Responsible Behaviour Plan for Students
based on The Code of School Behaviour

1. Purpose
Harristown 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.

Our School seeks to nurture in children learning, thinking and understanding. This is accomplished within a safe environment where self-worth is developed and explored. Our school motto is “Towards Excellence Together” and our Regional focus is “Every child learning in every classroom everyday”.

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
Harristown State School developed this plan in collaboration with our school community. A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents from 2009-2013 also informed the development process.

This Responsible Behaviour Plan for Students is designed to provide
- positive support to promote high standards of achievement and behaviour
- clearly articulated responses and consequences for inappropriate behaviour.

The Plan was endorsed by the Principal, the President of the P&C and Assistant Regional Director of School Improvements in August 2013, and will be reviewed in 2015 as required in legislation.

3. Learning and behaviour statement
All areas of Harristown State School are learning and teaching environments. We consider behaviour management to be an opportunity for valuable social learning as well as a means of maximising the success of academic education programs.

This Responsible Behaviour Plan clearly identifies our shared expectations for behaviour at Harristown State School so they are plain to everyone. This enables ALL school community members have clear and consistent expectations and understandings of their role in the educational process in creating and maintaining a positive and productive learning and teaching environment,

Our Responsible Behaviour Plan outlines our system for explicitly teaching positive, pro-social behaviours, encouraging and supporting positive behaviour to prevent problem behaviour and for responding effectively to unacceptable behaviours.

Our school community has identified the following school values to teach and promote our high standards of responsible behaviour:
- Respect
- Responsibility
- Learning
- Safety

Our school rules have been agreed upon and endorsed by all staff and our school P&C. They are aligned with the values, principles and expected standards outlined in Education Queensland’s Code of School Behaviour.
The following shared beliefs about student behaviour and discipline inform our school’s Responsible Behaviour Plan:

- Education today must include a balanced focus on both academic achievement and social competency.
- Student discipline is a shared responsibility and requires a collaborative effort by staff as well as the school community. We all need to be jointly committed to their success.
- We cannot assume students know the behaviours and social skills that lead to success at school and in life.
- Behaviour is learned therefore responsible behaviour can be taught and is best achieved through instruction rather than punishment.
- For behaviour change to occur, we need to use positive approaches that strengthen positive teacher-student relationships and model our school values and expectations.
- Efforts to help students become socially competent require on-going teaching, encouragement and correction.
- We cannot directly control the behaviour of others but what we do can influence, prevent, increase the likelihood of desired behaviour and decrease the likelihood of problem behaviour through our actions.

Research-validated principles and practices from the Better Behaviour Better Learning PD Suite and Positive Behaviour Support provided the basis for the development and implementation of the Harristown State School Responsible Behaviour Plan.

(The Better Behaviour, Better Learning Professional Development Suite is a training and resource initiative of Education Queensland, developed by the Centre for Behaviour Support. It aligns closely with the principles underpinning the recently developed Better Behaviour, Better Learning (BBBL) Online Course, the Essential Skills for Classroom Management package, The Code of School Behaviour and the School-wide Positive Behaviour Support (SWPBS) Program.)
Processes for facilitating standards of positive behaviour

Universal Behaviour Support

The first step in facilitating standards of positive behaviour is communicating those standards to all students. At Harristown State School we emphasise the importance of explicitly teaching students the behaviours we want them to demonstrate at school. Communicating behavioural expectations is a form of universal behaviour support - a strategy directed towards all students and designed to prevent problem behaviour and providing a framework for responding to unacceptable behaviour.

A set of behavioural expectations has been attached to each of our school values. The Schoolwide Expectations Teaching Matrix on the next page outlines our agreed rules, values and specific behavioural expectations in all school settings.

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

- Modelling of our values by all staff members
- Behaviour lessons conducted by classroom teachers;
- Specific targeted behavioural lessons directed at students who require continued support;
- Positive reinforcement of our school values and expectations by administration on school assemblies and through the school newsletter;
- Detailed explanation of school values and expectations at enrolment interview;
- Expectations displayed visually on posters and behavioural walls around the school;
- Pro active social skilling through sport, games and life skills
- Positive Recognition Cards to promote positive behaviour
- Celebration events (each term) to acknowledge and reward students who consistently demonstrate the school behaviour expectations.
- Harristown Attitudes Values & Expectations (HAVE) Program
- External Providers e.g. PCYC/ Goolburri Indigenous Family Support

Education today must include a balanced focus on both academic achievement and social competency

Three Tiers of Support: Academic & Behavioural – Universal, Targeted and Intensive
Harristown SS School-wide Teaching Expectations Matrix

<table>
<thead>
<tr>
<th>Value &amp; Expectation</th>
<th>All Settings</th>
<th>Classroom</th>
<th>Transitions</th>
<th>Eating area</th>
<th>Playground</th>
<th>Toilets</th>
<th>Assembly</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respect</td>
<td>• Follow adult directions&lt;br&gt;• Use “please” “thank you” “excuse me”&lt;br&gt;• Use kind words, kind voice&lt;br&gt;• Wait and take turns</td>
<td>• Hand up, wait to talk&lt;br&gt;• Eyes and ears on speaker</td>
<td>• Follow adult directions&lt;br&gt;• Use “please” “thank you” “excuse me”&lt;br&gt;• Use kind words, kind voice&lt;br&gt;• Wait and take turns</td>
<td>• Quiet voices&lt;br&gt;• Remain seated while eating</td>
<td>• Ask others to join (in)&lt;br&gt;• Wait your turn&lt;br&gt;• Take turns</td>
<td>• Stay in own cubicle&lt;br&gt;• Leave others alone</td>
<td>• Stand straight and still during anthem&lt;br&gt;• Hats off</td>
</tr>
<tr>
<td>Responsibility</td>
<td>• Wear correct school uniform&lt;br&gt;• Report problems to an adult&lt;br&gt;• Care for school property&lt;br&gt;• Be a helpful bystander&lt;br&gt;• Stop, walk, report&lt;br&gt;• Be on time</td>
<td>• Have materials ready&lt;br&gt;• Care for own and others belongings&lt;br&gt;• Complete set work</td>
<td>• Stay in line&lt;br&gt;• Lips together&lt;br&gt;• Keep left</td>
<td>• Line up immediately bell sounds&lt;br&gt;• Rubbish in bins</td>
<td>• Play in your area&lt;br&gt;• Return borrowed equipment&lt;br&gt;• Know and follow game rules</td>
<td>• Use toilet in break times&lt;br&gt;• Use toilet only for toileting&lt;br&gt;• Rubbish in bin&lt;br&gt;• Wear your lanyard&lt;br&gt;• Stay with buddy</td>
<td>• Sit quietly&lt;br&gt;• Eyes and ears on speaker</td>
</tr>
<tr>
<td>Learning</td>
<td>• Have a go&lt;br&gt;• Be ready&lt;br&gt;• Know and follow school routines&lt;br&gt;• Stop, look &amp; listen</td>
<td>• Ask for help&lt;br&gt;• Hands up for help&lt;br&gt;• Keep desk tray tidy&lt;br&gt;• Keep work neat and tidy</td>
<td>• Be ready&lt;br&gt;• Know and follow school routines&lt;br&gt;• Stop, look &amp; listen</td>
<td>• Know the eating routine</td>
<td>• Learn agreed game rules</td>
<td></td>
<td>• Clap appropriately</td>
</tr>
<tr>
<td>Safety</td>
<td>• Hats on outside&lt;br&gt;• Walk on hard surfaces&lt;br&gt;• Stay in school grounds&lt;br&gt;• Hands, feet, objects and mouth to self&lt;br&gt;• Bags stored in racks</td>
<td>• Stay in class&lt;br&gt;• Sit on chair safely (all legs on floor)&lt;br&gt;• Inside walking</td>
<td>• Straight there, straight back&lt;br&gt;• Walk quietly in two lines&lt;br&gt;• Hands and feet to yourself</td>
<td>• Stay in your eating area&lt;br&gt;• Sit while eating&lt;br&gt;• Wait to be dismissed/collected&lt;br&gt;• Only eat your food (from your lunchbox?)</td>
<td>• Stay in school grounds&lt;br&gt;• Hats on to play (outside?)&lt;br&gt;• Use equipment safely&lt;br&gt;• Stay in your area</td>
<td>• Wash hands (with soap)&lt;br&gt;• Wait patiently for your turn&lt;br&gt;• Straight there, straight back&lt;br&gt;• Flush and wash</td>
<td>• Remain seated until dismissed</td>
</tr>
</tbody>
</table>
PROACTIVE AND PREVENTATIVE PROCESSES

Harristown State School strategies to encourage and support expected student behaviour:

- A dedicated section of the school newsletter, enabling parents to be actively and positively involved in school behaviour expectations.
- Behaviour Management an agenda item included at regular staff meetings
- Classroom profiling available from trained profilers on staff
- All classrooms displaying school values and expectations, rewards, consequences and the class rules set out plainly and explained to each student (Appendix 5)
- Administration team members regularly providing information to staff and parents, and support to others in sharing successful practices
- The school accessing external support agencies such as Childhood, Youth and Mental Health Service (CHYMS), Kids Hope Mentors, Lifeline, Development Assessment Clinic (DAC), Positive Learning Centre (PLC), Goolburri Indigenous Family Support and Denise Kable courses.
- Internal Student Support team meetings held on a weekly basis
- Staff has access to Professional Development opportunities (e.g. ESCM)
- Comprehensive induction programs in the Harristown State School Responsible Behaviour Plan for Students delivered to new students as well as new and relief staff.
- Broad range of support in the schools proactive positive approach using Positive Acknowledgement cards for students and classes meeting school expectations.
- Individual support plans developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings.
- Supportive re-entry meetings between parent/ caregiver and staff
- Use of student monitoring forms to measure student behaviour improvement
- Supervised Lunch Duty for children who are not conforming to school expectations in the playground.
- Adopt-a-cop availability for involvement in school activities
- Development of specific policies to address:
  - The Use of Personal Technology Devices* at School (Appendix 1)
  - Procedures for Preventing and Responding to Incidents of Bullying (Appendix 2).

Systems for Encouraging and positively reinforcing expected school behaviour

At Harristown State School, communication of our key messages about behaviour is backed up through positive reinforcement, which provides students with feedback for demonstrating expected behaviour. This reinforcement system is designed to increase the quantity and quality of positive interactions between students and staff. All staff members are trained to give consistent and appropriate acknowledgement and rewards in classrooms as well as non-classroom settings.

Positive Postcards

Staff may use Positive Postcards to acknowledge positive student behaviour in both classrooms and playground.

Positive Acknowledgement Cards (Hero Cards)

Staff members hand positive cards (Hero Cards) out each day during eating and play time (outside time) when they observe the students following school rules in non-classroom environment. This positive reinforcement occurs continuously throughout each break and before school. When they ‘catch’ a student demonstrating expected behaviour, staff may choose to give them a Positive card. When students are given a Positive card they drop the card in one of the designated collection bins in their home classroom.

At the end of each week, all Positive Card boxes are collected and the cards are totalled and divided by the number of students in the class to obtain an average score. Each card is worth 10 points. The winning classes (Prep – 4 and Year 5 – 7) will be positively acknowledged on parade.

Cards are never removed from students as a consequence of inappropriate behaviour.
CLASS CELEBRATIONS

Students are always given the opportunity to start afresh each term and work towards becoming independent, responsible self-managers for the new term.

CLASS CELEBRATIONS - end of Term

At the end of each term, Celebrations will have a class focus

Classroom teachers will provide each student with a self-reflection sheet that explicitly sets out the classroom behaviour expectations and the criteria used to decide on eligibility to participate in a class celebration.

The student behaviour sheet is to be sent home to parents at the beginning of each term. Specialist teachers e.g. HPE, LOTE and MUSIC need to be included in the compilation of the individual classes’ self-reflection sheet. Students will be given clear understanding of these sheets through HAVE lessons early in each term.

Students will use the appropriate year level self-reflection sheet – either P – 3 (lower school) or Yr 4-7 (upper school).

Students’ One School behaviour records to be considered in deciding eligibility for participating in the class celebration.

End-of-term Class Celebration activities may vary and should involve minimal cost. These could include round robin activities such as discos, painting, bubble blowing, balloon animals, popcorn parties or sausage sizzles.

Class teachers will make alternative arrangements for the supervision and provision of alternative activities for students ineligible to attend Classroom Celebrations.

Class teachers may choose to combine with other class groups for celebrations and for the supervision of those ineligible.

(see APPENDIX 12 for suggested reflection sheet using criteria that align with the school-wide expectations and teaching matrix)
TEACHING EXPECTED BEHAVIOUR

H.A.V.E. program

Harristown’s Attitudes, Values and Expectations program is based around our 4 school values and the expectations that align to these values. (Appendix 9) This is a whole school social skilling program taught each week to students in all year levels to reinforce the high standards of behaviour and our school values that are accepted from our students:

- Respect
- Responsibility
- Learning
- Safety

Our Values Education program is a whole of school activity which promotes student understanding and knowledge of our values. This develops the skills and dispositions of students so they can enact particular standards as individuals and as members of our school and the wider community. One value or expectation will be the focus across the whole school weekly and be reinforced from within the classroom, through school parade and through the newsletter. Although every Year level is working on the same value the program has been designed so that every value is built upon over time as the children progress through the school. The H.A.V.E program has specifically been written for our school and students and focuses on our school values. Each student, teacher and parent will be receiving the same positive message about our expectations.

Supervised ‘Alternative Playground Activity’ Lunch roster

Some students prefer to spend lunch breaks accessing supervised alternative activities. Students can self-select additional adult-supervised activities through 5 areas in our school:

- Alternative teacher-directed activities
- ICT Room (Computer Lab)
- Library
- The playground
- Student Support Centre

Student Support Centre

The Student Support Centre serves a number of purposes providing both Academic and Behavioural Support for groups as well as individual students. The SSC provides

- ‘Time Out’ for persistent minor problem behaviours in the playground where children are provided with an opportunity explicit teaching to re-learn expected behaviours
- Eating area for students identified as needing closer supervision and teaching of appropriate eating behaviour.

Programs such as Anger Management sessions, Girls’ and Boys’ Social Skills and individual support for children and families can be provided on an “as needed” basis. External providers offer programs such as Hope Mentors, Denise Kable, Lifeline Programs that can be provided within the school if required.
Corrective Consequences - Responding to unacceptable behaviour

Students come to school to learn. Problem behaviour provides an important opportunity for learning, to be positively supported, encouraged and explicitly taught how to meet the school’s behaviour expectations.

Relate problem behaviours to expected school behaviours
When responding to problem behaviours, staff members ensure that students understand the relationship of the problem 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 (stated from the school behaviour wall) “What are you supposed to be doing?”
- explain how their behaviour differs or does not conform from expected school behaviour, “what are you doing instead?”
- Model, teach/reteach, practice expected behaviour, provide feedback for success.
- describe the likely consequences if the problem behaviour continues; and
- Ask what they will do in future to meet the school expectations.

Should problem behaviour continue, the staff member may not repeat the discussion/explanation process but simply remind the student of the consequences of their problem behaviour.

Response to problem behaviour needs to be
calm, consistent, brief, immediate, respectful, specific.

Ensuring consistent responses to problem behaviour

At Harristown State School staff members are authorised to issue corrective consequences for problem behaviour and are provided with appropriate professional development and/or training.

Through professional development activities such as ESCM training, Functional Behaviour Analysis (FBA), profiling and other professional development opportunities, we work to ensure consistent responses to problem behaviour across the school.

Students also receive training about how to respond when other students display problem behaviour, and the courteous way to respond when a staff member re-directs their behaviour or consequences are applied for problem behaviour.

Harristown State School makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When unacceptable behaviour occurs, students experience pre-determined and appropriate consequences. Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour. Staff must complete a One School incident entry to record all minor persistent or chronic problem behaviours as well as major problem behaviour. (Level II and III as per chart on page 10)

Teachers may, by regulation, extend the school hours by a half hour (3.30pm) to have children complete school work not done, or to do any task not completed during the day because of lack of application, or as a form of discipline for misbehaviour. Children catching buses are usually exempt from this and may be asked to come into class before school. Students may now be detained for 20 minutes at lunchtime.
## Continuum of Responses - MINOR to MAJOR Levels of Problem Behaviour

<table>
<thead>
<tr>
<th>Level</th>
<th>Definition</th>
<th>Examples (B)</th>
<th>Adult Response (C)</th>
</tr>
</thead>
</table>
| **Staff managed – May keep personal anecdotal record (only if necessary)** | **Level I Minor problem behaviour** | Infrequent behaviours that can be simply managed by an individual staff member and run counter to expectations or class procedures but do not seriously interfere with learning. If left unattended, likely to persist or spread until learning and teaching is undermined. | • Calling out without raising hand  
• Leaving seat  
• Off task/ doing unrelated activity  
• Passing notes  
• Excessive social talking |
| | | • Calling out without raising hand  
• Leaving seat  
• Off task/ doing unrelated activity  
• Passing notes  
• Excessive social talking | • Proximity  
• Non verbal cue  
• Selectively attend (praise correction)  
• Prompt /Rule reminder  
• Restitution  
• Review routine  
• Change/modify activity, task |
| **Staff Managed Record on One School if problem persists (FYI)** | **Level II Moderate Minor Problem Behaviour** | Behaviours that disrupt an activity or interfere with learning, usually limited to a single student or a few students not acting together. | • Not following instructions  
• Arguing/ disrespectful with teacher/ not accepting correction  
• Indirect physical aggression  
• Chronic off-task  
• Roaming around room at will  
• Poor work completion  
• Work refusal  
• Minor property damage  
• Third minor referral |
| **OR Record on OneSchool Minor Office Referral (if seeking assistance from other staff e.g. Buddy Class teacher or Admin)** | **Chronic Persistent Minor Problem Behaviour** | Minor problem behaviours that occur so frequently that they constitute a threat to learning. Or minor problems engaged in by many students. No longer manageable by the class teacher (or staff on PG duty) | • Referral to office  
• Restitution  
• Home contact  
• Internal suspension  
• Individual Intensive Intervention and Support  
• Managed attendance  
• Non-attendance at office campus activities  
• School suspension  
• Alternative placement  
• Exclusion |
| **Record on One School – seek Admin assistance ASAP MAJOR ODR (Refer for Admin to Manage)** | **Level III MAJOR PROBLEM** | Behaviours that present a threat to the good order, safety and learning environment. Student is out of instructional control – unable to respond to adult teaching. May be a critical incident needing immediate assistance and to be managed by or through admin. May also require assistance of external support. | • Level II behaviours that have not responded to interventions  
• Refusal to follow adult direction or accept correction  
• Illegal or dangerous behaviour or infraction of major school rule, EQ policy. |
# Classroom Consequences - Response Flowchart

**Actively Supervise to prevent problem behaviour**

*Move – Scan – Interact*

## 1. INITIAL STRATEGIES (Least Intrusive):
- Selective Attending/ Tactical Ignoring
- Proximity
- Non Verbal (hand gesture/signal)
- **Redirect to Learning**
- **Prompt**: Rule reminder/ expectation from matrix (whole class or individual)
- **Redirect** – Simple Verbal Direction/

> Positively acknowledge if child complies

**Unacceptable Behaviour Continues**

## 2. RETEACH EXPECTATION

**Show, tell, practice, acknowledge expected behaviour**
- use questions to redirect/ re-teach (“what should you be doing? “Can you do that?”)
- Show, tell, explain, observe what others are doing to meet expectation
- Acknowledge if behaviour improves

## 3. GIVE CHOICE of options

- Provide choice of where, when, with whom to complete set task
  (“Do you want to complete work in your own time?” “Do you need some more help at next break?” “Do you want to work away from the group?”)

- **Brief Individual Discussion** - Take student aside to give behaviour choices and explain consequences of each (positive & negative) (e.g. what happens if good choice is made, what will happen if problem continues as per classroom management plan.)

> Behaviour Improves  ➔ Acknowledge “good choice”

**Unacceptable Behaviour Continues**

## 4. FOLLOW THROUGH with CLASSROOM CONSEQUENCES

- Student completes work in own space
- Lunchtime detention to complete work/ re-teach classroom expectations (as per Education (General Provisions) Act of 2006 which allows a 20 minute detention during a lunch break or 30 minutes at end of school day.
- **Individual conference** - teacher and student to plan for improvement
- Informally alert/inform parents by note or telephone call – if necessary

* Factual and dated records to be kept. One School records to be kept by classroom teacher

**Unacceptable Behaviour Continues**
5. STUDENT EXITED FROM CLASSROOM

- Send to “Buddy” teacher with work for 5-10 minutes. **(Incident MUST BE ENTERED on One School)**
- Repeat Step 4 when student returns to class.

**Relevant follow up options could include:**
- Refer to Admin for further assistance if problem persists
- Parents/Teacher/Student/Admin conference to discuss behaviour support options which could include
  - complete Individual BM Monitoring sheet
  - consequences (positive and corrective - appropriate for individual student)
  - realistic alternatives/ replacement behaviour (based on the function of the problem behaviour)
  - Restitution
  - Teacher completes written Individual Behaviour Support Plan (with student if necessary)
- Student/Teacher/Parent (if necessary) meet to discuss student's plan for improvement
- Administration informed

* Factual and dated records to be kept - One School

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**Behaviour**  →  **Improves**  →  **Return to Classroom**

**Unacceptable Behaviour Continues**

**Actions beyond the classroom for persistent Minor or Major violations**

- Additional support to be given to classroom teacher by other staff and admin.
  - Removal from class and make up time may be considered

6. - STUDENT BEHAVIOUR MANAGED BY ADMINISTRATION

- Parents/Guardians contacted by BST/Administration to discuss and review current Individual Behaviour Management plan
- Interview arranged to negotiate
- Referral to weekly Support Meeting (if appropriate)
- Access specialised school staff e.g. Guidance Officer
- Academic and Behaviour performance of student analysed
- Alternative program/support discussed
  - /in-school detentions in the Student Support Centre or Office
  - withdrawal from school sport
  - supervised lunch break program
  - exclusion from Arts Council, camps, excursions or any other activity
  - Managed attendance
- Re-entry meeting with classroom teacher and/or Admin representative
- Family access to support

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7. - ALL PROCESSES FOLLOWED BY STAFF

- STUDENT PROBLEM BEHAVIOUR CONTINUES, REFUSAL TO MEET SCHOOL EXPECTATIONS or CRITICAL INCIDENT/ UNSAFE BEHAVIOUR

- Suspension recommended (as per Departmental Guidelines)
- Internal suspension
- 1-5 days suspension
- 6-20 day suspension
- Exclusion recommended

**Further action as sanctioned by Education Queensland**
Playground Supervision & Non-classroom Consequences Flowchart
Actively Supervise to prevent problem behaviour

*Move – Scan – Interact*

1. **INITIAL STRATEGIES (Least Intrusive):**
   - **Prompt** – Visual Non Verbal (hand gesture/signal)
   - **Redirect** – Simple Verbal Direction/ restate expectation from matrix/remind student of expectations

2. **RETEACH EXPECTATION & GIVE CHOICE** – give student options of what to do next
   - Take student aside – use questions (“what should you be doing? Where do you need to be?” “Can you do that?”
   - Show, tell, explain, observe modelling, practice successful following of the rule
   - Acknowledge success
   - Individual conference - Take student aside, to give choices and explain consequences of each (positive & negative)
   - record incident on PGD board

   ![Unacceptable Behaviour continues]

3. **FOLLOW THROUGH with negative consequences (Supervising teacher)**
   - Walk with staff on duty
   - Time out in playground/ e.g. sit out for 5 min
   - Pick up litter
   - Staff to follow up with students at end of break/duty / individual conference
   - Negotiating walk with another staff member on the following duty (to be negotiated)
   - **Record persistent minor problem behaviour on ONE SCHOOL by nominated staff member**
   - Refer for **follow up intervention** for repeated problem behaviour in Non-classroom areas

   ![Unacceptable Behaviour Continues]

4. **TIME OUT FROM PLAYGROUND**
   - Student removed from eating and/or playground to Student Support Centre
   - Withdrawn from playground until completion of PG Licence to re-teach expectations
   - Playground monitoring sheet (refer to Individual Behaviour Management Plan)
   - Supervised detention

   "Record incident on One School – refer to Student Support Centre"

**MAJOR PROBLEM BEHAVIOUR – Red card to OFFICE**
   - Red Help card to office (office staff to contact Admin persons to respond immediately)
   - Monitor, ensure own others safety
   - Critical incident – behaviour/ medical?
   - PG Duty staff member to complete entry in One School and refer to selected intervention
   - Admin to add follow up actions to One School entry
   - Supervised play
Flow Chart - Overview of Responses to Problem Behaviour

(A) PREVENT likelihood of problem behaviour by providing positive, supportive, disciplined environment that is calm, orderly and predictable. Prepare students, teach expected behaviour and routines, pre-correct potential misbehaviors, intentionally set positive tone with high rates of positive feedback, encouragement and acknowledgement, provide appropriate curriculum and pedagogy.

(B) Observe and identify problem behaviour

MINOR Teacher managed

Is the behaviour safe and manageable by staff member?

NO

(C) Use ESCM 7-10
Use questions to prompt & redirect student to learning
Provide task choices/ in terms what, where, how, with whom

Re-teach behaviour expectation

Give Choices remind of +/- consequences & appropriate behaviour needed in this situation

Follow through with corrective consequences as per flow chart?

Teacher vs. Office/Admin
Managed

- Inappropriate language
- Lateness
- Not having materials
- Calling out
- Teasing
- Refusal to work
- Non-compliance
- Running
- Minor dishonesty
- Inappropriate clothing
- Minor disruption
- Minor aggression
- Unsafe or rough play
- Disrespectful
  - Tone
  - Attitude
  - Body language
- Disrespect towards property
- Pattern of not completing homework

MAJOR Office/Admin
Managed

- Aggressive physical contact/ Assault
- Fighting
- Property destruction
- Weapons
- Leaving School property
- Pattern of aggressive/profane language
- Credible threats
- Harassment of students/teachers
- Major/chronic destruction/ graffiti
- Major/chronic refusal /non-compliance
- Major dishonesty
- Chronic minor infractions
- Theft
- Racial/Ethnic discrimination
- Cheating

Was behaviour problem corrected?

YES

Acknowledge/ positive reinforcement of expected behaviours

NO

Classroom incident - Complete YELLOW Referral Form for Buddy Class – enter on ONE SCHOOL Contact parent by phone OR
PG incident - Record on Duty boards for SIT follow up

For Persistent/Chronic problem behaviour discuss and seek assistance/ advice.
- Develop individual or group intervention & support plan?
  If necessary refer to - Student Support Team.
  - Request Admin Support
  - Implement & monitor plan

(C) Ensure Safety
Notify Admin ASAP
Phone office for immediate assistance
Red card to Office

Referring staff to complete incident details on ONE SCHOOL as soon as is practical

Admin Action & Decisions
Parent meeting
In-school suspension
Suspension
Case meeting
External referral
Exclusion etc.

If suspended then on return - re-entry meeting with Admin, parent and/or relevant staff (class teacher if problem in class) to discuss support plan/ set expectations and returning conditions/ monitoring (see Appendix: Re-entry meeting process)
MINOR AND MAJOR PROBLEM BEHAVIOURS

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

- **Minor** problem behaviour is handled by staff members at the time it happens
- **Major** problem behaviour is referred directly to Administration (using the Yellow form or Phone call for assistance) and then entered on One School

**Minor** behaviours are those that:
- are minor breaches of the school rules
- do not seriously harm others
- do not violate the rights of others in any other serious way
- are not part of a pattern of problem behaviours
- do not require involvement of specialist support staff or Administration.

**Major** behaviours are those that:
- significantly violate the rights of others
- are misbehaviours that occur repeatedly (despite consequences having been given for previous incidents)
- put others / self at risk of harm
- require the involvement of school Administration.
## Minor and Major Problem Behaviours Defined

<table>
<thead>
<tr>
<th>Behaviour</th>
<th>MINOR</th>
<th>MAJOR</th>
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<tbody>
<tr>
<td><strong>Bullying / Harassment</strong></td>
<td>Student engages in low level, repeated behaviour intended to annoy, bother or belittling others.</td>
<td>Student engages in threats, intimidation, negative comments or personal attacks based on race, gender, religion, appearance, ethnicity, disability or other personal matters.</td>
</tr>
</tbody>
</table>
|                            | - Excluding others  
  - "Go away we don't like you"  
  - "You play like a girl"  
  - Insults  
  - | - Sexual comments intended to intimidate,  
  - Verbals and physical threats to harm another person  
  - Inappropriate touching of others  
  - Encouraging/instigating others to fight  
  - Forcing another student to hand over tuckshop money  |
| **Defiant/threat/s to adults** | Refusal to follow adult directions (or comply with redirection) | Repeated and defiant refusal to follow adult directions  
  Student threatens an adult when given a direction  
  | - Walking away while being spoken to by an adult  
  - | - Yelling at an adult and refusing to follow instructions  
  - Abusive/threatening language or gestures towards adult  |
| **Disruptive**             | Low-intensity inappropriate behaviour that disrupts or disturbs teaching and learning | Repeated behaviour that deliberately disrupts teaching and learning for a prolonged period of time |
|                            | - Inappropriate, non-related talking  
  - Talking over teacher/calling out  
  - Tapping pencils or other objects  
  - Playing with objects/toys  
  - Hiding from teacher  
  - Deliberately making distracting noises  
  - Talking to others to distract from learning  
  - Wandering around room  | - Sustained loud talking  
  - Constant noises with materials  
  - Out-of-seat behaviour that continually deliberately disturbs others |
| Dress Code | Wearing items of clothing that are not part of the school uniform | ▪ Denim shorts  
▪ Hooded jumpers  
▪ Wearing clothing displaying offensive, obscene language or imagery  
▪ Jewellery, makeup, hair adornments | Wearing of clothing that does not comply with expected standards of dress including immodest, offensive or inappropriate clothing | ▪ Inappropriate clothing on free dress day  
▪ Student refuses to comply with dress code despite being offered assistance to solve problem |
|---------|---------------------------------------------------------------|-----------------------------------------------------------------|-----------------------------------------------------------------|
| IT misconduct | Student engages in non-serious but inappropriate (as per IT Policy) use of personal or school technology | ▪ Sending inappropriate emails, video material etc.  
▪ Use of personal technology in class without permission.  
▪ Refusal to turn off devices when requested.  
▪ Repeated use of personal technology | Student engages in serious misuse use of personal or school technology (as per IT Policy) | ▪ Sending malicious emails, offensive video material etc.  
▪ Accessing or displaying pornographic material  
▪ Recording students (self or others) engaging in socially unacceptable behaviour  
▪ Uploading recording of behaviour violations |
| Late | Arrives late at school or class without adequate reason | ▪ Arrival after 9 a.m. | ▪ Repeatedly arrives late for school or class | ▪ Repeatedly arriving after 9 am |
| Lying/cheating | Engaging in minor, low level, lying/cheating | ▪ Starting stories  
▪ Consistently cheating to win eg, during a cricket game | Student tells lies, spreads rumours, denies behaviour violations despite evidence.  
Obtaining answers unfairly or covertly, accessing information for significant academic gain or advantage. | ▪ Spreading stories/ gossip, rumours about others with the intent to hurt or harm other’s reputation  
▪ Plagiarism  
▪ Using technology to access information during tests |
| Misconduct involving object | Using objects in ways that are unsafe or could potentially harm self or others | ▪ Inappropriate throwing objects (stones/ sticks, balls)  
▪ Swinging or climbing on stairs or part of a building | Using objects, equipment as weapons with the intention of causing harm to self, others or property | ▪ Using a stick to threaten or risk harm to others  
▪ Deliberately damaging property or causing injury to others |
<table>
<thead>
<tr>
<th>Non compliant with routine</th>
<th>Brief or low-intensity failure to follow known routines</th>
<th>Repeated refusal to follow or comply with expected (and taught) routines.</th>
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</thead>
</table>
| Not following class or school rules, expectations and routines | Running on hard surfaces/around buildings | ▪ Temper tantrums  
▪ Verbal defiance  
▪ Ignoring direction to follow expected routine  
▪ Walking out of classroom without permission and without reporting immediately to Office  
▪ Leaving school grounds during school day without permission |
| ▪ Talking loudly while moving between classes | Running on hard surfaces/around buildings | ▪ Ongoing breach of minor definition  
▪ Climbing on top of roofs  
▪ Smoking in or outside of school while in school uniform  
▪ Repeatedly in Out of Bounds areas |
| ▪ In the wrong place at the wrong time (e.g. out of bounds) | Running on cement or around buildings | ▪ Running on cement or around buildings |
| ▪ Talking loudly while moving between classes | Running on stairs and verandahs | ▪ Sliding down stair railings  
▪ Riding bikes, scooters or skateboards in school grounds  
▪ Entering out of bounds areas |
| ▪ In the wrong place at the wrong time (e.g. out of bounds) | Sliding down stair railings | ▪ Dangerous behaviour in and out of school grounds.  
▪ Conduct that damages the school good name – inappropriate major problem behaviour while on excursions or in the community while in school uniform |
| Other conduct prejudicial to the good order and management of school | Unsafe or disruptive behaviour outside classrooms. Movement around school not involving hurting anyone else | Dangerous behaviour in and out of school grounds.  
▪ Conduct that damages the school good name – inappropriate major problem behaviour while on excursions or in the community while in school uniform |
| ▪ Running on cement or around buildings | Running on cement or around buildings | ▪ Ongoing breach of minor definition  
▪ Climbing on top of roofs  
▪ Smoking in or outside of school while in school uniform  
▪ Repeatedly in Out of Bounds areas |
| ▪ Running on stairs and verandahs | Running on stairs and verandahs | ▪ Sliding down stair railings  
▪ Riding bikes, scooters or skateboards in school grounds  
▪ Entering out of bounds areas |
| ▪ Sliding down stair railings | Sliding down stair railings | ▪ Dangerous behaviour in and out of school grounds.  
▪ Conduct that damages the school good name – inappropriate major problem behaviour while on excursions or in the community while in school uniform |
| ▪ Riding bikes, scooters or skateboards in school grounds | Riding bikes, scooters or skateboards in school grounds | ▪ Dangerous behaviour in and out of school grounds.  
▪ Conduct that damages the school good name – inappropriate major problem behaviour while on excursions or in the community while in school uniform |
| ▪ Entering out of bounds areas | Entering out of bounds areas | ▪ Dangerous behaviour in and out of school grounds.  
▪ Conduct that damages the school good name – inappropriate major problem behaviour while on excursions or in the community while in school uniform |
| Physical Misconduct | Non serious, but inappropriate physical contact/touching which does not result in injury | Actions involving serious physical contact where injury may occur.  
Intent to cause injury, harm to others, or threaten others.  
Knowingly being present at a fight without making any effort to discourage it or inform a teacher, and/or adding to or inciting it by calling out in encouragement to fight. Relaying to others the message that a fight is to occur. |
| ▪ Pushing/shoving | Pushing/shoving | ▪ Fighting  
▪ Punching  
▪ Hitting with an object  
▪ Playing tackle football  
▪ Kicking/Scratching  
▪ Using or intent to use sharp/dangerous object or weapon  
▪ Slapping/Choking  
▪ Tackling/slinging to ground  
▪ Hair pulling  
▪ Spitting at or on another  
▪ Dacking  
▪ Throwing objects at another |
| ▪ Inappropriate physical contact | Inappropriate physical contact | ▪ Fighting  
▪ Punching  
▪ Hitting with an object  
▪ Playing tackle football  
▪ Kicking/Scratching  
▪ Using or intent to use sharp/dangerous object or weapon  
▪ Slapping/Choking  
▪ Tackling/slinging to ground  
▪ Hair pulling  
▪ Spitting at or on another  
▪ Dacking  
▪ Throwing objects at another |
| ▪ Rough play | Rough play | ▪ Fighting  
▪ Punching  
▪ Hitting with an object  
▪ Playing tackle football  
▪ Kicking/Scratching  
▪ Using or intent to use sharp/dangerous object or weapon  
▪ Slapping/Choking  
▪ Tackling/slinging to ground  
▪ Hair pulling  
▪ Spitting at or on another  
▪ Dacking  
▪ Throwing objects at another |
| ▪ Throwing objects, food | Throwing objects, food | ▪ Fighting  
▪ Punching  
▪ Hitting with an object  
▪ Playing tackle football  
▪ Kicking/Scratching  
▪ Using or intent to use sharp/dangerous object or weapon  
▪ Slapping/Choking  
▪ Tackling/slinging to ground  
▪ Hair pulling  
▪ Spitting at or on another  
▪ Dacking  
▪ Throwing objects at another |
| ▪ Tripping others | Tripping others | ▪ Fighting  
▪ Punching  
▪ Hitting with an object  
▪ Playing tackle football  
▪ Kicking/Scratching  
▪ Using or intent to use sharp/dangerous object or weapon  
▪ Slapping/Choking  
▪ Tackling/slinging to ground  
▪ Hair pulling  
▪ Spitting at or on another  
▪ Dacking  
▪ Throwing objects at another |
| ▪ Spitting on ground | Spitting on ground | ▪ Fighting  
▪ Punching  
▪ Hitting with an object  
▪ Playing tackle football  
▪ Kicking/Scratching  
▪ Using or intent to use sharp/dangerous object or weapon  
▪ Slapping/Choking  
▪ Tackling/slinging to ground  
▪ Hair pulling  
▪ Spitting at or on another  
▪ Dacking  
▪ Throwing objects at another |
| Prohibited items | Student uses and shows other students non-dangerous, prohibited items | • Eating chewing gum  
• Disposing of chewing gum inappropriately  
Student uses/ shows to others - weapons, inappropriate published materials etc. on their person or contained within their property e.g. bags/lockers | ▪ Weapons  
▪ Inappropriate published/ downloder pornographic material/ how to construct illegal objects/ materials  
▪ Spray cans/ aerosols  
▪ Cigarette lighter, matches |
| --- | --- | --- | --- |
| Possess prohibited items | Student found in possession of prohibited items (but not using them) | • Cigarette lighter/ matches in student's possession  
• Chewing Gum  
• Water bombs?  
Student in possession of weapons, inappropriate published materials etc. on their person or contained within their property and have been used. | ▪ Weapons  
▪ Spray cans/ aerosols/ firecrackers  
▪ Inappropriate published/ downloaded pornographic material/ how to construct illegal objects/ materials |
| Property misconduct | Low intensity misuse of property by using school or other equipment inappropriately without causing damage or harm. | ▪ Playing with scissors  
▪ Kicking over furniture  
▪ Scribbling or writing in inappropriate areas  
▪ Hiding others school belongings  
▪ Not storing items in their place  
▪ Tearing pages from a book  
▪ Snapping rulers, pencils, crayons, erasers etc  
▪ Taking other’s things to use – but not stealing (eg opening other’s tidy trays)  
▪ Throwing waste on the floor  
Student wilfully damages or misuses property that results in substantial destruction or disfigurement of property  
Staing - Taking someone else's property without permission, being in possession of, having passed on, or being involved in the removal of someone else’s/ school property | ▪ Letting tyres down  
▪ Deliberate breaking or damage to property (own or others)  
▪ Deliberate sabotage of equipment or property  
▪ Deliberate vandalism  
▪ Stealing valuable property that belongs at school, or to the school, or that of others |
| Refusal to participate in program of instruction | Student chooses not to engage in their program by passive actions; fails to do set tasks or respond to instructions | “I’m not doing this”  
Task avoidance/ doing activities other set learning  
Refusing to bring required materials  
Arms folded, head on desk  
Walking away or around classroom  
“You can’t make me” | Student repeatedly and defiantly refuses to comply with teacher requests to begin work/tasks | Leaving class without permission  
Continuing verbal defiance/ refusal  
Temper tantrum  
Angry outburst/ defiant refusal to attempt work |
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<tr>
<td>Substance misconduct involving illicit substance</td>
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<tr>
<td>Substance misconduct involving tobacco and other legal substances</td>
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</tbody>
</table>
| Third minor referral | Repeated problem behaviour despite staff support, correction and intervention requiring Minor ODR | 3 or more referrals for additional staff assistance in one week | Repeated problem behaviour despite staff support, correction and intervention requiring Minor ODR | As per all minor behaviours on this list  
3 or more referrals for additional staff assistance in one day? |
| Threats to others | Student threatens to harm others (low likelihood of it being carried out) | aggressive body language  
verbal taunts  
written taunts | Student threatens with the intention of causing physical or emotional harm others in a more aggressive manner | Encouraging/instigating others to fight  
Making verbal theats to others e.g. "I'll get you after school"  
“You’re dead” |
| Truant/ skip class | Student in school ground but not in their timetabled class | Student wandering around school  
Attending a non-timetabled class without permission  
Hiding in toilet  
Hiding in various other locations  
 | Unexplained absence (with or without parent/ guardian knowledge) | Leaving school without permission  
Repeated failure to attend classes or school  
Early departure without permission or signing out  
Repeated absence from school without carer’s permission |
| Verbal misconduct | Student engages in low intensity repeated use of inappropriate language | • Swearing when they make a mistake  
• Mumbles obscenity in frustration  
• Name calling  
• This is “crap”  
• Talking back  
• Yelling at another student  
• Disrespectful tone  
• Insolent response to instructions  
• Muted or inferred swearing  
• Calling out  
• Disrespectful response - ‘whatever’ | Swearing or curse words directed toward others in a demeaning, provoking or aggressive manner.  
Disrespectful messages and actions include negative comments based on race, religion, gender, age, national origin, verbal attacks based on ethnic origin, disabilities or other personal matters. | • Swearing, use of abusive language at another person  
• Deliberate use of offensive language in front of class or in a public area  
• Discriminatory or racist remarks  
• Arguing with an adult |

| Other | Student engages in any other minor behaviour which do not fall into the above categories | • Rolling eyes  
• Inappropriate hand gestures | Problem behaviour causing this referral is not listed above. Staff using this area will specify the problem behaviour observed. | • Aggressive body language |
**Targeted Behaviour Support** (Low level or small group support)

Some students can be identified as those who would benefit from having specific, targeted support can be identified from One School data (see Students with Multiple Incidents report).

**Use of Student Monitoring cards** (including Check in /Check Out processes)

**Playground Targeted intervention programs -Student Support Centre**
The Student Support Centre serves a number of purposes providing both Academic and Behavioural Support for groups as well as individual students. The SSC provides
- ‘Time Out’ for minor problem behaviours in the playground where children are provided with an opportunity to re-learn and be re-taught expected behaviours
- Eating area for students identified as needing closer supervision and teaching of appropriate eating behaviour.

**Social Emotional Programs** for identified groups of students as well as individual support for children and families can be provided on an “as needed” basis.

External providers offer programs such as Hope Mentors, Denise Kable, Lifeline Programs that can be provided within the school if required.

**Current Programs include:**

- Chaplaincy
- Rock and Water Program
- KISS Program
- Kids Hope
- Life skills programs

**Student Support Centre**
The Student Support Centre serves a number of purposes providing both Academic and Behavioural Support for groups as well as individual students. The SSC provides
- ‘Time Out’ for minor problem behaviours in the playground where children are provided with an opportunity to re-learn and be re-taught expected behaviours
- Eating area for students identified as needing closer supervision and teaching of appropriate eating behaviour.
Intensive Individual Student Support:

Student Support Team
Harristown State School is committed to educating all students, including those with the highest support needs. We recognise that students with highly complex and challenging needs comprehensive, intensive, individualised systems of support.

Harristown’s Student Support Team:
• works with other staff members to develop appropriate support strategies and initiates referrals to external agencies
• monitors the impact of support for individual students through continuous data collection
• makes adjustments as required for the student, and, if necessary, accesses external support such as the PLC Behaviour Support Team.
• actively involves parents in devising the type of support being offered

The Student Support Team has a referral form for teachers. (Appendix 3) The referring teacher contacts parents and the support team and begins the assessment and support process. The Support Team includes a representative from the school’s administration (Principal or Deputy) and can include individuals from other external agencies such as staff from the PLC.

Harristown State School makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When unacceptable behaviour occurs, students experience pre-determined and appropriate consequences. Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour. One School entry used to record all minor and major problem behaviour.

Classroom teacher will determine when the number of One School referrals for Minor problem behaviour requires further intervention, follow up and support e.g. through a referral to the Student Support Team or to Admin for additional support and intervention. Classroom teacher will provide details as to proactive and reactive action taken to date on behalf of the student.

Emergency or critical incident responses

It is important that all staff have a consistent understanding of how to respond to emergency situations or critical incidents involving severe problem behaviour. This consistency ensures that appropriate actions are taken to ensure that both students and staff are kept safe.

An emergency situation or critical incident is defined as an occurrence that is sudden, urgent, and usually unexpected, or an occasion requiring immediate action.

Severe problem behaviour is defined as behaviour of such intensity, frequency, or duration that the physical safety of the student or others is likely to be placed in serious jeopardy. Lockdowns procedures may be utilised in this instance.

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, staff to 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 Harristown 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 being comprised or 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, which will be followed up with official written documentation and record keeping.

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:
- incident report
Network of student support
Students at Harristown State School are supported through positive reinforcement and a system of universal, targeted, and intensive behaviour supports by:

- Parents
- Teachers
- Support Staff
- Behaviour Support Teacher
- Administration Staff
- Guidance Officer
- Youth Worker – Indigenous Education Officer
- Positive Learning Centre Staff
- School Guidance Officer
- School Chaplain
- School Based Police Officer (Adopt-a-Cop)

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
- Denise Kable Courses
- Kids Hope Mentors
- CYMHS
- Carbal
- Meraki
- Goolburri
- ATOD
- RAI (Lifeline)

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.

Harristown 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 behaviour to the most severe behaviour
- recognising and taking into account students' age, gender, disability, cultural background, socioeconomic situation and their emotional state
- recognising the rights of all students to:
  - express opinions in an appropriate manner and at the appropriate time
  - work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation, and
  - receive considerations appropriate to their learning and/or impairment needs,
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 Regulation 1997
- Right to Information Act 2009
- Information Privacy (IP) Act 2009

Related policies

- SMS-PR-021: Safe, Supportive and Disciplined School Environment
- CRP-PR-009: Inclusive Education
- SMS-PR-027: Enrolment in State Primary, Secondary and Special Schools
- SMS-PR-022: Student Dress Code
- SMS-PR-012: Student Protection
- SCM-PR-006: Hostile People on School Premises, Wilful Disturbance and Trespass
- GVR-PR-001: Police Interviews and Police or Staff Searches at State Educational Institutions
- ICT-PR-004: Using the Department's Corporate ICT Network
- IFM-PR-010: Managing Electronic Identities and Identity Management
- SCM-PR-003: Appropriate Use of Mobile Telephones and other Electronic Equipment by Students

Some related resources

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

Endorsement

Principal

P&C President or Chair, School Council

Regional Assistant Director

Effective Date: 1 January 2014
Appendix 1

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 discipline.

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

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

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

Personal Technology Device Etiquette
Bringing personal technology devices to school is not encouraged by the school because of the potential for theft and general distraction and/or disruption associated with them. However, if they are brought to school, they must be signed in at the school office and collected by the student after school.

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

We uphold the value of trust and the right to privacy at Harristown State School. Students using personal technology devices to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks etc) for the purpose of dissemination among the student body or outside the school, by any means (including distribution by phone or internet posting) builds a culture of distrust and disharmony.

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 student at school who uses a personal technology device to record private conversations, ordinary school activities (apart from social functions like graduation ceremonies) or violent, illegal or embarrassing matter capable of bringing the school into public disrepute is considered to be in breach of this policy.
Even where consent is obtained for such recording, the school will not tolerate images or sound captured by personal technology devices on the school premises or elsewhere being disseminated to others, if it is done for the purpose of causing embarrassment to individuals or the school, for the purpose of bullying or harassment, 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 recommendation for exclusion).

Students should note that the recording or dissemination of images that are considered indecent (such as nudity or sexual acts involving children), is against the law and if detected by the school will result in a referral to QPS.

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

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

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

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

Special Circumstances Arrangement
Students who require the use of a personal technology device in circumstances that would contravene this policy (for example to assist with a medical condition or other disability or for a special project) should negotiate a special circumstances arrangement with the Deputy Principal or Principal.

* Personal Technology Devices includes, but is not limited to, games devices (such as Portable gaming devices, Tamagotchis®, laptop computers, PDAs, Blackberrys®, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile telephones, IPods® and devices of a similar nature.

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1 Education Queensland does not tolerate bullying behaviour at schools. This includes bullying conducted by electronic means.
Appendix 2

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

Purpose
1. Harristown State School strives to create positive, predictable environments for all students at all times of the day. The disciplined and 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 Harristown 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 Harristown 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 Harristown 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 Harristown State School are an addition to our already research-validated school-wide 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 school wide universal behaviour support practices will be maintained at all times. This will ensure that:

- Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour
- All students know the 4 school values and have been taught the expected behaviours attached to each value in all areas of the school
- All students have been or are being taught the specific routines in the non-classroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms
- All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the non-classroom areas of the school
- A high level of quality active supervision is a permanent staff routine in the non-classroom areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the non-classroom areas.

9. The student curriculum modules of the anti-bullying process consist of lessons taught by all teachers in all classrooms to a school wide schedule of instruction. At all times simultaneous instruction is our goal, in order to maintain consistency of skill acquisition across the school.

10. An initial introductory lesson is delivered, which teaches the 3-step process to be used by all students when experiencing bullying behaviour either as a person being bullied, the person bullying or bystander.

11. 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.

12. 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 Harristown 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’.

13. Harristown 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.
# Harristown SS Student Support
## Behaviour Referral Form

### Student Details:

**Student Name:**

**DOB:**

**Male**

**Female**

**Year Level:**

**Teacher**

### Demographics:

<table>
<thead>
<tr>
<th>Aboriginal or Torres Strait (ATSI)</th>
<th>Verified Disability</th>
</tr>
</thead>
<tbody>
<tr>
<td>English as a second Language (ESL)</td>
<td>ASD</td>
</tr>
<tr>
<td></td>
<td>HI</td>
</tr>
<tr>
<td>In Care</td>
<td>II</td>
</tr>
<tr>
<td>Refugee</td>
<td>VI</td>
</tr>
<tr>
<td></td>
<td>SLI</td>
</tr>
<tr>
<td></td>
<td>PI</td>
</tr>
</tbody>
</table>

### Parent/Caregiver Details:

**Name:**

**Phone:**

Has this referral been discussed with Parent/Caregiver and permission obtained?

- **YES**
- **NO**

Has this permission been obtained to share information at support meetings?

- **YES**
- **NO**

### Parent/Caregiver Details (2nd caregiver if needed):

**Name:**

**Phone:**

### Behaviour History/Intervention History:

<table>
<thead>
<tr>
<th>Previous Suspensions</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>One school print out</td>
<td>Attached</td>
<td>Not attached</td>
</tr>
</tbody>
</table>

### Other Professional Help/External Agency Support already being received:

<table>
<thead>
<tr>
<th>GO</th>
<th>Support Teacher</th>
<th>Support Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>OT</td>
<td>AVT</td>
<td>AVT</td>
</tr>
<tr>
<td>Special Needs Committee</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Psychologist</td>
<td>Paediatrician</td>
<td></td>
</tr>
<tr>
<td>Speech - school</td>
<td>Private</td>
<td></td>
</tr>
<tr>
<td>CYMHS</td>
<td>DAC (has been referred)</td>
<td></td>
</tr>
<tr>
<td>DOCS</td>
<td>Other: ____________</td>
<td></td>
</tr>
</tbody>
</table>

Explain any of the above support in detail:

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---

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<table>
<thead>
<tr>
<th>Behaviour Concerns:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Absenteeism</td>
</tr>
<tr>
<td>Attention Difficulties</td>
</tr>
<tr>
<td>Aggressive Verbal</td>
</tr>
<tr>
<td>Aggressive Physical</td>
</tr>
<tr>
<td>Bullying</td>
</tr>
<tr>
<td>Damage to Property</td>
</tr>
<tr>
<td>Depressive/Anxious</td>
</tr>
<tr>
<td>Homes Issues</td>
</tr>
<tr>
<td>Intimidation</td>
</tr>
<tr>
<td>Leaves class/Does not return</td>
</tr>
<tr>
<td>Non Compliant</td>
</tr>
<tr>
<td>Absences Language</td>
</tr>
<tr>
<td>Other:</td>
</tr>
</tbody>
</table>

Describe the behaviour which has prompted this referral:
(e.g.: above behaviours, settings, frequency)

Signatures:
Class Teacher:                          
Parent/ Guardian:                       
Date:                                   

Data Tabled at Support Meeting:

Follow up:


The ABC of Behaviour – Sample Classroom Management Plan

**Environment/ Ecological Factors**

**ANTECEDENTS**

What to do PREVENT the likelihood of problem behaviour?

1. **Physical Environment**
   - a. Classroom rules posted, taught, regularly reviewed & referred to
   - b. Ordered physical layout
   - c. Structured schedule
   - d. Procedures, routines and procedures for transitions taught & followed

2. **Instructional Environment**
   - a. Giving clear instructions, scanning and waiting
   - b. Active supervision (move, scan and interact)
   - c. Multiple opportunities to respond
   - d. Activity sequence and transition to new task
   - e. Offering choice of what, how, with whom & when by
   - f. Pre-teach
   - g. Ensure academic success for ALL students – modify task difficulty & differentiation
   - h. Self-evaluation & reflection on effectiveness of teaching practices

3. **Interpersonal Environment**
   - a. Build positive, supportive relationships with all students and their families
   - b. Ratio of 4 positive acknowledgements to 1 correction
   - c. Positive class atmosphere

**BEHAVIOUR observed**

Desired/ Expected BEHAVIOUR

3 – 5 positively stated behaviours that align with school wide expectations

**Outcomes/ CONSEQUENCES**

What happens next? Responses to observed behaviour?

Continuum of strategies to Encourage appropriate Behaviour (based on the function of behaviour)

- a. Encouragement, acknowledgement and reinforcements to reflect RBP
- b. Body Language & Descriptive encouragement (academic and social behaviour)
- c. Tangible items, group rewards
- d. Opportunity to interact with peers legitimately
- e. Opportunity to access positive adult attention

Continuum of Corrective strategies to Discourage Inappropriate Behaviour

- a. Selective attending
- b. Proximity
- c. Non-verbal/ verbal redirection
- d. Redirect to learning
- e. Pre-correction
- f. Parallel acknowledgement
- g. Rule reminder
- h. Give choices
- i. Re-teach expectations/ re-teach/ modify task
- j. Individual student conference/ assistance

**Minor Problem BEHAVIOUR – (level 1 & 2)**

**MAJOR Problem BEHAVIOUR – (level 3) refer to Admin – for support and management**

**Teach Replacement BEHAVIOUR**

re-teach/ provide differentiation/ extra learning support

Identify FUNCTION of Problem Behaviour – What is gained or avoided as a result? (motivation). Use this to design most effective intervention.

Identify an acceptable alternative/ replacement behaviour that addresses the function of the behaviour

Reflect, review and modify/ improve current systems and practices – Provide differentiation of curriculum task, pedagogy, classroom management and responses to achieve desired outcomes?

Modify Instructional or Interpersonal Environment and/or Antecedents to make Problem Behaviour unnecessary.
Corrective Consequences

Not following the Class rules and School Expectations

* Step 1 - Teacher gives rule reminder/ non verbal or verbal redirection
* Step 2 - Teacher provides support/ re-teach expectation
* Step 3 - Teacher gives choice of consequences
* Step 4 - Teacher follows through with known, logical consequence

😊
Dear Parent / Guardian,

RE: ______________________________________________________

This letter is to inform you that your child’s teacher, requested behaviour intervention by a member of the administration staff today. What this means is that your child’s behaviour was either needing immediate attention due to its seriousness or your child’s behaviour was persistent or no amount of intervention by the class teacher was successful.

The incident recorded specifically states that your child:

- ____________________________________________________________
- ____________________________________________________________
- ____________________________________________________________

Your child was removed to the office where they reflected on:

- an understanding of the Harristown School Values
- strategies for avoiding this behaviour in the future.
- the opportunity to correct the wrong choice.

Please sign as acknowledgment and return to school tomorrow.

Should you need to discuss this matter please contact me to make an appointment time.

Yours in education,

Vanessa Koina
Deputy/Principal

Parent/Guardian - ____________________________________________
HARRISTOWN SCHOOL – MONITORING FORM
This can be individualised with key expectations from the matrix being addressed

(Students to present this form, on a clipboard, to the class teacher and playground teacher)
(Teacher to hand child over to next teacher on duty) Please return at end of day.

STUDENT’S NAME: ___________________________ DATE: ______________

<table>
<thead>
<tr>
<th>Session</th>
<th>☺</th>
<th>☻</th>
<th>☼</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before School:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Follow Adult directions</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Morning Session:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• 2 1 0</td>
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<tr>
<td>• 2 1 0</td>
<td>☻</td>
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</tbody>
</table>

Points for session = 5+ pts 3-4 pts >3 pts

<table>
<thead>
<tr>
<th>Lunch:</th>
<th>☺</th>
<th>☻</th>
<th>☼</th>
</tr>
</thead>
<tbody>
<tr>
<td>Follow Adult directions</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Middle Session: Morning Session:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 2 1 0</td>
</tr>
<tr>
<td>• 2 1 0</td>
</tr>
<tr>
<td>• 2 1 0</td>
</tr>
</tbody>
</table>

Points for session = 5+ pts 3-4 pts >3 pts

<table>
<thead>
<tr>
<th>Afternoon Tea: Afternoon Session:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Follow Adult directions 2 1 0</td>
</tr>
</tbody>
</table>

<table>
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<th>☻</th>
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<tbody>
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<td>2</td>
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<td>2</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

Points for session = 5+ pts 3-4 pts >3 pts

TOTAL POINTS FOR THE DAY= □ if 20 +/ 24 Reward Earned □
Mon Tues Wed Thurs Fri
REWARD: ............................................................................................................................

General Comment:

Teacher’s Signature: Principal /Deputy

Parent’s Signature:
Date:

**AFTER SCHOOL DETENTION**

Dear Parent/Carer

This letter is to advise you that your child, ______________________ will be attending an after school detention for:

- 
- 
- 

As part of our behaviour management program students who continue to make inappropriate choices in their behaviour can be given a 30 minute after school detention. As a consequence your child has been given an after school detention on _______________________________. Please ensure your child is either picked up from school or alternative arrangements are made for them to travel home safely.

Should you wish to discuss this incident please contact me on 4687 5333.

Regards

Class Teacher
Date:

RE: BEFORE SCHOOL SUPERVISION

Dear Parents/Guardians,

Due to your child’s continued misbehaviours s/he has been placed on our Before School program. S/he will be in The Student Support Centre or Computer Room supervised from 8.30–8.50.

Once your child has shown they can self manage their own behaviour, they will be able to return to before school activities.

Consequences for not attending this before school program will involve detention after school between 3.00 – 3.30 pm.

This is a contract and we are asking you to not only support us in this decision but sign and return this form to us immediately. This will allow the school to help develop social skills and reinforce the school values to your child.

Yours in education,

Class Teacher

_________________  ____________________
Student                  Parent/ Carer
Dear Parents/Guardians,

Due to your child’s continued misbehaviours s/he is now required to be at school at 9:00 a.m. and is **not permitted to be in the school grounds until this time.** Your child will then report to the office and sign in.

On numerous occasions, we have managed inappropriate behaviour including running away from the teacher on duty, hiding in the toilets, physical and verbal non-compliance and general conduct that is not appropriate. Your child has chosen to not self-manage on numerous occasions.

This is a contract and we are asking you to not only support us in this decision but sign and return this form to us immediately.

Once your child has shown they can self-manage their own behaviour, they will be able to return to before school activities.

Yours in education,

Julie Guthrie
Principal

________________________  _______________________
Student                   Parent/ Carer
Appendix 11

COMMON PRINCIPLES ON WHICH THIS PLAN IS BASED

**Behaviour management**, once popularly termed ‘discipline’ and now also labelled ‘behaviour support’, refers to the **steps taken by a teacher to support students in meeting expectations of appropriate behaviour in the school and classroom setting**.

There are many behaviour management theories, promoting a variety of approaches and processes, but the following are common principles underpin this Harristown State School Responsible Behaviour Plan:

- Behaviour management involves structuring or modifying the environment in which the behaviour occurs, including controlling the responses within the environment to that behaviour.
- Behaviour management involves establishing an ordered environment that meets students’ needs.
- Behaviour management involves helping students to meet the behaviour expectations that are set down in the environment.
- Behaviour management involves prediction of, observation of, and calculated response to, behaviour.
- Behaviour management involves the establishment of positive relationships between teachers and students.
- Behaviour management involves interrupting cycles of inappropriate behaviour and initiating new cycles through changes to teaching practice, the environment and/or factors affecting the student (medical, emotional etc.).
- Behaviour management incorporates preventing inappropriate behaviours from arising, correcting inappropriate behaviours as they arise, and intervening to address persistent inappropriate behaviours.
- Behaviour management is aimed at ultimately enabling students to behave responsibly, Not only in one specific environment, but in all environments.

**Practical implications**

- Behaviour management is as much about managing teaching practice and the classroom environment as it is about managing students.
- Behaviour management requires a planned, organised approach.
- Correcting inappropriate behaviours is only part of the teacher’s behaviour management Role. Teachers also take steps to teach and promote appropriate behaviours (via social skilling and acknowledgment), and to track and record student behaviour in order to recognise when intervention is required to overcome persistent problem behaviours.
- Positive relationships with students are developed as a key to prevention and as a foundation for provision of assistance when correction or intervention is required.
- Teachers need to aim for more than compliance from their students; they need to promote self-responsibility. Compliance ensures students behave when the teacher is present; self-responsibility ensures students behave in the absence of the teacher and in different settings.

*Better Behaviour Better Learning - PD Suite pp 10-11*