



The Code of School Behaviour

Better Behaviour
Better Learning

Ascot State School

Responsible Behaviour Plan for Students

based on *The Code of School Behaviour*

1. Purpose

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

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

2. Consultation and data review

Ascot State School developed this plan in collaboration with our school community. Broad consultation with parents and staff was undertaken through Student Support Committee and School Advisory Council which includes representation by staff and parents.

A review of the following important data sets for this school relating to attendance, unexplained absences, suspensions and exclusions, behaviour incidents including bullying and cyberbullying has been conducted prior to the development of this plan. Data pertaining to other inappropriate online behaviour including inappropriate use of mobile phones or other electronic devices from 2009-2012 also informed the development process.

The Plan was endorsed by the Principal, the President of the P&C and Assistant Regional Director in November 2012, and will be reviewed in 2015 as required in legislation.

3. Learning and Behaviour statement

All areas of Ascot State School are learning and teaching environments. We consider the Responsible Behaviour Plan to be an opportunity for valuable social learning as well as a means of maximising the success of student learning programs.

Our Responsible Behaviour Plan outlines our system for facilitating positive behaviours and responding to inappropriate and unacceptable behaviours. Through our school plan, shared expectations for student behaviour are transparent and shared, assisting Ascot State School to create and maintain a positive and productive learning and teaching environment. All school community members have clear and consistent expectations and understandings of their role in the educational process.

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

- The development of respect for the safety and well-being of all its members;
- Respecting the right of everyone to learn/teach to their potential;
- The development of responsible and peaceful behaviour through problem resolution in a fair and equitable way;
- Respecting the values of our school, state and nation;
- The adherence of routines essential to the operation of the school; *and*
- Caring for the school environment and for one another.

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 practised and reinforced;
- School policy reflects both proactive steps to encourage self-worth and self-discipline, and reactive procedures to deal with various situations that may arise; *and*
- Through a graduation of procedures, all avenues of management are employed prior to the use of suspension and exclusion.

Our school values 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*.

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

Universal Behaviour Support

The first step in facilitating standards of positive behaviour is communicating those standards to **all** students. At Ascot State School we emphasise the importance of directly teaching students the behaviours expected at school. 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.

Some students at Ascot State School require high levels of support to ensure the development of appropriate behaviours. Consequently behavioural goals are regularly part of the Individual Education Plan for the students and strategies are developed and implemented to facilitate behavioural skill development. A student profile is developed to fully inform staff about the appropriate methods of working with the student.

A set of behavioural expectations in specific settings has been attached to support our school beliefs. The Schoolwide Expectations Teaching Matrix below outlines our agreed rules and specific behavioural expectations in all school settings.

SCHOOLWIDE EXPECTATIONS TEACHING MATRIX

	ALL AREAS	CLASSROOM	PLAYGROUND	STAIRWELL	TOILETS	PICK UP ZONES/BIKE RACKS
BE RESPECTFUL	<ul style="list-style-type: none"> Use equipment appropriately Keep hands, feet and objects to yourself 	<ul style="list-style-type: none"> Walk Sit still Practise effective listening skills Enter and exit room in an orderly manner Respect the opinion of others 	<ul style="list-style-type: none"> Participate in school approved games Walk whilst moving through the school grounds Wear appropriate footwear at all times Be sun safe; wear a broad brimmed hat 	<ul style="list-style-type: none"> Rails are for hands Walk one step at a time Carry items Keep passageways clear at all times 	<ul style="list-style-type: none"> Respect privacy of others Respect school property 	<ul style="list-style-type: none"> Use own bike/scooter only Walk bike/scooter to the gate Walk bike/scooter through school grounds Follow the directions of the pick-up zone supervisor
BE RESPONSIBLE	<ul style="list-style-type: none"> Ask permission to leave the classroom Be on time Be in the right place at the right time Follow instructions straight away 	<ul style="list-style-type: none"> Be prepared Complete set tasks Take an active role in classroom activities Keep work space tidy Be honest 	<ul style="list-style-type: none"> Be a problem solver Return equipment to appropriate place at the sports bell Report incidents to the supervising teacher 	<ul style="list-style-type: none"> Move peacefully in single file 	<ul style="list-style-type: none"> Use toilets during breaks 	<ul style="list-style-type: none"> Move promptly from your classroom to the pick-up zone Remain in the pick-up zone until it is time to leave
BE SAFE	<ul style="list-style-type: none"> Respect others' personal space and property Care for equipment Clean up after yourself Use polite language Wait your turn 	<ul style="list-style-type: none"> Raise your hand to speak Respect others' right to learn Talk in turns Be a good listener 	<ul style="list-style-type: none"> Play fairly – take turns, invite others to join in and follow rules Care for the environment 	<ul style="list-style-type: none"> Walk quietly and orderly so that others are not disturbed 	<ul style="list-style-type: none"> Wash hands Walk 	<ul style="list-style-type: none"> Wait your turn Keep your belongings nearby Wait in line until you have been directed by a line supervisor to move to the car

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

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

Our whole school approach supports the provision of a safe and supportive learning environment through:

- Open communication with the school community on key strategies, including The Code of School Behaviour and the school's Responsible Behaviour Plan for Students;
- Shared school values and a positive and inclusive culture that recognises the contributions of all members of the school community;
- Establishment of agreed programs and procedures that address harassment, bullying, violence and child protection that are known and understood by all members of the school community;
- Staff, student and parent access to professional development or training on appropriate prevention and response strategies for addressing harassment, bullying, violence and child protection;
- Management of incidents via clear and well-understood processes, community engagement and strong relationships with relevant support specialists;
- Provision of support for students and staff; *and*
- Working closely with parents/caregivers.

Ascot State School implements the following proactive and preventative processes and strategies to support student behaviour.

Positive Reinforcement

Positive reinforcement is a well-documented means of promoting and maintaining acceptable and appropriate behaviours. At Ascot State School, energy is directed by classroom teachers, administration and support staff into reinforcing positive behaviour through actions such as:

- Verbal praise
- Written praise – notes, letters to parents/caregivers
- Awards - stickers, certificates
- Recognition at assemblies
- Other awards decided by the class teacher

Social Skilling

At Ascot State School, a detailed and developmentally appropriate social skill program is implemented in P-3 "High Five". In the Middle Phase, we use "ICE" and "Bullying No Way". There is a strong focus on developing positive relationships and interactions, improving verbal and non-verbal communication. Positive behaviours are taught and are reinforced both in the classroom and playground. Teachers' skills are developed and resources are provided.

Classroom Management Plan

Teachers:

- Devise a plan in consultation with the class and then display
 - It is important for students to understand classroom expectations and consequences and to link these to whole-school strategies and principles
 - Students are involved in the development of a classroom plan as they are more likely to respect such a plan.
 - Classroom rules are based on the Code of School Behaviour and acknowledge that effective rules are concise, positive, clearly understood by all, reasonable, enforceable and have specific consequences
 - Revisit the plan on a regular basis throughout the year
- Engage in quality teaching and learning
 - Ensure learning experiences are relevant and meaningful
 - Ensure that there is an appropriate level of challenge for each student
 - Match learning experiences and assessment techniques with student interests and learning styles
 - Encourage co-operative learning

- Provide opportunities for students to make decisions about their own learning
- Clearly communicate fair and reasonable expectations
- Encourage students to set goals and persist in problem solving situations
- Dimensions of Learning Framework is used for planning
- Develop supportive interpersonal relationships
 - Praise the positive behaviours displayed by children
 - Promote, reinforce and encourage acceptable behaviour by providing a positive role model
 - Communicate a genuine interest in and care for the students
 - Establish rapport with and welcome the involvement of parents/caregivers
 - Develop a sense of responsibility for students' own progress and personal behaviour goals
- Establish ways to develop self esteem
 - Enhance and maintain self-esteem and self-discipline
 - Minimise criticism and accept mistakes as part of the learning process
 - Plan for success by breaking tasks into manageable steps which ensure individual success
 - Acknowledge success – use praise, notes, awards and certificates to make students feel special and communicate success to parents/caregivers
 - Communicate regularly with all students
 - Create a sense of belonging to the classroom group and within the school
 - Give students responsibility

Strategies for Teachers

- Communicate openly and honestly with students and parents/caregivers
- Ensure effective communication using verbal and non-verbal cues at all stages including prevention, intervention and follow-up
- Remain calm and in control
- Establish and publish classroom/playground rules with clear expectations and consequences, visit regularly and review
- Ensure children understand and are familiar with all aspects of the Code of School Behaviour and the Responsible Behaviour Plan for Students
- Know your students, their patterns of behaviour, needs and triggers for misbehaviour
- Reinforce, reward and praise appropriate behaviours
- Address children's concerns immediately, or at an appropriate time and place, recording when necessary
- Avoid confrontation at all costs
- Share responsibility with all staff for all students
- Use fair and consistent strategies that are in line with the school's beliefs and values

Specialist and Resource Teachers and Ancillary Staff

All of the above, plus;

- Provide support, advice and assistance to school personnel, students and parents/caregivers in implementation of the Code of School Behaviour and the Responsible Behaviour Plan for Students where applicable or relevant

Administration Team

Oversee all of the above, plus;

- Play a strong leadership role in implementing and communicating The Code of School Behaviour and The Responsible Behaviour Plan for Students in the school community
- Ensure consistency and fairness in implementing the school's Responsible Behaviour Plan for Students
- Support staff in ensuring compliance with The Code and facilitate professional development to improve the skill of staff to promote responsible behaviour
- Review and monitor the effectiveness of school practices and their impact on student learning

- Communicate high expectations for individual achievement and behaviour
- Accept responsibility for monitoring school and class discipline
- Provide a positive collaborative and supervisory role model
- Be sensitive to, and respect teacher requests for help
- Mediate when required
- Provide leadership and direction within the school
- Liaise with Education Queensland, staff and community

Parents/Caregivers

- A three way partnership between learner, parents/caregivers and the school staff is encouraged
- Positive parent involvement in the classroom is encouraged
- Support the Code of School Behaviour and the Responsible Behaviour Plan for Students
- Promote acceptable community behaviour
- Support and counselling available to parents/caregivers through our School Guidance Officer

Anti-Bullying Program

Ascot State School also targets anti-bullying to support students at a whole of school community level. This includes cyber bullying (see Appendix 1 for policy on use of personal technology devices). The school framework outlines our school approach to bullying which incorporates parent strategies to assist children vulnerable to bullying (Appendix 2). Ascot State School implements The High Five Strategy (Appendix 4) and a Hands Off Strategy in the lower school and ICE (Appendix 5) and “Bullying No Way” in the Middle Phase.

Targeted behaviour support:

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 classroom rules. This includes but is not limited to:

- Inappropriate language
- Inappropriate use of technology
- Physical contact – (deliberate bumping, pushing)
- Disruption
- Inappropriate physical movement or positioning
- Defiance
- Lateness
- Damage to property

Teachers support students through the following targeted interventions:

- Recognition of appropriate behaviours, positive reinforcement – verbal and non-verbal
- Curriculum adjustment –adjusted class work, one on one support, work with teacher aide, peer tutoring/mentoring
- Individual Education Plans where needed
- Sessional reporting – setting of short term goals, encourage on-task behaviour
- Communication with parents/caregivers when a problem persists. This includes positive interactions with home

Teachers keep a record of both the students' behaviour via behaviour reports, sessional reporting sheets and anecdotal records in order to gauge whether more intensive support is warranted (see Appendix 6).

2. Extended Support

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

- Bullying/threatening behaviour including cyber bullying
- Physical aggression
- Vandalism
- Verbal abuse
- Truancy
- Theft
- Continued defiance

Teachers and administration use Behaviour Report on OneSchool to gather data to determine whether a student requires more extensive support. Parents/caregivers will be contacted to attend a meeting with the class teacher and administration. Student may be asked to join the meeting. An Individual Management Plan (IMP) will be developed (see Appendix 7). The plan documents aims, support strategies, support personnel, review and assessment. Support through this plan could include:

- Referral to Guidance Officer for assessment and preliminary counselling and behavioural support
- Modification of curriculum
- A range of support – Support Teacher, Teacher aide, administrator
- Modification of break time play through organised activities
- Modified timetable
- Adjusted seating arrangements
- Buddy teacher to encourage positive behaviours or use as a retreat area from classroom

Parent involvement must continue through all management stages. Parent interviews with the class teacher, student and Principal or Deputy are focussed on a united approach to setting a more positive pattern of behaviour.

Intensive behaviour support:

Ascot State School is committed to educating all students, including those with the highest behavioural support needs. We recognise that students with highly complex and challenging behaviours may need comprehensive systems of support that require regular reviews in consultation with parents/ caregivers and other relevant specialist staff. The Student Support Committee:

- Works with other staff members to develop appropriate behaviour expectations and strategies
- Monitors the impact of support for individual students through continuous data collection
- Provides consistent strategies and adjustments outlined within the individual learning plan, and
- Works with the school administration to achieve continuity and consistency.

The Student Support Committee has a simple and quick referral system in place. Following discussion, a team member contacts parents and any relevant staff members to form a support team and begin the assessment and support process. In many cases the support team also

includes individuals from other agencies already working with the student and their family, a representative from the school's administration and specialist services staff.

Each student is placed on a discipline level ranging from 1 to 5. Level 1 indicates good conduct and most students will remain on this level. Levels 2, 3, 4 and 5 cater for progressively higher levels of unacceptable behaviour. Each level has its own specific set of consequences.

The discipline level in which the child is placed depends upon:

1. The number of referrals
2. The nature of the offence
3. The student's current discipline level

A student may be raised to any level of discipline immediately as movement need not be between consecutive levels.

When a student is placed on level 2, parents/caregivers are informed and involved in helping towards a solution. Seeking parental assistance at this stage is important, as they need to be aware of the problem long before the behaviour becomes intolerable.

Each child's discipline level will be reviewed in consultation with relevant staff. If the child has displayed satisfactory behaviour during this time they will move to a lower level on the behaviour scale, working their way back towards level 1 and good conduct. If a child moves from a level, the child and the parent will be informed by the class teacher.

All students of Level 3 and above must have a Behaviour Individual Management Plan (I.M.P.) which is regularly monitored and reviewed. Additional support may be requested from the Guidance Officer or the Advisory Visiting Teachers for verified students and the Behaviour Management Team.

5. Consequences for inappropriate or unacceptable behaviour

Ascot State 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.

All minor and major problem behaviour and behaviour incidents are recorded on OneSchool.

Minor and major behaviours

When responding to behaviour incidents, the staff member determines if the problem behaviour is minor or major, with the following agreed understanding:

- **Minor** behaviour incidents are handled by staff members at the time it happens
- **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 part of a pattern of inappropriate behaviours
- Do not require involvement of specialist support staff or Administration.

Minor problem behaviours may result in the following consequences:

- A minor consequence logically connected to the inappropriate behaviour, such as complete removal from an activity or event for a specified period of time, partial removal (time away), individual meeting with the student, apology, restitution or detention for work completion.
- A re-direction process where a staff member takes the student aside and:
 1. Names the behaviour that student is displaying
 2. Asks student to name expected school behaviour
 3. States and explains expected school behaviour if necessary
 4. Gives positive verbal acknowledgement for expected school behaviour.

Major behaviours are those that:

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

Major behaviours result in an immediate 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. Administrators are contacted immediately and a Red Card system indicates that an Administrator and/or assistance are required immediately. A student is escorted to Administration. A report of the student's behaviour is recorded on OneSchool.

In alignment with The Code of School Behaviour when applying consequences the individual circumstances and action of the student and the needs and rights of school community members are considered at all times.

Level	Behaviour	Possible Consequence
LEVEL 1 Self-Managing	<p>Reasons for placement on this level</p> <ul style="list-style-type: none"> • Everyone is placed on this level at the beginning of each year • People on this level: <ul style="list-style-type: none"> - cooperate with others - are helpful and try to work well with teachers and other students 	<p>What happens at this level</p> <ul style="list-style-type: none"> • You will be allowed to participate in all school activities • Positive reinforcement of appropriate behaviours and achievements • Your school report will indicate favourably on your behaviour
LEVEL 2 Self and Teacher to Manage	<p>Reasons for placement on this level</p> <p>Your teacher is worried about you because:</p> <ul style="list-style-type: none"> • You are not cooperating with staff/fellow students, or • Perhaps you are doing one or more of these things: <ul style="list-style-type: none"> - trying to disrupt the class which means that others cannot get on with their work - endangering others in the playground - being rude to staff. 	<p>What happens at this level</p> <ul style="list-style-type: none"> • Your teacher will give you the chance to work out your behaviour yourself • You may have to explain your behaviour to the Principal or Deputy Principal • Parents are notified of the change in level and why. • If you are not able to do something about your behaviour you should: <ul style="list-style-type: none"> - look at what happens at Level 3 - talk to your parents/caregivers • You may be required to undertake some detention, sessional or daily reporting.
LEVEL 3 Self, Teacher and Administrator or Parent/ caregiver to manage	<p>Reasons for placement on this level</p> <ul style="list-style-type: none"> • You have been placed on this level because no improvement has been noted in your behaviour or effort to cooperate • Your teacher, Principal or Deputy Principal has already talked to you about your behaviour • You are repeatedly causing 	<p>What happens at this level</p> <ul style="list-style-type: none"> • You will be required to explain your behaviour to the Principal/Deputy Principal • You will be counselled about your behaviour choices and how you can choose better alternatives • Your parents/caregivers will be informed and be invited to the school for an interview with your Teacher/Principal/Deputy Principal to

	<p>disruptions in school</p> <ul style="list-style-type: none"> You have been reported for an incident of a serious nature 	<p>discuss what happens if you are placed on Level 4.</p> <ul style="list-style-type: none"> You may be required to undertake some detention, sessional or daily reporting. Your involvement in school functions will depend on your behaviour. <p><u>An I.M.P. will be written in conjunction with an Administrator, the class teacher, the parent and the student.</u></p>
<p>LEVEL 4</p> <p>Managed by self, teacher, administrator and parents/caregiver</p>	<p>Reasons for placement at this level</p> <ul style="list-style-type: none"> You continue to ignore the rights of others in the school. You have not responded to the efforts of others to help you. You may be placed directly onto this level if you: <ul style="list-style-type: none"> steal injure another student wilfully destroy school or student property bully another student leave the school without permission verbally abuse a teacher 	<p>What happens at this level</p> <ul style="list-style-type: none"> Your parents/caregivers will be asked to attend a meeting at school with your teacher and the Principal or Deputy Principal. You may be required to attend this meeting. In school detention may be applied. Sessional or daily reporting may be put in place. You may be advised to seek Guidance Officer or Behaviour Management Team support. You may be banned from: <ul style="list-style-type: none"> school excursions sporting or cultural events You may be placed on a daily behaviour report. You will be asked to consider levels 4 and 5. <p><u>An I.M.P. will be written in conjunction with an Administrator, the class teacher, the parent and the student.</u></p>
<p>LEVEL 5</p> <p>Managed by self, teacher, parents/caregiver, administrator and external support person.</p>	<p>Reasons for placement on this level</p> <ul style="list-style-type: none"> You are ignoring all efforts to help you You have not tried to help yourself There is a continued deterioration of your behaviour Your effort and behaviour have been very poor and you are severely affecting the progress and comfort of others in the class/school. Your behaviour can be described as: <ul style="list-style-type: none"> Gross Misconduct Wilful and Persistent Disobedience Conduct Prejudicial to the good order and discipline of the school 	<p>What happens at this level</p> <ul style="list-style-type: none"> You will be counselled by the Principal/Guidance Officer and your behaviour plan reviewed and modified as necessary Your parents/caregivers will be notified by letter/telephone by the Principal asking for an URGENT interview Police notification (if illegal behaviour) (ref:http://education.qld.gov.au/health-safety/promotion/drug-education/) Your teacher will continue to complete a daily behaviour report on you <p>After discussions with your parents/caregivers, the principal may decide on suspension or exclusion (in accordance with Education Queensland Policy SM-16 Student Disciplinary Absences)</p> <p><i>NB: In applying consequences for unacceptable student behaviour, the individual circumstances and actions of the student and the needs and rights of school community members will be considered at all times.</i></p> <p><i>Schools use a range of consequences that are authorised by Education Queensland which include:</i></p> <ul style="list-style-type: none"> suspensions exclusions cancellations of enrolment. <p><i>These consequences are to be used after consideration has been given to all other responses. Access to alternative programs and input from other agencies may be necessary for students who repeatedly do not comply with expected standards of behaviour.</i></p>

NB: Serious misbehaviour such as supplying drugs, use of a weapon and violent assault always progress straight to Level 5 and will likely result in the most serious of consequences.

Definition of consequences*

Time out	<p>A principal or school staff may use time out as a strategy for students to manage their own behaviour and to assist the student to calm down.</p> <p>During time out, student is to be supervised and given an opportunity to re-join class in intervals of no more than 10 minutes.</p>
Detention	<p>A principal or teacher may use detention as a consequence for disobedience, misconduct, or other breaches of school expectations.</p> <p>A detention is no more than 20 minutes during school lunch or 30 minutes after school (parent will be contacted before after school detention is imposed).</p>
Temporary Removal of Property	<p>A principal or staff member of Ascot State School has the power to temporarily remove property from a student, as per the procedure Temporary Removal of Student Property by School Staff.</p>

School Disciplinary Absences (SDA)	
Suspension	<p>A principal may suspend a student from school under the following circumstances:</p> <ul style="list-style-type: none"> • Disobedience by the student • Misconduct by the student • Other conduct that is prejudicial to the good order and management of the school.
Behaviour Improvement Condition	<p>A principal may impose a behaviour improvement condition if the principal is reasonably satisfied that the student has engaged in behaviour that warrants the grounds for exclusion or other conduct that is so serious that suspension of the student from school is inadequate to deal with the behaviour.</p> <p>A <i>Behaviour Improvement Condition</i> requires the student to undertake a behaviour management program arranged by the school's principal. The program must be:</p> <ul style="list-style-type: none"> • Reasonably appropriate to the challenging behaviour • Conducted by an appropriately qualified person • Designed to help the student not to re-engage in the challenging behaviour • No longer than three months.
Proposed exclusion or recommended exclusion	<p>A student may be suspended pending a decision to exclude when the student's behaviour is so serious that suspension of the student from the school would be inadequate to deal with the behaviour. A student may be suspended or excluded for the following reasons:</p> <ul style="list-style-type: none"> • Disobedience • Misconduct • Other conduct that is prejudicial to the good order and management of the school, or • Breach of behaviour improvement conditions.
Cancellation of enrolment	<p>The enrolment of a post compulsory school age student may be cancelled if the student's behaviour amounts to a refusal to participate in the educational program provided at the school.</p>

*Refer to departmental procedure [Safe, Supportive and Disciplined School Environment](#) for further details.

The following table outlines examples of minor and major behaviour incidents*:

	Area	Minor	Major
BE RESPECTFUL	Language	<ul style="list-style-type: none"> ▪ Inappropriate language (written/verbal) ▪ Calling out ▪ Poor attitude ▪ Disrespectful tone 	<ul style="list-style-type: none"> ▪ Offensive language ▪ Aggressive language ▪ Verbal abuse / directed profanity
	Property	<ul style="list-style-type: none"> ▪ Petty theft ▪ Lack of care for the environment 	<ul style="list-style-type: none"> ▪ Stealing / major theft ▪ Wilful property damage ▪ Vandalism
	Others	<ul style="list-style-type: none"> ▪ Not playing fairly ▪ Minor disruption to class ▪ Minor defiance ▪ Minor bullying 	<ul style="list-style-type: none"> ▪ Major bullying ▪ Major disruption to class ▪ Blatant disrespect ▪ Major defiance ▪ Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school
BE RESPONSIBLE	Class tasks	<ul style="list-style-type: none"> ▪ Not completing set tasks that are at an appropriate level ▪ Refusing to work 	
	Being in the right place	<ul style="list-style-type: none"> ▪ Not being punctual (eg: lateness after breaks) ▪ Not in the right place at the right time. 	<ul style="list-style-type: none"> ▪ Leaving class without permission (out of sight) ▪ Leaving school without permission
	Follow instructions	<ul style="list-style-type: none"> ▪ Low intensity failure to respond to adult request ▪ Non compliance ▪ Unco-operative behaviour 	
	Accept outcomes for behaviour	<ul style="list-style-type: none"> ▪ Minor dishonesty 	<ul style="list-style-type: none"> ▪ Major dishonesty that impacts on others
	Rubbish	<ul style="list-style-type: none"> ▪ Littering 	
	Mobile Phone or personal technology devices	<ul style="list-style-type: none"> ▪ Mobile phone or personal technology device at school at any time without authorisation (written permission from an authorised staff member) 	<ul style="list-style-type: none"> ▪ Use of a mobile phone or personal technology device in any part of the school for voicemail, email, text messaging or filming purposes without authorisation ▪ Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school
BE SAFE	Movement around school	<ul style="list-style-type: none"> ▪ Running on concrete or around buildings ▪ Running in stairwells ▪ Not walking bike in school grounds 	
	Play	<ul style="list-style-type: none"> ▪ Incorrect use of equipment ▪ Inappropriate/harmful playing ▪ Playing in toilets 	<ul style="list-style-type: none"> ▪ Throwing objects ▪ Possession of weapons
	Physical contact	<ul style="list-style-type: none"> ▪ Minor physical contact (eg: pushing and shoving) 	<ul style="list-style-type: none"> ▪ Serious physical aggression ▪ Fighting
	Correct Attire	<ul style="list-style-type: none"> ▪ Not wearing a hat in playground ▪ Not wearing shoes outside 	
	Other		<ul style="list-style-type: none"> ▪ Possession or selling of drugs ▪ Weapons including knives and any other items which could be considered a weapon being taken to school ▪ Inappropriate use of personal technology devices or social networking sites, which impacts on the

*Please note that this is not an exhaustive list. Other behaviours will be dealt with as appropriate.

Relate inappropriate or unacceptable behaviour to expected school behaviours

When responding to inappropriate or unacceptable behaviours, staff members ensure that students understand the relationship of the behaviour to expected school behaviour. One method that staff members might use to achieve this is to have students:

- Articulate the relevant expected school behaviour;
- Explain how their behaviour differs from expected school behaviour;
- Describe the likely consequences if the problem behaviour continues; *and*
- Identify what they will do to change their behaviour in line with expected school behaviour.

Should an inappropriate or unacceptable behaviour be repeated, the staff member may not repeat the discussion/explanation process but simply remind the student of the consequences of their problem behaviour. Parents are contacted and informed of incidences.

Ensuring consistent responses to inappropriate or unacceptable behaviour

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

Students also receive training about how to respond when other students display inappropriate or unacceptable behaviour. The courteous way to respond when a staff member redirects a student's behaviour is taught and rehearsed to reduce the impact of peer engagement in the behaviour incident.

Student disciplinary absences (suspension and exclusion) may be considered:

- In the event of a serious, one-off behaviour incident or
- After consideration has been given to all other responses.

6. Emergency situation or critical incident responses

It is important that all staff have a consistent understanding of how to respond to emergency situations or critical incidents involving severe 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 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 situation or incident, 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.

Reinforcement and Correction Strategies

- 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 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:
 - Assisting any distressed student/s to access appropriate support, e.g. Guidance Officer.
 - Assisting the individual 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.
 - Recording a reflection or individual learning plan to assist the student to develop a personal framework of expectations and appropriate actions.

Physical Intervention

Staff may make legitimate the 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 himself/herself or to others.

Appropriate physical intervention may be used to ensure that Ascot State School's staff demonstrates 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 can involve coming between students, blocking a student's path, leading a student by the hand/arm, shepherding a student by placing a hand in the centre of the upper back, removing potentially dangerous objects and, in extreme situations, using more forceful restraint.

It is important that all staff understand:

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

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

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

Any physical intervention made must:

- Be reasonable in the particular circumstances,
- Be in proportion to the circumstances of the incident
- Always be the minimum force needed to 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:

- School Incident Report
- Student Record of Incident

7. Network of student support

Students at Ascot State School are supported through positive reinforcement and a system of universal, targeted, and intensive behaviour supports by:

- School teaching and support staff
- School administration
- Parents/caregivers
- School Guidance Officer
- District Senior Guidance Officer
- Advisory Visiting Teacher – Behaviour
- Student Support Committee
- Police Liaison Officer

The Student Support Committee provides support to students who require more targeted or intensive support. The Committee consists of the School Guidance Officer, the Principal, the Deputy Principals, Support Teachers, English as Second Language Teacher, Speech Language Pathologist, Special Education Teachers, Head of Special Education, Gifted Education Mentor.

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

- Disability Services Queensland
- Child and Youth Mental Health
- Queensland Health
- Department of Communities (Child Safety Services)
- Police
- Local Council
- Neighbourhood Centre.

8. Consideration of individual circumstances

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

Ascot State School considers the individual circumstances of students when applying support and consequences by:

- Promoting an environment which is responsive to the diverse needs of its students
- Establishing procedures for applying fair, equitable and non-violent consequences for infringement of the code ranging from the least intrusive sanctions to the most stringent

- Recognising and taking into account information relevant to the students' age, gender, disability, cultural background, socioeconomic situation, mental health and wellbeing, emotional state (such as individualised learning plan or individual education plan), and
- Recognising the rights of all students to:
 - Express opinions in an appropriate manner and at the appropriate time
 - Work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation
 - Receive adjustments appropriate to their learning and/or impairment needs
 - Provide written or verbal statements that will be taken into consideration in the decision making processes
 - Ensure that processes maintain the dignity, respect, privacy and confidentiality of the student, consistent with the rights of the rest of the community.

9. Related legislation

- [Commonwealth Disability Discrimination Act 1992](#)
- [Commonwealth Disability Standards for Education 2005](#)
- [Education \(General Provisions\) Act 2006](#)
- [Education \(General Provisions\) Regulation 2006](#)
- [Criminal Code Act 1899](#)
- [Anti-Discrimination Act 1991](#)
- [Commission for Children and Young People and Child Guardian Act 2000](#)
- [Judicial Review Act 1991](#)
- [Weapons Act 1990](#)
- [Work Health and Safety Act 2011](#)
- [Work Health and Safety Regulation 2011](#)
- [Right to Information Act 2009](#)
- [Information Privacy \(IP\) Act 2009](#)

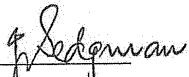
10. Related procedures

- [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](#)

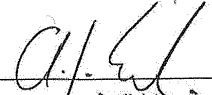
11. Some related resources

- [Schoolwide Positive Behaviour Support](#)
- [Code of Conduct for School Students Travelling on Buses](#)
- [National Safe Schools Framework](#)
- [National Safe Schools Framework Resource Manual](#)
- [Working Together resources for schools](#)
- [Cybersafety and schools resources](#)
- [Bullying. No way!](#)
- [Take a Stand Together](#)

12. Endorsement


28.11.12

Jane Sedgman
Principal
Ascot State School


28 Nov 12

Adrian Esler
Ascot State School
P&C President



Karen Howes
Assistant Regional Director

Effective Date: to

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. Permission needs to be obtained from the Principal if circumstances require a student to bring a personal technology device to 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 Ascot State School. Students using personal technology devices to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks etc) to disseminate to others (including distribution by phone or internet posting) build a culture of distrust and disharmony.

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

Recording of events in class is not permitted unless express consent is provided by the class teacher.

A school student who uses a personal technology device to record private conversations, ordinary school activities (apart from social functions like graduation ceremonies) or violent, illegal or

embarrassing matter capable of bringing the school into public disrepute is considered to be in breach of this policy.

Even where consent is obtained for such recording, the school will not tolerate images or sound captured by personal technology devices on the school premises or elsewhere being disseminated to others, if it is done for the purpose of causing embarrassment to individuals or the school, for the purpose of 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 2

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

Purpose

1. Ascot State School strives to create positive, predictable environments for all students at all times of the day. The disciplined teaching environment that we are creating is essential to:
 - achieving overall school improvement, including the effectiveness and efficiency of our student support procedures
 - raising achievement and attendance
 - promoting equality and diversity and
 - ensuring the safety and well-being of all members of the school community.
2. There is no place for bullying in Ascot State School. Research indicates that both those being bullied and those who bully are at risk for behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community's goals and efforts for supporting all students.
3. Bullying behaviours that will not be tolerated at Ascot State School include name-calling, taunting, mocking, making offensive comments, kicking, hitting, pushing, taking belongings, inappropriate text messaging, sending offensive or degrading images by phone or internet, producing offensive graffiti, gossiping, excluding people from groups, and spreading hurtful and untruthful rumours.
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 Ascot State School there is broad agreement among students, staff and parents that bullying is observable and measurable behaviour. When considering whether or not bullying has occurred, we will therefore avoid speculation on the intent of the behaviour, the power of individuals involved, or the frequency of its occurrence. Whether bullying behaviour is observed between students of equal or unequal power, whether it occurs once or several times, and whether or not the persons involved cite intimidation, revenge, or self-defence as a motive, the behaviour will be responded to in similar fashion, that is, as categorically unacceptable in the school community.

Rationale

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

Prevention

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 school's behavioural expectations and have been taught the expected behaviours attached to each expectation 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 an 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.

Ascot State 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. An initial introductory lesson is delivered, which teaches the High Five and ICE processes to be used by all students when experiencing bullying behaviour either as a person being bullied, the person bullying or bystander.

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. Ascot State School takes 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 Ascot State School takes care to combine knowledge with practice in a process of active learning, so that students understand by 'doing' as much as by 'knowing'.
15. Ascot State School uses behavioural data for decision-making. This data is entered into our database on a daily basis and can be recalled as summary reports at any time. This facility allows the school to track the effectiveness of its anti-bullying process, to make any necessary adjustments, and to identify specific bullying behaviours that may need to be revisited or revised in the instructional process.

WORKING TOGETHER TO KEEP ASCOT STATE SCHOOL SAFE

We can work together to keep knives out of school. At Ascot State 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 at 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 knives 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.

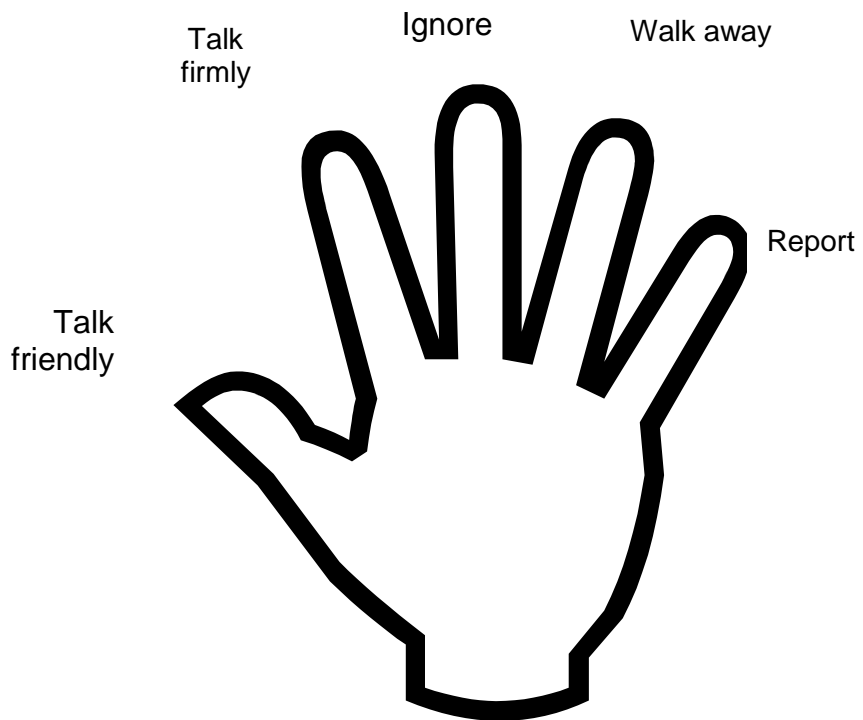
The Principal can take action against a student who brings a knife to school.

- If a student has a knife at school, principals can inform the police.
- Possessing a knife at school may result in serious disciplinary consequences and immediate progression to a Level 5 discipline level.
- 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 Ascot State 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 office.

HIGH FIVE

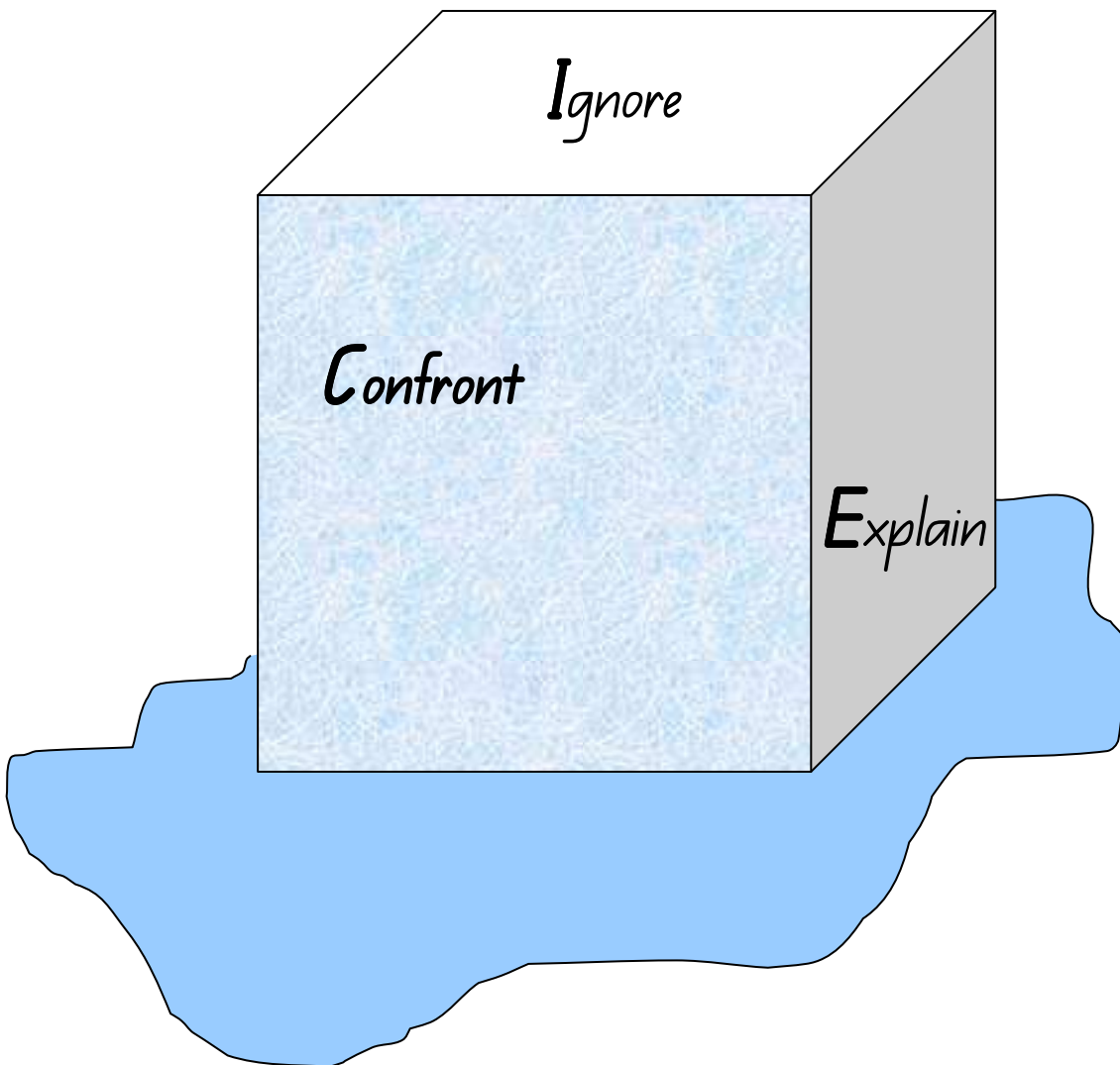


Children are encouraged to empower themselves to deal with annoying or difficult situations

ICE

Keep Your Cool

I.C.E.



Appendix 6

BEHAVIOUR MANAGEMENT REPORT

On OneSchool input data onto the following screens:

Record Incident Wizard - Microsoft Internet Explorer provided by Education, Training and the Arts

File Edit View Favorites Tools Help

Address: https://oslp.eq.edu.au/OSLP/wizard/WizardHost.aspx?wizardId=incident

OneSchool Home SignOut 0.5

Student Management Behaviour Support Academic Reporting Administration Help

Record Incident Wizard

Record Incident Step 1 of 6

Witnessing Individuals

Incident Details

Behaviour Strategies

Record of Contact

Incident Summary

Staff Member *

Staff member Vicki Sparkes (SPARVI)

Student(s) Involved *

Delete EQ Id Name

Add

Family name Given names

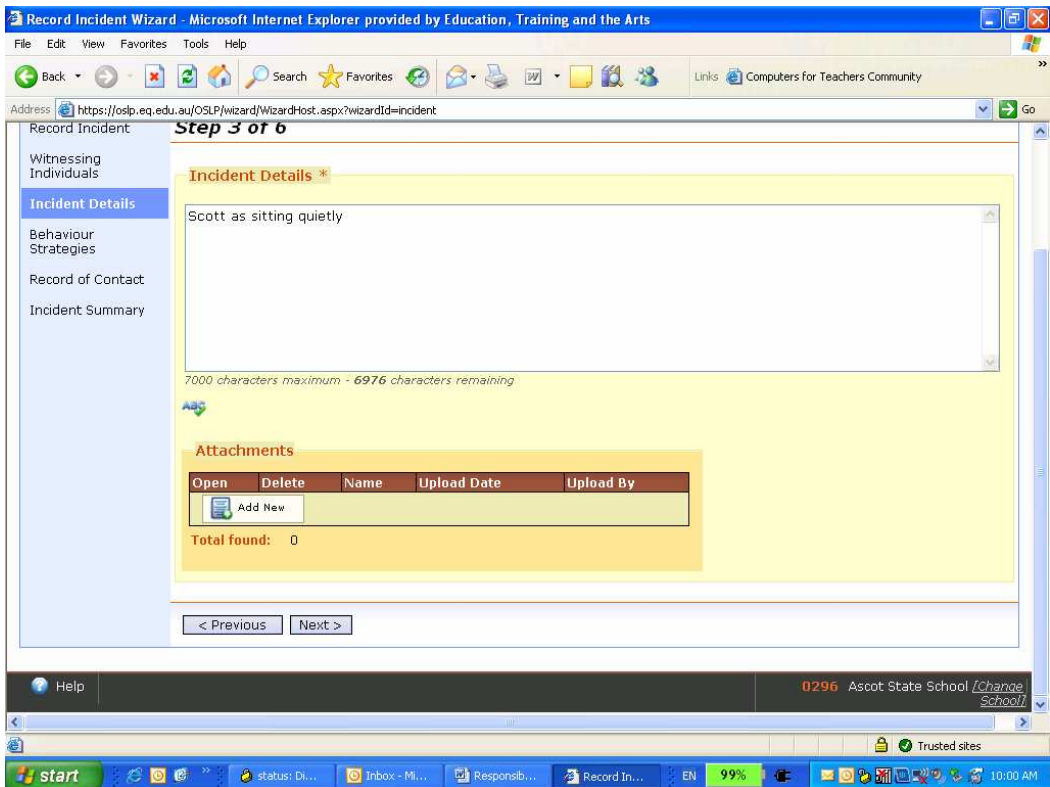
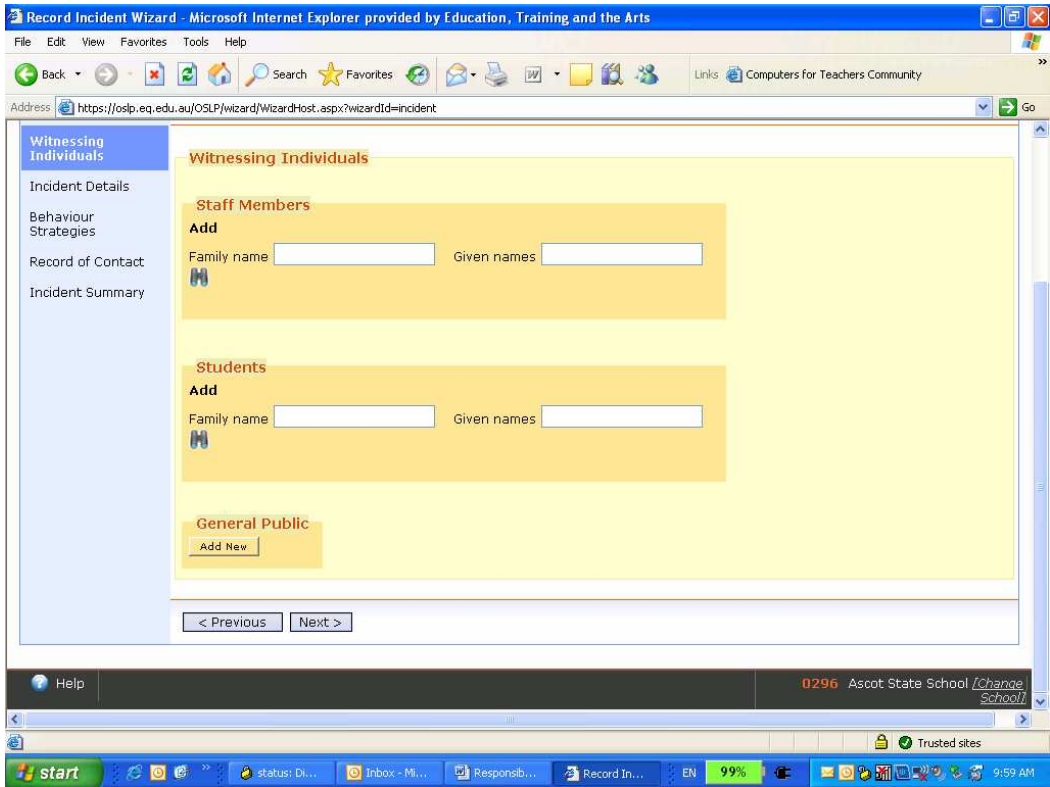
Date of Incident * 28-Aug-2009 31

Period *

Location Category *

Help 0296 Ascot State School [Change School]

start status: Di... Inbox - Mi... Responsib... Record In... EN 99% 9:55 AM



Record Incident Wizard - Microsoft Internet Explorer provided by Education, Training and the Arts

File Edit View Favorites Tools Help

Back Forward Stop Home Search Favorites Print Mail Record Incident Wizard Computers for Teachers Community

Address: https://oslp.eq.edu.au/OSLP/wizard/WizardHost.aspx?wizardId=incident

OneSchool Home SignOut 05

Student Management Behaviour Support Academic Reporting Administration Help

Record Incident Wizard

Update successful.

Record Incident **Step 4 of 6**

Witnessing Individuals Incident Details Behaviour Strategies Record of Contact Incident Summary

Student	Categories *	Strategies	Referrals
Scott Daniel Sparkes	<input type="checkbox"/> Academic infringement <input type="checkbox"/> Anti-social behaviour <input type="checkbox"/> Avoidance behaviour <input type="checkbox"/> Bullying/harassment <input type="checkbox"/> IT abuse <input type="checkbox"/> Misconduct	<input type="checkbox"/> Natural Consequence <input type="checkbox"/> Restorative Justice <input type="checkbox"/> Revisit rules and consequences <input type="checkbox"/> Detention <input type="checkbox"/> Parents Contacted <input type="checkbox"/> Student Behaviour Support	Select Staff

< Previous Next >

Help 0296 Ascot State School [Change School]

Done Trusted sites

start status: Di... Inbox - Mi... Responsib... Record In... EN 99% 10:01 AM

Record Incident Wizard - Microsoft Internet Explorer provided by Education, Training and the Arts

File Edit View Favorites Tools Help

Back Forward Stop Home Search Favorites Print Mail Record Incident Wizard Computers for Teachers Community

Address: https://oslp.eq.edu.au/OSLP/wizard/WizardHost.aspx?wizardId=incident

OneSchool Home SignOut 05

Student Management Behaviour Support Academic Reporting Administration Help

Record Incident Wizard

Update successful.

Record Incident **Step 5 of 6**

Witnessing Individuals Incident Details Behaviour Strategies Record of Contact Incident Summary

Record of Contact

Edit	Student Name	Date of Contact	Contact Type	Contact Details
	Scott Daniel Sparkes			

< Previous Next >

Help 0296 Ascot State School [Change School]

Done Trusted sites

start status: Di... Inbox - Mi... Responsib... Record In... EN 99% 10:03 AM

Record Incident Wizard - Microsoft Internet Explorer provided by Education, Training and the Arts

File Edit View Favorites Tools Help

Back Forward Stop Home Search Favorites Refresh Print Mail Stop

Address: https://osp.eq.edu.au/OSLP/wizard/WizardHost.aspx?wizardid=incident

Record Incident **Step 6 of 6**

Witnessing Individuals
Incident Details
Behaviour Strategies
Record of Contact
Incident Summary

Incident Summary

Incident date 28-Aug-2009
Staff Member Vicki Sparkes (SPARVI)
Period Before School
Location Category Covered Games Area
Subject Before School
Incident Details Scott as sitting quietly
Witnesses

Student(s) Involved

Scott Daniel Sparkes
Behaviour Other
Categories
Behaviour Other
Strategies
Referrals
Contact Details

< Previous Finish

Help 0296 Ascot State School [Change School]

start status: Di... Inbox - Mi... Responsib... Record In... EN 99% 10:04 AM



ASCOTSTATESCHOOL

BEHAVIOUR INDIVIDUAL MANAGEMENT PLAN

Student:	Class:	D.O.B.:
-----------------	---------------	----------------

Positive attributes/behaviours of the child	
What are the child's interest areas?	
What does the child find rewarding?	
Behaviours to increase	
Behaviours to decrease	
When do these behaviours occur?	
Skills to be taught/learned	
Short Term Goals (one or two)	
Long Term Goal	
Comments	



**BEHAVIOUR
INDIVIDUAL MANAGEMENT PLAN IMPLEMENTATION**

Student:	Class:	D.O.B.:
-----------------	---------------	----------------

- Modified curriculum _____
- Modified expectations _____
- Modified attendance _____
- Adjusted seating arrangements _____
- Teacher Aide support _____
- Parent helpers _____
- Peer helpers _____
- Support Teacher assistance _____
- Other learning support _____
- Behaviour Management Team Support _____
- Behaviour programs
 - WholeSchool _____
 - Class _____
 - Individual _____
- Administrator support _____
- GO involvement _____
- Limited play area _____
- Skilling for outdoor play _____

Strategies to increase desired behaviours:

Behaviour	Strategies
<input type="checkbox"/> Sitting in seat	<input type="checkbox"/> Play at break time
<input type="checkbox"/> No calling out	<input type="checkbox"/> Praise
<input type="checkbox"/> Keeping hands and feet to self	<input type="checkbox"/> Points on chart
<input type="checkbox"/> Staying on task	<input type="checkbox"/> Sticker
<input type="checkbox"/> Following directions	<input type="checkbox"/> Stamp
<input type="checkbox"/> Completing homework	<input type="checkbox"/> Rejoin class seating
<input type="checkbox"/> Returning promptly after breaks	<input type="checkbox"/> Perform "jobs"
<input type="checkbox"/> Correct line-up procedure	<input type="checkbox"/> Helping other students
<input type="checkbox"/> Not distracting others	<input type="checkbox"/> Note to parent
<input type="checkbox"/> Incident-free play time	<input type="checkbox"/> Free time/activity
<input type="checkbox"/> Speaking respectfully	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

--	--

Strategies to decrease specific behaviours:	
Behaviour	Strategies
<input type="checkbox"/> Non-compliance	<input type="checkbox"/> Loss of play
<input type="checkbox"/> Hurting others physically	<input type="checkbox"/> Loss of points
<input type="checkbox"/> Hurting others verbally	<input type="checkbox"/> Writing of set tasks
<input type="checkbox"/> Distracting others from class work	<input type="checkbox"/> Contact with parents/caregivers
<input type="checkbox"/> Returning late from breaks	<input type="checkbox"/> Time out
<input type="checkbox"/> Leaving the room without permission	<input type="checkbox"/> Litter pick-up
<input type="checkbox"/> Non-completion of class tasks	<input type="checkbox"/> Loss of class activity
<input type="checkbox"/> Non-completion of homework	<input type="checkbox"/>
<input type="checkbox"/> Swearing	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>