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

This Responsible Behaviour Plan outlines how Balaclava State School supports staff and students within the unique social and behavioural context of our school community.

Consultation and data review
The Balaclava State School Positive Behaviour for Learning (PBL) team developed this plan in consultation with the school community. Amendments and updates are based on feedback from whole-staff meetings and on a review of school data relating to attendance, behaviour and curriculum.

The Plan has been endorsed by the Principal, the President of the P&C and the Assistant Regional Director.

Learning and behaviour statement
This Responsible Behaviour Plan outlines Balaclava State School's system for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours.

Our school community endorses a whole-school approach intended to promote, teach and reinforce positive behaviour for all our students. The school implements the PBL framework as a means to create and maintain a productive, safe environment in which all school members have clear expectations and understandings of their role in the education process.

We believe that:
• All school community members – students, staff, parents, carers and visitors – have the right to be safe and treated with respect
• Staff, students, parents and other community members need to work together as a team to influence the behaviour and learning of our students
• Education is not just about teaching academic subjects. Because students will use behaviours that they perceive will best meet their needs, our school needs to assist students to learn socially acceptable behaviours to meet these needs. We believe that all students should be encouraged to develop responsibility for their own behaviour and be given opportunities to develop a sense of self-worth
• Expectations need to be explicitly taught throughout the school year
• Children, as individuals, have different styles of learning and will learn at different rates. Their ‘first’ or home language and social background may also affect their ability to communicate and learn in a Standard-Australian-English oriented environment. Because of this, some students will also require additional support in learning appropriate behaviours.
Processes for facilitating standards of positive behaviour and responding to inappropriate behaviour

**Schoolwide Rules**
Our school community has identified the following school rules to promote and teach our high standards of responsible behaviour:
- Be Respectful
- Be Organised
- Be a Learner
- Be Safe

**Whole-School Framework**
Balaclava State School endorses a whole school approach intended to promote, teach and reinforce positive behaviour for all our students. The school is therefore implementing the Positive Behaviour for Learning (PBL) framework as a means to develop this approach.

We believe that students can be successful learners and behave appropriately in an environment characterised by clear expectations, with guidelines established regarding respect, organisation, learning and safety. 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.

**PBL** at Balaclava State School looks like:
- Expectations for behaviour are defined (Appendix 1)
- Positive behaviour support is implemented consistently by staff and administrators
- Appropriate behaviour is explicitly taught
- Positive behaviour is publicly acknowledged (Appendix 5)
- Inappropriate behaviour has clear consequences
- Data representing student behaviour is monitored and staff receive regular feedback
- Behaviour support strategies are implemented at the school-wide, non-classroom, classroom and individual student level

Our schoolwide support processes will cater for the needs of most students. We recognise that some students require extra support in order to meet our expectations of positive behaviour, therefore we provide targeted support and a higher level of intensive support for a smaller number of students. Our interventions at each level reflect our belief that academic and behavioural support for all students go hand in hand.

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**Academic Systems**
- **Intensive (Individual) Interventions**
  - Individual Students
  - Assessment-based
  - Intense, durable procedures
- **Targeted (Group) Interventions**
  - Some Students
  - High Efficiency
  - Rapid Response
- **Universal Interventions**
  - All settings
  - All Students
  - Preventive and Proactive

**Behavioural Systems**
- **Intensive (Individual) Interventions**
  - Individual Students
  - Assessment-based
  - Intense, durable procedures
- **Targeted (Group) Interventions**
  - Some Students
  - High Efficiency
  - Rapid Response
- **Universal Interventions**
  - All Settings
  - All Students
  - Preventive and Proactive
The Positive Behaviour for Learning framework is coordinated by a PBL Leadership Team. The team includes representatives from Administration, Teachers, Teacher Aides, Specialist Teachers and Guidance. This Leadership Team works with all members of the school community in relation to consolidating and developing the following:

- Procedures for promoting, explicitly teaching and recognising pro-social behaviours
- Procedures for applying fair and logical consequences for inappropriate behaviour
- Procedures for collecting relevant data to assess the need and effectiveness of these strategies

### Universal behaviour support

**A school-wide focus on Being Respectful, Being Organised, Being a Learner and Being Safe**

All classes develop classroom rules in alignment with the school-wide expectations – Be Respectful, Be Organised, Be a Learner and Be Safe. Although the language used in articulating and defining these rules will vary according to year level, each set will be consistent with the values expressed by the school-wide expectations.

This requires that each classroom at Balaclava State School will have rules that:

- promote students’ best interests in acting in a responsible manner, being treated with and showing respect, and being able to develop and sustain positive relationships with others
- protect and reinforces students’ right to learn and the teacher’s right to teach
- are formulated by teachers with their students to promote ownership
- are modelled by the teacher
- are visually displayed in the classroom and are frequently referred to
- are reviewed when necessary

**A system for teaching school-wide behavioural expectations**

Our focus on and implementation of the explicit teaching of school-wide expectations is facilitated by the PBL Leadership Team through:

- the collation and analysis of school-wide behavioural data
- using the Matrix of Expectations as our central reference point (Appendix 2)
- utilising this data to identify which specific behaviours / routines are to be taught as the focus of the week
- the development of resources required to support staff to teach this focus with fidelity
- review of behavioural data to ensure that implemented strategies are achieving their intended outcomes

It is the responsibility of school staff across all year levels to:

- explicitly teach the weekly/fortnightly focus skill or classroom routine
- to continue to refer to that focus beyond the explicit lesson
- reinforce the focus through acknowledgement, reward and reference

**A system for recognising and rewarding students’ positive behaviours**

One of the easiest ways to teach positive behaviour is to recognise students doing something well and then directly acknowledge and praise them for it. An important part of our Responsible Behaviour Plan is therefore how we recognise and praise students who are behaving positively and encourage others to use positive behaviour more often.

Examples of how we do this at Balaclava State School include:

- Using the language of acknowledgement, a component of the Essential Skills for Classroom Management (Appendix 3)
- The school-wide “Bucks” (Appendix 4)
- Awarding particular class or out-of-class responsibilities to students
- Celebrations and Culminating Activities
- Positive letters/phone calls to parents/carers
- Newsletter notifications of student achievements
- Publicly displaying student work and sharing with others
- Student of the Week recognition
- Earning free time/choice of activity
The implementation of staff support strategies
Staff at Balaclava State School are supported in the following ways in regard to developing and implementing effective behaviour management strategies:

- Peer support through Year Level meetings
- Peer support offered through formal / informal mentoring partnerships with teaching staff
- Individual support offered through mentoring meetings with the Leadership team
- Classroom Profiling provided by a trained school-based classroom profiler
- Professional development presentations at staff meetings (e.g. Review of Responsible Behaviour Plan strategies and procedures; Positive Behaviour for Learning support presentations; ESCM; Calmer Classrooms)
- Regional Professional Development opportunities (e.g. PBL Refresher training; PBL Coaches’ training; ongoing assistance in the implementation of the PBL framework)

Targeted behaviour support

Support implemented by teaching staff
If students require additional support in developing effective learning behaviours and appropriate social skills, initial actions by teachers can include:

- Building a positive relationship with the student and discussing what the problem might be which is getting in the way of good work habits or getting along with others
- Modifying work tasks, or linking the student with a teacher-aide or student ‘buddy’
- Encouraging more positive behaviour by acknowledging the student when they use appropriate actions (e.g. a “catch them being good” approach).
- Getting in touch with parents / carers if the problems persist and inviting them to come in to the school to discuss solutions to the problem.

Teachers are encouraged to keep a record of both the student’s behaviour and the support offered in order to gauge when more extended support is required.

<table>
<thead>
<tr>
<th>Teachers can make a formal referral to the Balaclava State School <strong>Student Support Team</strong>, with supporting documentation (anecdotal notes, behaviour records, previous assessments)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assigned members of the Team (eg. Guidance Officer, Learning Support personnel, HOSE, Leadership Representatives) discuss the referral with the class teacher.</td>
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<tr>
<td>Priority will be determined by a number of factors, principally:</td>
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<td>- The perceived impact on educational outcomes of both the referred student and that of others.</td>
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<td>- Any existing support network.</td>
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<tr>
<td>Teachers will receive formal feedback (a completed Action Plan) on the outcome of this initial referral. After further consultation with the teacher, the intervention at this stage will include one or more of the following:</td>
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<tr>
<td><strong>Classroom Environment</strong></td>
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<tr>
<td>Modification to classroom practices (including curriculum and group social skilling)</td>
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<tr>
<td>Supporting the teacher to implement modified/revised behaviour management strategies</td>
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<tr>
<td><strong>Student-Centred</strong></td>
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<tr>
<td>Formal assessment</td>
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<tr>
<td>Counselling support</td>
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<tr>
<td>Individualised social-skilling</td>
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<tr>
<td>Alternative / modified timetable</td>
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<tr>
<td>Development of an Individual Support Plan</td>
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</tbody>
</table>

Parent/Carer involvement and consultation is a necessary component in the provision and development of this level of support.
Intensive behaviour support

If the support offered through the above procedures proves ineffective in modifying inappropriate behaviour, or if the student’s actions present a serious risk to the safety and wellbeing of others, a broader level of support is developed. This support is intended to build upon the extended support already being implemented by the school. If a team has been established to support the student, this continues and is increased as required in response to the complexity of the student’s behaviour.

Team-based approach
Balaclava State School endorses a case-management approach for students identified as requiring intensive support. The case manager may be the school guidance officer, an administrator or a class teacher.

This case-manager works collaboratively with all major stakeholders – student, classroom teacher, parents/carers, leadership staff and any relevant external agency personnel – to create an individualised support plan.

Possible behavioural interventions at this stage may comprise:
- Further development of existing behaviour support planning – e.g. through utilisation of a functional behaviour assessment (FBA)
- Alternate programming utilising available resources
- Classroom profiling to enable reflection on current teacher practice
- Individual counselling opportunities for students
- Data-collection processes to monitor progress and support decision-making

Individualised Support Plans
Prior to the development of the individual behaviour plan, a significant amount of information will have been collected and shared within the collaborative support team.

The plan represents a summation of that information and its practical application to future behaviour support. It also represents the reference point for all future data collection in relation to the particular behaviour issue.

A behaviour plan is a dynamic document. It is subject to regular monitoring and review, and is usually updated in response to either the failure or success of implemented strategies.

Individual Behaviour Plans will include:
- Description of behaviour of concern (observable and measurable)
- Antecedents identified
- Patterns identified
- Exceptions (in what context does the behaviour not occur?)
- What generally happens when the behaviour occurs (adult responses)?
- Modifications to the environment (e.g. staff practice) that will support the student to engage more positively in the school context
- Information as to how data will be collected and by whom.

Support Services and Personnel
Depending on the specific needs of the student, the student’s family and existing school resources, this collaborative approach may include referral to community-based support services.

<table>
<thead>
<tr>
<th>School-based Services</th>
<th>Department of Education and Training Services</th>
<th>Community-based Services</th>
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</thead>
<tbody>
<tr>
<td>Guidance Officer</td>
<td>Support services offered through the Flexible Learning Centre</td>
<td></td>
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<tr>
<td>Leadership team</td>
<td>- Alternative Education Program</td>
<td></td>
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<tr>
<td>Teacher-Aide support</td>
<td>- Positive Learning Centre</td>
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<tr>
<td>Learning Support</td>
<td>- Guidance Officer, Intensive Behaviour Support (GOIBS)</td>
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<tr>
<td>Teacher</td>
<td>Managing Young Children Program (MYCP)</td>
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<tr>
<td>Chaplain Service</td>
<td>Encouraging Appropriate Social Interactions (EASI) Program</td>
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<tr>
<td>Head of Student</td>
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<tr>
<td>Services</td>
<td></td>
<td>Child Youth and Mental Health Service (CYMHS)</td>
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<td></td>
<td>Department of Child Safety</td>
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<td></td>
<td></td>
<td>Queensland Health services (e.g. Paediatric consultation; Evolve Therapeutic Services; Evolve Behavioural Services)</td>
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<td>Wuchopperen Social Health</td>
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<td></td>
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<td>Juvenile Aide Bureau</td>
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<td></td>
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<td>Australian Hearing</td>
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</table>
Consequences for unacceptable behaviour

In the initial stages of correcting inappropriate behaviour, the general aim is to modify inappropriate behaviour with minimal disruption. The “least intrusive” approach (see Appendix 5) outlines actions relating to behaviours according to their relative severity (minor or major). However, there will be situations when incidents of student behaviour must be dealt with through the implementation of an appropriate and reasonable consequence. There is no prescription for specific logical consequences in the school, because individual circumstances of each situation must be taken into account (outlined in more detail in the “Consideration of Individual Circumstances” section below). Instead, teachers are encouraged to use their professional judgement in choosing from an agreed range of reasonable consequences developed by the school community. This list of responses below is not exhaustive and teachers can utilise a range of strategies relevant to the age level of students and the circumstances of the situation.

<table>
<thead>
<tr>
<th>Teaching Areas</th>
<th>Playground Areas</th>
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</thead>
<tbody>
<tr>
<td><strong>1.</strong> Teachers use initial management strategies to encourage those students using low-level inappropriate behaviour to return to task. These strategies may include:</td>
<td><strong>1.</strong> Staff members use initial management strategies to increase the likelihood of positive behaviours and to correct low-level/minor inappropriate behaviours. These strategies may include:</td>
</tr>
<tr>
<td>• Using proximity / non-verbal signals</td>
<td>• Using proximity / non-verbal signals</td>
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<tr>
<td>• Cueing off-task students by referring to the on-task behaviour of others.</td>
<td>• Redirecting students by giving rule reminders</td>
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<tr>
<td>• Redirecting students by giving rule reminders</td>
<td>• Giving a simple choice (to play in a friendly manner or move to another area / sit out)</td>
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<tr>
<td>• Giving a simple choice (to work appropriately or move to another area/completely work in own time)</td>
<td>• Brief 1:1 discussion</td>
</tr>
<tr>
<td><strong>2.</strong> Teachers implement planned strategies for students who do not respond to the above supportive measures. These strategies comprise:</td>
<td><strong>2.</strong> Teachers implement initial consequences that reflect the magnitude / context of the inappropriate behaviour. These responses may include:</td>
</tr>
<tr>
<td>• Move student in room</td>
<td>• Time out from the playground – sitting out in a covered play area</td>
</tr>
<tr>
<td>• 1:1 Discussion at recess period</td>
<td>• Time out from the playground - remaining with the Duty teacher</td>
</tr>
<tr>
<td>• Student completes work in own time</td>
<td>• Restricted play area</td>
</tr>
<tr>
<td>• Time-Out in own classroom</td>
<td>• Mediation between students - apologies completed etc</td>
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<tr>
<td>• Loss of specific privileges</td>
<td>• Follow-up at subsequent playbreak as necessary</td>
</tr>
<tr>
<td>• Apologies completed</td>
<td>• Student placed on play plan (Appendix 8)</td>
</tr>
<tr>
<td>• Parent Contact / Consultation</td>
<td><strong>Duty staff member can record incidents (those that in their professional judgement require recording) using a Yellow Slip. This slip is forwarded to the student’s class teacher, who monitors the frequency of such slips and takes action as necessary. All incidents need to be resolved before re-entering the classroom.</strong></td>
</tr>
</tbody>
</table>

One-School referral / documentation is utilised

3. Teachers refer students to Administration in the event of ongoing disruptive behaviours or highly inappropriate (unsafe) behaviour. This stage includes one or more of the following:

- Administration follow-up / investigation of incident
- Time-out in Administration block
- Temporary loss of privileges – including participation in specific activities/events.
- Parent Contact
- One-School referral / documentation is utilised

4. Teachers refer students to Administration in the event of ongoing disruptive behaviour or highly inappropriate (unsafe) behaviour. This stage includes one or more of the following:

- Administration follow-up / investigation of incident
- Time-out in Administration block
- Temporary loss of privileges – including participation in specific activities/events.
- Parent Contact
- One-School referral / documentation is utilised
School disciplinary absences

Some students may persist in using inappropriate behaviour and/or engage in a serious breach of the Code of School Behaviour, despite the above support processes and consequences being implemented. In this event, the Principal makes a decision about issuing a Disciplinary Absence (Suspension or Exclusion).

This decision will take into consideration the school's Responsible Behaviour Plan for Students, any existing support plan already in place for the student, the Education Act, the relevant DET policies and procedures and school records/data.

Examples of more serious breaches (both in and out of the classroom) include:

- Physical aggression resulting in significant harm to another person;
- Persistent bullying (physical, emotional, verbal);
- Persistent breaches of the schoolwide expectations despite provision of intensive behaviour support.

School Disciplinary Absences can be:

- 1 – 10 day suspension
- 11 – 20 day suspension
- Charge-related suspension
- Suspension with proposal to exclude

If a student receives an 11-20 day suspension, charge-related suspension, or suspension with a proposal to exclude, the Principal takes reasonable steps to ensure the student accesses an alternate education program.

Note: Should a serious breach of the school rules occur, which endangers the safety/welfare of others, the use of suspension/proposal to exclude may be considered immediately. Breaches that warrant this level of consequence include:

- Use of weapons
- Arson
- Prohibited substances
- Physical aggression resulting in significant harm to another person

Emergency responses or critical incidents

It is important that all staff at Balaclava State School have a consistent understanding of how to respond to emergency situations or critical incidents involving severe problem behaviour. This consistency ensures that appropriate actions are taken to ensure that all members of the school community are kept safe.

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

Severe problem behaviour is defined as behaviour which potentially places the physical safety of the student or others in serious jeopardy.

Basic defusing strategies

- Avoid escalating the problem
  (Avoid shouting, cornering the student, moving into the student's space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, or 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 decisions made during the course of events, and identify more acceptable decisions for future situations)

**Physical Intervention**

Appropriate physical intervention may be used to ensure that Balaclava 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. For example, 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

Physical intervention can involve the following:

- 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

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 (i.e. what purpose the behaviour is serving for the student – what they are trying to access or avoid by using 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
- take into account the age, stature, disability, understanding and gender of the student (the consideration of individual circumstances)

**Formal debriefing**

In line with the relevant departmental procedure ([Safe, Supportive and Disciplined School Environment v7.3](https://myhrhs.deta.qld.gov.au)), after a critical incident has occurred a formal debriefing with those involved should be led by a staff member trained in the process who has not been involved in the event.

The goals of debriefing are to:

- Reverse or minimise the negative effects of physical intervention
- Prevent the future use of physical intervention
- Address organisational problems and make appropriate changes

**Record keeping**

Each instance involving the use of physical intervention must be formally documented. The relevant Health and Safety incident record ([https://myhrhs.deta.qld.gov.au)](https://myhrhs.deta.qld.gov.au) must be maintained and the incident recorded accurately on OneSchool.
In the event that a student requires physical restraint for safety reasons, the DET Physical Restraint Guidelines will be followed (http://ppr.det.qld.gov.au/education/learning/Pages/Safe,-Supportive-and-Disciplined-School-Environment.aspx)

## The network of student support

The network of support at Balaclava State School includes the involvement of a team of school-based personnel and external/community agencies. This network includes, but is not limited to:

- On-site teaching and support staff
- School Leadership staff
- Community Liaison Staff
- Parents / Carers
- School-based Guidance Officer
- Chaplain
- Police Liaison Contact
- External Agencies

## Consideration of individual circumstances

“The individual circumstances of each case will be taken into account when deciding upon and applying consequences.”

The Balaclava school community considers individual circumstances and context, in the correction of inappropriate behaviour in the classroom or the playground, in the use of acknowledgement of student achievement, and in the intervention strategies used to address chronic behaviour issues.

School staff recognise that students are individuals and have individualised needs, relating to factors such as special needs, socio-economic status, race and culture; that behaviour is dynamic and contextual and is influenced by a range of diverse personal and systemic factors intrinsic and external to the school setting.

To ensure individual circumstances are taken into account when dealing with an undesirable behaviour, staff follow the school referral process (See Appendix 6 & 7). This process allows staff to refer low level and high level incidents to the student’s respective class teacher. The premise being that the student’s own teacher knows them best and is therefore more likely to understand any underlying reasons for the behaviour (which may not be usual for that student). Furthermore, the teacher may be aware of extenuating circumstances which would mitigate the circumstances surrounding an event, as well as having a closer rapport with the parents of the student. This relationship places them in a better position to provide accurate and timely information regarding a student’s behaviour.

In the interests of a fair and equitable approach to implementing consequences for inappropriate behaviour at Balaclava State School, any decisions made will take into account:

- The age of the student
- The severity of the incident
- The amount of reliable evidence
- The degree of provocation
- The statements given by students during the interview process
- Any previous factual / documented behaviour record

Students have the right to be heard and if anyone feels they have been unjustly treated there are procedures in place to resolve the matter.

In the first instance, students may explain their views to the teacher/staff member in a respectful manner. If the student still believes that they have not been fairly treated, they should explain their case to another adult (parent, staff member or school leadership representative). The final decision is made by the Principal.

In the case of an extended suspension or proposal to exclude a student, an appeal process is available via the Director-General or their delegate.
Related legislation

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

Related policies and procedures

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

Some related resources

- Safe, Supportive and Disciplined Schools
- National Safe Schools Framework
- Working Together resources for schools
- Cybersafety and schools resources
- Essential Skills for Classroom Management
- Bullying. No way!
- Take a Stand Together
- Safe Schools Hub

Endorsement

____________________  ______________________  _______________________
Principal                  P&C President or Chair, School Council  Assistant Regional Director

Effective Date: 26th February 2016
Procedures for preventing and responding to bullying behaviours (including incidents of cyberbullying)

**Purpose**
Balaclava State School strives to create a positive environment for all students where our core expectations of being **respectful, organised, a learner and safe** are reinforced at all times. In view of these expectations, there is no place for bullying in Balaclava State School.

Bullying behaviours that will not be tolerated at Balaclava 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.

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.

Whether bullying behaviour occurs once or several times, or whether or not the persons involved claim intimidation, revenge, or self-defence as a motive, the behaviour will be responded to as unacceptable.

**Rationale**
Research indicates that students who observe bullying can react to it in ways that may increase the likelihood of it occurring again in the future. These reactions include joining in, laughing, or simply standing and watching, rather than intervening to help the person being bullied. Through the explicit teaching of expected behaviours at Balaclava State School (as set out in the section on Universal support systems on page 2 - 4 of our plan) a set of safe and effective responses to bullying behaviour will be promoted.

**Prevention**
It is important to note that the school’s attempts to address specific problem behaviours (such as bullying) will be more successful if the general level of disruptive behaviour is kept to a low level. Therefore, through the school’s PBL strategies, we aim to ensure that disruptive behaviour is effectively minimised by focusing on:
- preventative strategies which involves explicitly teaching the behaviours associated with our four core expectations – **Be Respectful, Be Organised, Be A Learner and Be Safe**. We aim to ensure that all students know these core expectations and can give examples regarding what they look and sound like.
- teaching and reinforcing specific routines in the school’s non-classroom areas (such as the playground, oval and undercover areas).
- giving 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.
- actively supervising 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 their designated areas.

To maintain consistency across the school, the schoolwide teaching of behaviours (including responses to bullying?) is our goal.

The ‘Focus Skill Of The Week’ is our cornerstone strategy for introducing and reinforcing these expected behaviours. The frequency and/or nature of actual bullying behaviour will be more likely reduced if students have opportunities to practice respectful and safe behaviours. We will aim to take care to combine knowledge with practice, so that students understand by ‘doing’ as much as by ‘knowing’.

As part of our PBL framework, Balaclava State School gathers behavioural data for decision-making (through the One School database). This process will allow the school to monitor the effectiveness of its anti-bullying processes and to make any necessary adjustments (for example, we may identify specific bullying behaviours or problem areas that need to be revisited or targeted as part of our teaching strategies).
The use of personal technology devices* at Balaclava State School

This policy reflects the importance Balaclava State School places on students being respectful, responsible and ensuring they consider good relationships with others whenever they are using personal technology devices.

Note: 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).

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 a fair consequence being used.

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.

Recording voice and Images
Every member of the school community should feel confident about participating fully 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 Balaclava 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 bullying¹ 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).

¹ Education Queensland does not tolerate bullying behaviour at schools. This includes bullying conducted by electronic means.
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 tests or assessments are cheating. Disciplinary action will be taken against any student who is caught using a personal technology device to cheat tests 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.
### Where Balaclava Bucks can be earned

<table>
<thead>
<tr>
<th></th>
<th>Be RESPECTFUL</th>
<th>Be ORGANISED</th>
<th>Be A LEARNER</th>
<th>Be SAFE</th>
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</thead>
<tbody>
<tr>
<td><strong>Behaviours that show this school rule may include:</strong></td>
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<td></td>
</tr>
</tbody>
</table>
| CLASSROOM      | • Allowing others to learn  
• Putting my hand up  
• Sharing equipment  
• Following teacher instructions  
• Listening to the speaker  
• Wearing your uniform every day  
• Cooperating with others  
• Encouraging others  
| • Having the correct equipment ready to use  
• Putting all school equipment away in the correct place  
• Arriving on time to class before school and after breaks  
• Gaining permission to leave the classroom  
• Handing completed homework in on time  
| • Following directions  
• Staying on task  
• Being responsible for my own learning  
• Accepting feedback from the teacher  
• Trying your hardest  
• Completing homework/schoolwork to the best of your ability  
• Always maintaining neat bookwork  
| • Keeping my desk and learning areas clean and tidy  
• Walking in the classroom  
• Lining up to enter and exit the classroom  
• Using intended equipment for their intended use  
| PLAYGROUND     | • Playing fair by taking turns  
• Look after and return borrowed sports gear  
• Following staff instructions (Teacher Aides, Teachers and Relieving teachers)  
• Following the rules of the game  
• Keeping food out of play areas  
• Not littering  
| • Always having hats and shoes on when outside  
• Having appropriate equipment for games  
• Eating food in the correct areas  
• Using break time for eating and going to the toilet  
| • Following the rules of new games  
| • Wearing a hat and shoes at all times.  
• Following rules in games  
• Playing fair  
• Walking on all concrete areas  
• Following teacher/teacher aide directions  
• Using play equipment appropriately  
• Playing non-contact sports only  
• Playing by the rules  
• Playing games as deemed acceptable by Education Qld e.g. no brandy, no tackle, no red rover  
| OTHER AREAS    | • Following directions  
• Talk using kind words  
• Looking after school property  
• Keeping hands and feet to myself  
• Following the etiquette of special days e.g. Anzac Day  
| • Following directions  
• Having the correct equipment ready to use  
• Putting all school equipment away in the correct place  
• Arriving on time to class before school and after breaks  
• Gaining permission to leave the room  
| • Sitting quietly on parade and special events  
| • Walking sensibly to and from different areas of the school  
• Walking bikes out of the school grounds  
• Staying out of out of bound areas  

**CLASSROOM:**

- Allowing others to learn
- Putting my hand up
- Sharing equipment
- Following teacher instructions
- Listening to the speaker
- Wearing your uniform every day
- Cooperating with others
- Encouraging others

**PLAYGROUND:**

- Playing fair by taking turns
- Look after and return borrowed sports gear
- Following staff instructions (Teacher Aides, Teachers and Relieving teachers)
- Following the rules of the game
- Keeping food out of play areas
- Not littering

**OTHER AREAS:**

- Following directions
- Talk using kind words
- Looking after school property
- Keeping hands and feet to myself
- Following the etiquette of special days e.g. Anzac Day
<table>
<thead>
<tr>
<th>All Settings</th>
<th>Teaching Area</th>
<th>Walkways and stairways</th>
<th>Playground Area</th>
<th>Tuckshop</th>
<th>Assembly Area</th>
<th>Toilet Blocks</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am being Respectful when I.....</td>
<td>Follow directions&lt;br&gt;Talk using kind words&lt;br&gt;Look after school and others property&lt;br&gt;Keep hands and feet to myself</td>
<td>Am responsible for my own learning&lt;br&gt;Allow others to learn&lt;br&gt;Put my hands up&lt;br&gt;Share my equipment</td>
<td>Walk quietly – so others can continue learning in the classrooms</td>
<td>Play fair by taking turns&lt;br&gt;Look after and return borrowed sports gear</td>
<td>Use kind words – such as ‘please’ and ‘thank you’</td>
<td>Face the front&lt;br&gt;Listen to the speaker&lt;br&gt;Sing the national anthem proudly</td>
</tr>
<tr>
<td>I am being Organised when I.....</td>
<td>Follow directions&lt;br&gt;Look after my own property&lt;br&gt;Have my homework completed&lt;br&gt;Come to school on time</td>
<td>Have the correct equipment ready to use&lt;br&gt;Keep tidy trays neat and clean&lt;br&gt;Put all school equipment away in the correct place&lt;br&gt;Gain permission to leave the learning area&lt;br&gt;Fellow time frames</td>
<td>Walk quickly&lt;br&gt;Walk in two straight lines</td>
<td>Play in the correct area&lt;br&gt;Play Safely&lt;br&gt;Return to class promptly</td>
<td>Order my lunch in the morning using the ‘bag system’&lt;br&gt;Line up appropriately</td>
<td>Sit quietly&lt;br&gt;Sit in the correct area/formation</td>
</tr>
<tr>
<td>I am being Safe when I.....</td>
<td>Enter rooms appropriately and walking when inside&lt;br&gt;Follow directions&lt;br&gt;Listen to others&lt;br&gt;Cooperate with others</td>
<td>Follow the class rules&lt;br&gt;Keep my desk and learning area clean and tidy&lt;br&gt;Use equipment responsibly</td>
<td>Look out for others when walking by facing the front&lt;br&gt;Walk sensibly on the walkway and the stairs&lt;br&gt;Stay to the left side when going up and down the stairs and touch every step&lt;br&gt;Wear a hat and shoes at all times&lt;br&gt;Play fair&lt;br&gt;Include others&lt;br&gt;Play safe</td>
<td>Wear a hat and shoes at all times&lt;br&gt;Am a team player&lt;br&gt;Am cooperative&lt;br&gt;Am positive&lt;br&gt;Am responsible for my own actions</td>
<td>Wait my turn quietly and patiently when ordering my food&lt;br&gt;Am respecting others personal space&lt;br&gt;Keep hands and feet to self</td>
<td>Am independent&lt;br&gt;I listen actively to messages&lt;br&gt;Acknowledge others for their achievements by clapping</td>
</tr>
<tr>
<td>I am being a Learner when I.....</td>
<td>Follow directions&lt;br&gt;Listen to others&lt;br&gt;Work to the best of my ability</td>
<td>Complete all tasks&lt;br&gt;Accept feedback&lt;br&gt;Understand my own learning strengths&lt;br&gt;Identify my learning challenges and persist&lt;br&gt;Ask questions&lt;br&gt;Active listening&lt;br&gt;Active participation</td>
<td>Follow the safety rules&lt;br&gt;Follow the teachers instructions</td>
<td>Am a team player&lt;br&gt;Am cooperative&lt;br&gt;Am positive&lt;br&gt;Am responsible for my own actions</td>
<td>Am independent</td>
<td>Only eat my own food&lt;br&gt;Am respecting others personal space&lt;br&gt;Keep hands and feet to self</td>
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</tbody>
</table>
The Essential Skills for Classroom Management

The Essential Skills for Classroom Management (ESCM) package outlines the 10 distinct ‘micro-skills’ for managing student behaviour. These skills form the basis of our positive behaviour management program.

The first 3 skills are concerned with the setting of clear expectations and can be viewed as providing the foundation for behaviour management practice in the classroom. Clear expectations afford the teacher increased opportunities to give positive feedback (acknowledgement), without an overt reliance on corrective language. This is illustrated in the ‘Balance Model’ illustration below, with exemplifies an evenness in the rates of positive feedback and corrective responses.

<table>
<thead>
<tr>
<th>Language of Expectation</th>
<th>1. Establish Expectations – to clearly articulate and demonstrate the boundaries of pro-social behaviour</th>
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<tbody>
<tr>
<td></td>
<td>2. Instruction Giving – to give a clear direction about what to do</td>
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<td></td>
<td>3. Waiting and scanning - to wait 5 – 10 seconds after you give an instruction</td>
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<tr>
<td>Language of Acknowledgement</td>
<td>4. Cueing and acknowledgement – to acknowledge students’ on-task behaviour with the intention of prompting others to follow suit.</td>
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<td></td>
<td>5. Body language encouragement – to intentionally use your body language to encourage students to remain on task.</td>
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<td>6. Descriptive encouraging – to encourage students to become more aware of their competence by commenting on their behaviour</td>
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<tr>
<td>Language of Correction</td>
<td>7. Selective attending – to intentionally give minimal attention to off-task behaviour</td>
</tr>
<tr>
<td></td>
<td>8. Redirecting to the Learning – Correcting students without using corrective language</td>
</tr>
<tr>
<td></td>
<td>9. Giving a choice – to respectfully confront the student who is disrupting others with the available choices and their natural consequences.</td>
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<tr>
<td></td>
<td>10. Following through – resolute, planned action in the face of on-going disruptive behaviour that is seriously disturbing the learning environment.</td>
</tr>
</tbody>
</table>

NB. Defusing – to provide an opportunity for people who have participated in, or witnessed a potentially traumatic classroom or playground event to talk it through.
**REMEMBER**

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

**ESCM Skill 1: ESTABLISHING EXPECTATIONS**

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

**ESCM Skill 2: INSTRUCTION GIVING**

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

**ESCM Skill 3: WAITING AND SCANNING**

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

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

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

**Verbal Language...**

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

**Non-Verbal Language...**

  - Smiling
  - Finger signing
  - Close proximity
  - Touching of students’ materials
  - Touch book/work of those on-task. When students off-task go back on-task, calmly go back and touch their work

**ESCM Skill 5: BODY LANGUAGE ENCOURAGING**

- Triple ‘P’ - Praise, Prompt and Push Off
- Touch work of on-task students
- Smile
- Eye contact
- Nod, Thumbs Up
- Hand signals / Sign Language
- Peripheral Vision: scan class regularly while working with students or group

**Personally Understood Signals (PUS)**

  - Hats off
  - Sit in chair properly
  - Come here
  - Turn around
  - Quiet etc...

**ESCM Skill 6: DESCRIPTIVE ENCOURAGING**

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

- Use privately to individual students
- Use a respectful tone
- Have genuine intent
- Use frequently
- Use collectively to the group
- Send home positive notes to parents regarding positive behaviours

**ESCM Skill 7: SELECTIVE ATTENDING**

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

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

- Keep student in peripheral vision
- Attend to student when: on-task; begins to seriously disturb others; off-task behaviour is maintained over extended period of time
- Praise-Prompt-Push Off
- Prompt-Pause-Push Off
- Use of ‘Vaseline eye’
ESCM Skill 8: REDIRECTING TO THE LEARNING
(not the behaviour)

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

Verbal
- Verbal redirection (curriculum refocus)

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

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

ESCM Skill 9: GIVING A CHOICE

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

ESCM Skill 10: FOLLOWING THROUGH

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

DEBRIEFING / DEFUSING

- Debrief as soon as possible and when calm
- Staff need to support those involved in the trauma (seek professional assistance if necessary)
- A supportive school environment will provide for debriefing
- Time spent on debriefing is an effective use of time
- Get those involved to write what happened or draw if it is younger students
**THINGS TO AVOID**

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

**GAINING ATTENTION**

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

**For Whole class or Group:**

- **Verbal Cues**
  - Chant/sing “1,2,3...” they respond “eyes on me”
  - Directional phrase eg. Stop, look, listen
  - Counting down

- **Non-verbal cue**
  - Turn off lights
  - Play music
  - Bell
  - Clap pattern
  - Hand in the air
  - Pause and stand in “direction giving spot”

**RE-ENTRY AFTER TIME OUT**

*Re-entry is a CRUCIAL process to changing behaviour*

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

**Re-entry Questions:**

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

- Only when the teacher is satisfied that the student is genuine and understands what they are to do, should they accept the student back into the class/group

- At no time should a student re-enter a class without this process
Minor behaviour – Discipline incidents that can be handled by the teacher and do not warrant a discipline referral to the office

Persistent minor behaviours – Minor discipline incidents that occur more than three times and warrant administrative intervention

Major behaviours – Discipline incidents of severity and warrant administrative intervention

Crisis – Discipline incidents that require immediate response from administration, crisis team, entire staff and/or community agencies

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<td></td>
<td>• Inappropriate language (e.g. name-calling, swearing but not directed at other)</td>
<td>• Late to class</td>
<td>• Exiting classroom without permission</td>
<td>• Minor bullying including:</td>
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<tr>
<td></td>
<td>• Calling out, speaking out of turn</td>
<td>• Incomplete homework</td>
<td>• Non-compliance</td>
<td>o Teasing</td>
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<tr>
<td></td>
<td>• Answering back to staff</td>
<td>• Late to school</td>
<td>• Distraction of class</td>
<td>o Exclusion of others</td>
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<tr>
<td></td>
<td>• Unsafe physical contact</td>
<td>• Late to other activities</td>
<td>• Insufficient work or effort in class</td>
<td>o Name calling</td>
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<td></td>
<td>• Spitting</td>
<td>• Regularly not having appropriate equipment for activities</td>
<td>• Inappropriate use of class time</td>
<td>• Being in out of bound areas</td>
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<td>• Minor theft/thefting</td>
<td>• Not wearing shoes, hat or uniform</td>
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<td>• Inappropriate games</td>
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<td>• Minor IT abuse</td>
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<td>• Safety violation (e.g. running on concrete, not walking bikes or scooter through school grounds and general behaviours that do not consider the safety and wellbeing of others, themselves or the school environment)</td>
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<td>• Minor property misuse</td>
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<td>• Ignoring lockdown or fire drill procedures</td>
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<td>PERSISTENT MINOR</td>
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<td>3 or more minor incidents recorded on One School showing a pattern of behaviour</td>
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<td>• Verbal/non-verbal misconduct (e.g. swearing directed at others, obscene language, derogatory gestures)</td>
<td>• Truancy</td>
<td>• Major bullying including:</td>
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<td></td>
<td>• Bullying/harassment (including cyber bullying)</td>
<td></td>
<td>o Inappropriate major physical contact</td>
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<td>• Fighting/physical aggression</td>
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<td>o Group bullying</td>
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<td></td>
<td>• Major IT abuse</td>
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<td>• Leaving school grounds</td>
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<td></td>
<td>• Major property abuse</td>
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<td>• Inappropriate use of equipment with the potential to cause harm</td>
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<td></td>
<td>o Vandalism</td>
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<td>• Refusing to follow instructions on excursion or other potential high risk activities</td>
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<td></td>
<td>o Graffiti</td>
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<td>o Abuse of others’ property</td>
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<td>• Major theft/thefting</td>
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<td>• Wearing clothing (including hats, shoes, bags) with inappropriate slogans</td>
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<td></td>
<td>• Publication of grossly inappropriate material concerning staff, fellow students or the families of staff or students (Face Book, Twitter etc)</td>
<td></td>
<td>• Threats or actions involving weapons</td>
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# Balaclava SS - Behaviour Referral Form

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<th>Date:</th>
<th>Time:</th>
<th>Administrator:</th>
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<td>Be Respectful</td>
<td>Be Organised</td>
<td>Be a Learner</td>
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<tr>
<td>Issue of concern:</td>
<td>(choose only one)</td>
<td>Minor</td>
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<td>Behaviour:</td>
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<td>☐ Non-compliance</td>
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<td>☐ Avoidance behaviour</td>
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<td>☐ IT Abuse</td>
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<td>☐ Inappropriate language</td>
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<td>☐ Disrespect – student /</td>
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<td>staff / other</td>
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<td>☐ Property misuse</td>
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<td>☐ Theft / stealing</td>
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<td>☐ Bringing inappropriate</td>
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<td>items to school</td>
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<td>☐ Substance abuse</td>
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<td>☐ Port racks/balcony</td>
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<td>☐ Basketball Court</td>
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<td>☐ Bike Racks</td>
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<td>☐ Senior U.C area 2</td>
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<td>☐ Prep playground</td>
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<td>☐ Tuck shop</td>
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<td>☐ McCoombe St Gate</td>
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<td>☐ Mulgrave Rd Gate</td>
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<td>☐ Teacher aide</td>
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<td>Possible motivation:</td>
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<td>☐ Obtain peer attention</td>
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<td>☐ Obtain adult attention</td>
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<td>☐ Obtain items / activities</td>
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<td>☐ Avoid task / activities</td>
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<td>☐ Avoid adult</td>
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<td>☐ Avoid peer(s)</td>
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<td>☐ Unclear / don’t know</td>
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**Description of behaviour:**

**Consequences provided by staff member:**

- ☐ Discussion / Rule Reminder
- ☐ ESCM Corrective Strategies
- ☐ Role play / demonstration
- ☐ Buddy Classroom
- ☐ Time Out
- ☐ Restitution
- ☐ Orange seat time out
- ☐ Other _________________
- ☐ Loss of privilege / play
- ☐ Time in office
- ☐ Conference with student
- ☐ Parent contact
- ☐ Individualised instruction
- ☐ Pink card / Rethink Room
- ☐ Community service
- ☐ In-school suspension ( ____ hrs/days)
- ☐ Out of school suspension ( ____ days)
- ☐ Exclusion

☐ I need to talk to the student’s teacher  ☐ I need to talk to Administration

---

All MINORS are to be given to classroom teacher straight away.
Three minors, classroom teacher notifies the office and parent.
All MAJORS must be sent to the office and require administrative decision
To support students with learning or behaviour difficulties:

**Step 1.**
Teacher identifies a student with learning or behaviour difficulties.

**Step 2.**
Teacher collects data on identified student.

**Step 3.**
Teacher provides in class support through ESIOM and curriculum differentiation.

**Step 4.**
Teacher fills out student referral form.

**Step 5.**
Teacher emails form to intervention team.

**Step 6.**
Intervention team reviews student referral.

**Step 7.**
Student assigned Complex Case Manager by referral team.

**Step 8.**
Intervention team and assigned complex case manager contacts teacher to discuss further action.

**Is further action required?**

- **No**
  - Referral form is returned to with explanation from intervention team.

- **Yes**
  - Teacher to monitor student progress.
  - Teacher fills out student referral form.
  - Teacher emails form to intervention team.
  - Intervention team reviews student referral.
  - Student assigned Complex Case Manager by referral team.
  - Intervention team and assigned complex case manager contacts teacher to discuss further action.
  - CCM follows CCM flowchart.
NAME:………………………… GRADE:………… DATE ……………
________________________ and I have not been playing nicely.
I am going to play in the ________________________ (area)
________________________ (other student’s name) will play in the
________________________ area.

We will stay away from each other. We will do this for ____________
(number of days). If I break the rules of this plan then I will lose my
play time for ____________ (number of playtimes).

We will see how things are going in ____________ (days/weeks) to see
if we need to change it.

I agree to this plan.

________________________
Student’s name

________________________
Teacher/Admin
<table>
<thead>
<tr>
<th>First Lunch</th>
<th>Second Lunch</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Report to teacher</strong></td>
<td><strong>Report to teacher</strong></td>
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<tr>
<td><strong>Time:</strong> _____________</td>
<td><strong>Time:</strong> _____________</td>
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<tr>
<td><strong>Playtime behaviour</strong></td>
<td><strong>Playtime behaviour</strong></td>
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<tr>
<td>Satisfactory</td>
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<td>Unsatisfactory</td>
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<td><strong>Comment:</strong></td>
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<tr>
<td><strong>Teacher signature:</strong></td>
<td><strong>Teacher signature:</strong></td>
</tr>
</tbody>
</table>

**Student will:**
- Bring the monitoring chart to you for you to hold onto and record before they go out to play.
- Retrieve and return the book to their classroom teacher at the end of play to receive feedback on their behaviour.
- Play area is stated on the sheet.

### RESPECT
- I follow teacher directions and use appropriate language.

### ORGANISATION
- I return to class on time.

### LEARNING
- I give the teacher on duty my play plan for feedback.

### SAFETY
- I play nicely with other students.
NAME:………………………… GRADE:………… DATE …………….

Sometimes I find it hard to play properly with ________________________.
Lately, when we’ve played together we have ________________________.
I agree that we need to play in different places so we don’t have these issues.

I agree that I will play in the ________________________ area.
________________________ (other student’s name/s) will play in the ________________________ area. We agree to stay away from each other for ___________ (number of days/weeks). We will both/all be happier if we do this.

If I break the rules of this plan then I will lose my play time for ____________ (number of playtimes).

We will see how things are going in ____________ (days/weeks) to see if we need to change it.

I agree to this plan.

________________________
Student’s name

________________________
Teacher/Admin

Look at the map to see where you will play
## PLAYGROUND BEHAVIOUR MONITORING CHART

<table>
<thead>
<tr>
<th></th>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
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<tr>
<td>Time</td>
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<td>Report to teacher</td>
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<td>Playtime behaviour</td>
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