Wishart State School

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

1. Purpose
Wishart State School is committed to fostering a positive, safe and supportive environment where optimal learning and teaching can take place. As a community we believe that all students have the right to learn and all teachers have the right to teach in a respectful and safe environment where everyone feels valued.

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.

The overriding philosophy of our school in relation to behaviour can be summarised in the following statement:
“Everyone is responsible for their own behaviour”

2. Consultation and data review
Wishart State School developed this plan in collaboration with our school community. Broad consultation with parents, staff and students was undertaken through several meetings of all teachers as well as with focus groups of parents and with teacher aides to give input to and discussion of all aspects of the Wishart Responsible Behaviour Plan.

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

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

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

Wishart State School endeavours to provide a supportive learning environment that establishes and fosters the promotion of individual belief and achievement in each student that allows each student to reach his/her full potential. Through our school plan, shared expectations for student behaviour are plain to everyone, assisting Wishart State School to create and maintain a positive and productive learning and teaching environment, where ALL school community members have clear and consistent expectations and understandings of their role in the educational process. The school’s vision statement is “Together we create the future” and the school achieves this by enabling students to choose and accept responsibility for their own behaviour, through helping students accept the concept of difference, by providing learning challenges, and by facilitating worthwhile learning connections.
To ensure optimum learning outcomes for all students, the curriculum focus is coupled with and supported by an effective whole-school behaviour for learning plan that gives students the opportunity to take responsibility for their own behaviour and accept the appropriate consequences in a supportive environment. This strategy embodies the notion of preparing students to be productive future citizens.

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

- Care
- Conscientious
- Common Sense
- Cooperation
- Courtesy

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

**Universal Behaviour Support**

The first step in facilitating standards of positive behaviour is communicating those standards to all students. At Wishart State School we emphasise the importance of directly 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 designed to prevent inappropriate behaviour and provide a framework for responding to unacceptable behaviour.

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

<table>
<thead>
<tr>
<th>SCHOOLWIDE BEHAVIOUR FOR LEARNING EXPECTATIONS</th>
<th>ALL AREAS</th>
<th>CLASSROOM</th>
<th>PLAYGROUND</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Cooperation</strong></td>
<td>• Seeks to resolve/improve conflict situation</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>• Be honest and display integrity</td>
<td></td>
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<tr>
<td></td>
<td>• Cooperative and helpful</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Promote harmony amongst peers</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Walk</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Sit still</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Help peers and other students</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Work respectfully with others</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Listen and follow directions</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Include others in games or group activities</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Participate in school approved games</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Follow directions</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Care</strong></td>
<td>• Take care of appearance and wear school uniform with pride</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Look after belongings</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Keep hand, feet and objects to yourself</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Looks after school property</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>• Use equipment appropriately</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>• Put rubbish in bins and care for school grounds</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>• Take care of the school environment</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>• Be sun safe</td>
<td></td>
<td></td>
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<tr>
<td><strong>Courtesy</strong></td>
<td>• Use manners</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>• Look after self and shows empathy towards others</td>
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<tr>
<td></td>
<td>• Enter and exit room in an orderly manner</td>
<td></td>
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<tr>
<td></td>
<td>• Play fairly – take turns, invite others to join in</td>
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<tr>
<td><strong>Common Sense</strong></td>
<td>• Move safely around school/classroom</td>
<td></td>
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<tr>
<td></td>
<td>• Act to keep others safe and happy</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Pass objects to others safely</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>• Sit safely on chairs</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>• Remain within boundaries</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Consider safety of self and others</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Conscientious</strong></td>
<td>• Aim to produce best effort</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Consistently prompt arrival and return to class</td>
<td></td>
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<tr>
<td></td>
<td>• Focus on task</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>• Seek and use teacher feedback</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>• Have equipment ready for learning</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>• Actively participate in learning</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>• Return play equipment to appropriate place</td>
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<td></td>
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</tbody>
</table>
Universal Behaviour Support (Cont’d)

At Wishart State School we recognise that everyone has rights and responsibilities to ensure a positive, safe and supportive learning environment.

Wishart State School implements the following proactive and preventative processes and strategies to support student behaviour:

- School Behaviour Committee team members’ regular provision of information to staff and parents, and support to others in sharing successful practices
- Recognition of Behaviour Award recipients on regular assemblies. Along with this recognition are individual letters to parents of students receiving awards
- Comprehensive induction programs in the Wishart State School Responsible Behaviour Plan for Students delivered to new students as well as new and relief staff
- Individual learning plan developed with students, parents and relevant specialists (where appropriate) for students who demonstrate repeated inappropriate or unacceptable behaviour to provide a personal framework of positive behaviour expectations and actions and to enable staff to provide consistent strategies or adjustments across all learning environments.
- Implementation of specific policies to address:
  - the use of personal property technology devices at school (Appendix 1) *Appropriate Use of Mobile Telephones and other Electronic Equipment by Students*
  - procedures for preventing and responding to incidents of bullying (including cyberbullying and recording incidents for data collection) (Appendix 2)
  - procedures regarding the use or possession of weapons including knives and any other items that could be considered a weapon in school (Appendix 3).
Reinforcing expected school behaviour

All school community members are informed of the positive school approach to behaviour support. We work on the philosophy that all staff is responsible for all students.

<table>
<thead>
<tr>
<th>The Language of Positive Behaviour includes the 5 C’s</th>
</tr>
</thead>
<tbody>
<tr>
<td>Care</td>
</tr>
<tr>
<td>Conscientious</td>
</tr>
<tr>
<td>Common Sense</td>
</tr>
<tr>
<td>Cooperation</td>
</tr>
<tr>
<td>Courtesy</td>
</tr>
</tbody>
</table>

These are prominently displayed in classrooms, all buildings, playgrounds and school newsletters and form the foundation of expected behaviour. Within the classroom teachers will complete Y charts (Looks like, sounds like, feels like) for the 5 C’s at the beginning of each year and as needed throughout the year.

Individual classes develop their own classroom rules incorporating and using the 5C’s as the foundation. To ensure maximum understanding and ownership classroom rules are developed by the teacher and the students in partnership. These will be clearly displayed in each classroom. The steps or an outline of behaviour management strategies used in each classroom are clearly outlined, communicated to parents and on display in each classroom so it is easily understood and accessible.

In the classroom class teachers recognise students displaying positive behaviour through positive rewards or acknowledgements e.g. stickers, behaviour ladders, letters home to parents, certificates.

Holistic behaviour management practises acknowledge that all students are recognised for appropriate behaviour and are rewarded accordingly. The whole-school ‘You Can Do It!’ program is implemented in all year levels and is designed to ensure that positive social skills are taught and reinforced during the students’ primary education. The ‘Gotcha Keys’ are a reward for when students are observed to be following the key principles. See Appendix 4

Peer Mediation Training occurs for selected students in Year Six, including the training of teachers to monitor the progress of the program. In this program, students work in pairs to intervene in minor playground disputes by providing alternate playing strategies for students, whilst being monitored by the teacher on duty.

Whole-school practices encourage that students are recognised for doing the right thing with a variety of positive rewards or acknowledgements e.g. Gotcha Keys, certificates, stickers, notes and letters. Students will also be acknowledged for making appropriate behaviour choices, that is, choosing to behave in ways that align with the schools 5Cs; care, conscientiousness, common sense, cooperation and courtesy. There are three levels for children to aspire to, Bronze, Silver and Gold. See Appendix 5
Responding to unacceptable behaviour

Students come to school to learn. Behaviour support represents an important opportunity for learning how to get along with others. All school community members use the same language, processes and steps, specifically a consistent set of questions and steps to be used across the school to ensure understanding by all. See Appendix 6

The following set of questions allows the process of discussing inappropriate behaviour with the student to be consistent across the school. Based on Edward Ford’s ‘Responsible Thinking Process’ these questions aim to help the student think about their behaviour choices and set goals for their future choices.

1. What are you doing?
2. What is the 5C rule?
3. What happens if you choose to behave inappropriately?
4. What do you choose to do now?
5. What will happen if you choose to behave inappropriately again?
6. Do you want to work on this?
7. I see you have chosen to .......

Re-directing low-level and infrequent problem behaviour

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

Our preferred way of re-directing low-level problem behaviour is to ask them how they might be able to act with care, conscientiousness, common sense, cooperation and courtesy. This encourages students to reflect on their own behaviour, evaluate it against expected school behaviour, and plan how their behaviour could be modified so as to align with the expectations of our school community.

Targeted behaviour support:

Each year a small number students at Wishart State School are identified through our data as needing extra in the way of targeted behavioural support. In most cases the inappropriate or unacceptable behaviour may not be immediately regarded as severe, but the frequency of their behaviours may put these students’ learning and social success at risk if not addressed in a timely manner.

The support provided will aim to assist the student to successfully participate in all school activities displaying the positive behaviour expected. Individual Behaviour Plans will outline the targeted behaviours and record the strategies used to support the student. See Appendix 7.

Intensive behaviour support: Behaviour Committee

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

- works with other staff members to develop appropriate behaviour expectations and strategies
- monitors the impact of support for individual students through continuous data collection
provides consistent strategies and adjustments outlined within the Individual Learning Plan, and
works with the School Administration to achieve continuity and consistency.

The Behaviour Committee has a simple and quick referral system in place. Following referral, a team member contacts parents and any relevant staff members to form a support team and begin the assessment and support process. In many cases the support team also includes individuals from other agencies already working with the student and their family, a representative from the school’s administration and specialist behaviour services staff. Intensive behaviour support will be provided through the referral of the student and their needs to:
Wishart State School Student Welfare Team
Individual Behaviour Management Plan
Counselling
Behaviour Management Team
Guidance Officer
Outside Agency
Lunchtime Club
AVT – II, SLI, ASD
Adopt-a-Cop

5. Consequences for inappropriate or unacceptable behaviour
At Wishart State School the whole-school approach to behaviour management includes the aforementioned positive behaviour rewards aligning with the appropriate behaviour criteria as well as the adherence by all staff to the inappropriate behaviour grid that is connected to the 3 level processes that informs parents, staff and community support agencies of individual student behaviour.

The consequences used for those students choosing to behave in ways that show a lack of care, conscientious, common sense, cooperation or courtesy is a three level process. See Appendix 8 and 9 for further details of the 3 Level process.

Students will be placed on Level 1 for choosing inappropriate behaviour in the classroom or playground.

A student who was previously placed on Level 1 and chooses to continue inappropriate behaviour will regress to Level 2. The Principal or Deputy Principal may place a student on Level 2 directly as a result of a single inappropriate behaviour.

Should the student who was previously placed on Level 1 or 2 continue the inappropriate/disruptive behaviour they will be placed on Level 3. The Principal or Deputy Principal may place a student directly onto Level 3 as a result of a single inappropriate behaviour.

Included in the enrolment forms, parents and students sign an agreement to ensure the appropriate use of Information & Communication Technology. Should students use ICT inappropriately, the consequences would include that the students lose access to ICT resources temporarily or permanently, depending on the seriousness of the matter. See Appendix 10 for ICT Agreement.
An office referral form (Appendix 11) is used to record all minor and major problem behaviour. A Behaviour Monitoring spreadsheet on G drive is used to record all minor problem behaviour. Major Behaviour incidents will be recorded on OneSchool.

Minor and major behaviours

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

- **Minor** student behaviour that may involve classroom or playground breaches are dealt with by the staff attending to the class or playground duty at the time.
- **Major** behaviour incidents are referred directly to the school Administration team.

Minor problem behaviours are those that:

- are minor breaches of the school rules
- do not seriously harm others or cause you to suspect that the student may be harmed
- do not violate the rights of others in any other serious way
- are not part of a pattern of inappropriate behaviours
- do not require involvement of specialist support staff or Administration.

Minor problem behaviours may result in the following consequences:

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

Major behaviours are those that:

- significantly violate the rights of others
- put others / self at risk of harm
- require the involvement of school Administration.

Major student behaviour incident responses include that the staff:

1. Appraise the situation
2. Notify Administration for help/guidance
3. Teacher to de-escalate student behaviour by speaking in a calm voice and using defusing strategies
4. Trained staff will use the “Safe Handling Response” to remove the student who is displaying unacceptable behaviour/or teacher will take the class to a safe area away from the student that can be monitored by many staff and administration staff
5. Administration staff to handle the student once other children are deemed to be safe
6. Inform parents
7. De-brief all staff and students involved
8. Apply consequences of the breach of school behaviour policy

Major unacceptable behaviours may result in the following consequences:

- **Level One**: Time out, detention (see Safe, Supportive and Disciplined School Environment procedure for guidelines), loss of privilege, restitution, warning regarding future consequence for repeated or persistent inappropriate behaviour, referral to Behaviour Committee
  AND/OR
- **Level Two**: Parent contact, referral to Guidance Officer, referral to Behaviour Committee, referral for specialist behaviour services, suspension from school, behaviour improvement conditions.
- **Level Three:** Students who engage in serious unacceptable behaviours such as major violent physical assault or the use/supply or possession of weapons (including knives) or drugs may receive a Behaviour Improvement Condition or a School Disciplinary Absence (suspension or proposal/recommendation for exclusion) as a consequence of unacceptable behaviour.

**Definition of consequences***

<table>
<thead>
<tr>
<th>Time out</th>
<th>A principal or school staff may use time out as a strategy for students to manage their own behaviour and to assist the student to calm down. During time out, student is to be supervised and given an opportunity to rejoin class in intervals of no more than 10 minutes.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Detention</td>
<td>A principal or teacher may use detention as a consequence for disobedience, misconduct, or other breaches of school expectations. A detention is no more than 20 minutes during school lunch or 30 minutes after school (parent will be contacted before after school detention is imposed).</td>
</tr>
<tr>
<td>Temporary Removal of Property</td>
<td>A principal or staff member of Wishart State School has the power to temporarily remove property from a student, as per the procedure <em>Temporary Removal of Student Property by School Staff</em>.</td>
</tr>
<tr>
<td>School Disciplinary Absences (SDA)</td>
<td></td>
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</tbody>
</table>
| Suspension                | A principal may suspend a student from school under the following circumstances:  
  - disobedience by the student  
  - misconduct by the student  
  - other conduct that is prejudicial to the good order and management of the school. |

**Proposed exclusion or recommended exclusion**

A student may be suspended pending a decision to exclude when the student’s behaviour is so serious that suspension of the student from the school would be inadequate to deal with the behaviour. A student may be suspended or excluded for the following reasons:

- disobedience  
- misconduct  
- other conduct that is prejudicial to the good order and management of the school, or  
- breach of Behaviour Improvement Conditions.

| Cancellation of enrolment | The enrolment of a post compulsory school age student may be cancelled if the student’s behaviour amounts to a refusal to participate in the educational program provided at the school. |

*Refer to departmental procedure *Safe, Supportive and Disciplined School Environment* for further details.
The following table outlines examples of minor and major behaviour incidents*

<table>
<thead>
<tr>
<th>Care</th>
<th>Minor</th>
<th>Major</th>
</tr>
</thead>
<tbody>
<tr>
<td>Untidily dressed</td>
<td>Wilful property damage</td>
<td></td>
</tr>
<tr>
<td>Doesn’t take care of own property</td>
<td>Stealing/major theft</td>
<td></td>
</tr>
<tr>
<td>Litters</td>
<td>Vandalism</td>
<td></td>
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<tr>
<td>Incorrect use of equipment</td>
<td></td>
<td></td>
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<tr>
<td>Not wearing a hat in the playground</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Late to class and/or slow returning to</td>
<td>Leaves class or school without permission</td>
<td></td>
</tr>
<tr>
<td>class after lunch breaks</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disrupting learning</td>
<td>Major disruption to class</td>
<td></td>
</tr>
<tr>
<td>Not completing set tasks that are at an</td>
<td>Consistently does not submit work</td>
<td></td>
</tr>
<tr>
<td>appropriate level</td>
<td></td>
<td></td>
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<tr>
<td>Refusing to work</td>
<td></td>
<td></td>
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<tr>
<td>Easily distracted from task</td>
<td></td>
<td></td>
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<tr>
<td>Often loses equipment or keeps it</td>
<td></td>
<td></td>
</tr>
<tr>
<td>untidily</td>
<td></td>
<td></td>
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<tr>
<td>Needs encouragement to complete work</td>
<td></td>
<td></td>
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<tr>
<td>Running on concrete</td>
<td>Possession of weapons, including knives</td>
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<tr>
<td></td>
<td>and any other items which could be</td>
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<tr>
<td></td>
<td>considered a weapon being taken to school</td>
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<tr>
<td>Needs reminders to pass objects safely</td>
<td>Throwing objects</td>
<td></td>
</tr>
<tr>
<td>Needs reminders to move safely around</td>
<td>Possession or selling of drugs</td>
<td></td>
</tr>
<tr>
<td>classroom/school</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rocks back on chair occasionally</td>
<td>Inappropriate use of technology, which</td>
<td></td>
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<tr>
<td></td>
<td>impacts on the good order and management</td>
<td></td>
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<tr>
<td></td>
<td>of the school</td>
<td></td>
</tr>
<tr>
<td>Refusal to follow directions</td>
<td>Blatant disrespect</td>
<td></td>
</tr>
<tr>
<td>Minor physical contact</td>
<td>Serious physical aggression</td>
<td></td>
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<tr>
<td>Easily drawn into peer conflict or the</td>
<td>Major defiance</td>
<td></td>
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<tr>
<td>baiting of others</td>
<td>Fighting</td>
<td></td>
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<tr>
<td>Inappropriate language (written/verbal)</td>
<td>Offensive or aggressive language</td>
<td></td>
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<tr>
<td>Disrespectful tone</td>
<td>Verbal abuse/directed profanity</td>
<td></td>
</tr>
<tr>
<td>Not playing fairly</td>
<td>Major bullying</td>
<td></td>
</tr>
<tr>
<td>Minor dishonesty</td>
<td>Major dishonesty that impacts on others</td>
<td></td>
</tr>
<tr>
<td>Needs reminding to use manners</td>
<td>Repeated lack of manners when interacting</td>
<td></td>
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<tr>
<td></td>
<td>with others</td>
<td></td>
</tr>
<tr>
<td>Laughs at others’ mistakes – takes</td>
<td>Uses humour inappropriately and uses</td>
<td></td>
</tr>
<tr>
<td>advantage of situation</td>
<td>put-downs to ‘get’ others</td>
<td>Consistently ego-centric, demanding</td>
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<tr>
<td></td>
<td></td>
<td>attention and ignores requests to rectify</td>
</tr>
</tbody>
</table>

*Please note that this is not an exhaustive list. Other behaviours will be dealt with as appropriate.
Relate inappropriate or unacceptable behaviour to expected school behaviours

When responding to inappropriate or unacceptable behaviours, staff members ensure that students understand the relationship of the behaviour to expected school behaviour. One method that staff members might use to achieve this is to use a set of questions based on Edward Ford’s ‘Responsible Thinking Process’. These questions aim to help the student think about their behaviour choices and set goals for their future choices. The questions are outlined below:

1. What are you doing?
2. What is the 5C rule?
3. What happens if you choose to behave inappropriately?
4. What do you choose to do now?
5. What will happen if you choose to behave inappropriately again?
6. Do you want to work on this?
7. I see you have chosen to ……..

Should an inappropriate or unacceptable behaviour be repeated, the staff member may not repeat the process but simply remind the student of the consequences of their problem behaviour.

Ensuring consistent responses to inappropriate or unacceptable behaviour

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

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

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

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

6. Emergency situation or critical incident responses

It is important that all staff have a consistent understanding of how to respond to emergency situations or critical incidents involving severe unacceptable behaviour. This consistency ensures that actions taken are responsive to the safety and well-being of students and staff.

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

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

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

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

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

Reinforcement and Correction Strategies

- If the student starts displaying the appropriate behaviour briefly acknowledge their choice and re-direct other students’ attention towards their usual work/activity.

- If the student continues with the unacceptable behaviour then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour.

Follow Up Strategies

- Restore normal school operations as soon as possible.

- Provide post incident opportunities that include:
  - Assisting any distressed student/s to access appropriate support, e.g. Guidance Officer.
  - Assisting the individual student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations.
  - Recording a reflection or individual learning plan to assist the student to develop a personal framework of expectations and appropriate actions.

Physical Intervention

Staff may make legitimate 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 Wishart State School’s staff demonstrates a duty of care to protect students and staff from foreseeable risks of injury. The use of physical intervention is only considered appropriate where the immediate safety of others is threatened and the strategy is used to prevent injury.

Physical intervention can involve coming between students, blocking a student’s path, leading a student by the hand/arm, shepherding a student by placing a hand in the centre of the upper back, removing potentially dangerous objects and, in extreme situations, using more forceful restraint.
It is important that all staff understand:
- physical intervention cannot be used as a form of punishment
- physical intervention must not be used when a less severe response can effectively resolve the situation
- the underlying function of the behaviour.

Physical intervention is not to be used as a response to:
- property destruction
- school disruption
- refusal to comply
- verbal threats
- leaving a classroom or the school, unless student safety is clearly threatened.

Any physical intervention made must:
- be reasonable in the particular circumstances,
- be in proportion to the circumstances of the incident
- always be the minimum force needed to reduce the risk of harm to self or others
- take into account the age, stature, disability, understanding and gender of the student.

Record keeping
Each instance involving the use of physical intervention must be formally documented. The following records must be maintained:
- School Incident Report
- Student Record of Incident (as per process for Natural Justice).

7. Network of student support
At Wishart State School we believe that all members of the school community are responsible for their own actions and make their own choices about the ways in which they behave. When choices do not align with the behaviours expected support is needed. A team approach is enacted in providing the behaviour support including the involvement of school administrators, staff, students, parents and personnel from other community agencies, such as:-
- Advisory Visiting Teachers
- School Chaplain

Support is also available through the following government and community agencies:
- Disability Services Queensland
- Child and Youth Mental Health
- Queensland Health
- Department of Communities (Child Safety Services)
- Police
- Local Council
- Neighbourhood Centre.
8. Consideration of individual circumstances

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

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

- promoting an environment which is responsive to the diverse needs of its students
- establishing procedures for applying fair, equitable and non-violent consequences for infringement of the code ranging from the least intrusive sanctions to the most stringent
- recognising and taking into account information relevant to the students’ age, gender, disability, cultural background, socioeconomic situation, mental health and wellbeing, emotional state (such as individualised learning plan or individual education plan), and
- recognising the rights of all students to:
  - express opinions in an appropriate manner and at the appropriate time
  - work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation
  - receive adjustments appropriate to their learning and/or impairment needs
  - provide written or verbal statements that will be taken into consideration in the decision making processes
  - ensure that processes maintain the dignity, respect, privacy and confidentiality of the student, consistent with the rights of the rest of the community.
9. Related legislation

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

10. Related procedures

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

11. Some related resources

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