RESPONSIBLE BEHAVIOUR PLAN FOR STUDENTS

SAFE

RESPONSIBLE

RESPECTFUL

Queensland Government

2020

1. PURPOSE

Education Queensland is committed to provisions that ensure all young Queenslanders have a right to and receive a quality education in a safe environment. Cranbrook State School is committed to providing a supportive school environment where all of its members feel safe and are valued, and where social and academic learning outcomes are maximised through a quality curriculum. The school recognises the close relationship between effective teaching, quality learning, high achievement and responsible and respectful behaviour.

The **Responsible Behaviour Plan for Students** affirms that students and teachers have the right to work to their potential, free from disruption, abuse or threat. It also affirms that parents have a joint responsibility to encourage students to be accountable for their behaviour and to contribute to the wider school community in a positive manner.

The **Responsible Behaviour Plan for Students** has been developed over time and in consultation with many stakeholders. It is an evolving document responsive to continuous improvement and effectiveness ensuring learning outcomes are maximised and a supportive environment is nurtured.

Our school is committed to the **Positive Behaviour for Learning system (PBL),** which is an evidence-based framework for implementation that looks at behaviour and learning from a whole-of-school as well as an individual student perspective. It provides a process for teaching social and behavioural skills and is a positive, proactive and systematic approach based on school data.

PBL takes the approach that opportunities for learning and achievement increase if:

- The school environment is positive and supportive
- Expectations are consistently clear
- Students are consistently taught expected behaviours
- Expected behaviours are consistently acknowledged
- Inappropriate behaviours are consistently responded to in a fair and equitable way

2. CONSULTATION AND DATA REVIEW

Cranbrook State School has developed this plan in collaboration with our school community. Broad consultation with parents, staff and students was undertaken through survey distribution and community meetings. A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents also informed the development process.

We regularly analyse data and share it with staff, parents and students. This allows everyone in the school community to focus on developing a safe and supportive learning environment.

The 'BIG 5' in behaviour incident data that is analysed are:

1. Average number of incidents
2. Types of problem behaviour
3. Location of incidents
4. Times in the day that incidents occur
5. Students involved

The Plan was endorsed by the Principal, the President of the P&C and Assistant Regional Director (Schools) in 2018, and will be reviewed in 2020 as part of the Quadrennial School Review process as required in legislation.

3. LEARNING AND BEHAVIOUR STATEMENT

Cranbrook State School is a workplace where our core business is teaching and learning. All members of our community are expected to contribute to building 'Positive Partnerships', which will provide opportunities to maximise social, academic and emotional learning outcomes for all learners. We consider responsible behaviour promotion to be an opportunity for valuable social learning, as well as a means of maximising the success of academic education programs.

This **Responsible Behaviour Plan for Students** outlines a system for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours. Through the plan, explicit shared expectations for student behaviour create and maintain a positive and productive learning and teaching environment. School community members have clear and consistent expectations and understandings of their role in the educational process.

In keeping with the ***Positive Behaviour for Learning (PBL)*** approach, we address the behaviour support needs of all students within a whole school context. The emphasis is on being respectful, being safe and accepting responsibility.

The following school expectations have been identified to teach and promote high standards of responsible behaviour.

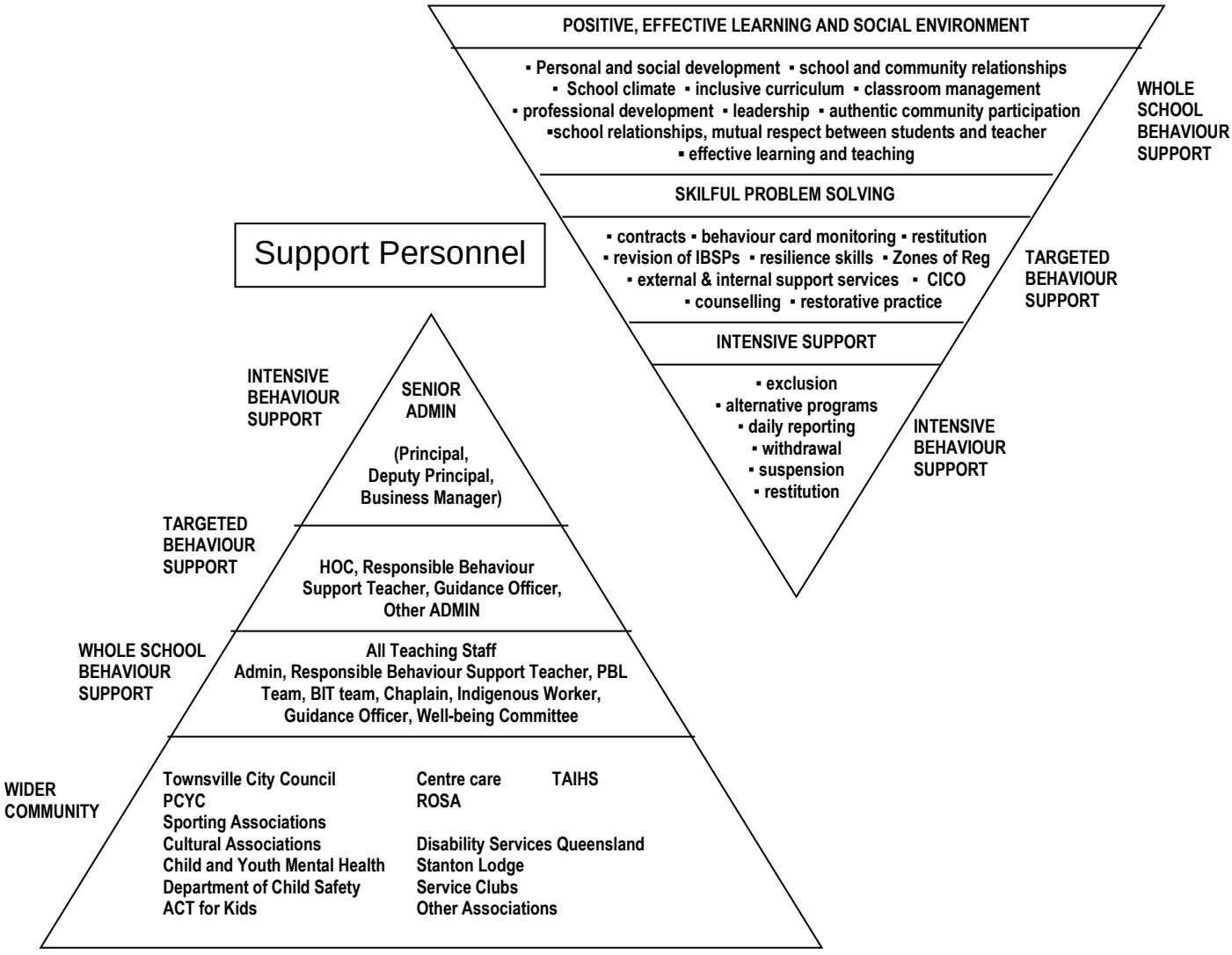
SAFE	RESPECT	RESPONSIBLE
• Everyone has the right to feel safe. • Safety is everyone's responsibility. • Contribute to a safe and supportive Learning Community.	• Interact to build and strengthen relationships. • Care for self, others and the environment. • Contribute to the improvement of our Learning Community. • Teachers have the right to teach.	• Accept responsibility for choices and actions. • Encourage self and others. • Give best effort at all times and in all places. • Students have the right to learn.

School expectations have been agreed upon and endorsed by all staff and the P&C Association. 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

Cranbrook State School's approach considers support from the following perspectives:

- Whole School Support;
- Targeted Behaviour Support; and
- Intensive Support – Behaviour Support Team.



Universal behaviour support

The first step in facilitating standards of positive behaviour is communicating the standards to all students. At Cranbrook State School we emphasise the importance of directly teaching students expected behaviours. Communicating behavioural expectations is a form of universal behaviour support - a strategy directed towards all students, designed to prevent problem behaviour.

A set of behavioural expectations in specific settings has been attached to each of our three school learner qualities SAFE, RESPECT, RESPONSIBLE. The whole school Positive Behaviour Matrix outlines our agreed values/rules and specific behavioural expectations in all school settings. This is the foundation of the ***Positive Behaviour for Learning (PBL)*** that is a program that we use to create a positive learning environment by developing a proactive whole school system.

CRANBROOK STATE PRIMARY SCHOOL
BEHAVIOUR EXPECTATIONS MATRIX

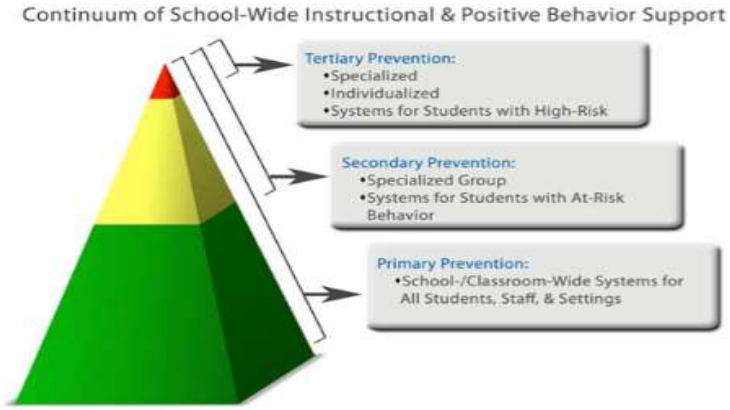
EXPECTATION		CRANBROOK LEARNER (ALL AREAS)	CLASSROOM/CURRICULUM	PLAYGROUND	EATING AREAS	TOILETS	OFF CAMPUS	TRANSITIONS
BE SAFE	Maintaining a positive and rewarding learning environment	• Keep hands, feet and objects to self • Solve problems with words or seek an adult if needed • Encourage peers to negotiate and solve problems with words • Follow evacuation/ lockdown procedures • Exit learning areas with a lanyard	• Follow the classroom routines • Use learning equipment safely • Sit safely on your chair • Enter only when a staff member is present • Ask permission to exit	• Use playground equipment for intended purposes only • Wear a sun safe hat and closed in shoes at all times • Remain in designated play areas • Wait until staff are on duty	• After the play bell go straight to your designated area • Remain seated during eating time • Use own drink bottle and eat own food	• Wash hands thoroughly • Leave food/drink and equipment outside the toilet block • Place all rubbish in the correct bin provided	• Follow all road rules • Remain with the group at all times • Follow Bus Code of Conduct	• Walk in class lines • Listen for staff direction • Walk bikes and scooters within school grounds
BE RESPONSIBLE		• Be a positive role model • Follow adult directions the first time, every time • Use technology at school and at home responsibly • Keep personal valuables at home • Hand in electronic devices to the office before school	• Be ready to learn • Encourage others to participate • Listen and participate actively • Stay on task • Work consistently towards learning goals • Have a clean and organised work space	• Resolve conflict with reason and compromise • Report incidents to staff member on duty • Report any damage or misuse to a staff member • Choose positive play options	• Take home uneaten items • Ask for permission to leave the eating area • After bell/whistle sit in class lines quietly	• Keep toilets graffiti free • Use toilet paper for its intended use • Flush toilet after use • Inform a staff member of any issues • Return to area/class promptly	• Return notes on time • Have all equipment/ belongings organised for on time departure • Listen for name to be called on the roll before moving • Follow the rules of the places you are visiting	• Always have permission to leave the class group • Before entering classrooms or specialist lessons wait in two lines calmly and quietly • Depart the school grounds promptly after 3:00pm
BE RESPECTFUL		• Greet others with a smile and a positive attitude • Be patient • Use polite and respectful language • Encourage and support others • Treat others the way you expect to be treated	• Allow others to learn • Compliment others for effort and achievements • Hand up when needing teacher attention • Patiently wait for turns in speaking • Actively listen to others	• Include everyone • Share equipment • Play fair • Encourage others • Follow the negotiated rules of the game • When 'out' be gracious • Look after the environment and the wild life	• Take care when walking near others' lunchboxes • Talk quietly • Put all rubbish and food scraps in the correct bins	• Allow others their privacy • Clean up after yourself	• Represent Cranbrook with pride - full school uniform • Communicate respectfully with other schools and community members	• Walk past learning areas quietly • Use manners when passing others • Walk on the left side of the path.

A range of proactive and reactive strategies are applied within the school.

- **Ecological Strategies -** identification of environmental factors that may trigger negative behaviours and make changes to those environments to avoid or address such triggers.
- **Positive Programming -** teach skills and competencies to facilitate behavioural changes for the purpose of social and community integration.
- **Focused Support -** use specific strategies such as differential reinforcement procedures and stimulus-based procedures to bring about rapid changes in problem behaviours.

Some of these strategies are whole school that are delivered for the benefit of all students within the school. Other more targeted strategies are applied to address specific behaviours or developmental stages within the school. For those students who haven't responded to targeted proactive or reactive strategies, or whose choices are resulting in risky or dangerous behaviours, the school has in place a range of supportive programs, personnel and procedures that provide intensive, specific support either from internal or external sources.

Recent trends in school data, as reported on OneSchool, are strategically mediated by a strong, consistent, sustained focus on whole school behaviour support - our primary prevention strategy. School-wide data identifying the problem behaviours that require targeted and intensive support are in close alignment with the table below.



Tier 1 Universal Prevention

Universal prevention is the most important and powerful aspects of a whole school systems approach. Universal prevention focuses on preventing problems and creating an environment that supports student learning and wellbeing.

Effective, evidence-based classroom management and instruction are critical components of universal prevention. The school's Learning and Support Teams and/or PBL teams work to prevent problem behaviour and increase the likelihood of academic success by creating positive learning environments for all.

Establishing strong systems of universal prevention for ALL students helps to reduce the number of students who need additional support. This helps the school to work more intensively with students who have additional learning and support needs.

The following proactive and preventative processes and strategies support student behaviour:

- A dedicated section of the school newsletter enabling parents to be actively and positively involved in school behaviour expectations;
- Regular provision of information and support to staff and parents by the Positive Behaviour for Learning Team;

- Comprehensive induction in the Cranbrook State School Responsible Behaviour Plan for Students delivered for new students as well as new and relief staff;
- Individual support profiles developed and case conferences held for students with high behavioural needs; and
- Development of specific policies to address:
  - Procedures for Preventing and Responding to Incidents of Bullying (**Appendix 4**);
  - Drug Education and Intervention (**Appendix 5**).

Reinforcing Expected School Behaviour

Communication of key messages about behaviour is reinforced through a formal recognition and monitoring system. The reinforcement system is designed to increase the quantity and quality of positive interactions between students and staff. Staff members are trained to give consistent and appropriate acknowledgement and rewards. Specific strategies that reinforce expected school behaviour include:

- Behaviour data is monitored in 5 week cycles to inform focus lessons and professional development needs
- Staff is continually updated and skilled in behaviour management approaches ranging from least intrusive to most intrusive
- All staff have positive behaviour acknowledgement plans that complement the Reward/acknowledgment Schedule
- Collaboratively developed classroom expectations matrix that are determined at the beginning of the school year and continually reviewed by class teachers
- Explicit focus behaviour lessons, informed through data and aligned with the Behaviour Expectations Matrix, are taught by teachers fortnightly and reinforced daily
- Weekly meetings are in place for teachers of students with challenging behaviours

Re-directing Low-level and Infrequent Negative Behaviour

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

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

CRANBROOK STATE SCHOOL POSITIVE RECOGNITION SCHEDULE

We have a systematic, consistent, school-wide approach in reinforcing and acknowledging expected behaviours. At Cranbrook State School we respond to students with specific, timely and constructive feedback and recognition, supporting students to learn and practise the behaviours that are expected in and outside of the classroom.

At Cranbrook State School we use three levels of acknowledgment.

Level 1 – free and frequent – for everyday use by all staff in all school settings
Level 2 – moderate and intermittent – awarded occasionally
Level 3 – significant and infrequent – quarterly or yearly types of recognition.

Appendix 2 - Continuum of Acknowledgments

- **SNAPS**

  - **Classroom SNAPS** (white)

Classroom Snaps are 'free and frequent' rewards as outlined in the Cranbrook State School Rewards Schedule. The classroom Snaps support the school's ***Positive Behaviour for Learning (PBL)*** focus lessons and classroom expectations (see matrix) as teachers and paraprofessionals reward students in the classroom as they meet the school and focus behaviours. The Classroom Snaps are collected in the classroom and are tallied under each individual student. The amount of Snaps collected by each student over a 5 week cycle will provide them with the opportunity to access the class celebration and other school based rewards.

  - **Playground SNAPS** (yellow)

An individual award drawn each week from the nominations written by staff members in the playground who observe students displaying a high standard of 'Cranbrook Learner' behaviour. These students are acknowledged at the Co-hort Parade and are entitled to a specific reward from the tuckshop.

    - All playground SNAPS will be counted at the end of the week and recorded on a chart (thermometer) in the school hall. A specific whole school reward (as determined by the Student Council) will be given at 2500 increments with an extra special reward given when the whole school reaches 10000 SNAPS

- **Stepping Up Classroom Charts** – The purpose of the 'Stepping Up' scheme is to encourage and reward students' effort and good behavioural choices within the classroom. This builds confidence and self-esteem, encouraging the students to display outstanding behaviour in line with the schools 'High Standard' expectations. It is also a very useful tool in providing parents feedback regarding their child's behaviour during school time. The strengths of the 'Stepping Up' strategy are –

  - Students self-regulate;
  - Clear to understand;
  - Visual reference for students and teachers;
  - Easy to understand the steps;
  - Students are proud when they can see themselves moving up the colours;
  - Focus is positive;
  - Students have something to consistently aim for;
  - Visual reference for students and teachers;
  - Encourages use of positive strategies to manage behaviour, so you start to look for the positives more than the negative behaviours

- **Class Awards**. Teachers present Attendance, Behaviour and Excellence certificate awards at the Class Co-hort Parades. These are held every Monday for 20 minutes

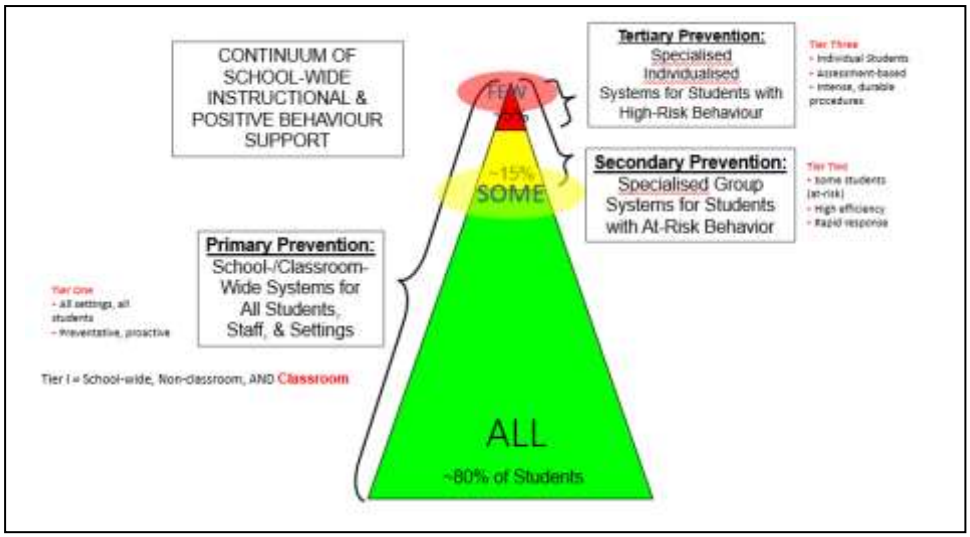
    - Parades are led by the classroom teachers (the co-hort support teacher from leadership usually attends as well)
    - Co-hort Parades will cover **A** - attendance, **B** - behaviour, **C** - celebrations, **D** - demonstrations, **E** - excellence in learning and friends, **F** – Focus PBL Lessons, **G** – General messages.

      See **Appendix 6** for elaborations

    - Teachers enter the students who received the Attendance, Behaviour and Excellence certificates onto OneSchool as a positive entry

      [Recognitions are not removed as a consequence for negative behaviour]

Targeted Behaviour Support – Responsible Behaviour Management Team – Behaviour Matrix Analysis



- **Tier 2 Targeted Interventions**

    - Some students, approximately 10-15 per cent, will respond to Tier 1 supports but will still need some additional support. These students may have academic and/or social-emotional learning needs that require more targeted supports. As with Tier 1 systems, Tier 2 targeted support is a team driven process designed to enhance and build upon what has been taught to students at the universal level.

    - Tier 2 interventions address students' social-emotional skills through evidence-based programs delivered to small groups of students or individual students. The involvement of the classroom teacher helps the student to use new skills and builds the teacher's capacity to better understand and effectively respond to students with unproductive and challenging behaviours. Students are taught to self-regulate and learn from natural consequences. Small-group targeted interventions includes a skill building and a self-monitoring process. For example, students may check-in and check-out (CICO) at a central location with an adult across the day with the aim of increasing productive behaviours such as attendance, work completion and academic engagement.

    - Student Support Services for Success (SSSS) Team referral
    - Stanton Lodge Application (See **Appendix 10**)

A range of resource options for targeted support include but are not limited to:

• Behaviour charts/reward systems • Behaviour monitoring • Playground withdrawal (Temporary/Rotating) • Playground licences • Playground monitoring (Tracking/Buddy) • Structured Playground Activities • Peer Mediation • Restorative Practice • Communication with parents/guardians • Seating plans • Restricted Play Areas • In-class withdrawal • In-class supervision • Exit plans – behaviour room withdrawal • Subject withdrawal/changes	• Buddy systems/class changes • Behaviour agreements • Small group/individual social skilling sessions • Teacher aide withdrawal sessions • Behaviour work with Behaviour Support Teacher • Counselling • Use of appropriate mentors • Peer mentoring • Visits by external agency • Case conferencing/parent interviews • Mediation • "New students" induction process for new students. • Behaviour Matrix analysis to determine focus areas • Case conferencing approach for development of an Individual Responsible Behaviour Plan • CICO

Intensive Behaviour Support – Senior Administration

- **Tier 3 Intensive Interventions**

  - A smaller group of students, approximately 1-5 per cent, may need more individualised and intensive supports, as well as the Tier 1 and Tier 2 supports. In many cases, the problem behaviour has become "chronic" as these students have experienced academic and behavioural difficulties over an extended period of time.

  - As with the Tier 2 level, schools build on the foundations of school-wide universal prevention to support these students. Using data-based decision making to rapidly support these students is important. Interventions focus on creating and implementing individualised behaviour support plans that are linked to the universal system. For example, the individual plans are based upon the school-wide expectations; the identification of students in need of Tier 3 supports uses the established data decision making framework.

  - Intensive and individualised behaviour intervention plans are developed and implemented to reduce the intensity and severity of challenging behaviours. These plans are devised using functional behavioural assessment. This assessment looks at contextual, learning and relationship factors to help explain the purpose of the behaviour. The evidence shows that understanding the function of behaviour is essential to make the problem behaviour ineffective, inefficient and irrelevant

A range of resource options for intensive support includes but is not limited to:

• Individual Behaviour Management Plans (IBMP) • Risk Management Planning • Voluntary parent contact • Modified school attendance (reduced/restricted attendance) • Referral to internal and external support agencies • Physical restraint	• Alternative Education Program (AEP) (linked to IMBP) • Suspension (1-5, 6-20 days) • Distance Education (on campus, off-campus supported) • Dual enrolment (with Distance Ed) • Supervised visit to alternative campus • Exclusion

5. 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 extreme behaviour. This consistency ensures that appropriate actions are taken to ensure that both students and staff are kept safe. An emergency situation or critical incident is defined as an occurrence that is sudden, urgent, and usually unexpected, or an occasion requiring immediate action. The following diffusing strategies and physical intervention measures are engaged by staff with further elaborations given in **Appendix 8**.

Basic defusing strategies

- Avoid escalating the problem behaviour;
- Maintain calmness, respect and detachment;
- Approach the student in a non-threatening manner;
- Follow through; and
- Debrief.

Physical Intervention

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

- Physically assaulting another student or staff member;
- Posing an immediate danger to themselves or to others

Physical restraint is used for reasons of safety and in cases where a student is behaving in a manner that is potentially injurious to themselves or others, or to prevent serious property damage. Physical restraint may be used as an immediate or emergency response or as part of a student's individual plan, including prevention of self-harming behaviours.

Record keeping

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

- Notification of Concern or Incident; Health and Safety incident record
- debriefing report (for student and staff) (**Appendix 7**); and
- Documenting all information on OneSchool

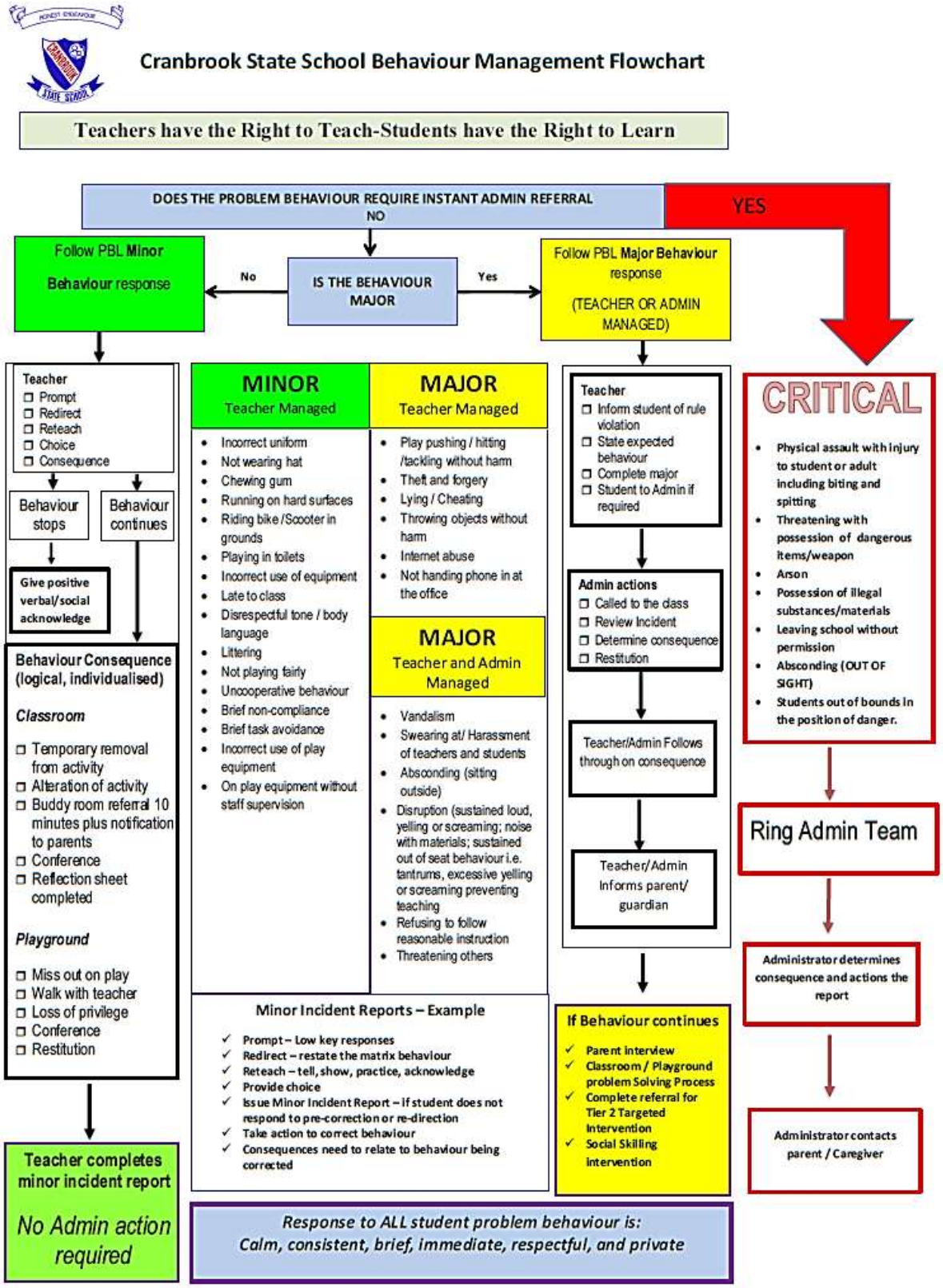
Training

Training is provided on a needs basis to staff that:

- respects the rights of the student and keeps risks to a minimum;
- is thoroughly evidence based, quality assured and has built-in evaluation procedures;
- reduces the need for restraining as far as practicable;
- holds the view that restraining students is for their safety and never about discipline or punishment;
- is provided by appropriately trained personnel;
- is ethical and complies with legal requirements;
- is appropriate to the particular needs of the students within school community;
- gives staff the skills they need to effectively support students;
- reviews and updates the training regularly to take into account new research findings and evidence; and
- considers:
    - Departmental policies and procedures;
    - How staff behaviour can affect behaviour of students;
    - De-escalation strategies; and
    - Care for students and staff following incidents involving physical restraint.

6. CONSEQUENCES FOR UNACCEPTABLE BEHAVIOUR

When unacceptable behaviour occurs, students experience predictable consequences. Problem behaviours are classified as MINOR, MAJOR or CRITICAL with appropriate explicit management processes. School Disciplinary Absences is used only after all other responses but with due consideration for the welfare and safety of other students and staff. Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour.



When responding to problem behaviour, the staff member first determines if the problem behaviour is minor, major or extreme with the following agreed understandings:

Minor Behaviours

How we define Minor Behaviours at Cranbrook State School. Minor behaviours…

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

These behaviours are usually staff managed when and where they occur. Staff use OneSchool to record minor behaviour incidents, however they are not usually referred, unless the same misbehaviour continues.

Not all student misbehaviour requires elaborate response strategies. Sometimes students will respond quickly to a teacher action to minimise the behaviour before it gets out of hand and requires extensive intervention. Staff have been upskilled in the use of the 10 Essential Skills for Teachers (see **Appendix 3**) to support Tier 1 behaviours. Continued minor behaviour incidents are referred to Senior Administration through OneSchool.

Major Behaviours

Major behaviours are managed beyond the context in which they occur. Three minor misbehaviours can trigger a major misbehaviour response, depending on the timespan in which the behaviours occur and their intensity. A major misbehaviour generally requires the student to be removed from the setting. (See **Appendix 12** for our Exit process). All major incidents are recorded on OneSchool.

How we define Major Behaviours at Cranbrook State School.

Major behaviours…

- Significantly violate the rights of others
- Put others / self at risk of harm
- Require the involvement of school Administration as they constitute misconduct, disobedience and conduct prejudicial to the good order and management of the school

Management

- Staff refer major behaviour issues to Senior Administration via a OneSchool referral
- Detentions could be applied including time in the Behaviour Reflection Room (Green Room)
- *Discipline Improvement Plans* are optional disciplinary strategies which may be applied. They can be implemented to prevent the escalation of inappropriate behaviour or as a last resort alternative to suspension or exclusion.

Critical Behaviours

- Constitute significant risk to the student or the school community
- Significantly and directly violates the rights of others

Management - Staff notify CRITICAL behaviour issues to Senior Administration immediately

- Failure to undertake a detention or *Community Service Intervention* during the weekend or agree to a *Discipline Improvement Plan* is not a ground for suspension, exclusion or cancellation of enrolment. However, the original behaviour for which the disciplinary

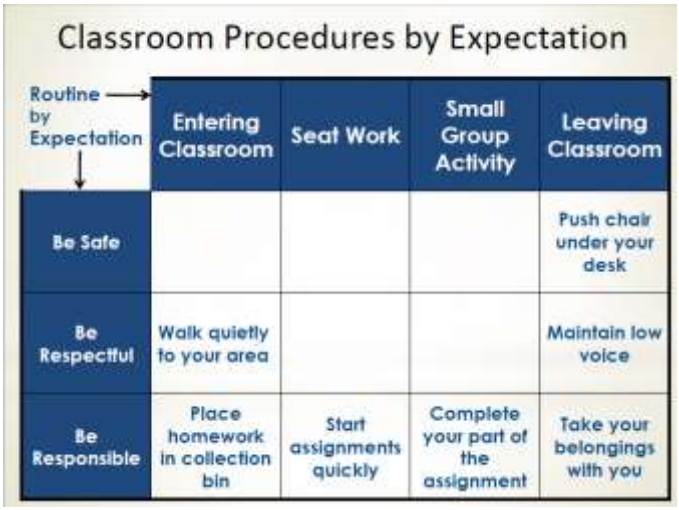
consequence was applied may amount to a ground for suspension, exclusion or cancellation of enrolment.

- 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

Classroom Behaviour Expectations

Setting classroom expectations and developing learning goals collaboratively puts students at the centre of the learning process. When teachers make classroom expectations clear, it allows students to take personal responsibility for their learning and behaviour and adjust their progress toward classroom goals throughout the year.

Classroom rules/expectations are aligned with school-wide expectations. They are student negotiated, clearly posted, explicitly taught and specifically reinforced.
Rules comprise a limited set of positively stated expectations for behaviour.



Parents, the Community and PBL

Parents play a crucial role in helping their children be successful in school. When schools and parents work together as partners, students reach even higher levels of success. Whether parents are providing a safe home that encourages learning and appropriate behaviour or working with school teachers and administrators on specific learning goals for their child, it's vital for parents to support their child's education.

One of the most effective ways to do that is by using Positive Behaviour interventions and supports.

PBL works well at school but it can work just as well at home. Supporting positive behaviour doesn't mean changing the child – it means changing the environment so that it supports and reinforces the kind of behaviour you want to see.

Transfer the same broad school rules for use at home and in the community. What does Safe, Responsible, and Respectful look like before school, after school, at home and on the weekends? What are your expectations?
Here is an example of how your **PBL Home Behaviour Expectations Matrix** could look like.

Home	Before School	After School	On Weekends	In the community
Be Safe	Flush the toilet Clean your teeth Make sure you have your hat, lunch and a drink bottle for school	Go straight home Use the school crossing	Don't leave the house without telling someone Only swim in the pool with adult supervision	Use road rules when riding your bike Take your phone with you Wear shoes
Be Respectful	Take turns to use the bathroom	Say 'good afternoon' to the Lollipop Lady	Always use your manners Let Mum and Dad sleep in on Sundays	Always use your manners Take your hat off when entering a house or shop
Be Responsible	Get up on time Eat breakfast Make your bed Pick up your clothes	Do your chores before playing Put your lunchbox on the sink Change into play clothes and put your school uniform in the laundry	Tidy up your room Put your washing in the laundry Take your shoes off before entering the house	Put your rubbish in the bin

Behaviour Reflection Room (Green Room)

Cranbrook State School takes into consideration the individual circumstances of students when applying individual behaviour support or applying consequences for inappropriate behaviour. Factors which are considered include context, emotional well-being, culture, gender, race, socio-economic situation and impairment to ensure that responses are fair and equitable.

Cranbrook State School's Behaviour Reflection Room (Green Room) is a calm, respectful 'classroom' environment that:

- Assists students to take responsibility for their behaviour
- Provides a supervised environment
- Allows time for reflection
- Provides support
- Emphasises to students that Cranbrook learners are Safe, Responsible and Respectful

Process:

- All major Incidents are referred by staff on OneSchool to the relevant Principal and/or Behaviour Support Teacher for investigation
- These referrals are investigated to determine the facts and this investigation may include (but is not exclusive):
    - Statements from the referred student
    - Statements from witnesses
    - Statements from any 'victims
- To ensure alignment with the Code of School Behaviour, when applying consequences, the individual circumstances and actions of the student and the needs and rights of school community members will be taken into account when deciding upon applying consequences for unacceptable student behaviour.
- The number of days that students will be required to attend the 'Green Room' will be dependent on the level of severity and the support needed to help the student fix the problem behaviour. This could include:
    - Structured play
    - Restorative chat
    - Apology given
    - Social skilling
- Students are notified immediately upon investigation if they are required to attend the 'Green Room' and they are given a reminder slip to hand to the Behaviour Reflection Room supervisor at the next break
- The student completes a reflection sheet after a conference with the Behaviour Reflection Room supervisor where they identify the rules/ expectations that need to be addressed and supported
- A letter and reflection sheet is completed by the student and a de-privatised record of the incident, copies of the investigation and statements from the appropriate witnesses and a copy of any apology are attached to these sheets. They are sent home with the student for parents or caregivers to discuss with them. The reflection sheet will have an area for the parents/ caregivers to comment on the reflective chat they have had with their child. The letter and reflection sheet is to be signed and returned to the Behaviour Reflection Room supervisor the next day
- No phone calls are made to parents as it is important for the student to take responsibility for their behaviour and to present the reflection sheet, incident report and outcome of the investigation to their parent/s

- During 'Green Room' time:
    - Students eat their lunch the first half of the break

    - During the second half of the break students engage in supportive activities eg social skilling, restorative practices, supervised play, conferencing, structured play, resilience building etc
- Students remain in the 'green room' and are required to participate in the supportive strategies given, until they can demonstrate that they are able to re-enter the playground independently
- On completion – students will take home a note advising their parent/s that their time in the 'Green Room' has been completed and they have received the support required to help them make better choices.

    - **Appendix 11** - copy of letter to parents

Better Behaviour-Better Learning

7. NETWORK OF STUDENT SUPPORT

Students at Cranbrook State School are supported through positive reinforcement and a system of Primary, Secondary and Tertiary behaviour support.

The school has a range of staff available to support positive student behaviour. These include:

- Classroom teachers
- Behaviour support teacher
- Chaplain
- Guidance Officer
- Attendance Officer

The school also has a Well-being Committee which has a prevention and early intervention focus involving whole-school approaches. Wellbeing contributes to making schools safe, effective teaching and learning environments that enable students to be healthy, happy, successful and productive.

The Committee comprises of:
Guidance Officer
School Chaplain
Attendance Officer

The role of the Well-being Committee includes:

- Attendance
- Social, emotional and physical well-being of students
- Work as a team to help build positive relationships amongst students in a supportive environment that is fair, consistent and democratic
- Provides students (and parents) an opportunity to talk and focusses on relationships and people rather than assigning blame and punitive consequences
- Linked with PBL – able to help students recognise the harm that has been caused to others by inappropriate behaviour and provides opportunities for those students to repair that harm (again, in a supportive environment)
- Help students to develop strategies to reduce vulnerabilities and increase coping skills – e.g. Friendship programs
- Listen

The Student Wellbeing Team meets every week to review current cases and referrals for students who are at risk to determine ongoing support measures. Support is also available through the following government and community agencies:

- Centacare;
- Police Citizens Youth Clubs (PCYC)
- Child and Youth Mental Health Services (CYMHS)
- Townsville Aboriginal and Islander Health Service (TAIHS)
- Stanton Lodge
- R.O.S.A

Online support:

- Headspace
- Kids Helpline; and Cybersmart

8. CONSIDERATION OF INDIVIDUAL CIRCUMSTANCES

When applying individual behaviour support, or applying consequences for inappropriate behaviour, Cranbrook State School takes into consideration the individual circumstances of students by:

- Promoting a teaching/learning environment which is responsive to the diverse needs of its students;
- Recognising and taking into account the context, student's age, emotional well-being, culture, gender, race, socio-economic situation and impairment to ensure that responses are fair and equitable; and
- Recognising the rights of all students, parents and caregivers to express their opinions in an appropriate manner and at the appropriate time, and work and learn in a safe environment.

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 the school community members will be considered at all times.

9. RELATED LEGISLATION

- *Commonwealth Disability Discrimination Act* 1992
- *Commonwealth Disability Standards for Education* 2005
- *Education (General Provisions) Act* 2006
- *Education (General Provisions) Regulation* 2006
- *Criminal Code Act* 1899
- *Anti-Discrimination Act* 1991
- *Commission for Children and Young People and Child Guardian Act* 2000
- *Judicial Review Act* 1991
- *Workplace Health and Safety Act* 1995
- *Workplace Health and Safety Regulation* 1997
- *Right to Information Act* 2009
- *Information Privacy (IP) Act* 2009
- *Strengthening Discipline in State Schools) Amendment Bill 2013*
- *Weapons Act 1990*

10. RELATED PROCEDURES

- Safe Supportive and Disciplined School Environment

http://ppr.det.qld.gov.au/education/learning/Pages/Safe,-Supportive-and-Disciplined-School-Environment.aspx

- Inclusive Education

http://ppr.det.qld.gov.au/education/learning/Pages/Inclusive-Education.aspx

- Enrolment in State Primary, Secondary and Special Schools

http://ppr.det.qld.gov.au/education/management/Pages/Enrolment-in-State-Primary,-Secondary-and-Special-Schools.aspx

- Student Dress Code

http://ppr.det.qld.gov.au/education/management/Pages/Student-Dress-Code.aspx

- Student Protection

http://ppr.det.qld.gov.au/education/community/Pages/Student-Protection.aspx

- Hostile People on School Premises, Wilful Disturbance and Trespass

http://ppr.det.qld.gov.au/corp/governance/Pages/Hostile-People-on-School-Premises,-Wilful-Disturbanceand-Trespass.aspx

- Police and Child Safety Officer Interviews with Students and Police Searches at State Education Institutions

http://ppr.det.qld.gov.au/corp/governance/Pages/Police-and-Child-Safety-Officer-Interviews-with-Students,-and-Police-Searches-at-State-Educational-Institutions.aspx

- Acceptable Use of Department's Information Communication and Technology (ICT) Network and Systems

http://ppr.det.qld.gov.au/corp/ict/management/Pages/Acceptable-Use-of-Departments-Information-Communication-and-Technology-(ICT)-Network-and-Systems.aspx

- Managing Electronic Identities and Identity Management

http://ppr.det.qld.gov.au/corp/ict/management/Pages/Managing-Electronic-Identities-and-Identity-Management.aspx

- Appropriate Use of Mobile Telephones and other Electronic Equipment by Students

http://ppr.det.qld.gov.au/education/learning/Pages/Appropriate-Use-of-Mobile-Telephones-and-other-Electronic-Equipment-by-Students.aspx

- Temporary Removal of Student Property by School Staff

http://ppr.det.qld.gov.au/education/management/Pages/Temporary-Removal-of-Student-Property-by-School-Staff.aspx

12. SOME RELATED RESOURCES

- Bullying. No Way!
- Schoolwide Positive Behaviour Support
- Code of Conduct for School Students Travelling on Buses

Appendices

CRANBROOK STATE PRIMARY SCHOOL
BEHAVIOUR EXPECTATIONS MATRIX

EXPECTATION		CRANBROOK LEARNER (ALL AREAS)	CLASSROOM/CURRICULUM	PLAYGROUND	EATING AREAS	TOILETS	OFF CAMPUS	TRANSITIONS
BE SAFE	Maintaining a positive and rewarding learning environment	• Keep hands, feet and objects to self • Solve problems with words or seek an adult if needed • Encourage peers to negotiate and solve problems with words • Follow evacuation/ lockdown procedures • Exit learning areas with a lanyard	• Follow the classroom routines • Use learning equipment safely • Sit safely on your chair • Enter only when a staff member is present • Ask permission to exit	• Use playground equipment for intended purposes only • Wear a sun safe hat and closed in shoes at all times • Remain in designated play areas • Wait until staff are on duty	• After the play bell go straight to your designated area • Remain seated during eating time • Use own drink bottle and eat own food	• Wash hands thoroughly • Leave food/drink and equipment outside the toilet block • Place all rubbish in the correct bin provided	• Follow all road rules • Remain with the group at all times • Follow Bus Code of Conduct	• Walk in class lines • Listen for staff direction • Walk bikes and scooters within school grounds
BE RESPONSIBLE		• Be a positive role model • Follow adult directions the first time, every time • Use technology at school and at home responsibly • Keep personal valuables at home • Hand in electronic devices to the office before school	• Be ready to learn • Encourage others to participate • Listen and participate actively • Stay on task • Work consistently towards learning goals • Have a clean and organised work space	• Resolve conflict with reason and compromise • Report incidents to staff member on duty • Report any damage or misuse to a staff member • Choose positive play options	• Take home uneaten items • Ask for permission to leave the eating area • After bell/whistle sit in class lines quietly	• Keep toilets graffiti free • Use toilet paper for its intended use • Flush toilet after use • Inform a staff member of any issues • Return to area/class promptly	• Return notes on time • Have all equipment/ belongings organised for on time departure • Listen for name to be called on the roll before moving • Follow the rules of the places you are visiting	• Always have permission to leave the class group • Before entering classrooms or specialist lessons wait in two lines calmly and quietly • Depart the school grounds promptly after 3:00pm
BE RESPECTFUL		• Greet others with a smile and a positive attitude • Be patient • Use polite and respectful language • Encourage and support others • Treat others the way you expect to be treated	• Allow others to learn • Compliment others for effort and achievements • Hand up when needing teacher attention • Patiently wait for turns in speaking • Actively listen to others	• Include everyone • Share equipment • Play fair • Encourage others • Follow the negotiated rules of the game • When 'out' be gracious • Look after the environment and the wild life	• Take care when walking near others' lunchboxes • Talk quietly • Put all rubbish and food scraps in the correct bins	• Allow others their privacy • Clean up after yourself	• Represent Cranbrook with pride - full school uniform • Communicate respectfully with other schools and community members	• Walk past learning areas quietly • Use manners when passing others • Walk on the left side of the path.

Appendix 1

	Celebrations & Awards	Resources	Description & Criteria	When & Where Presented
Free & Frequent	Being a Safe, Responsible and Respectful learner	Classroom SNAPs Playground SNAPs On time attendance SNAPs STEPPING UP Chart Other class specific rewards	Staff give high rates of feedback and praise to any student who is displaying school values	To any student meeting an expectation or following a rule in any location
Weekly	Weekly Attendance Award	Weekly list of student attendance created by School Attendance Officer Attendance Certificate - generated by class teacher	For one student per week who meets the attendance goal of 95%	Co-hort Parades
	Excellence In Learning Award	Excellence in Learning Certificate	Awards for Excellence In Learning are academic awards with a focus. A focus is chosen by the class teachers based on co-hort observations	Co-hort Parades
	Weekly Behaviour Award	Behaviour Award Certificate	Determined by class teacher	Co-hort Parades
	Weekly playground SNAP Award	Examples - Icy bite/ picked for team to play against teachers eg tug – of- war, Australia etc.	Determined by the amount of playground SNAPS collected by a student displaying the focus behaviour and other expected behaviours as per Behaviour Expectations Matrix	Student's SNAP drawn from co-hort collection box
	Whole school acknowledgement of playground SNAPs received during the week	Playground SNAPs	Determined by the amount of playground SNAPS collected by all students displaying the focus behaviour and other expected behaviours as per Behaviour Expectations Matrix	Collated by BMT and announced on parade – recorded on SNAPs thermometer in school hall. Rewards at increments of 2500 SNAPs with celebration (determined by student council) at 10,000 SNAPs
	Principal's Award	Certificate	Awarded to a student who has displayed	On Parade – P-3 / 4-7
	Golden Broom Award	Golden Broom and classroom SNAPs	Awarded to the class who has the cleanest room inside and outside (port racks) – determined by the cleaners	On Parade – P-3 / 4-7
Intermittent	Mid Term Rewards (1 hr duration – last session)	In-house Movie, electronics, free time, outdoor games etc (as determined by class and teacher)	For any student who has been awarded 15 SNAPS in the classroom over the first 5 weeks of the Term	Mid-term Friday afternoon session Week 5 Classroom/ playground setting
	End of Term	Term 1 – **SNAP-A-RAMA** Term 2 - **SNAP-A-GANZA** Term 3 - **Snappy OLYMPICS** Term 4 – **SNAP-tacular**	For any student who has no major incidents recorded over the Term	Last Friday of Term (2 hrs duration – first or middle session)
	PANCAKE morning Raffle tickets	10 x On-time SNAPs = pancake voucher Prize draw	For students who arrive at school before 8:30am (daily)	Every two and a half weeks before school Once a week – random day
Significant - Annual	End of Year Celebration	**The BIG Event – at Kirwan Aquatic Centre** Whole school acknowledgement	For any student who has not had any major OneSchool referrals for the year	Last Day of Term 4 Invitations for students with **NO MAJOR** behavioural incidences handed out on Friday Week 9.

Essential Skills in context

Essential Skills in classroom management are not a substitute for well-planned, innovative and engaging curriculum. Fry and Long explain that, 'the mere use of exciting classroom materials and activities is not the answer to behaviour problems in classrooms' (cited in MACER 2005, p 14). 'If teachers cannot obtain student cooperation to proceed with instruction, then it is most unlikely that teaching of any level of effectiveness will ensue' (MACER 2005, p 14).

Behaviour management fits within a broad educational context. To specifically address student learning needs, teachers must understand behavioural development as well as the range of cognitive and physical differences that influence student learning styles and abilities. When students are provided with relevant curriculum and tasks that allow them to succeed, the need for management conversations in classrooms is reduced.

The 10 Essential Skills for Classroom Management are:

Essential Skill	Description
1. Establishing expectations	Making rules
2. Giving instructions	Telling students what to do
3. Waiting and scanning	Stopping to assess what is happening
4. Cueing with parallel acknowledgment	Praising a particular student to prompt others
5. Body language encouraging	Smiling, nodding, gesturing and moving near
6. Descriptive encouraging	Praise describing behaviour
7. Selective attending	Not obviously reacting to some bad behaviour
8. Redirecting to the learning	Prompting on-task behaviour
9. Giving a choice	Describing the student's options and likely consequences of their behaviour
10. Following through	Doing what you said you would

Teachers need to establish order in their class, and then respond flexibly to student management issues. Once students have a positive concept of themselves as learners and have developed greater self control, the Essential Skills pertaining to the 'language of correction' are likely to be less frequently required.

The core elements that allow for successful learning are: teachers setting clear expectations; acknowledging appropriate behaviour; and the timely correction of inappropriate behaviour (Richmond c. 2007). The 10 Essential Skills provide teachers with a framework for developing these core elements of effective teaching.

Once teachers have undertaken the three-hour, Essential Skills Core Learning Component course, facilitated, follow-up sessions for small groups have been designed to reinforce this knowledge, using elements of peer coaching, self-evaluation and reflection.

Teachers can also consider this knowledge in conjunction with other relevant techniques such as classroom profiling: a method of peer coaching conducted by a trained profiler.

When staff, students and parents work together, we create an environment of care and concern.

We believe that everybody should enjoy our school equally and feel safe, secure and accepted regardless of appearance, colour, race, gender, popularity, athletic ability, intelligence, religion and nationality. Cranbrook State School does not tolerate bullying in any form. Bullying, harassment, discrimination and violence are abuses of power that jeopardise the rights and wellbeing of others.
These behaviours are seen at school, in the workplace, in the community, at home and in the media. They can affect anyone - students, staff and parents or carers. Everyone must help to make a positive difference.

At Cranbrook State School we believe that all students have the right to a safe, inclusive and supportive learning environment. Bullying, including cyber bullying; harassment and violence, is totally unacceptable behaviour. Bullying and harassment are issues that are treated very seriously as they can adversely affect a person's ability to work and learn, therefore we work hard to find solutions to stop incidents from occurring.

Cranbrook State School is working to make our school environment safer, more supportive and respectful for all young people and adults - places where everyone is free from bullying, harassment, discrimination and violence.

- **BULLYING** is different from other social problems children may face. For example, while conflict may be solved through negotiation and compromise, bullying cannot because it involves a power imbalance—the bully has more power than the victim.

- **BULLYING** happens when a person or a group of people repeatedly and intentionally use words or actions to cause distress and harm to another person's wellbeing. Bullying isn't the same as a 'normal' conflict between people (such as having an argument or a fight) or simply disliking someone. It's more about repeated behaviour by someone who has power or control over someone else.

- **CYBER-BULLYING** is bullying which uses e-technology as a means of victimising others. It is the use of an internet service or electronic devices – such as social media apps, e-mail, chat-room discussion groups, instant messaging, web pages or SMS (text messaging) – with the intent of harming another person. Examples include communications that seek to intimidate, control, manipulate, put-down or humiliate the recipient.

- **HARASSMENT** is behaviour that targets an individual or group due to their identity, race, culture or ethnic origin; religion; physical characteristics; gender; sexual orientation; marital, parenting or economic status; age; and/or ability or disability, and that offends, humiliates, intimidates or creates a hostile environment. Harassment may be an ongoing pattern of behaviour, or it may be a single act.

Some common examples of BULLYING

- Excluding someone from a group (online or offline)
- Giving someone nasty looks, making rude gestures, calling them names, being impolite or constantly teasing them
- Repeatedly saying nasty things about someone behind their back
- Spreading rumours or lies, or misrepresenting someone (e.g. using a person's Facebook account to post messages as if it were them)
- Harassing someone based on their race, sex, religion, gender or a disability
- Repeatedly hurting someone physically by pushing, hitting, slapping, ganging up on or restraining them
- Stalking someone

Mode of Bullying	Effects
• Face to face • Via different media such as phones, computers, etc	• Pain and stress to victims • Never justified • Never rationalised as "kids being kids" or "just teasing" • Victim never responsible for being a target

Physical	Verbal	Relational	Sexual
Hitting, kicking, punching, pushing, choking	Threatening, teasing, name calling	Spreading rumours, ostracising/exclusionary behaviours	Inappropriate touching, threatening or teasing that are sexually harassing

Single incidents of malicious or aggressive behaviour are not always considered bullying. Bullying is repeated actions. A single incident may still be responded to as part of the school's behaviour support processes as unacceptable behaviour.

- Although social rejection can be hurtful, it is not bullying unless accompanied by repeated and deliberate attempts to distress or hurt.
- Arguments can be distressing but it is not bullying when two people are both upset and neither one is misusing power over the other. Conflict may still give rise to

Often bullying is intentionally displayed in front of others to get their attention and solicit their support.

BYSTANDER EFFECT.

- Bullying situations usually involve more than the bully and the victim. They also involve **bystanders**—those who watch bullying happen or hear about it.
- An important new strategy for bullying prevention focuses on the **powerful role of the bystander**. Depending on how bystanders respond, they can either contribute to the problem *or* the solution. Bystanders rarely play a completely neutral role, although they may think they do.

Therefore transforming bystanders into **UPSTANDERS** is an effective strategy for bullying prevention

Cranbrook learners are **UPSTANDERS**

An **UPSTANDER** is the person who knows what's happening is wrong and does something to make things right. It takes courage to speak up on someone's behalf.

Cranbrook UPSTANDERS:

- Don't join in the bullying
- Support the victim in private—show their concern and offer kindness
- Stand with the victim and say something
- Mobilise others to join in and stand up to the bully
- Befriend the victim and reach out to him/her in friendship
- Alert an adult

Who to talk to:

If bullying, harassment, discrimination or violence is happening at school, it is very important that students report the behaviour to someone who can help. Here is a list of people who can be approached to discuss bullying and harassment issues. Parents, Class Teacher, Guidance Officer, Teacher Aides, Chappy, Deputy Principal and Principal. Students should choose someone who they feel they can trust and who can either help them resolve the problem themselves or who can follow the issue up on their behalf. If the problem occurs outside school hours or students prefer to talk to someone who is not linked to the school, they can phone: Kids Help Line 1800 551 800 or Lifeline 13 11 14.

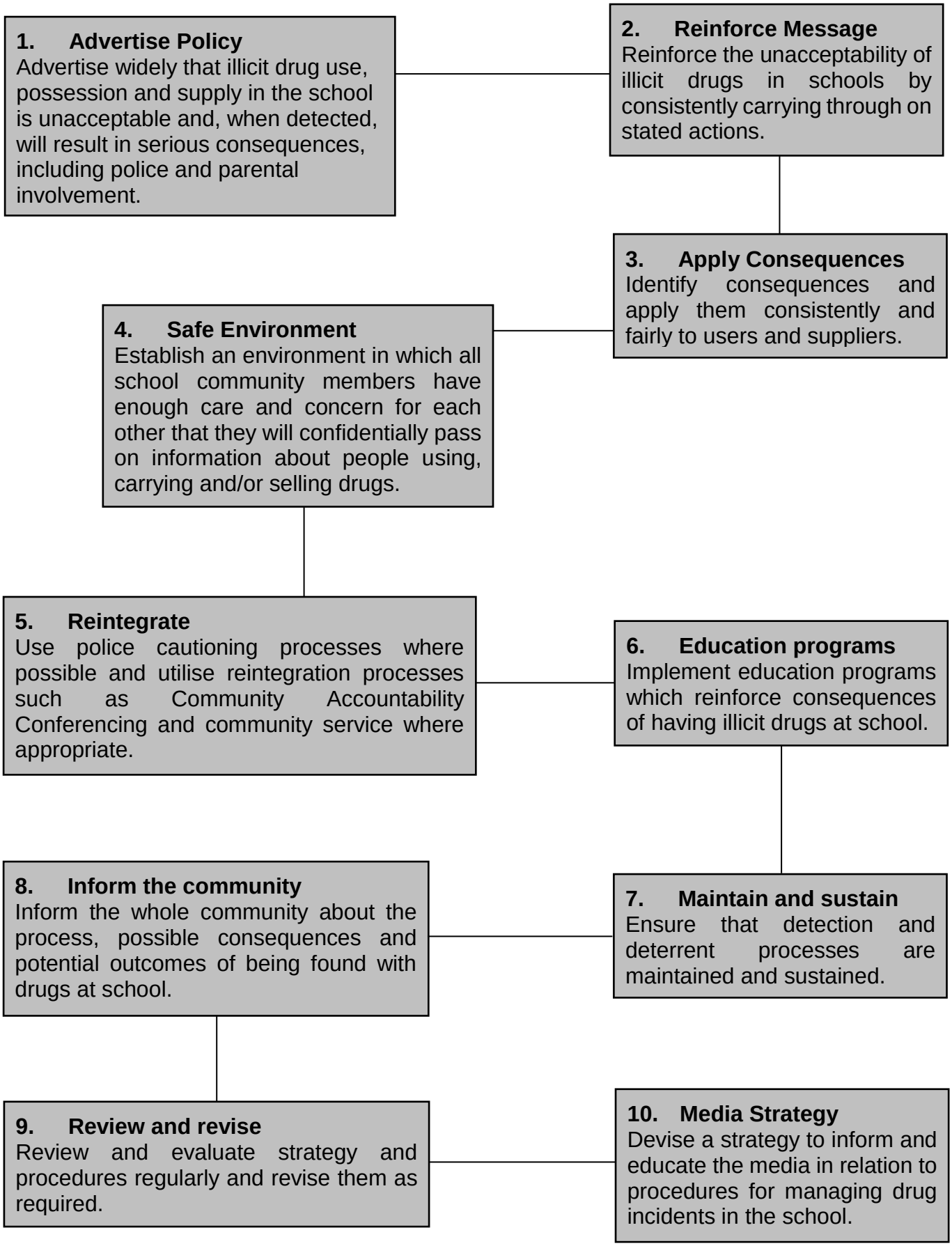
Action

Appropriate consequences and restorative processes will follow in accordance with the school's Responsible Behaviour Plan, which may include:

- Parent contact
- Restorative conversation
- Referral to Behaviour Support Team
- Behaviour Plan
- Referral to Outside Agency
- Suspension
- Recommendation for Exclusion

Appendix 5

Actions to minimise drug use at Cranbrook State School



Appendix 6

A	**Attendance (Repeat for each class)** What was the attendance goal? What was the attendance last week for class? (show A3 poster) What does this data tell us? Who had perfect attendance? (Reward child with a Certificate)
B	**Behaviour (Repeat for each class)** What was the behavioural focus last week? Who demonstrated this behaviour the best? (Reward child with a Certificate) 'SNAPS' given for Playground behaviour are collected in the classroom and acknowledged at these meetings with a draw Introduce/reiterate the behaviour focus for next week and what teachers will be looking for?
C	**Compliments and Kindness** 1. Each Staff Member will model with a: • compliment • self acknowledgement of an act of kindness, or • recognition of an act of kindness they heard about. 2. Three students are asked to share (as modelled by the teacher/s) Each class awards an 'Act of Kindness' certificate.
D	**Demonstration (Whole Co-hort – one teacher to lead)** Demonstrate to the class something that we are looking to improve using role play or props. For example, book work expectations and show A3 examples etc. The focus of this segment will be determined by the teachers as a team based on what they have seen in their Co-hort.
E	**Excellence In Learning (Repeat for each class)** Awards for Excellence In Learning are academic awards with a focus. A focus is chosen based on Co-hort observations amongst teachers. This focus should be where children need to focus more of their attention academically for example, full stop, paragraphing, speaking confidently etc. Each teacher will choose a child who demonstrated an improvement or a capability in the focus area determined jointly by the class teachers. At the end of all the awards the teacher will announce the focus for next week.
F	Fortnightly PBL Focus The fortnightly behaviour focus is delivered by the BST. It is modelled what it looks like, feels like and sounds like. Students may discuss and model to each other also. (See explicit lessons plans)

G	General Messages General messages - Teachers will deliver any messages of reminders that are specific to the year level (camp, swimming etc.)
Note	***Don't forget to enter your awards as Positive Behaviours in OneSchool!***

Appendix 7

Cranbrook State School
Physical Restraint Incident and Debriefing Documentation.

Date and Time:

Student Involved:

What clear verbal instructions were given before physical intervention was used? If no verbal instructions were given describe the urgent nature of the situation that made this impractical:

Which member of the school staff was called for assistance?

What arrangements were in place to ensure that other students in the vicinity were safe and properly supervised?

Date and time the Principal was notified of the details below:

Date and time the student's parent/carer was notified of the details below:

The behaviour that preceded the use of physical restraint:
The type and duration of restraint used
Staff members and other witnesses present during the period of the incident
Student's physical condition before and after physical restraint
Counselling provided to the student following the period of physical restraint

Planned future action to prevent further incidences of the behaviour.

Debriefing for the student and any other students has been completed: YES / NO Debriefing for the staff has been completed: YES / NO An individual plan if for physical restraint is necessary: YES / NO

Appendix 8

EMERGENCY RESPONSES OR CRITICAL INCIDENTS

Basic defusing strategies

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

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

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

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

Debrief - Help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations.

Physical Intervention

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

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

Appropriate physical intervention may be used to ensure that Cranbrook State School's duty of care to protect students and staff from foreseeable risks of injury is met. The use of physical intervention is only considered appropriate where the immediate safety of others is threatened and the strategy is used to prevent injury. Physical intervention can involve coming between students, blocking a student's path, leading a student by the hand/arm, shepherding a student by placing a hand in the centre of the upper back, removing potentially dangerous objects and, in extreme situations, using more forceful restraint.

It is important that all staff understand:

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

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

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

Any physical intervention made must:

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

Record keeping

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

- Notification of Concern or Incident
- Health and Safety incident record (link)
- debriefing report (for student and staff) (Appendix 7).

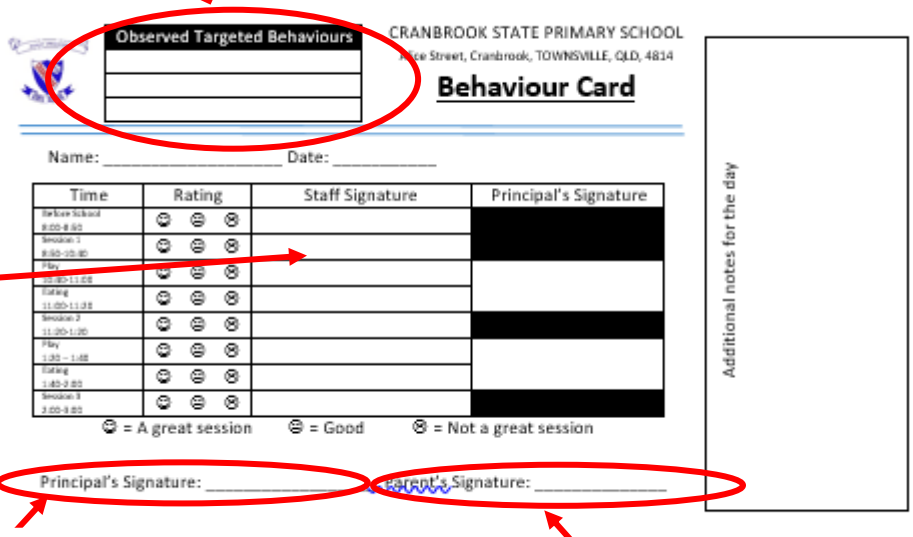
Appendix 9

BEHAVIOUR CARD EXPECTATIONS

School to write student's behaviour focus. This will remain consistent until the student can display the behaviour 90% of the time.

Teacher to circle appropriate 'smiley' face and sign.

If an unsatisfactory 'face' is circled teacher to write an explanation in the box.



Principal, Deputy Principal or BST to sign at the end of the day. Student to hand behaviour card to parent/caregiver to sign after they have read and discussed with the student. Card is to be returned to the Principal or Deputy Principal the following day.

- A Behaviour Card is to be collected before 8:50am in the morning.
- Hand this Behaviour Card to the teacher at the start of the lesson.
- Collect this Behaviour Card from the teacher at the end of the lesson.
- This Behaviour Card is to be signed (DP or BST) at morning tea and at lunch (Green Room) and after school by the time indicated.

This allows for the Case Manager to continuously discuss (*student's name*) current positive and negative behaviour and possible areas and strategies for improvement.

Today's Goal: 50% 60% 70% 80% >90%

DATE: _____

Target behaviour	Session 1	Session 2	Session 3
Be Safe	3 2 1	3 2 1	3 2 1
Be Respectful	3 2 1	3 2 1	3 2 1
Be Responsible	3 2 1	3 2 1	3 2 1

Goal Met ..... Points Received _____

Total Marks ..... Check In __ Check Out __

% of Points .....

Teacher: _____ Parent: _____

Percentage	<33%	37-44%	48-56%	59-67%	70-78%	81-89%	>93%
Points	9	10-12	13-15	16-18	19-21	22-24	25-27

Did you meet your goals for the week? _____

What was a celebration for the week? _____

_____

Did you receive a reward this week? _____

What was it? _____

Points Received this week: _____ Total points: _____

Teacher: _____ Parent: _____

3 = Excellent

2 = Room to improve

1 = Did not meet expectations

I will Check In with_____ at _____

I will also check out at _____ daily.

My classroom teacher will fill in my targets.

NB If my Check in Check Out staff member is unavailable I will go to my next trusted staff member.

Today's Goal: 50% 60% 70% 80% >90%

DATE:

Target behaviour	Session 1	Session 2	Session 3
Be Safe	3 2 1	3 2 1	3 2 1
Be Respectful	3 2 1	3 2 1	3 2 1
Be Responsible	3 2 1	3 2 1	3 2 1

Goal Met ..... Points Received _____

Total Marks ..... Check In __ Check Out __

% of Points .....

Teacher:_____ Parent: _____

Today's Goal: 50% 60% 70% 80% >90%

DATE:

Target behaviour	Session 1	Session 2	Session 3
Be Safe	3 2 1	3 2 1	3 2 1
Be Respectful	3 2 1	3 2 1	3 2 1
Be Responsible	3 2 1	3 2 1	3 2 1

Goal Met ..... Points Received _____

Total Marks ..... Check In __ Check Out __

% of Points .....

Teacher:_____ Parent: _____

Today's Goal: 50% 60% 70% 80% >90%

DATE:

Target behaviour	Session 1	Session 2	Session 3
Be Safe	3 2 1	3 2 1	3 2 1
Be Respectful	3 2 1	3 2 1	3 2 1
Be Responsible	3 2 1	3 2 1	3 2 1

Goal Met ..... Points Received _____

Total Marks ..... Check In __ Check Out __

% of Points .....

Teacher:_____ Parent: _____

Today's Goal: 50% 60% 70% 80% >90%

DATE:

Target behaviour	Session 1	Session 2	Session 3
Be Safe	3 2 1	3 2 1	3 2 1
Be Respectful	3 2 1	3 2 1	3 2 1
Be Responsible	3 2 1	3 2 1	3 2 1

Goal Met ..... Points Received _____

Total Marks ..... Check In __ Check Out __

% of Points .....

Teacher:_____ Parent: _____

Appendix 10

STANTON LODGE FACILITY
First Street
Railway Estate 4810
Phone: 4721 8782 Fax 47218772
Email: stantonlodge@townsvilleshs.eq.edu.au

Program at Stanton Lodge

The Program at Stanton Lodge focuses on improving the student's classroom behaviours through the explicit teaching of the behaviour of learning. Students will engage in current English, Mathematics, Home economics, Manual Arts and HPE units as well as participate in a Personal and Self Awareness Program to improve outcomes and behaviour targets. The Personal & Self Awareness Program will focus on critical skills essential to supporting students in the classroom.

Personal and Self Awareness Program Goal

The goal of the Second Step program is to increase students' school success and decrease problem behaviours by promoting social-emotional competence and self-regulation skills.

PURPOSE OF PROGRAM

- To provide a program of instruction to explicitly address personal and social capabilities of students.

PROGRAM CONTENT

- Recognising and regulating emotions
- Developing empathy for others
- Understanding relationships
- Establishing and building positive relationships

- Making responsible decisions
- Working effectively in teams
- Handling challenging situations constructively
- Developing leadership

WHAT DO STUDENTS NEED TO BRING?

- Fully enclosed shoes
- Hat
- Own morning tea and lunch

Two Tiered Program Interventions

At Stanton Lodge we have two levels of interventions designed to meet the appropriate needs of students who are nominated to attend. Strategies implemented within these categories are:-

Tier 2 intervention strategies

There are a small range of interventions introduced to target at-risk students in Tier 2. These strategies have been chosen for their high levels of research validation. These interventions introduced in Tier 2 at Stanton Lodge are:

- small social skills and/or academic instructional groups
- interventions including an individualised feature

Tier 3 intervention strategies

Tier 3 interventions will differ depending on the individual student's needs. However the focus is always on improving and reducing intensity of behaviour at school. Students requiring Tier 3 interventions must have a behaviour support plan to inform and establish the core of interventions for the students.

These interventions include:

- build upon student strengths
- consider family strengths, priorities and needs
- address broader life domain areas of need for the student
- intensive teaching of replacement behaviours and general social and emotional skills
- positive reinforcement of appropriate behaviour
- strategies for staff to contain and de-escalate behavioural intensity.

CRANBROOK STATE PRIMARY SCHOOL
Alice Street, Cranbrook, TOWNSVILLE, QLD. 4814

Telephone: (07) 4726 1222
Facsimile: (07) 4726 1200
Email: the.principal@cranbrookss.eq.edu.au

Dear _____ Date: _____

I have been involved in a situation where I have not been a Cranbrook Learner. To be a Cranbrook Learner I must be:

SAFE	RESPECTFUL	RESPONSIBLE

The incident that I was referred to the Behaviour Reflection Room for, has been investigated. Witness and/or victim statements have been taken into account and I have been given the opportunity to listen to these and give my side/version of the incident.
The investigation has determined that I have not been Safe/Respectful/Responsible because I

_____

_____

The consequence of this behaviour is for me to report to the Behaviour Reflection Room (Green Room) for ☐ days.
This is where I will reflect on my choices and demonstrate being a successful Cranbrook Learner. When I have demonstrated this I will have either (for 5 days) ☐ supported play options (*Playground Monitoring Card*) or ☐ a *Classroom Monitoring Card* where I will be able to demonstrate that I can be responsible for my behaviour.

STEP 1

- I need to complete my part of a reflection sheet reflecting on
  - What I have done and why I have been referred to the 'Green Room'
  - What rules/values I have breached

STEP 2

- If I need to apologise I have to
  - ☐ Select the most appropriate apology sheet/s and complete
  - ☐ Engage in a restorative conversation

I need to fix the problem and find a solution as to how I will be a successful learner

STEP 3

- I have to take my letter home and discuss my behaviour with my parents/carer. **My parents/carers have a part on the reflection sheet that they need to help me fill in.** I must then have my letter signed by my parent or my carer and return it and the reflection sheet/s to the Green Room ASAP
  I am expected to follow CSS behavioural expectations at all times.

Yours sincerely

_____ _____
Student's signature Parent/Caregiver signature

Thank you for supporting Cranbrook State School in Better Behaviour-Better Learning

EXIT PROCESS

Student Name: _____ Class: _____ Date: ____/____/____

RE-SET / EXIT FORM

Teacher Accountability

- ☐ Redirection
- ☐ Stepping down to *'Stop and Think!'*
- ☐ Stepping down to *'Time to Reflect'*
- ☐ Stepping down to *'Re-Set'* (10 mins) – use toolbox/re-set cards to help get back into the Green ZONE
- ☐ OneSchool entry as a minor – don't refer OneSchool
- ☐ Restorative chat with student about their behaviour
  - Are you in the Green Zone now?
  - What Zone were you in when you needed to re-set
  - What was the problem? Was it a BIG problem or a LITTLE problem?
  - What strategies from your toolbox could you use to get back into the Green Zone and ready to learn
  - How can I help to fix the problem?
  - Check in – Are you in the Green Zone now ready to learn?
- ☐ Return to *'Ready to Learn!'* (Green ZONE) on Stepping Up Chart

After returning to 'Ready to Learn!'

- ☐ If student needs to *'Re-Set'* again or moves into the Red ZONE due to a decline in the behaviour

  - Instead of step down to *'Re-Set'* move to **Exit**

Exit

- ☐ Call office (220) who will contact the Principal, Deputy Principal or HOI to EXIT the student
- ☐ Complete EXIT sheet
- ☐ Complete OneSchool incident report that led to EXIT by 3:15 and ring the relevant Principal as this will be emailed to parent/s before COB on the day of EXIT

Leadership Accountability

Action/s

- ☐ Exit student to designated buddy class and provide workbooks for student to access the curriculum
- ☐ Issue Red Letter for Student to take home
- ☐ Conversation with the student
- ☐ Meeting with the teacher to discuss what led to the EXIT
- ☐ Admin to schedule meeting with all stakeholders – parents to initiate
- ☐ Meeting with the parent, teacher & student (Informal / formal restorative conversation) – plan agreeable actions OneSchool

Follow Up

- ☐ Audit agreeable actions

Cranbrook SS PBL Team 2019

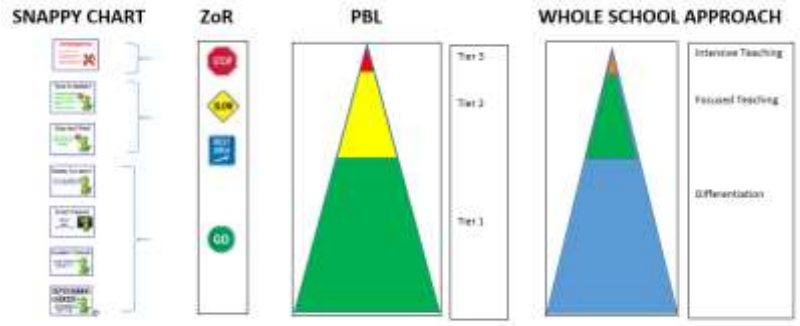
ZONES OF REGULATION

What Are 'The Zones'?

The Zones of Regulation® is a systematic, cognitive behavioural approach used to teach self-regulation by grouping our state of alertness, feelings and arousal into four coloured zones. Created by Occupational Therapist and Autism Resource Specialist, Leah Kuypers, **The Zones of Regulation**® framework provides children with strategies and tools to become aware and independent in controlling their emotional impulses, manage their sensory needs, and improve their overall ability to problem solve. Through incorporating the concepts of **Social Thinking**, the lessons on self-regulation become meaningful to our kids' lives as they gain a deeper understanding of the impact their behaviour has on relationships.

The Red Zone. This is used to describe extremely heightened states of alertness and intense emotions. A person may be elated or experiencing anger, rage, explosive behaviour, devastation, or terror when in the Red Zone.

The Yellow Zone is also used to describe a heightened state of alertness and elevated emotions; however we have more control when we are in the Yellow Zone. A person may be experiencing stress, frustration, anxiety, excitement, silliness, or nervousness when in the Yellow Zone.

The Green Zone is used to describe a calm state of alertness. A person may be described as happy, focused, content, or ready to learn when in the Green Zone. This is the zone where optimal learning occurs.

And lastly, we have the Blue Zone. This is used to describe low states of alertness and down feelings such as when one feels sad, tired, sick, or bored.