<tr>
<td></td>
<td>• bullying/cyberbullying</td>
<td>- walk with teacher on playground duty</td>
</tr>
<tr>
<td></td>
<td>• throwing objects at others (eg sand / sticks)</td>
<td>- Time Out (2 days)</td>
</tr>
<tr>
<td></td>
<td>• causing physical harm</td>
<td>- contact with parents.</td>
</tr>
<tr>
<td></td>
<td>• swearing / inappropriate language</td>
<td>- monitoring program (supervision sheets – see appendix)</td>
</tr>
<tr>
<td></td>
<td>• inappropriate use of property</td>
<td>- resolution meeting or restorative conference as required between teacher, aggrieved party and student (hear how they have affected the victim)</td>
</tr>
<tr>
<td></td>
<td>• taking other peoples’ belongings</td>
<td>- peer mediation</td>
</tr>
<tr>
<td></td>
<td>• leaving school grounds</td>
<td>- referral for assessment and specialist support – Student Services committee</td>
</tr>
<tr>
<td></td>
<td>• use of mobile phone/electronic device in any part of the school for voci</td>
<td>- <strong>Individual Behaviour Support Plan</strong></td>
</tr>
<tr>
<td></td>
<td>mail, email, text messaging or filming purposes without authorisation.</td>
<td>- restitution</td>
</tr>
<tr>
<td></td>
<td>• repeated time outs (3 time outs/month)</td>
<td>- interagency referral</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- referral to Principal/ Deputy Principal</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- internal suspension</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- loss of privileges (eg. excursions /sport /camp)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- managed attendance</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>NB:</strong> If repeated applications of the above actions produce no improvement in the student’s behaviour, then the student should be referred for action at Level 3.</td>
</tr>
<tr>
<td><strong>Level 3</strong></td>
<td><strong>Self-Managed</strong> + Teacher Support + Parent + Deputy Principal/ G.O/ Principal</td>
<td><strong>Deputy Principal initiated actions in response to inappropriate student behaviour:</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Inappropriate student behaviours to be dealt with at this level include:</strong></td>
<td>- review <strong>Individual Behaviour Support Plan</strong></td>
</tr>
<tr>
<td></td>
<td>• continued Level 2 behaviours</td>
<td>- parent/carer interview</td>
</tr>
<tr>
<td></td>
<td>• spitting at others</td>
<td>- time out (3 days)</td>
</tr>
<tr>
<td></td>
<td>• destruction of property / vandalism</td>
<td>- referral to outside agency</td>
</tr>
<tr>
<td></td>
<td>• stealing</td>
<td>- restorative conference on return from suspension</td>
</tr>
<tr>
<td></td>
<td>• physical aggression</td>
<td>- police notification - Adopt-a-Cop / JAB (if illegal)</td>
</tr>
<tr>
<td></td>
<td>• violent assault</td>
<td>- suspension in accordance with Educ. Queensland’s policy for a <strong>Safe, Supportive and Disciplined School Environment</strong></td>
</tr>
<tr>
<td></td>
<td>• deliberately causing serious danger to others</td>
<td>- recommendation for exclusion in accordance with Educ. Queensland’s policy for a <strong>Safe, Supportive and Disciplined School Environment</strong></td>
</tr>
<tr>
<td></td>
<td>• serious bullying / harassment / verbal attacks / racial comments</td>
<td>- managed attendance</td>
</tr>
<tr>
<td></td>
<td>• threats and/or swearing to staff, students and volunteers</td>
<td>- classroom/playground</td>
</tr>
<tr>
<td></td>
<td>• sexual harassment</td>
<td>- supervision sheets</td>
</tr>
<tr>
<td></td>
<td>• possession of a weapon / prohibitive substances</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• smoking</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• inappropriate use of Information Communication and Technology</td>
<td></td>
</tr>
</tbody>
</table>

**NB:** Some of these may be at a higher or lower level depending on the circumstances and the degree of severity. Individual circumstances need to be considered in all cases.
Consequences of Unacceptable Behaviour

**CLASSROOM**

**PLAYGROUND**

**Step 1**

Redirection
- Reminder of class rules/values
- Simple direction
- Question and feedback

Redirection
- Reminder of school rules/values
- Simple direction
- Question and feedback

**Step 2**

Make a Choice
- Student given simple choice regarding behaviour.
- Explain consequences.
- Student may move down a level on class behaviour chart

Make a Choice
- Student given simple choice regarding behaviour.
- Explain consequences.

**Step 3**

Time Out in Class
- Student isolated from class to complete work.
- Verbal plan for improvement.
- Anecdotal record of behaviour.

Time Out in Playground
- Sit out of play for period of time.
- Walk with the teacher.

**Step 4**

Time Out (Levels 1-3)
- Refer to "MRSS Levels of Behaviour" for suggested time out length. (NB Time out is automatically given to students who are sent to a "Buddy Classroom" due to inappropriate behaviour.)
- Student completes a response sheet setting future goals after discussion with the time out teacher.
- A letter is sent home to parents/guardians notifying them of the child's inappropriate behaviour.
- All time out incidents recorded on One School and documented in the Time Out Register.

**Step 5**

Repeated Time Outs and / (Levels 2-3)
- 3 time-outs/month: Admin contacts Parents/Guardians. One School Contact recorded.
- Develop an Individual Behaviour Plan. Possible Supervision Sheets implemented.
- Alternate program/support discussed - referral to Student Services. Family access to support agencies explored.

**Step 6**

Suspension (Short Term 1-5 days) (Longer term 6-20 days)

**Step 7**

Recommendation for Exclusion

NB. Behaviours do not necessarily follow every step outlined.

* Buddy Classroom*

Class teacher sends student to Buddy Class to complete work. The purpose of this is to provide respite for the teacher and/class, and to provide organised isolated supervision. Teachers should negotiate with colleagues at the beginning of each year to arrange for a class to provide support such as this.
Network of student support

The network for support at Middle Ridge State School includes the involvement of a team of support personnel. This could involve:

- Special Education teacher – support programs
- Support Teacher Learning Difficulties – support programs
- Deputy Principal – class visits, present in school grounds/classes, counseling
- Principal – reinforces class teachers' responses, parent meetings, follows process
- Head of Curriculum
- Teacher aides – 1:1 with behavioural children
- Guidance Officer – proactive programs, emotional support, parent involvement, assessments
- Class teachers – management – proactive teaching
- Religion teachers
- Adopt-a-cop
- English as an Additional Language/Dialect teacher
- Time-Out teachers
- School chaplain

The following could be involved when they visit our school:

- Speech pathologist
- Occupational Therapists / Physiotherapist
- Behaviour Support team
- Advisory Visiting Teachers
- Senior Guidance Officer
- Indigenous Liaison Officer

The Student Services Committee plans and coordinates support to students who require targeted or intensive support.

Government agencies such as the Child Youth Mental Health Service, Department of Communities, Department of Child Safety, Queensland Health Services and Juvenile Aid Bureau also work closely with the school to provide support when necessary.

Consideration of Individual Circumstances

Consequences for not following the school values or breaching the School’s Responsible Plan for Students vary according to a number of factors which may include:

- age/developmental stage of the child
- emotional well-being
- disability
- previous behaviour record
- severity of the incident
- amount of reliable evidence
- degree of provocation
- intent of the action
- honesty and perceived level of genuine remorse
- home background

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 will be considered at all times.
• 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

• Related policies and procedures

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

• Some related resources

- National Safe Schools Framework
- Working Together resources for schools
- Cybersafety and schools resources
- Bullying, No way!
- Take a Stand Together
- Safe Schools Hub

Endorsement:

Principal

P&C President

A/Regional Director

Date effective: from …………………………………………. to ………………………………………..
Appendices

1. Roles and Responsibilities of all in Managing Student Behaviour
2. MRSS Essential Skills for Classroom Management
3. Values COOL Program
4. Behaviour Expectations: Student Reflection Sheets
5. Bullying Policy
6. The Use of Personal Technology Devices at School
7. Supportive Problem-Solving Behaviour Support
8. Time Out Processes and Procedures
9. Individual Behaviour Plan Senior
10. Individual Behaviour Plan Junior
11. Individual Behaviour Plan Play Time
12. Senior Student Supervision Form
13. Junior Student Supervision Form
All members of the Middle Ridge School community are expected to:
- conduct themselves in a lawful, ethical, safe and responsible manner that recognises and respects the rights of others.

Students are expected to:
- participate actively in the school’s education program
- take responsibility for their own behaviour and learning
- demonstrate respect for themselves, other members of the school community and the school environment
- behave in a manner that respects the rights of others, including the right to learn
- cooperate with staff and others in authority.

Parents are expected to:
- show an active interest in their child’s schooling and progress
- cooperate with the school to achieve the best outcomes for their child
- support school staff in maintaining a safe and respectful learning environment for all students
- initiate and maintain constructive communication and relationships with school staff regarding their child’s learning, wellbeing and behaviour
- contribute positively to behaviour support plans that concern their child.

Schools are expected to:
- provide safe and supportive learning environments
- provide inclusive and engaging curriculum and teaching
- initiate and maintain constructive communication and relationships with students and parents
- promote the skills of responsible self-management.

Principals are expected to:
- play a strong leadership role in implementing and communicating *The Code* in the school community
- ensure consistency and fairness in implementing the school’s *Responsible Behaviour Plan for Students*
- communicate high expectations for individual achievement and behaviour
- review and monitor the effectiveness of school practices and their impact on student learning
- support staff in ensuring compliance with *The Code* and facilitate professional development to improve the skills of staff to promote responsible behaviour.
**REMEMBER**

- Stay calm, use a firm voice and maintain consistency
- Use peripheral vision
- Selectively attend - follow up with post lesson discussion
- Avoid being sucked into secondary behaviour
- Say “thanks” after verbal redirection and turn away
- Follow through with consequences
**ESCM Skill 1: ESTABLISHING EXPECTATIONS**

- 3-5 short, simple, clearly defined rules/expectations
- Make rules positive to draw attention to appropriate behaviours
- Refer to rules frequently
- Discuss relevant scenarios (positive and negative)
- Discuss possible consequences (positive and negative)
- Model, model, model
- Refer to rules when they are being followed, not just when they are not being followed
- Publish rules/expectations/consequences where students can read them

**ESCM Skill 2: INSTRUCTION GIVING**

- Give instruction from a designated point in the room
- Gain attention with either verbal/non-verbal prompts
- Wait and Scan (Skill 3)
  - Give 1-2 Descriptive Encouragers (Skill 6)
  - Start instruction with a verb
  - Use calm, firm, friendly, measured tone
  - Make instructions short and clear (5-7 min)
  - Use visual cues to assist
- Ensure expectations are clear (Skill 1)
- End the instruction with “Thanks...”
- If necessary, move toward student/s not ready
- If still necessary, when in close proximity, repeat instruction
- If necessary follow through with choice and apply consequences
**ESCM Skill 3: WAITING AND SCANNING**

- Gives students time to process the instruction/direction
- Wait for 5-10 seconds after you have given an instruction (this varies according to the needs of the children)
- Stand still and face the group to encourage a period of quiet focus
- Use this short time to think ahead and calm yourself
- Scan the group and link with a ‘Descriptive Encourager’ or ‘Redirection’ as necessary (eg... Vera has her pen down... Janet is sitting up straight... Gavin has his book out and eyes are on me...)

**ESCM Skill 4: CUEING WITH PARALLEL ACKNOWLEDGEMENT**

- Scan group regularly... student is off-task, acknowledge and praise someone in close proximity
- Acknowledge that person with a descriptive encourager
- Follow up with a low-key acknowledgement once on task

**Verbal Language...**
- Descriptive encourager: “Daniel, I can see you writing”
- Praise: “Well done Melissa”

**Non-Verbal Language...**
- Smiling
- Finger signing
- Close proximity
- Touching of students’ materials
- Touch book/work of those on-task. When students off-task go back on-task, calmly go back and touch their work
**ESCM Skill 5: BODY LANGUAGE ENCOURAGING**

- Triple ‘P’ - *Praise, Prompt and Push Off*
- Touch work of on-task students
- Smile
- Eye contact
- Nod, Thumbs Up
- Hand signals / Sign Language
- Peripheral Vision: scan class regularly while working with students or group
- Personally Understood Signals (PUS)
  - Hats off
  - Sit in chair properly
  - Come here
  - Turn around
  - Quiet etc...

**ESCM Skill 6: DESCRIPTIVE ENCOURAGING**

- Describe the positive behaviours you see or hear
  
  *e.g. “Steven has started work”; “This group is on task”*

- Use privately to individual students

- Use a respectful tone

- Have genuine intent

- Use frequently

- Use collectively to the group

- Send home positive notes to parents regarding positive behaviours
**ESCM Skill 7: Selective Attending**

*Use when student is displaying off-task or inappropriate behaviour that is not seriously disrupting others.*

*Be ready to use a descriptive encourager, or if necessary give choice/warning*

- Keep student in peripheral vision
- Attend to student when: on-task; begins to seriously disturb others; off-task behaviour is maintained over extended period of time
- Praise-Prompt-Push Off
- Prompt-Pause-Push Off
- Use of ‘Vaseline eye’

---

**ESCM Skill 8: REDIRECTING TO THE LEARNING (not the behaviour)**

**Non-Verbal:**
- Non-Verbal redirection (*eye contact, head/hand movement, smile etc*)
- Proximity
- Pause in talk
- Non-verbal directional action

**Verbal**
- Verbal redirection (*curriculum refocus*)

  **Oral redirections include:**
  * Individual close talk
  * Questioning to redirect (*Where should you be? /What should you be doing?*)
  * Humour
  * Call student’s name
  * Redirection given
  * Across room to individual
  * Oral directional phrase

*Remember the impact of body language, tone of voice, proximity and facial expression.*

*Be calm, clear, firm and positive in tone.*
ESCM Skill 9: GIVING A CHOICE

- Use after a redirection hasn’t worked
- In close proximity
- Using a calm, measured and firm voice
- “Your choices are ...... or ......”
- Walk away and scan back intermittently
  - Allow time for choice to be made
  - FOLLOW THROUGH (Skill 10) with consequence if choice not made
  - Post lesson discussion might be effective

ESCM Skill 10: FOLLOWING THROUGH

- Demonstrate confidence using appropriate body language and a calm, firm voice
- Consider removing the class from the problem if necessary
- Do what you planned and said you would do
- In a crisis event send for help immediately
- Reassure the class
- Take notes in objective language and date and sign it
- Review behaviour management plan if necessary
- Debrief with a colleague privately (not in public eg staffroom)
- Follow up with a class discussion/post lesson discussion
- Take a short break if you need to (be responsible for your emotions and behaviours)
DEBRIEFING / DEFUSING

- Debrief as soon as possible and when calm

- Staff need to support those involved in the trauma (seek professional assistance if necessary)

- A supportive school environment will provide for debriefing

- Time spent on debriefing is an effective use of time

- Get those involved to write what happened or draw if it is younger students

THINGS TO AVOID

- Confrontation
- Sarcasm
- Putdowns
- Unfinished business - it’s the *certainty* of the consequence being applied and NOT the *severity*
  - Invading personal space
  - Showing emotional arousal
  - Getting into a power struggle
  - Making choices sound like threats
GAINING ATTENTION

For individuals:
- Cue with parallel acknowledgement
- Call student’s name
- Gain eye contact
- Move to student
- Eye or head movement to close student who is listening to pass on message

For Whole class or Group:
- **Verbal Cues**
  - Chant/sing “1,2,3…” they respond “eyes on me”
  - Directional phrase eg. Stop, look, listen
  - Counting down
- **Non-verbal cue**
  - Turn off lights
  - Play music
  - Bell
  - Clap pattern
  - Hand in the air
  - Pause and stand in “direction giving spot”

RE-ENTRY AFTER TIME OUT

Re-entry is a CRUCIAL process to changing behaviour

- Before a student re-joins the class again they must be able to articulate what they did, what they should have done, what they agree to do if they re-enter and importantly what will happen if they choose the same behaviour.

Re-entry Questions:
- What did you do?
- What rule did you break?
- What can you/we do to fix it?
- What could you do instead next time?
- What should happen if this behaviour occurs again?

- Only when the teacher is satisfied that the student is genuine and understands what they are to do, should they accept the student back into the class/group
- At no time should a student re-enter a class without this process
Values COOL Program (Appendix 3)

Rationale:

Our school community supports the teaching of the School Values:

- The explicit teaching of the seven MRSS Values and established rules is integral to the school’s development of a positive learning environment.
- An understanding of these values is activated through the implementation of the COOL Program and the prominent display of the Values posters in classrooms and throughout the school. Each class teacher will develop a range of activities based on these resources and will plan focussed lessons of up to 30 minutes each week. “Teachable moments” should also be utilised to reinforce the values, as behavioural incidents arise within and beyond the classroom.
- School Values will be regularly emphasised on school assembly. This will be led by the Principal / Deputy Principal. (see Example schedule below). The Values will also be reinforced through the school newsletter so the wider community may become familiar with the school’s core Values.
- Behaviour should be reinforced in a positive way. (eg. COOL awards, Class awards, Class Incentive Schemes, and through earned eligibility for Gold Pass Days, School Discos and other special school events)

### MRSS Values Yearly Focus

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 1</strong></td>
<td><strong>Week 1</strong></td>
<td><strong>Weeks 1-2</strong></td>
<td><strong>Week 1</strong></td>
</tr>
<tr>
<td>Establish class rules</td>
<td>Self-Discipline</td>
<td>Self-Discipline</td>
<td>Self-Discipline</td>
</tr>
<tr>
<td><strong>Weeks 2-4</strong></td>
<td><strong>Weeks 2-4</strong></td>
<td><strong>Weeks 3-4</strong></td>
<td><strong>Weeks 2-4</strong></td>
</tr>
<tr>
<td>Learning</td>
<td>Honesty</td>
<td>Learning</td>
<td>Honesty</td>
</tr>
<tr>
<td><strong>Weeks 6-8</strong></td>
<td><strong>Weeks 5-7</strong></td>
<td><strong>Weeks 6-8</strong></td>
<td><strong>Weeks 5-7</strong></td>
</tr>
<tr>
<td>Respect</td>
<td>Social Justice</td>
<td>Respect</td>
<td>Social Justice</td>
</tr>
<tr>
<td><strong>Weeks 9-10</strong></td>
<td><strong>Weeks 8-10</strong></td>
<td><strong>Weeks 9-10</strong></td>
<td><strong>Weeks 8-10</strong></td>
</tr>
<tr>
<td>Kindness</td>
<td>Cooperation</td>
<td>Kindness</td>
<td>Cooperation</td>
</tr>
</tbody>
</table>
**BEHAVIOUR EXPECTATIONS: Student Reflection Sheet (Sample A) - Appendix 4**

*Students will accept responsibility for their current behaviour and undertake, via collaborative goal setting and review, to bring about positive behaviour change.  
*All students will strive to reach a **Consistently** or **Usually** standard.

<table>
<thead>
<tr>
<th>School VALUE</th>
<th>Values Statements</th>
<th>Consistently</th>
<th>Usually</th>
<th>Developing</th>
<th>Needs Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>RESPECT</strong></td>
<td>I treat others the way I want to be treated.</td>
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<tr>
<td></td>
<td>I show respect to adults.</td>
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<tr>
<td></td>
<td>I show respect to other students.</td>
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</tr>
<tr>
<td><strong>SELF - DISCIPLINE</strong></td>
<td>I use my self-control to make good choices.</td>
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<tr>
<td></td>
<td>I show an ability to self-manage, by making good choices.</td>
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<td></td>
<td>I demonstrate an ability to work independently.</td>
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<td></td>
<td>I manage time effectively.</td>
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<tr>
<td></td>
<td>I take responsibility for my own behaviour.</td>
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<tr>
<td><strong>CO-OPERATION</strong></td>
<td>I get along with others.</td>
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<td></td>
<td>I work co-operatively and courteously with others.</td>
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<tr>
<td><strong>LEARNING</strong></td>
<td>I have a go and do my best when I learn.</td>
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<td></td>
<td>I demonstrate a positive attitude to learning.</td>
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<td></td>
<td>I demonstrate a willingness to confidently undertake challenges.</td>
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<td></td>
<td>I am attentive in learning situations.</td>
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<td></td>
<td>I show pride in my work.</td>
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<tr>
<td><strong>HONESTY</strong></td>
<td>I am truthful to myself and others.</td>
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</tr>
<tr>
<td></td>
<td>I demonstrate truthfulness to myself and others.</td>
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<tr>
<td><strong>KINDNESS</strong></td>
<td>I care for myself, others and the environment.</td>
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<td></td>
<td>I show kindness and care for myself and my property.</td>
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<tr>
<td></td>
<td>I show kindness and care for others and their property.</td>
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</tr>
<tr>
<td></td>
<td>I show kindness and care for the environment.</td>
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<tr>
<td><strong>SOCIAL JUSTICE</strong></td>
<td>I treat others fairly when I work and when I play.</td>
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<td></td>
<td>I respect others’ rights to learn and teach.</td>
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</tbody>
</table>

(These statements are part of the school’s behaviour reporting process)
BEHAVIOUR EXPECTATIONS: Student Reflection Sheet (Sample B)

*Students will accept responsibility for their current behaviour and undertake, via collaborative goal setting and review, to bring about positive behaviour change. *All students will strive to reach a Consistently or Usually standard. *(These statements are part of the school’s behaviour reporting process)*

<table>
<thead>
<tr>
<th>School VALUE</th>
<th>CONSISTENTLY</th>
<th>USUALLY</th>
<th>DEVELOPING</th>
<th>NEEDS IMPROVEMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>RESPECT</strong></td>
<td>Consistently • I treat others the way I want to be treated.</td>
<td>Usually • I treat others the way I want to be treated.</td>
<td>Sometimes • I treat others the way I want to be treated.</td>
<td>Rarely • I treat others the way I want to be treated.</td>
</tr>
<tr>
<td><strong>SELF- DISCIPLINE</strong></td>
<td>Consistently • I use my self-control to make good choices.</td>
<td>Usually • I use my self-control to make good choices.</td>
<td>Sometimes • I use my self-control to make good choices.</td>
<td>Rarely • I use my self-control to make good choices.</td>
</tr>
<tr>
<td><strong>CO-OPERATION</strong></td>
<td>Consistently • I get along with others.</td>
<td>Usually • I get along with others.</td>
<td>Sometimes • I get along with others.</td>
<td>Rarely • I get along with others.</td>
</tr>
<tr>
<td><strong>LEARNING</strong></td>
<td>Consistently • I have a go and do my best when I learn.</td>
<td>Usually • I have a go and do my best when I learn.</td>
<td>Sometimes • I have a go and do my best when I learn.</td>
<td>Rarely • I have a go and do my best when I learn.</td>
</tr>
<tr>
<td><strong>HONESTY</strong></td>
<td>Consistently • I am truthful to myself and others.</td>
<td>Usually • I am truthful to myself and others.</td>
<td>Sometimes • I am truthful to myself and others.</td>
<td>Rarely • I am truthful to myself and others.</td>
</tr>
<tr>
<td><strong>KINDNESS</strong></td>
<td>Consistently • I care for myself, others and the environment.</td>
<td>Usually • I care for myself, others and the environment.</td>
<td>Sometimes • I care for myself, others and the environment.</td>
<td>Rarely • I care for myself, others and the environment.</td>
</tr>
<tr>
<td><strong>SOCIAL JUSTICE</strong></td>
<td>Consistently • I treat others fairly when I work and when I play.</td>
<td>Usually • I treat others fairly when I work and when I play.</td>
<td>Sometimes • I treat others fairly when I work and when I play.</td>
<td>Rarely • I treat others fairly when I work and when I play.</td>
</tr>
</tbody>
</table>
BULLYING POLICY (Appendix 5)

At Middle Ridge State School, we believe that bullying is **UNACCEPTABLE BEHAVIOUR** and not to be tolerated. All members of our inclusive school community have the right to feel safe and secure both inside and outside the classroom.

Bullying is repeated verbal, physical, social or psychological behaviour that is harmful and involves the misuse of power by an individual or group towards one or more persons. Bullying should not be confused with teasing, rejection or random acts of physicality and conflict.

Bullying can take many forms including:

<table>
<thead>
<tr>
<th>VERBAL</th>
<th>SOCIAL</th>
<th>PHYSICAL</th>
<th>PSYCHOLOGICAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name calling</td>
<td>Social isolation</td>
<td>Pushing</td>
<td>Exclusion from groups</td>
</tr>
<tr>
<td>Jeering</td>
<td>Group exclusion</td>
<td>Punching</td>
<td>Social isolation</td>
</tr>
<tr>
<td>Teasing</td>
<td>Peer group pressure</td>
<td>Kicking</td>
<td>Threat, retaliation,</td>
</tr>
<tr>
<td>Put downs</td>
<td>Racial discrimination</td>
<td>Tripping</td>
<td>Revenge</td>
</tr>
<tr>
<td>Threats</td>
<td>Cyber bullying</td>
<td>Spitting</td>
<td></td>
</tr>
<tr>
<td>Social innuendo</td>
<td>Retaliation</td>
<td>Use of weapons</td>
<td></td>
</tr>
<tr>
<td>Retaliation</td>
<td>Abusive language</td>
<td>Intimidation</td>
<td></td>
</tr>
<tr>
<td>Abusive language</td>
<td>Making suggestive comments</td>
<td>Throwing objects</td>
<td></td>
</tr>
<tr>
<td>Making suggestive comments</td>
<td>Social interference</td>
<td>Inappropriate gestures</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Interfering with personal property</td>
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<td>Biting</td>
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</table>

Our **proactive approach** is based on the delivery of explicit teaching throughout the whole school that helps students
- understand their role within the school
- understand the rules and school community values
- identify bullying behaviours
- learn a range of pro social skills aimed at dealing with situations of bullying
- help all students to make better choices about their behaviour
- through alternative programs such as ‘Rock and Water,’ ‘Shine’, ‘Social Skills’ and support from the Denise Kable unit

Our **reactive approach** will help students
- to identify their behaviour
- reflect upon their choices through timeout
- discuss and practise a range of strategies that empowers ‘victims’
- discuss and practise a range of strategies that helps ‘perpetrators’ interact positively with others
- self-evaluate their efforts at new behaviour
# Anti-Bullying Framework

Framework for developing workable solutions to bullying at Middle Ridge State Primary School.

<table>
<thead>
<tr>
<th>Short Term: Responsive</th>
<th>Medium Term: Problem Solving</th>
<th>Long Term: Preventative</th>
<th>School Community:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practically dealing with the immediate and specific incidents of bullying.</td>
<td>Work with Guidance Officer, Behaviour Management and/or other support personnel.</td>
<td>Establish a school culture that actively promotes non-violence.</td>
<td>Proactive: Providing information to the Parents/Carers to give consistent messages through ongoing strategies designed to foster the active involvement of students.</td>
</tr>
<tr>
<td>- Speak to all students involved.</td>
<td>- Provide opportunities for role playing and problem-solving scenarios.</td>
<td>- Create an inclusive classroom climate that accepts and values diversity.</td>
<td>- Establish an inclusive school culture that actively promotes non-bullying</td>
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<tr>
<td>- Investigate, interview and record (One School) if necessary</td>
<td>- Teach students assertive strategies to deal with conflict resolution</td>
<td>- Ensure students’ voices are heard and they actively participate in meaningful decision-making.</td>
<td>- Provide information from outside agencies that could provide support to the Parents such as ‘Triple P’ or ‘Circle of Security’, Community Child Youth and Mental Health Services, Medicare Local, Evolve</td>
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<tr>
<td>- Time out</td>
<td>- Provide structured programs that teach alternatives to aggressive behaviour.</td>
<td>- Encourage collaborative decision-making on important school issues involving all members of the school community.</td>
<td>- Weekly News Letter: information on the procedures to be followed when their student is bullied.</td>
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<tr>
<td><strong>Staff:</strong></td>
<td>- Work with parents, students, teachers to monitor behaviour and adapt the program as needed.</td>
<td>- Providing long-term support by key personnel.</td>
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<td><strong>Students:</strong></td>
<td>- Reintegration and restoration of relationships for the students involved.</td>
<td>- Focus on socialisation (e.g. role-models, leadership programs, group dynamics and co-operative learning)</td>
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<td></td>
<td>- Be expected to actively engage in professional development as provided by the school community. (e.g. Professional Development of Staff: Cyber Bullying)</td>
<td>- Provide opportunities for students to critically examine social constructions which shape bullying and harassment, e.g. race, gender, class.</td>
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<td></td>
<td><strong>Staff:</strong></td>
<td>- Periodically instigate appropriate surveys to determine school safety. Monitor, document and give the community feedback about program effectiveness (based on sound data)</td>
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<td></td>
<td><strong>Students:</strong></td>
<td>- Celebrate and publish successes</td>
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<td>- Report bullying incidents they witness.</td>
<td>- Revise effective anti-bullying strategies with links to the Supportive School Environment.</td>
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<td>- Are offered an opportunity to discuss the experience with a member of staff.</td>
<td>- Explicitly teach School Values and proactive strategies.</td>
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<td></td>
<td>- Students to take responsibility for their own actions.</td>
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What can I do if my child is being bullied?

Parents and siblings can feel very upset when a child is affected by school bullying. Parents may feel anger, fear, shame, confusion, frustration, embarrassment and powerlessness, and may need to draw on their own networks to deal with their own emotions and for support during the process.

Parents will consider what they know about their child and the details of the situation to make decisions in their own child’s best interest. The way children relate to each other is complex and the bullying situation can change regularly or unexpectedly. The following are some general strategies to try.

Talk to your child in a calm and supportive manner focused on finding a solution to the problem. Discuss with your child some immediate strategies to deal with the bullying. If your child is experiencing verbal or physical bullying, and has not already tried these, encourage your child:

- to walk away
- to try to act unimpressed or unaffected
- to use other strategies to diffuse the situation (e.g. agreeing in an offhand way with the bully when they say offensive or negative things – known as fogging)
- to say ‘No!’ firmly
- to talk to the teacher or other staff, e.g. school guidance officer or Chaplain.

Do not advise your child to fight with the other child (as distinct from defending themselves from a physical attack.) This can escalate the situation, and your child may be observed and reprimanded for their part in a fight.

If your child is being bullied through electronic media, you can manage the access to the technology itself as well as encouraging your child to use the strategies.

Let your child know you will be contacting the school. Sometimes children don’t want their parents to become involved or fear the consequences when the bully finds out. Field (2007) suggests that if a child is very resistant to bringing the issue up at school, parents might consider giving them a short period of a week or so to see if they can improve the situation with the strategies above. However, parents should insist they will be contacting the school if the bullying continues. No single response will solve bullying. A variety of responses and working at several levels is necessary to stop it. You can help your child by working with the school staff and helping your child to develop personal strategies to deal with bullying.

How can I work with the school? Gather information about the bullying.

Before contacting the school, gather as much information as you can about the bullying by talking with your child.

- What does your child say and do when bullied?
- Which other students witness the bullying: who are they and what do they do?
- Has your child reported it to teachers or other staff at the school previously, and what happened?
- Who else is bullied by these children?
- What is happening at school that might be contributing to the bullying?

When you have the information, think about what you would like the school to do before you contact them.

How can I help my child?

Research has shown that involving parents is crucial in dealing with bullying. The biggest impact comes when families help their children learn new ways to deal with bullying at the same time that the school makes changes and enforces consequences for other children’s bullying behaviours. Knowing how to deal with bullying is a basic life survival skill. Experiencing bullying at school can be frightening and negative, but it is also an opportunity for your child to learn how to deal with bullying, not just at school, but throughout life in social situation and at work. The following ideas are taken.

Your child’s attitude

It is essential for you to remain positive and focused on trying to find a solution. This positive approach needs to be passed on to the child. A confident, positive and resilient appearance can stop a bully from continuing. Some children may be feeling disempowered and helpless.

It may be necessary to try several different approaches before you and your child find an effective solution. Remind your child a solution may take some time and require determination, requiring:

- Practice: make sure your child knows it will take time and practice to change how they behave in order to change the situation.
- Courage: encourage your child to face up to the challenge, saying things like: If you don’t try then you don’t know what is possible.
- Flexibility: remind your child that it might be necessary to try a few different options to work out how to disarm this particular child’s bullying behaviour.
- Celebrations: change might come gradually, so keep written records of progress and celebrate any small change you achieve.
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 given to the Deputy Principal on arrival at 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.

Students must not record images anywhere. (eg. in change rooms, toilets or any other place where a reasonable person would expect to be afforded privacy).

We uphold the value of respect and the right to privacy at Middle Ridge 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.

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 and 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 the Queensland Police Service. 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, Tamagotchis®, laptop computers, PDAs, i-Pads, 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.
Students who violate the school’s Code of Behaviour, despite efforts to promote and develop appropriate behaviour, must be supported to modify and correct their behaviour. These are the students with Level 2 and Level 3 support needs, and this support is achieved in the school via the following processes:

**Application of a range of non-violent, non-coercive and non-discriminatory Behaviour Management corrective strategies.**

The school utilises a collaboratively developed whole school BM plan, compiling safe, and respectful ‘best practice’ BM strategies to uphold the school behaviour code. School practice has moved away from the application of prescriptive, punitive measures to the use of a wide range of logical strategies and consequences, catering for the diversity and individuality of contexts and circumstances, with provision for the exercising of teacher professional judgement linked to accountability. Staff are encouraged to utilise a ‘least intrusive’ approach to correction of inappropriate behaviour, aiming to disrupt the learning environment as little as possible in the process of maintaining conducive learning conditions. In order to do this, staff may use a ‘risk assessment’ process to determine their course of action, as follows:

**Step 1:** What behaviour code or class rule is being broken?
**Step 2:** What is the current or potential impact of this behaviour on learning and teaching?
**Step 3:** Should I get involved and if I do, what is the simplest, least intrusive approach?
**Step 4:** Apply the first strategy and monitor its results. If unsuccessful, go to Step 5.
**Step 5:** Apply a more intrusive strategy and monitor results. If unsuccessful, go to Step 6.
**Step 6:** Apply a more intrusive strategy. This may include an ‘exit’ consequence if unsuccessful

Least intrusive to most intrusive strategies utilised by school staff in correcting student behaviour include the following, in order of level of intrusion:

- Tactical Ignoring
- Selective Attending
- Proximity
- Proximity With Touch Interference
- Body Language Encouraging
- Waiting And Scanning
- Pause In Talk
- Cueing (Verbal/Non-Verbal/Parallel)
- Descriptive Encouraging
- Non-Verbal Redirection (Eg Flashcards/Private Signals)
- Distraction/Diversion
- Non-Verbal Directional Action (Eg Bell/Whistle/Clapping)
- Oral Directional Phrase (Eg 1-2-3, Eyes On Me)
- Curriculum Redirection
- Calling The Student’s Name
- Questioning To Re-Direct (Eg Rule Questions)
- Individual Close Talk
- Verbal Redirection – Directive Question
- Verbal Redirection – Directive Statement
- Give Choices (Incorporating Consequences)
- State Logical Consequence
- Follow Through – Enforce Consequences
- Move Student In Room/Playground
- Move Student To Reflection/Time-Out Area/Buddy Class
- Remove Student From Classroom/Playground
- Have Third Party Remove Student From Classroom/Playground
- Remove Rest Of Class From Room/ Area
- Physical Restraint (Non-Violent Crisis)
b) A continuum of least to most intrusive intervention processes involving modifications to learning conditions to prevent recurrence of behaviours:

Following correction of behaviour problems in the classroom or playground, teachers are encouraged to initiate changes in practice to prevent or reduce the possibility that the behaviour will reoccur. As with the corrective process, this is a “Least to most intrusive” process, involving the initial modification of organisational and relationship factors within the learning setting and ultimately the involvement of student support services outside the classroom (eg medical support, mental health). The model for this process is represented below:

**FOCUS OF INTERVENTION STRATEGIES**

**LEAST INTRUSIVE**

**LEAST RESISTANT TO CHANGE**

**PHYSICAL ENVIRONMENT**
Seating Plan/Class Set-up
Lighting/Furniture
Visual Distractions
Location of Resources
Teacher Proximity
Lesson Venue

**TASK REQUIREMENTS**
Length of Activities
Hands-On Lesson elements
Use of Technology
Goal Setting
Use of Stretch Breaks
Variety of Activities
Flow of Lesson Activities
Transition between Activities
Relevance/Level of Content

**SOCIAL INTERACTIONS**
Non-Verbal Signals
Least Intrusive Strategies
Peer Influence
Monitoring Systems
Reward Systems
Positive and Reframing Strategies

**STUDENT**
(Medical, Emotional, Environmental)
Parent Conferences
Special Needs Committee Referral
Guidance Officer/BMST Referral
Paediatric Referral
Referral to other community support agencies
TIME-OUT PROCESSES AND PROCEDURES (Appendix 8)

PROCESSES:

Student does not follow the school values/ rules.

- Teacher **issues timeout verbally** to student.
- The **written timeout form consists of a yellow slip and a white form** to be completed by the issuing teacher/teacher aide (see Incident/Time-Out Report).
- Yellow slip is to be placed in the pigeon hole of the student's classroom teacher, who will remind the student of the time-out procedure.
- Detailed and completed white section of the form will be placed in the timeout pigeon hole to be collected by the supervising teacher. Time-out is undertaken at both breaks.

### On Time-out Day

- Students report to the office with their lunch at the first eating bell. (11.00am and 1.20pm)
- Students are collected and taken to the time-out room and complete a response sheet with assistance from the supervising teacher. This is accompanied by a discussion about the school values and a plan to make restitution in the form of an apology/compensation/community service, as well as making goals for future behaviour, which align with our seven school values.
- Students are given a standardised letter, to inform the parent of the inappropriate behaviour, which has resulted in the need for timeout. This letter is signed by the timeout teacher, classroom teacher and is sent home to be signed by the parent, and returned to the school. (see **Sample Time-Out Letter**)
- The detailed timeout report and the letter are attached to the student response form and are retained as a record of behaviour. These details are entered on One School as a permanent record of student behaviour.

Incidents of time out are recorded on One School and referred to the Principal, Deputy Principals, classroom teacher, supervising time out teachers and other personnel, as deemed necessary by the administration representative.

**Information to be included on One School Incident:**

Incident, Action (number of days time-out) + issuing staff member.

The assigned Deputy Principal will lead a review of One School Behaviour data twice/term. An analysis of the collated data will be shared with staff with a view to informing improved practices and positive behaviour development.

---

**High Frequency Timeout Offenders**

After three separate time-out incidents per month or a noticeable cluster or pattern of time outs occurring, the administration team is informed and appropriate procedures followed (see **Consequences of Inappropriate Behaviour**).
TIME-OUT PROCEDURES:

- Time-out will consist of both play sessions, per day of time out.
- Student meets the supervising teacher outside the administration block.

CONDITIONS FOR TIME-OUT:

- It is expected that time-out will be given judiciously
- It is expected for minor offences, that intervention will take place in the following order:
  1. Child is spoken to (warning, reminder of the rule)
  2. Child is asked to sit out in close proximity to staff member for a period of time in the
     playground. The Playground Profile Form can be used to track repeated behaviours and the
     student is made aware that a continuation of these behaviours will result in a time out.
     (see *Playground Profile Form*)
  3. Time-out is issued. When teachers use the ‘Buddy Teacher’ system if an incident happens
     during class, a time-out is completed following this.

Extreme behaviours both in the playground and classroom will result in an automatic time-out.

TIME-OUTS ARE AUTOMATICALLY APPLIED FOR:

- Repeated warnings – disobedience
- Physical violence
- Harassment
- Bullying/ cyber bullying
- Inappropriate and/or offensive language that is abusive to another person
- Vandalism
- Stealing

Refer to the ‘Levels of Behaviour’ for indicative behaviours and suggested consequences.

**Time Out Teacher Role**

- Collect Incident/Time Out Reports from pigeon holes.
- Collect students for time out from outside the office.
- Assist in the process of student completing the appropriate reflection and action plan sheets:
  - Time Out Response Sheet Prep – Year 2 and Action Plan
  - Time Out Response Sheet Year 3 - 7 and Action Plan
  - (Individual Student Behaviour Plan/ Playtime Plan Response Sheet – initial conversations with
    Administration)
- Complete master letter in the time out folder in G drive/ Data/Coredata/Teachers and print two copies
  one to be signed and sent with the student to the classroom teacher to be signed before being sent
  home. The second copy is attached to the Incident/Time Out Report and student Time Out
  Response Sheet.
- Completed time out paperwork is stapled together with returned Time Out Letter and given to the
  appropriate administrator for filing and entering on One School.
- When a Playtime Plan has been devised, this needs to be emailed to all staff to advise of the process
  involved for particular students.
- When students have not completed the additional copies of their Time Out Action Plan for the
  classroom teacher - a copy is to be given to the classroom teacher.
MIDDLE RIDGE STATE SCHOOL - INCIDENT/TIME OUT REPORT

STUDENT NAME: ____________________________________________________________

CLASS: __________ DATE OF INCIDENT: ________________________________

Period:-
○ Before School
○ Morning Session
○ Lunch (1st Break)
○ Middle Session
○ Afternoon Tea (2nd Break)
○ Afternoon Session
○ After School
○ Weekend or Holidays

Location:-
○ Classroom
○ Specialist Class or Group
○ Area 1 (F Block, Jnr. Oval, Jnr. Playground)
○ Area 2 (Junior Fort & Prep Playground)
○ Area 3 (Tennis Court & Oval)
○ Area 4 (Oval)
○ Area 5 (CPA, Tuckshop)
○ Time-Out Room
○ Library
○ Forest
○ Games Room
○ Pool
○ Toilets (Junior)
○ Toilets (Senior)
○ H Block
○ CPA (bus duty area)
○ Front of office (after school pick-up area)
○ 2min. zone (bus duty area)
○ Outside school grounds
○ Car Park
○ Excursion
○ Camp
○ Other (Eating areas, M Block & J Block)

Subject:- (Select ONE only)
○ Learning
○ Respect
○ Self-Discipline
○ Kindness
○ Co-Operation
○ Honesty
○ Social Justice

Witnesses:-

Staff:- ___________________________________________________________

Student/s- _________________________________________________________

Incident Details:- (Exact details to be loaded only One School)

Major □ Minor □ Number of days for Time Out: __________

________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________

Issuing Teacher:-

Name: _____________________________

Signature: _________________________

P.T.O.
**Incident Category:** (Select ONE only)
- Bullying/harassment
- Defiant/threat/s to adults
- Disruptive
- Dress Code
- IT Misconduct
- Late
- Lying/Cheating
- Misconduct involving object
- Non-compliant with routine
- Other conduct prejudicial to the good order and management of school
- Physical misconduct
- Possess prohibited items
- Prohibited items
- Property misconduct
- Refusal to participate in program of instruction
- Substance misconduct involving illicit substance
- Substance misconduct involving tobacco and other legal substances
- Third minor referral
- Threat/s to others
- Truant/skip class
- Verbal misconduct
- Other

**Motivation for Behaviour:** (Select ONE only)
- Obtain peer attention
- Obtain adult attention
- Obtain tangible object (eg. Getting back property, arguing over sports equipment)
- Obtain sensory stimulation (eg. Because they liked it)
- Escape/avoid activity or event
- Escape/avoid instructional task
- Escape/avoid adult attention (eg. Don’t want to listen to the adult)
- Don’t know

**Strategies Used:** (Select All Strategies used)
- Natural Consequence
- Restorative Justice
- Structured Choices
- Redirection – “What are you doing? What should you be doing?”
- Skilling "I see you need help with …"
- Set limits on acceptable behaviours
- Reminder and self-monitoring system
- Individual Conference
- Loss of privilege
- In class time out in calm area
- Time out
- Buddy Class
- Short Term Withdrawal
- Phone call to parent/caregiver
- Acknowledgement of positive choices
- Admin support
- Meeting with Parent/Caregiver
- Letter Home
- Individual Behaviour Support Plan
- Alternate Program
- Guidance Officer
- Managed attendance
- In School suspension
- Suspension
- Disable Login

**OFFICE USE ONLY**
Loaded onto One School: - ___/___/___
Signature:___________________________________
Middle Ridge State School Playground Profile Form
(to be completed by Teacher Aides and handed to Admin at the end of the week for follow-up)

Term:___  Week:___  Staff Member:________________________

<table>
<thead>
<tr>
<th>Date:</th>
<th>Student Name &amp; Class:</th>
<th>Behaviour:</th>
<th>Repeat Behaviour (Y/N)</th>
<th>Previous Dates:</th>
<th>Consequences:</th>
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</tbody>
</table>

{Date}

Dear Parent / Guardian

Your child, {Name, Class}

Received a ___ day timeout for the following misdemeanour/s which occurred in the classroom/playground:

___________________________________________________________________

During this time guidance was given to develop in the child:
- An understanding of the rule / school value/s that were broken
- Strategies for avoiding this behaviour in the future.

Please sign as acknowledgement and return to the school office (letter box on the wall of the front counter) on the next school day.
NB. Students remain in time-out until the letter has been returned (signed by parent/guardian) / parent phone call has been received.
All time-out incidences are formally recorded on the ‘One-School’ system.

Should you need to discuss this matter, please contact the office for an appointment with a member of the school leadership team (Deputy Principal / Principal).

Yours faithfully

Class Teacher                  Time Out Teacher                  Parent / Guardian
Name: ______________________________________________________________

Class: ___________________________ Date: ______________________________

Draw what happened.

What was my mistake?

What Middle Ridge values did I forget?

<table>
<thead>
<tr>
<th>Value</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respect</td>
<td>I treat others the way I want to be treated.</td>
</tr>
<tr>
<td>Self-discipline</td>
<td>I use my self-control to make good choices.</td>
</tr>
<tr>
<td>Honesty</td>
<td>I am truthful to myself and others.</td>
</tr>
<tr>
<td>Co-operation</td>
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<td>I have a go and do my best when I learn.</td>
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</tr>
<tr>
<td>Kindness</td>
<td>I care for myself, others and the environment.</td>
</tr>
</tbody>
</table>

What have I learnt from this?

What do I need to do to fix this?

<table>
<thead>
<tr>
<th>NOW</th>
<th>FUTURE</th>
</tr>
</thead>
<tbody>
<tr>
<td>How can I put things right?</td>
<td>Set 3 goals</td>
</tr>
<tr>
<td></td>
<td>1.</td>
</tr>
<tr>
<td></td>
<td>2.</td>
</tr>
<tr>
<td></td>
<td>3.</td>
</tr>
<tr>
<td>NOW</td>
<td>FUTURE</td>
</tr>
<tr>
<td>--------------------------</td>
<td>-------------------</td>
</tr>
<tr>
<td>How can I put things right?</td>
<td>Set 3 goals</td>
</tr>
<tr>
<td></td>
<td>1.</td>
</tr>
<tr>
<td></td>
<td>2.</td>
</tr>
<tr>
<td></td>
<td>3.</td>
</tr>
</tbody>
</table>
TIME OUT
RESPONSE SHEET Years 3-7

Name: _______________________________________________________________

Class: ________________ Date: ______________________________

What happened?

............................................................................................................................

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What was my mistake?

............................................................................................................................

What Middle Ridge values did I forget?
(Write the values and the matching statements)

............................................................................................................................

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What have I learnt from this?

............................................................................................................................

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What do I need to do to fix this?

<table>
<thead>
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<th>NOW</th>
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</thead>
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</tbody>
</table>
### Years 3-7 TIME OUT ACTION PLAN

#### Student Copy

Name: _______________________________  Class: _____  Date: ________

<table>
<thead>
<tr>
<th>NOW</th>
<th>FUTURE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>How can I put things right?</strong></td>
<td><strong>Set 3 goals</strong></td>
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</tr>
</tbody>
</table>

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### Years 3-7 TIME OUT ACTION PLAN

#### Teacher Copy

Name: _______________________________  Class: _____  Date: ________

<table>
<thead>
<tr>
<th>NOW</th>
<th>FUTURE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>How can I put things right?</strong></td>
<td><strong>Set 3 goals</strong></td>
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</tbody>
</table>

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# Middle Ridge State School

## Individual Behaviour Plan (Senior) – (Level 2-3) (Appendix 9)

### Student

Student Signature _____________________________________________

I understand that:

- mistakes are part of **learning**
- it is my job to **control my actions** and take responsibility for my mistakes
- what is done is in the past but **the future can be changed**
- I own the **consequences** that follow my actions
- I have demonstrated that I am not ready to self-manage my behaviour and this plan is a chance for me to make new choices with help from a teacher
- I am a **good person** and have people at this school who care about me
- I now have to commit to making a plan that **makes our school a better place**

Teacher

Student Signature _____________________________________________

### Date Today

___ / ___ / ___

### Review Date

___ / ___ / ___

This plan is to be completed by you, checked by your teacher/Admin and signed. In one week it will be reviewed. You will then negotiate with your teacher/Admin to return to the Self-Management level. (Level 0) Note that your teacher may apply additional restrictions to your activities for the week. An unsuccessful plan may result in further plans, parent-teacher contact or other consequences.

### Hit the Rewind Button

What happened? What did I do? How did things go wrong? What was not okay about my actions? What rules did I break? How did it make other people feel?

- _______________________________________________________
- _______________________________________________________
- _______________________________________________________
- _______________________________________________________

### Hit the Pause Button

What **Value/ Rules** do I need to write out? (your teacher will tell you)

- _______________________________________________________
- _______________________________________________________
- _______________________________________________________
- _______________________________________________________

### Restrictions

These are the limits that are placed on my opportunities for the time this plan is being used.

- _______________________________________________________
- _______________________________________________________
- _______________________________________________________
- _______________________________________________________

### Review & Follow-Up

- Plan successfully implemented
- Further plan required

Comments: ________________________

- _______________________________________________________
- _______________________________________________________
- Teacher’s signature ___ / ___ / ___
### Now Fast Forward

<table>
<thead>
<tr>
<th>What will I choose to do next time?</th>
<th>How can I avoid this problem again?</th>
<th>Do I need help from my teacher to do this?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Next time this happens I will __________</td>
<td>To stop it happening again I could __________</td>
<td>I would like my teacher to help me by __________</td>
</tr>
<tr>
<td>___________________________________________________________________________</td>
<td>___________________________________________________________________________</td>
<td>___________________________________________________________________________</td>
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<td>___________________________________________________________________________</td>
</tr>
</tbody>
</table>

### It’s Time To Fix It

What can I do to fix the problem I created?  * write a letter of apology  * clean it  * mend it  * pay for it  * write new game rules  * have a Helping Circle

**To fix this problem I will**

____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

### You Can Make It Even Better

During this plan, what will I do to make the school a better place? I will keep a record of these actions in my Behaviour Book.

* tidy the playground  * tidy classrooms  * assist teachers  * be a Play Buddy  * write Thank You notes to people in the school

To make the school a better place for everyone I will

____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
Name: __________________________                    Date:____________

Do I want to be part of my class?     YES         NO

What values weren’t followed? ________________________________________________________________

What happened then? ________________________________________________________________

My Plan

What I will do: _____________________________________________________________________________

How I will do it: _____________________________________________________________________________

When I will do it: _____________________________________________________________________________

What will be a reasonable consequence if I don’t follow my plan?
________________________________________________________________________________________

When will I do the work I have missed? ______________________________________________________________________

Who will check my plan? __________________________ When: __________________________

My Signature: ______________________________________________________________

My Teacher’s Signature: ______________________________________________________________

**School Values and Affirmation Statements:**

- **Respect**  
  I treat others the way I want to be treated

- **Self-discipline**  
  I use my self-control to make good choices

- **Honesty**  
  I am truthful to myself and others

- **Co-operation**  
  I get along with others

- **Learning**  
  I have a go and do my best when I learn

- **Social Justice**  
  I treat others fairly when I work and when I play

- **Kindness**  
  I care for myself, others and the environment
Week ___, Term ___

This is a weekly timetable showing the areas/activities where __________ must go at break times. This will be negotiated between __________ and the time-out teacher.

Give the sheet to the teacher on duty at the BEGINNING of play time (and collected at the end). The sheet is to be taken to the Principal/Deputy Principal at the end of each day. A copy will be sent home to parents.

<table>
<thead>
<tr>
<th></th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>1&lt;sup&gt;st&lt;/sup&gt; break area</td>
<td>CPA</td>
<td>CPA</td>
<td>Library</td>
<td>Library</td>
<td>Oval</td>
</tr>
<tr>
<td>Comment</td>
<td></td>
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<tr>
<td>Teacher Signature</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2&lt;sup&gt;nd&lt;/sup&gt; break area</td>
<td>Games room</td>
<td>Oval</td>
<td>CPA</td>
<td>Games room</td>
<td>Games room</td>
</tr>
<tr>
<td>Comment</td>
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<td>Teacher Signature</td>
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<tr>
<td>Principal/Deputy comment</td>
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<tr>
<td>Signature</td>
<td></td>
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</tbody>
</table>

1<sup>st</sup> break choices: Library, CPA  
2<sup>nd</sup> break choices: Games room, CPA

****Teacher on duty MUST sign (and comment)****
SENIOR STUDENT SUPERVISION FORM (Appendix 12)

(Student to present this form to the teacher on duty/class teacher, at the beginning of the session)

STUDENT'S NAME: ___________________________  DATE: ______________

<table>
<thead>
<tr>
<th>Session / Comment</th>
<th>Staff Name</th>
<th>Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before School:</td>
<td></td>
<td></td>
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<tr>
<td>Morning Session:</td>
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<tr>
<td>Lunch:</td>
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<tr>
<td>Middle Session:</td>
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<tr>
<td>Afternoon Tea:</td>
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<tr>
<td>Afternoon Session:</td>
<td></td>
<td></td>
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<tr>
<td>After School:</td>
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<td></td>
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</tbody>
</table>

Please return these forms to the Principal/Deputy Principal each morning.

General Comment:

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

Teacher’s Signature: ___________________________

Principal /DP Signature: _______________________

Parent / Carer Signature: ______________________
JUNIOR STUDENT SUPERVISION FORM (Appendix 13)

(Student to present this form to the teacher on duty/ class teacher, at the beginning of the session)

STUDENT’S NAME: ___________________________  DATE: ____________

<table>
<thead>
<tr>
<th>Session / Comment</th>
<th>Behaviour Rating</th>
<th>Teacher’s Name</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Signature</td>
</tr>
<tr>
<td>Before School:</td>
<td>😊</td>
<td>😘</td>
</tr>
<tr>
<td>Morning Session:</td>
<td>😊</td>
<td>😘</td>
</tr>
<tr>
<td>Lunch:</td>
<td>😊</td>
<td>😘</td>
</tr>
<tr>
<td>Middle Session:</td>
<td>😊</td>
<td>😘</td>
</tr>
<tr>
<td>Afternoon Tea:</td>
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<td>😘</td>
</tr>
<tr>
<td>Afternoon Session:</td>
<td>😊</td>
<td>😘</td>
</tr>
<tr>
<td>After School:</td>
<td>😊</td>
<td>😘</td>
</tr>
</tbody>
</table>

Please return these forms to the Principal/ Deputy Principal each morning.

General Comment:
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Teacher’s Signature: ___________________________
Principal /DP Signature: ___________________________
Parent / Carer Signature: ___________________________