Geebung Special School

Responsible Behaviour Plan for Students

1. Purpose

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

At Geebung Special School we recognise that student behaviour is influenced by: life experiences, disability, an ability to understand and use language, successful interpersonal relationships, self-awareness and self-regulation abilities and engagement in positive learning experiences. Supporting students with disabilities to understand and experience success with their behaviours requires an implicit knowledge of the learner and their individual learning needs.

Teaching/Supporting students to understand and demonstrate successful communication, self-regulation and emotional well-being is supported by the caring relationships between staff and students. Student participation in programs which are developmentally relevant and appropriate to the student’s learning strengths and capabilities maximise successful outcomes for the learners.

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

2. Consultation and data review

Geebung Special School has developed this plan in collaboration with the wider school community and with particular support of the School Wide Positive Behaviour Support Leadership Team which represents teachers, teacher aides the parent body and community. As part of this process data from 2011 and 2012 from both behaviour incidents and positive behaviour recorded on One School and analysed to inform the development process. The school has a no exclusion or suspension policy.

The Plan was endorsed by the Principal, the President of the P&C and will be reviewed in 2015.

3. Learning and behaviour statement

We consider behaviour support to be an opportunity for valuable social learning and support our students’ behaviour under the SWPBS Framework of Prevent, Teach, Reinforce (see Appendix 1)
At Geebung Special School, we support each student's behaviour by:

- acknowledging the uniqueness of each student;
- placing significant emphasis on the development of socially appropriate behaviour;
- recognising that students who feel safe, accepted, supported and valued are more likely to reflect these qualities in their own behaviour;
- emphasising the importance of using teaching strategies which incorporate positive preventive actions;
- recognising that students with special education needs require unique, individualised and consistent approaches to support their behaviours; and
- committing to the implementation of School Wide Positive Behaviour Support process to guide and support the teaching and learning culture of the school.

To achieve social learning in a Supportive School Environment we acknowledge:

- the need for all members of the school community to take responsibility in developing and sustaining such an environment
- the need for rules which specify the boundaries of acceptable social behaviours

Our school community has identified the following school rules to teach and promote the responsible behaviour of our students across all learning environments.

- Be Safe
- Be Sensible
- Have A Go
- Keep the Space
- Show Respect

Our school rules have been agreed upon and endorsed by all staff and our school community. They are aligned with the values, principles and expected standards outlined in Education Queensland's Code of School Behaviour. All areas of Geebung Special School are learning and teaching environments.

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

Universal behaviour support

The first step in facilitating standards of positive school behaviour is communicating those standards to all students. At Geebung Special School we emphasise the importance of the explicit teaching of the school rules and expectations to students.

Communicating behavioural expectations is a form of universal behaviour support – a strategy directed towards all students designed to prevent inappropriate behaviour and provide a framework for responding to unacceptable behaviour.

A set of behavioural expectations in specific settings has been attached to each of our 5 school rules. The School Wide Expectation Matrix outlines our agreed rules and specific behavioural expectation in all school settings. (Appendix 2)
These expectations are communicated to students through a number of strategies including:

- The explicit teaching of the rules in the beginning of the year unit – “The Geebung Way”
- Timetabled lessons for the explicit teaching of expected behaviour, rule and expectations during Human Relationship Education and Social Skills Programs on a weekly basis
- Presentations by classes on assembly which promote and reinforce the school rules
- Explicit teaching/revision of rules at transition points throughout the school day
- Active supervision of students by staff during classroom and non-classroom activities including Community Based Education
- Geebung Special School implements the following proactive and preventative processes and strategies to support student behaviour
  - Staff use strategies which establish a learning environment that encourages each student to be as independent in making behavioural choices as they can be
  - School Behaviour Leadership Team members regularly provide information and support to staff, parents and others through the sharing of successful practices
  - Induction programs in the Geebung Special School Responsible Behaviour Plan for Students are delivered to new parents, new staff and relief staff
  - A dedicated section of the school newsletter celebrates the success of students who have won awards on assembly for their positive behaviours
  - Individual Support Plans are developed for students who demonstrate repeated inappropriate or unacceptable behaviour to provide a personal framework of positive behaviour expectations and actions to enable staff to provide consistent strategies or adjustment across all learning environments
  - Staff receive ongoing professional development in Essential Skills for Classroom Management, Active Supervision in the Classroom and Non-classroom Areas, Non-violent Crisis Intervention, and Disability Specific Training in Behaviour
  - Implementation of specific policies to address
    - the use of personal property technology devices at school (Appendix 3) *Appropriate Use of Mobile Telephones and other Electronic Equipment by Students*
    - procedures for preventing and responding to incidents of bullying (including cyberbullying and recording incidents for data collection (Appendix 4)
    - procedures regarding the use or possession of weapons including knives and any other items that could be considered a weapon in school (Appendix 5)

**Reinforcing Expected School Behaviour**

At Geebung Special School the reinforcement of Expected Behaviour is an integral part of our Whole School Behaviour Support program. Geebung Special School reinforces expected behaviours of students both formally and informally and at a classroom and whole of school level. The Positive Consequence Set (Appendix 6) for expected behaviours includes:

- Classroom Reward Systems
- Gotcha Tickets
- Star Awards
**Class Reward Systems** are set up by individual class teachers and are used on a daily basis.

**Gothca Tickets** are given by staff each day to students they observe following the school rules in both classroom and non-classroom areas. This reinforcement continues consistently throughout the day. When staff catch a student following the rules they can choose to give them a Gotcha Ticket. When students are given a Gotcha Ticket they drop the ticket into a Gotcha Box in their classroom or in the Office. Gotcha Tickets are never removed as a consequence of problem behaviour.

Each week at Assembly a draw is made out of the Junior and Middle School Gotcha Box on Assembly and the students whose names are pulled from Gotcha Boxes are rewarded with a small prize.

Gotchas are also tallied each week with prizes for students reaching 10, 20, 30, 40, and 50 Gotchas over the semester.

**Star Awards** are given by staff to students they nominate for completing or undertaking a task under one of the school rules. They are a one off award given to students on assembly. Any staff member may nominate a student for one of these awards.

**Responding to Unacceptable Behaviour**

Behaviour Support represents an important opportunity for learning how to get along with others.

**Re-directing low-level and infrequent problem behaviour**

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

Our preferred way of re-directing low-level problem behaviour is to ask them “If they were being Safe, Sensible, Having a Go... and what could they do to be Safe Sensible, Have a Go..., and could they please demonstrate the behaviour that would align with the school rules.” (*Appendix 7: Essential Skills of Classroom Management*)

**Targeted behaviour support**

A small number of students at Geebung Special School are identified through our data as needing a little bit extra in the way of targeted behavioural support. In most cases the inappropriate or unacceptable behaviour may not be immediately regarded as severe, but the frequency of their behaviours may put these students' learning and social success at risk if not addressed in a timely manner. Staff, however, need an implicit understanding of disabilities, the implications for student’s learning and experiencing successful relationships. Differentiated approaches to supporting learners and their behaviours is required and accepted as best practice within a special school setting.

Students who fall within the targeted behaviour support category will have an individual behaviour support (*Appendix 8*) plan developed by their class teacher. Their behaviour will be monitored across the school and be regularly discussed at staff meetings.
Intensive behaviour support

Geebung Special School is committed to educating all students, including those with the highest behaviour support needs. We recognise that students with highly complex and challenging behaviours may need comprehensive systems of support that require regular reviews in consultation with parents/caregivers other relevant specialist staff and outside agencies.

The Special Needs Team (part of the School Wide Positive Behaviour Support Team)

- Works with other staff members to develop appropriate behaviour expectations and strategies;
- Provides consistent strategies and adjustments outlined within the Individual Behaviour Support Plan; (Appendix 8)
- Monitors the impact of support for individual students through continuous data collection;
- Works with the School Administration to achieve continuity and consistency; and
- Ensures that all of the staff are aware of the Individual Behaviour Support Plan in place for the student and that that plan is acted on by all staff.

The Special Needs Team has a referral system in place and works in conjunction with administration.

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 unacceptable behaviour. This consistency ensures that actions taken are responsive to the safety and well-being of students and staff

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 unacceptable behaviour is defined as behaviour of such intensity, frequency, or duration that the physical safety and well-being of the student or others is likely to be placed at serious risk

Immediate Strategies

- **Avoid escalating the unacceptable 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 student 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 towards the situation or incident, speak privately to the student if 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
Reinforcement and Correction Strategies

- If the student starts displaying the appropriate behaviour briefly acknowledge their choice;
- If the student continues with the unacceptable behaviour then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour.

Follow Up Strategies:

- Restore normal school operations as soon as possible.
- Provide post incident opportunities that include:
  - Giving appropriate support to students who may have been distressed by the incident;
  - Assisting the individual student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during a sequence of events, evaluate decisions made, and identify acceptable decision options for future situations;
  - Development of Individual Behaviour Support Plan; and an
  - Opportunity for staff involved to debrief the situation

Physical Intervention

Staff may make the legitimate use of physical intervention if all non-physical interventions have been exhausted and a student is:

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

Appropriate physical intervention may be used to ensure the Geebung Special School staff demonstrate a duty of care to protect students and staff from foreseeable risks of injury. The use of physical intervention is only considered appropriate where the immediate safety of others is threatened and the strategy is used to prevent injury.

Physical intervention using Non-Violent Crisis Intervention (NVCI) strategies involving coming between students, blocking and releasing strategies, transport positions and team control positions.

It is important that all staff understand:

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

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

- Property destruction
- School disruption
- Refusal to comply
- Verbal threats
- Leaving a classroom or the school, unless student safety is clearly threatened.

Any physical intervention made must:

- Be reasonable in the particular circumstances,
- Be in proportion to the circumstances of the incident
- Always be the minimum force needed to reduce the risk of harm to self or others
- Take into account the age, stature, disability, understanding and gender of the student
Record Keeping
Each instance involving the use of physical intervention must be formally documented. The following records must be maintained:

- Student Behaviour Incident Form (Appendix 9)
- Student Record of Incident (One School)

5. Consequences for unacceptable behaviour
Geebung Special School makes systematic efforts to prevent inappropriate or unacceptable behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When these behaviour incidents occur, it is important that consequences are predictable. Our school seeks to ensure that responses to inappropriate or unacceptable behaviour are consistent and proportionate to the nature of the behaviour, taking into consideration the student’s disability and the impact of that disability on their behaviour. (Appendix 10 Consequence Set for unacceptable behaviour)

Minor and Major Behaviours
When responding to behaviour incidents, the staff member determines if the problem behaviour with the following agreed understanding

- **Minor Behaviour** incidents are handled by staff members at the time the behaviour occurs.
- **Major Behaviour** incidents are referred directly to the school Administration Team

Minor problem behaviours are those that:

- Are minor breaches of the school rules
- Do not seriously harm others or cause you to suspect that the student may be harmed
- Do not violate the rights of others in any other serious way
- Are not a part of a pattern of inappropriate behaviours (where the behaviour pattern is not disability related)
- Do not require the involvement of specialist support staff or Administration

Minor problem behaviours may result in the following consequences

- Redirection Rule Reminder
- Apology
- Mend and Repair
- Timeout
- Missing a preferred activity
- Removal to a buddy class
- Loss of play time
- Note in Home/School Communication Book

Major Behaviours are those that:

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

Major behaviours result in a referral to school administration because of their seriousness. When major unacceptable behaviour occurs, staff members calmly state the behaviour and remind the student of expected school behaviour. The staff member calls the administration to assist or escorts the student to administration. A report on the student’s behaviour is recorded in OneSchool.
Major unacceptable behaviours may result in the following consequences:

- Timeout
- Removal to a Buddy Class
- Parent Interview
- Referral to School Behaviour Support Team
- Referral to outside agencies.

### 6. Network of student support

A holistic and collaborative approach to supporting student behaviour exists at Geebung Special School, characterised by a network of support compromising of school personnel, parents and carers. When necessary this network may extend to external EQ personnel and support agencies.

The classroom teacher and the teacher aide are the key school personnel responsible for supporting individual student’s behaviours. As such they play the pivotal role in developing and implementing individual and classroom behaviour support strategies.

However the collaborative nature of support at Geebung Special means that a range of other school staff may play a role in supporting student behaviour, these include the principal and deputy principal, administration staff, non-contact teachers, teachers who have supported the student previously, the Guidance Officer and therapy staff. This holistic approach ensures that the entire needs of the student are identified and catered for and that ownership for supporting each student’s behaviour lies with all staff not merely their current teacher or teacher aide.

On occasions, mainly for students with complex and challenging behaviour(s) external expertise or support may be called upon. This may be in the form of an Advisory Visiting Teacher – Behaviour or ASD, member of the Behaviour Support Team or an expert in a specific support strategy. Liaison may also take place between school personnel and external agencies including Disability Services and the Department of Communities.

### Consideration of individual circumstances

It is recognised that the students at Geebung Special School have special needs that underlie their enrolment within our school. This need may be the result of a reduced intellectual capacity, inherent behaviour problems and/or a diagnosable condition such as Autism. As such the Responsible Behaviour Plan for Students within the school must be interpreted with a degree of flexibility and adapted where necessary to suit the needs of the students.

Teachers have the discretion to make informed decisions with respect to the implementation of the program within their classrooms after consultation with the Behaviour Support Team and principal, who ensure that the plan is not abandoned.

For students who have very complex behaviours and for whom the general approaches have not been successful, an Individual Support Plan or specific strategies detailed in an ILP may be developed in consultation with caregivers and other professionals. Details of such plans are shared with all staff to ensure that these student’s behaviour is supported in a consistent, appropriate manner.
Our sensitive, consistent and informed implementation of this planned approach will ensure all students at our school find it a safe, enjoyable place and are motivated to learn.

7. 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
- Weapons Act 1990
- Workplace Health and Safety Act 2011
- Workplace Health and Safety Regulation 2011
- Right to Information Act 2009
- Information Privacy (IP) Act 2009

8. Related departmental procedures
- 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

9. Some related resources
This could include:
- National Safe Schools Framework
- Take a Stand Together
- Working Together resources for schools
- Calmer Classrooms
- Bullying. No way!
- Cybersafety in schools resources

Endorsement

Principal

P&C President or Chair, School Council

Principal’s Supervisor

Date effective: from ...................................................... to ......................................................
Appendix 1

The SWPBS Framework
Prevent, Teach, Reinforce

School Wide Positive Behaviour Support is governed by a set of guiding principles:

1. **Science of Behaviour**
   - All behaviour is purposeful and has a function
   - Behaviour is lawful and predictable (patterns can be identified)
   - Behaviour is learnt and new behaviours can be taught (replacement behaviour can be shaped)
   - Behaviour is affected by the interaction between environment, others in it and the individual
   - Behaviour is also affected by disability and internal factors of an individual
   - Understanding the importance of the relationship between intrapersonal factors and environmental variables critical to supporting behaviours (Functional Behaviour Assessment)
   - Manipulation of environmental factors can influence the increase or decrease of behaviours.

2. **Preventative Logic**
   - Processes, practices and interventions having a central focus of preventing
   - Development of new problem behaviours
   - Worsening of existing problem behaviours
   - Triggering of problem behaviours
   - Emphasis on managing setting events and triggers, direct teaching of appropriate behaviour, actively monitoring and positively reinforcing pro-social or adapted behaviours

3. **Continuum of Support**
   - Multi-tiered support – Preventative, early intervention, remediation of established problem. (Primary, Secondary and Tertiary)
   - Interventions and practices need to be, Instructional, address the Function and be Sustainable to maximise an individual taking responsibility for their own behaviour.
     - **Prevention** – proactively removing/adding antecedents in the environment to increase appropriate behaviours and reduce inappropriate behaviours
     - **Instructional** – explicit teaching of what is expected and the skills to do it.
     - **Function** – individuals behave to achieve something. Any support needs to consider this end, either by enabling the same ind in a more appropriate manner or a different end that is more desirable
     - **Sustainable** – The practice or intervention must be able to be implemented and maintained for long periods by those responsible for support.
4 Evidence Based Practice

- Practices need to reflect Positive Behaviour Support Principles
- Practices need to be proved. The three main criteria are:
  - **Scientific** – research validated: intended outcome verified through repeated and standardised application in a variety of environments; where variables are identified and can be controlled
  - **Program Evaluation** – the design of the practice includes the ability to evaluate the achievement of the intended outcome and the effectiveness of implementation by implementers at the local application of the practice.
  - **Social Validation** – the reporting of value and positive experiences and achievement of outcomes by individuals within the environment to which the practice is applied
- Local data is used to identify the effectiveness of existing practices (both the outcomes the practice achieves and the quality of implementation by staff)
- Local data is used to identify the need for a practice to guide which practice is selected

5 Natural Implementers

- Processes, practices and interventions need to be delivered by persons operating closest to those in need of the behaviour support
- These persons:
  - Are the best known to the recipient
  - Have the best knowledge of the recipient and the context
  - Are best able to work with others in the environment to have a cohesive and integrated approach to support
  - Are able to sustain and replicate support over a longer period
  - Local implementers need clearly defined procedures, resources and training to be effective.

6 Systems Change

- A focus on managing and changing the processes and structure of the organisation is much more effective than simply trying to change the behaviours of the individual in it.
- A systems focus:
  - Articulates the expected modus operandi the collective;
  - Promotes a common vision, language and experience
  - Guides the development of organisational culture’
  - Promotes durability – not reliant on the leader to sustain the behaviour of the collective; and
  - Allows for greater honest and integrity in the assessment of the system, its outcomes the operation/behaviour of the individuals in it
- Systems change targets the organisations: beliefs, operating principles; policies, procedures, routine, resources, training, data collection, decision making, problem solving and action planning.
7. Context and Culture

- Local context, needs and characteristics need to be considered in the:
  - Analysis of any data;
  - Choice and implementation of any processes, practices or intervention; or
  - Assessment outcome achievement or effectiveness of implementation

- “Can a positive experience result from this action for the individual within this environment?”
# Appendix 2

## GEEBUNG SPECIAL SCHOOL - SCHOOL WIDE POSTIVE BEHAVIOUR MATRIX

<table>
<thead>
<tr>
<th>SAFE</th>
<th>Around the school</th>
<th>Classroom</th>
<th>Gym</th>
<th>In an audience</th>
<th>Kitchen</th>
<th>Toilets</th>
<th>In the playground</th>
<th>Travel</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Walk on paths</td>
<td>• Walk in the classroom</td>
<td>• Use equipment correctly</td>
<td>• Stay with the group</td>
<td>• Walk in the kitchen</td>
<td>• Walk in the toilets</td>
<td>• Use equipment correctly</td>
<td>• Walk with the group</td>
</tr>
<tr>
<td></td>
<td>• Look where you are going</td>
<td>• Use furniture and equipment correctly</td>
<td>• Enter only with an adult</td>
<td></td>
<td>• Use equipment correctly</td>
<td>• Be private</td>
<td>• Be sun safe</td>
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<tr>
<td></td>
<td>• Be aware – look and listen</td>
<td>• Tell an adult if you need to leave the room</td>
<td></td>
<td></td>
<td>• Practice good hygiene</td>
<td>• Be aware – look and listen</td>
<td>• Be car safe</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Ask for help</td>
<td>• Tell an adult if you need to leave</td>
<td>• Be road safe</td>
<td></td>
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<tr>
<td>SENSIBLE</td>
<td>• Follow directions</td>
<td>• Follow directions</td>
<td>• Follow directions</td>
<td>• Follow directions</td>
<td>• Use toilets correctly</td>
<td>• Follow directions</td>
<td>• Follow directions</td>
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<tr>
<td></td>
<td>• Wait quietly</td>
<td>• Use an inside voice</td>
<td>• Sit to listen</td>
<td>• Be water wise</td>
<td>• Be water wise</td>
<td>• Tell an adult if there is a problem</td>
<td>• Tell an adult if there is a problem</td>
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<tr>
<td>HAVE A GO</td>
<td>• Accept changes in routine</td>
<td>• Participate and persist</td>
<td>• Participate and persist</td>
<td>• Participate and persist</td>
<td>• Participate and persist</td>
<td>• Use the toilet when you need to</td>
<td>• Ask to join in</td>
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<td></td>
<td>• Try new things</td>
<td>• Try it by yourself</td>
<td>• Try it by yourself</td>
<td>• Do your best</td>
<td>• Do your best</td>
<td>• Try it by yourself</td>
<td>• Participate and persist</td>
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<tr>
<td></td>
<td>• Ask for help</td>
<td>• Do your best</td>
<td>• Do your best</td>
<td>• Ask for help</td>
<td>• Ask for help</td>
<td>• Ask for help</td>
<td>• Try it by yourself</td>
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<tr>
<td>KEEP THE SPACE</td>
<td>• Keep hands and feet to self</td>
<td>• Keep hands and feet to self</td>
<td>• Keep hands and feet to self</td>
<td>• Keep hands and feet to self</td>
<td>• Keep hands and feet to self</td>
<td>• Keep hands and feet to self</td>
<td>• Participate and persist</td>
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<td></td>
<td>• Follow the group leader</td>
<td>• Allow for personal space</td>
<td>• Allow for personal space</td>
<td>• Allow for personal space</td>
<td>• Allow for personal space</td>
<td>• Allow for personal space</td>
<td>• Try it by yourself</td>
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<td></td>
<td>• Ask for help</td>
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<td>RESPECT</td>
<td>• Walk quietly</td>
<td>• Take turns and share</td>
<td>• Take turns and share</td>
<td>• Listen to others</td>
<td>• Take turns and share</td>
<td>• Give privacy to others</td>
<td>• Take turns and share</td>
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<tr>
<td></td>
<td>• Take turns</td>
<td>• Listen to others and work</td>
<td>• Listen to others</td>
<td>• Let others learn and work</td>
<td>• Look after equipment and resources</td>
<td>• Look after equipment and resources</td>
<td>• Look after equipment and resources</td>
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<tr>
<td></td>
<td>• Use good manners</td>
<td>• Let others learn and work</td>
<td>• Celebrate others’ success</td>
<td>• Clean up after yourself</td>
<td>• Take turns</td>
<td>• Clean up after yourself</td>
<td>• Look after equipment and resources</td>
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<td>• Include others in games</td>
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<td></td>
<td></td>
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<td>• Be a good sport</td>
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The Use of Personal Technology Devices* at School

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

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

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

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

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

Personal Technology Device Etiquette
Bringing personal technology devices to school is not encouraged by the school because of the potential for theft and general distraction and/or disruption associated with them. However, if they are brought to school, they must be turned off and out of sight during assemblies or classes. Personal technology devices may be used at morning tea and lunch breaks and before and after school.

Recording voice and Images
Every member of the school community should feel confident about participating fully and frankly in all aspects of school life without concern that their personal privacy is being invaded by them being recorded without their knowledge or consent.

We uphold the value of trust and the right to privacy at Geebung Special School. Students using personal technology devices to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks etc) to disseminate to others (including distribution by phone or internet posting) build a culture of distrust and disharmony.

Students must not record images anywhere that recording would not reasonably be considered appropriate (e.g. in change rooms, toilets or any other place where a reasonable person would expect to be afforded privacy).

Recording of events in class is not permitted unless express consent is provided by the class teacher.
A school student who uses a personal technology device to record private conversations, ordinary school activities (apart from social functions like graduation ceremonies) or violent, illegal or embarrassing matter capable of bringing the school into public disrepute is considered to be in breach of this policy.

Even where consent is obtained for such recording, the school will not tolerate images or sound captured by personal technology devices on the school premises or elsewhere being disseminated to others, if it is done for the purpose of causing embarrassment to individuals or the school, for the purpose of bullying¹, including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur.

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

Breach of this policy may be subject to discipline (including suspension and proposal/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 the Queensland Police Service.

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

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

Recording Private Conversations and the Invasion of Privacy Act 1971
It is important that all members of the school community understand that under the Invasion of Privacy Act 1971, 'a person is guilty of an offence against this Act if the person uses a listening device to overhear, record, monitor or listen to a private conversation'. It is also an offence under the Act for a person who has overheard, recorded, monitored or listened to a conversation to which s/he is not a party to publish or communicate the substance or meaning of the conversation to others.

Students need to understand that some conversations are private and therefore to overhear, record, monitor or listen to such private conversations may be in breach of this Act, unless consent to the recording is appropriately obtained.

¹ Education Queensland does not tolerate bullying behaviour at schools. This includes bullying conducted by electronic means.
Special Circumstances Arrangement
Students who require the use of a personal assistive technology device in circumstances that would contravene this policy (for example to assist with a medical condition or other disability or for a special project) should negotiate a special circumstances arrangement with the Deputy Principal or Principal.

Inappropriate behaviour outside of school hours
Students may receive disciplinary consequences for bullying or cyberbullying or other inappropriate online behaviour that occurs out of school hours, and affects the good order and management of the school.

* Personal Technology Devices include, but are not limited to the following devices; portable gaming devices, the IPhone, IPod, IPod Touch or IPad, Tamagotchi® and similar games, laptop computers, PDAs, Blackberries®, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile telephones and devices of a similar nature.
Appendix 4

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

Purpose

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

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

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

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

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

Rationale

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

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

Prevention

8. Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, our schoolwide universal behaviour support practices will be maintained at all times. This will ensure that:

- Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour
- All students know the 5 school rules and have been taught the expected behaviours attached to each rule in all areas of the school
- All students have been or are being taught the specific routines in the non-classroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms
- All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the non-classroom areas of the school
- A high level of quality active supervision is a permanent staff routine in the non-classroom areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the non-classroom areas.

9. Cyberbullying often does not occur at school. Students are explicitly taught Cybersafety for example how to safely conduct and internet search, what cyberbullying is and what they should do if they receive unwanted messages including for example:

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

Our school will then investigate and respond to any incident of cyberbullying.
10. The student curriculum modules of the anti-bullying process consist of lessons taught by all teachers in all classrooms to a schoolwide schedule of instruction. At all times simultaneous instruction is our goal, in order to maintain consistency of skill acquisition across the school.

11. Lessons which teach the process to be used by all students when experiencing bullying behaviour either as a person being bullied, the person bullying or bystander, are a regular part of the school wide positive behaviour program taught weekly.

12. The introductory lesson is followed by several shorter lessons, each of which focuses on one of the bullying behaviours that the school has identified and defined. These lessons include instruction on how to approach adults and also on what reactions and systemic responses they should expect from adults.

13. Geebung Special School will take part in the National Day of Action Against Bullying and Violence on the third Friday of March each year. This is to highlight the importance of bullying issues within our school community and what our school is doing to prevent this.

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

15. Geebung Special School uses behavioural data for decision-making. This data is entered into our database on a daily basis and can be recalled as summary reports at any time. This facility allows the school to track the effectiveness of its anti-bullying process, to make any necessary adjustments, and to identify specific bullying behaviours that may need to be revisited or revised in the instructional process.
WORKING TOGETHER TO KEEP GEEBUNG SPECIAL SCHOOL SAFE

We can work together to keep knives out of school. At Geebung Special School:

- Every student has the right to feel safe and be safe at school.
- No knives are allowed to be taken to school by students.
- There is no reason for a student to have a knife at school, and it is against the law for a student to have a knife at school.

If a student has a knife a school, they can expect serious consequences, such as fines and possibly jail. Longer jail sentences can be given to young people if someone is injured with a knife during an assault.

What kinds of knife are banned?

- No knives of any type are allowed at school, including flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives or craft knives, or any item that can be used as a weapon, for example a chisel.
- Knives needed for school activities will be provided by the school, and the use of them will be supervised by school staff.
- In circumstances where students are required to have their own knives or sharp tools for particular subjects or vocational courses, the school will provide information about the procedures for carrying and storing these items at school.

The principal can take action against a student who brings a knife to school.

- If a student has a knife at school, principals can inform the police.
- Possessing a knife at school may result in serious disciplinary consequences [Schools are to consider including examples of disciplinary consequences].
- Police can search a student and their property at school if they suspect a student has a knife.
- A student may be charged with a criminal offence and may face serious consequences if convicted, including a fine or jail.
- School property such as desks or lockers may be searched if the principal suspects that a student has a knife on or in school property.
- If the principal suspects the student has a knife in their bag, the bag may be temporarily confiscated until police arrive.
- If the student does have a knife at school, it can be confiscated by the principal and given to the police.

How can parents help to keep Geebung Special School safe?

- Make sure your child knows what the laws and rules are about knives.
- Do not include knives or knife tools in children’s lunch boxes, pencil cases or craft kits.
- Contact your school principal if you believe your child is being bullied or threatened at school.
- If you want to talk about students and knives at school, please contact the principal.
## Positive Behaviour Consequence Set

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Rewards</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Long term</strong></td>
<td>Gotcha level prizes 10 to 40 50 Gotchas - morning tea with principal and deputy, Special trips e.g. fishing camp</td>
</tr>
<tr>
<td><strong>Short term</strong></td>
<td>Special privileges, e.g. extra computer time, gotchas, visiting the office to show good work, Student of the Week, Star Awards</td>
</tr>
<tr>
<td><strong>Free and Frequent</strong></td>
<td>praise, smiles, stickers, stamps, thumbs up and other positive body language, note home</td>
</tr>
</tbody>
</table>
Appendix 7

Essential Skills for Classroom Management

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.

Skill 2: Instruction Giving
- Give instruction from a designated point in the room
- Gain attention with either verbal/non-verbal prompts
- Wait and scan
- Give 1-2 Descriptive Encouragers
- Start instruction with a verb
- Use calm, firm, friendly, measured tone.
- Make instructions short and clear
- Use visual cues to assist
- Ensure expectations are clear
- End the instruction with: “Thanks”

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/students 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.

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 acknowledgment once on task

Verbal Language
- Descriptive encourager: “Daniel, I can see you are writing.”
- Praise: “I like the way you are ….. Mark”
Non-Verbal language
- Smiling
- Finger signing
- Close proximity
- Touching of students materials
- Touch work of those on task. When students off task go back on-task, calmly go back and touch their work

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/Signing
- 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.......  

Skill 6 Descriptive Encouraging
- Describe the positive behaviours you see or hear eg “Stephen has started work:
- 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

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-tasks behaviour is maintained over extended period of time
- Praise-Prompt-Push Off
- Prompt-Pause-Push Off
- Use of ‘Vaseline eye’
Skill 8: Redirecting to the Learning  
(not the Behaviour)

Non-Verbal
- Non-verbal redirection (eye contact, hand/hand movement, smiles etc.)
- Proximity
- Pause in talk
- Non-verbal directional action

Verbal
Verbal direction (curriculum focus)

Oral redirections include:
- Individual close talk
- Questioning to re-direct (where should you be?/What should you be doing?)
- Humour
- Redirection given
- Oral direction phrase

Remember the impact of body language, tone of voice, proximity and facial expression. **Be calm, clear, firm and positive in tone.**

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 choices to be made
- FOLLOW THROUGH (Skill 10) with consequence if choice not made
- Post lesson discussion might be effective

Skill 10: Follow 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 – use for one school referral.
- Debrief with administration staff privately (not in public e.g. staffroom)
- Follow up with class discussion/post lesson discussion
- Take a short break if you need to (Be Responsible for your emotions and behaviour)

Gaining Attention
For Individuals
- Cue with parallel acknowledgement
- Call students name
- Gain eye contact
- Move to student
- Eye or head movement to close student who is listening to pass on message
For Whole Class of Group

- Verbal Cues
  - Chant/sing “123…” they respond “eyes on me”
  - Directional phrase eg. Stop, look, listen.

- Non Verbal Cues
  - 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 the 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 these quest
## Appendix 8

### GEEBUNG SPECIAL SCHOOL
### BEHAVIOURAL SUPPORT PLAN

<table>
<thead>
<tr>
<th>Student</th>
<th>EQ ID Number</th>
<th>Year level</th>
<th>Commencement Date</th>
<th>Review Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>EQ ID</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Student Profile</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Impact of Behaviour</strong></td>
</tr>
<tr>
<td>☐ Harmful to Self</td>
</tr>
<tr>
<td>☐ Harmful to Others</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Possible Motivation for Behaviour</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Escape/Avoidance</td>
</tr>
<tr>
<td>☐ Attention Seeking</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Intensive Behaviour Support Required</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Physical Restraint Required</td>
</tr>
</tbody>
</table>

**Background Information:**

| **Student Strengths:** |

---

| **Behaviours of Concern:** |

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| **Triggers** |
Goals for this plan:

<table>
<thead>
<tr>
<th>INTERVENTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proactive Strategies:</td>
</tr>
<tr>
<td>Environmental Intervention</td>
</tr>
</tbody>
</table>

Crisis Management:

| Contributor to Plan | Role | Contact | Signature | Review date |
|---------------------|------|---------|-----------|-------------|-------------|
|                     |      |         |           |             |             |
|                     |      |         |           |             |             |
|                     |      |         |           |             |             |
# GEEBUNG SPECIAL SCHOOL BEHAVIOUR INCIDENT FORM

Documenting Person: _________________________ Date _____________________ Time:____________

Student: _______________________ Other Students Involved: ________________________________________________________________

Witnesses to the Event: □ Teacher □ Teacher Aide □ Other Staff □ Member of the Public

<table>
<thead>
<tr>
<th>Location</th>
<th></th>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>□ Around the School</td>
<td>□ Gym</td>
<td>□ Toilets</td>
<td>□ Kitchens</td>
<td>□ Classroom</td>
<td>□ Playground</td>
</tr>
<tr>
<td>□ Community Based Education</td>
<td>□ Transitions</td>
<td>□ Travel</td>
<td>□ Other</td>
<td>__________</td>
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</table>

<table>
<thead>
<tr>
<th>Problem Behaviours</th>
<th></th>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>□ Bullying and Harassment</td>
<td>□ Lying and Cheating</td>
<td>□ Property Misconduct</td>
<td>□ Truant/Skip Class</td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Defiant threats to adults</td>
<td>□ Misconduct Involving an Object</td>
<td>□ Refusal to Participate in Program of Instruction</td>
<td>□ Verbal Misconduct</td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Disruptive</td>
<td>□ Non-compliance with Routine</td>
<td>□ Substance Misconduct involving Illicit Substances</td>
<td>□ Other ________</td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Dress Code</td>
<td>□ Physical Misconduct</td>
<td>□ Substance Misconduct Involving Tobacco and other Legal Substances</td>
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<tr>
<td>□ IT Misconduct</td>
<td>□ Possessing Prohibited Items</td>
<td>□ Third Minor Referral</td>
<td></td>
<td></td>
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<tr>
<td>□ Late</td>
<td>□ Prohibited Items</td>
<td>□ Threats to Others</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Possible Trigger</th>
<th></th>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>□ Obtain Peer Attention</td>
<td>□ Avoid tasks/activities</td>
<td>□ Don’t Know</td>
<td>□ Anxiety</td>
<td>□ Sensory Factors</td>
<td></td>
</tr>
<tr>
<td>□ Obtain Adult Attention</td>
<td>□ Avoid Peer(s)</td>
<td>□ Other________</td>
<td>□ Communication</td>
<td>□ Transitions</td>
<td></td>
</tr>
<tr>
<td>□ Obtain Items/activities</td>
<td>□ Avoid Adults</td>
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<table>
<thead>
<tr>
<th>Description Of Incident</th>
<th></th>
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<th></th>
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</thead>
<tbody>
<tr>
<td>What Did You See (Describe the event)</td>
<td>What did you do to defuse the situation (what actions did you take)</td>
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<table>
<thead>
<tr>
<th>Consequences</th>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>□ Acknowledge Inappropriate Action</td>
<td>□ Encouraging an Apology</td>
<td>□ Verbal Reprimand</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Over Correcting</td>
<td>□ Withdrawal from Activity</td>
<td>□ Withdrawal from class</td>
<td></td>
<td></td>
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<tr>
<td>□ Missing a Preferred Activity</td>
<td>□ Time in Office</td>
<td>□ Contact with Parents</td>
<td></td>
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</tbody>
</table>

□ Minor □ Major □ Enter on One School □ Student File □ Administration Signature _________________________ Date:_____________
## Appendix 10

### CONSEQUENCE SET FOR UNACCEPTABLE BEHAVIOUR

<table>
<thead>
<tr>
<th>LEVEL</th>
<th>TYPE OF BEHAVIOUR (with intent)</th>
<th>CONSEQUENCES</th>
<th>ACTION</th>
</tr>
</thead>
</table>
| **Level 1:** Behaviours which are managed within the learning environment by teachers & teacher aides | Harassment –  
• Deliberately irritating others by touch sound or movement  
• Over mothering or smothering of less able students  
Disruptive:  
• Touching other people and their property  
• Shouting out, moving out of chair  
Lying  
• Deliberately delivering a message that is untrue  
Non-Compliance with Routine:  
• Refusal to transition to new activity  
• Not following instructions  
Refusal to participate in program  
• Refusing to participate in a particular activity  
Showing disrespect to staff  
• Blowing raspberries, stamping feet  
Showing disrespect to other students  
• Isolating a class mate in the playground  
Verbal Misconduct:  
• Accidental swearing not directed at anyone else  
Property Destruction  
• Destruction to minor items e.g. own pencils, ripping up paper et | Instruction  
• Redirection  
• Rule Reminder: Refer to the appropriate rule  
• - Are you being …… - What should you be doing?  
• Choice: you can do this now or ……  
• In class time out  
Quiet Thinking Area – contemplation of behaviour – not punishment | – Recognizing the intent of the behaviour  
– Teaching of replacement behaviours  
– Class based data systems |
| **Level 2:** Behaviours which require referral outside the Learning Environment | Harassment:  
• Repeated and targeted irritation of other students  
Refusal to participate in program  
• Ongoing refusal  
• Leaving the learning environment (classroom, garden)  
Physical Misconduct:  
• Kicking, pinching, biting, spitting at students and staff  
Property Misconduct:  
• Destruction of items such as low cost personal items – books, ripping up someone else’s work  
• Tipping paint on floor  
• Up-ending furniture  
Verbal Misconduct:  
• Messages which include swearing, name calling or use of words in an inappropriate way | Time in Office/Quiet Thinking Area.  
• Loss of preferred activity  
• Loss of privileges  
• Communication with parents through the communication book or through administration staff  
• Referral to school behaviour team | – Consultation with  
School Behaviour Support Team  
• Individual Behaviour Support Plan  
• Behaviour Incident recorded on One School |
| **Level 3:** Behaviours which require administration management, team intervention and outside agencies | Physical Misconduct:  
• Actions involving physical contact or having the potential to causing injury to self and others  
Verbal Aggression:  
• Repeated threats to others  
Property Misconduct:  
• Deliberate action that makes an item useless or costly to repair: eg breaking furniture, windows, electronic equipment  
Leaving the school grounds  
• Deliberately leaving the school ground  
Theft  
• Deliberate taking of another’s property | Manage Behaviour and call administration  
• Removal to quiet room or office  
• Police Involvement  
• Parent Interview  
• Referral to outside agencies or Follow-up with outside agency | – Behaviour Incident recorded on OneSchool  
– Consultation with school and community team  
– Review of Behaviour Support Plan  
– Functional Behaviour Assessment |