

**2016**

**ASHMORE STATE SCHOOL  
RESPONSIBLE BEHAVIOUR  
PLAN**

**ASHMORE STATE SCHOOL**



Last Revised 21/06/2016



## The Code of School Behaviour

Better Behaviour  
Better Learning

## ASHMORE STATE SCHOOL

# Responsible Behaviour Plan for Students

### 1. Purpose

Ashmore State School is committed to ensuring that all students have a right to and receive a quality education. Ashmore State School is committed to achieving the best possible educational and learning for all students. Education Queensland's Code of School Behaviour has provided the framework on which Ashmore State School's *Responsible Behaviour Plan* is based. It defines the responsibilities that all members of the school community are expected to uphold, and recognises the significance of appropriate and meaningful relationships. Specific to the cultural context of the Ashmore School community are certain rights, responsibilities, values and standards that all students, parents and staff need to abide by in order to ensure that all students reach their full academic, social, emotional and behavioural potential. The aim of our *Responsible Behaviour Plan* is to develop a comprehensive policy and practice that meet the needs of all those in the school community. The plan is eclectic in composition, and combines the theories, strategies and practices of several well-known educational professionals to promote a positive behavioural learning environment.

The school acknowledges that students, teachers and parents/caregivers form a partnership of interest in all educational processes including that of student management.

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 school has developed a **Values** philosophy which includes behavioural expectations which are communicated to students and reinforced in order to teach and promote high standards of responsible behaviour. This philosophy covers all aspects of school life, in and out of the classroom. **The Ashmore Values** stand for:

**Acceptance**  
**Self – discipline**  
**Honesty**  
**Manners**  
**Opportunity**  
**Respect**  
**Excellence**

Acceptance	Self Discipline	Honesty	Manners
<ul style="list-style-type: none"> <li>I am considerate</li> <li>I include and accept people from different cultures, backgrounds and beliefs</li> <li>I treat everyone fairly</li> </ul>	<ul style="list-style-type: none"> <li>I am organised</li> <li>I will be on time</li> <li>I have good time management skills</li> </ul>	<ul style="list-style-type: none"> <li>I am truthful</li> <li>I am generous</li> <li>I am sincere</li> <li>I am trustworthy</li> <li>I am humble</li> <li>I am honest</li> </ul>	<ul style="list-style-type: none"> <li>I am considerate</li> <li>I display care and compassion towards others</li> <li>I listen to what others have to say</li> </ul>
Opportunities	Respect	Excellence	
<ul style="list-style-type: none"> <li>I am a leader</li> <li>I set goals and plan ahead</li> <li>I aim to make a difference in the world</li> <li>I care for myself and others</li> </ul>	<ul style="list-style-type: none"> <li>I am responsible</li> <li>I am positive</li> <li>I treat others with respect and dignity</li> <li>I am accountable for my actions</li> <li>I look for ways to solve problems</li> </ul>	<ul style="list-style-type: none"> <li>I am a life long learner</li> <li>I help others</li> <li>I always strive to achieve</li> <li>I take care of myself</li> <li>I wear my uniform with pride</li> </ul>	

## 2. Consultation and data review

This plan was made in consultation with staff at staff meetings dedicated to the development of the plan and with the wider community through P&C Association general meetings. The plan was further refined with input from the school's Behaviour Management Committee led by the Guidance Officer/ Deputy Principal during 2016 at specially convened meetings with the view of ensuring consistency of implementation across the school.

## 3. Learning and behaviour statement

Within a safe, caring and disciplined learning environment, the Ashmore State School community actively promotes the following values, which characterise all patterns of communication within our school:

- **Acceptance - diversity and inclusiveness;** effective relationships and learning are based on reasoning, valuing and incorporating all people considering different backgrounds, abilities, experiences, beliefs and practices. Students at Ashmore State School are considerate, accepting and fair.
- **Self-Discipline and professionalism;** all personnel are committed to the highest standards of accountability and performance. Students at Ashmore State School are organised and on time.
- **Honesty;** we believe positive relationships are built on honesty, sincerity and truth. Our school community seeks to be genuine, trustworthy and humble in all interactions. Students at Ashmore State School are truthful, generous, sincere, trustworthy and honest.
- **Manners;** at Ashmore we are considerate and kind to others, we listen to other people's ideas and feelings. Students at Ashmore State School are considerate, compassionate and active listeners.
- **Opportunity, innovation and creativity** – our school is based on a desire to foster and create safe environments that support innovative and creative practice and outcomes for all participants. Students at Ashmore State School are leaders, set goals, aim to make a difference and care for others.
- **Respect** – we believe in treating all people with respect and dignity. Students at Ashmore State School are responsible, positive, respectful, accountable and problem solvers.
- **Excellence** – at Ashmore State School we support the pursuit of excellence which is driven by adopting a shared responsibility model that values self- discipline and self-management. Students at Ashmore State School are helpful, lifelong learners, strive to achieve and wear their uniform with pride.

### At Ashmore State school we believe that:

- All students can learn
- Every student has the right to learn
- All school community members are responsible in achieving optimal learning outcomes for all students.

Additionally, William Glasser's basic principles of *Choice Theory* which are at the core of our behaviour plan are:

- People are responsible for their own behaviour, choosing their behaviour to control their world and to satisfy five basic physiological and psychological needs.
- Behaviour support comes through creating and modifying environments (physical, emotional, social and academic) so that they meet student needs; and through assisting students who have behaviour issues to make more appropriate choices. The ultimate aim is the self- - responsible citizen.

In this way, our discipline system, which fosters responsible, internally motivated student behavior, promotes:

- taking responsibility for one's own behaviour
- a non-coercive approach
- a safe environment

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

### Whole School

In order to create a supportive school environment that fosters responsible self-management of behaviour, we need to meet the individual and varied needs of students. At Ashmore State School, in order to encourage positive and rule-abiding behaviour from our students, we have incorporated:

- a positive whole school culture where all school members work collaboratively
- effective learning and teaching practices that encompass our school's moral purpose
- a relevant, engaging and inclusive curriculum that reflects an appreciation of different abilities, views, opinions, values and beliefs
- positive, preventative and educative responses at a whole school and classroom level that are based on a consistent approach with a shared understanding of students, staff and school members rights and responsibilities.
- skillful and appropriate consequential interventions that aim to guide students towards making more positive behavioural choices
- retrieval and responsive interventions that provide students and the community with an opportunity for reflection upon their behaviours and a means to return to more positive behaviours

Our values have been expanded to outline the rights and responsibilities for student and all school members.

### Rights and Responsibilities

	RIGHTS	RESPONSIBILITIES
<b>Students</b>	<ul style="list-style-type: none"> <li>• To be safe.</li> <li>• To be given the opportunity to learn without disruptive behaviours.</li> <li>• To be treated with respect, courtesy and consideration.</li> <li>• To be given information and skills to develop responsibility and independence.</li> <li>• To be treated equitably of race, religion, ability and gender.</li> </ul>	<ul style="list-style-type: none"> <li>• To behave in a safe, responsible way.</li> <li>• To be prepared for work.</li> <li>• Ensure the learning environment is free from disruptive behaviours.</li> <li>• To treat others with respect, courtesy and consideration.</li> <li>• To accept logical consequences of all behaviours, both positive and negative.</li> <li>• To follow school rules.</li> </ul>
<b>Parents/ Carers</b>	<ul style="list-style-type: none"> <li>• To be treated with respect, courtesy and consideration.</li> <li>• To be included in all aspects of their student's College life.</li> <li>• To be encouraged to develop a co-operative attitude to school through co-operation and education.</li> <li>• To expect quality education for their students.</li> <li>• To expect their student to be safe at school.</li> </ul>	<ul style="list-style-type: none"> <li>• To treat members of the school community with respect, courtesy and consideration.</li> <li>• To encourage and motivate students to become independent and responsible learners.</li> <li>• To provide the necessary requisites for students to take part in all school activities.</li> <li>• To model and reinforce a positive attitude towards school.</li> <li>• To voice concerns openly in an appropriate manner.</li> <li>• To accept and support the Ashmore State School Responsible Behaviour Plan for Students and abide by it</li> </ul>
<b>Staff</b>	<ul style="list-style-type: none"> <li>• To be treated with respect, courtesy and consideration.</li> <li>• To be respected as professionals in the education of students.</li> <li>• To expect students to be prepared and ready for work.</li> <li>• To teach in a supportive and caring environment.</li> <li>• To work in a healthy and safe environment.</li> </ul>	<ul style="list-style-type: none"> <li>• To treat others with respect, courtesy and consideration.</li> <li>• To maintain open communication with parents/caregivers.</li> <li>• To encourage and motivate students to become independent and responsible learners.</li> <li>• To engender confidence in students to achieve.</li> <li>• To be consistent in implementation of school procedures, standards and consequences of behaviour.</li> <li>• To model and reinforce a positive attitude towards the school and the Ashmore State School values.</li> <li>• To report to administration any reportable offences (per Child Protection Act).</li> </ul>

## **Additional support systems**

A range of support mechanisms and personnel are available at Ashmore State School, within our region and external to the Department of Education, Training and Employment (DETE). These include:

- ❖ Playground management plans such as lunch time 'Thunderbirds Club' facilitated by the School Guidance Officer and Special Needs teachers.
- ❖ A planning room, monitored by teachers, operated at lunch time on a daily basis to support students who required assistance in self-regulation. Students can self-refer to resolve conflicts with others. Parents are informed by letter when their child attended the planning room.
- ❖ Trained student Peacemakers helped mediate in the playground.

### ***Community programs that support our students and families as required include:***

- \*Kids Hope Program
- \*Ashmore Community Garden
- \*Smith Family Learning Club
- \*Student to Student Reading Programme Smith Family
- \*Community Health Pathway to external support agencies
- \*Coral House
- \*Uniting Church
- \*Ashmore PCYC Youth Support
- \*GAPS and solid pathways





## Levels of behaviour support

### WHOLE SCHOOL BEHAVIOUR SUPPORT

#### Proactive School Processes

- Positive whole school culture
- Self-Managed Learners
- Relationship building focus
- Gold Slips
- Lunch-time games groups and programs
- Targeted small group counselling
- Peacemakers Program
- Kids Matter PB Awards at Junior & Senior Assembly
- Specialist lessons and support
- 1,2,3 magic emotion parenting program
- Student Voice
- Attendance Awards
- Playground expectations
- Extracurricular activities
- Sports Behaviour Codes
- Planning Room support and intervention-Self-referral
- School Buddies (E.g. Yr6- Prep)
- Kids Matter  
Pizza Party

#### Proactive Classroom Processes

- Use of productive pedagogies
- Engaging & Inclusive curriculum
- Common Language: A, B, C, D type behaviour
- Classroom values clearly displayed
- Use of ESCM
- Values education in classtime focussing on the ASHMORE values
- Appropriate consequential procedures explained and consistently applied
- Individual/small group and whole class reward systems

All students need education & skilful problem solving guides!

### TARGETED BEHAVIOUR SUPPORT

#### School and Classroom Intervention Strategies

- Smiley face/inverted triangle behavior system all students start on blue positive behavior moves up negative behaviour moves down. (see appendix 1)
- Time out in the classroom/another classroom
- Gold Slips, Apricot Behaviour Incident Slips
- Withdrawal of play sessions
- Restricted and supervised play
- Parent/teacher interviews
- Communication or Achievement and Behaviour Books
- Chaplaincy Programs
- Planning Room-Creating an action plan
- Discussions
- Gifted and talented programs
- Breakfast Program
- Contracts

Some students need responsive support!

### INTENSIVE BEHAVIOUR SUPPORT

- Observed/restricted/supervised play
- Case conferences
- Logical consequences
- Time out in the office/withdrawal
- Specialist intervention and support: Guidance officer, Advisory Visiting Teachers, Learning Enrichment Team, Chaplaincy etc.
- Individual Self-Management Plans
- Referral to Outside Agencies
- Restorative Practices
- In-school and out of school suspensions

Fewer students need intensive support!

## 5. Emergency responses to critical incidents

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

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

**Severe problem behaviour** is defined as behaviour of such intensity, frequency, or duration that the physical safety of the student or others is likely to be placed in serious jeopardy.

Basic defusing strategies

- ❖ *Avoid escalating the problem behaviour*

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

- ❖ *Maintain calmness, respect and detachment*

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

- ❖ *Approach the student in a non-threatening manner*

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

- ❖ *Follow through*

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

- ❖ *Debrief*

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

### Physical Intervention

- ❖ *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.

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- ❖ *Debrief*

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

## Non Violent Crisis 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 Ashmore's duty of care to protect students and staff from foreseeable risks of injury is met. The use of physical intervention is only considered appropriate where the immediate safety of others is threatened and the strategy is used to prevent injury.

Physical intervention can involve coming between students, blocking a student's path, leading a student by the hand/arm, shepherding a student by placing a hand in the centre of the upper back, removing potentially dangerous objects and, in extreme situations, using more forceful restraint. Key personnel within the school have been trained in Non-Violent Crisis Intervention.

It is important that all staff understand:

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

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

- ❖ property destruction
- ❖ school disruption
- ❖ refusal to comply
- ❖ verbal threats
- ❖ leaving a classroom or the school, unless student safety is clearly threatened.

Any physical intervention made must:

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

## Record keeping

Each instance involving the use of physical intervention must be formally documented in One School. Other suggested formats for recording of incidents and debriefing suggestions in Appendices.

Decision to Take Action

Imminent Action

Student and parent made aware that suspension/ exclusion/ cancellation imminent and advised of procedures

**Note - Adherence to agreed codes allows a return to mainstream at any stage of the process!**

Decision to Take Action

Notice to parent and student

## Respect Communication Safety Problem Solving Learning

- Classroom Rules and Agreements
- Playground Code/Rules
- Warnings and rule reminders. Questions may include: Which rule did you break? What kind of behavior should you display? How can you make better choices?
- REPEAT / SERIOUS OFFENCES – Student and slip to Administrator
- Class teacher records and monitors
- Appropriate behaviour management strategies implemented
- Time out Planning Room Observed play Supervised play Internal suspension
- Appropriate Intervention implemented- Alternative strategies used in the classroom
- Time out (in class/behaviour buddy) Early positive support sought from parents Observed play Discussion
- Suspension, Exclusion
- Cancellation of Enrolment

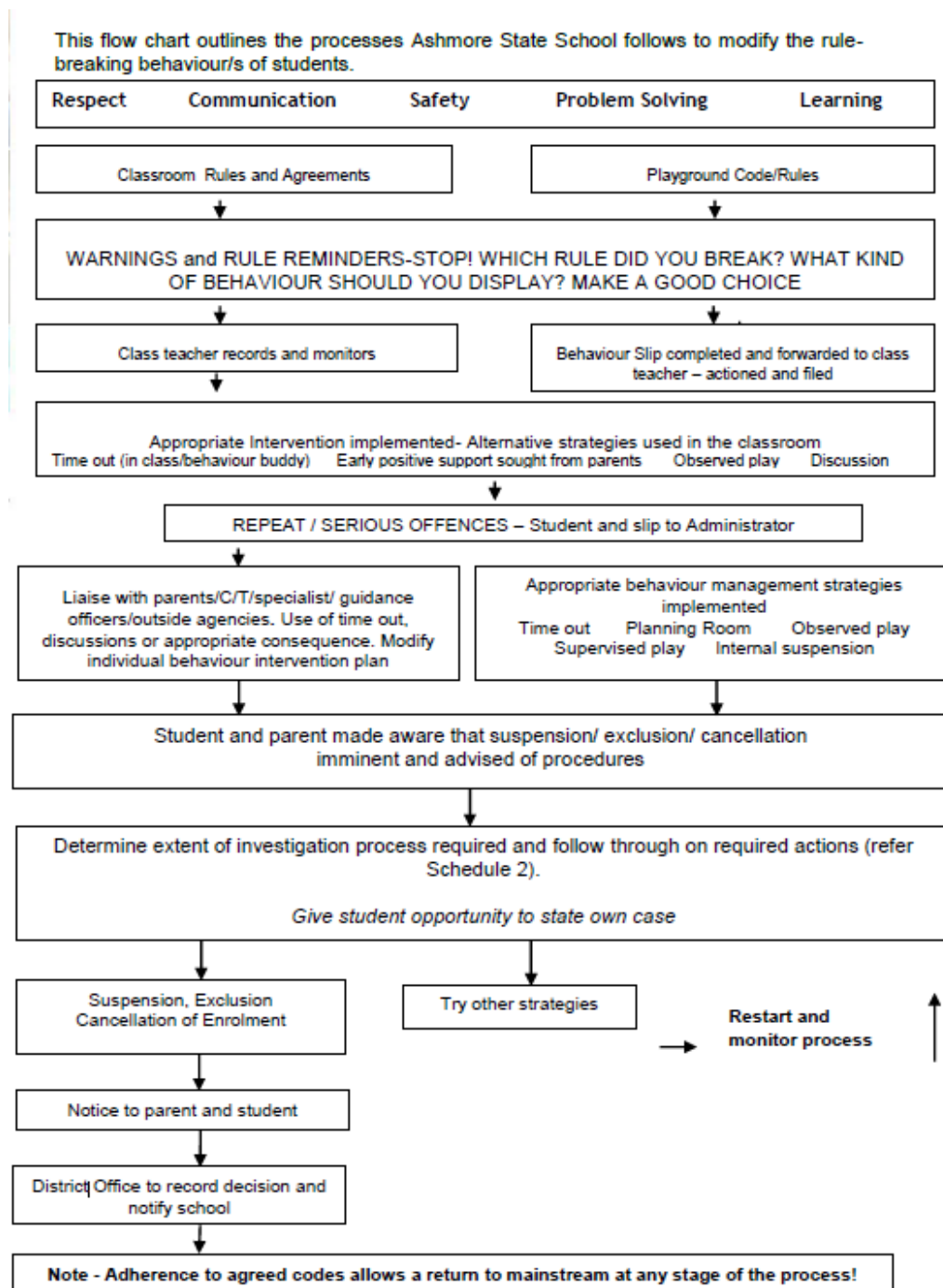


- Determine extent of investigation process required and follow through on required actions (refer Schedule 2).
- *Give student opportunity to state own case*
- Try other strategies
- Liaise with parents/C/T/specialist/ guidance officers/outside agencies. Use of time out, discussions or appropriate consequence. Modify individual behaviour intervention plan
- **Restart and monitor process**
- District Office to record decision and notify school
- Behaviour Slip completed and forwarded to class teacher – actioned and filed

## 6. Consequences for unacceptable behaviour

This flow chart outlines the processes Ashmore State School follows to modify the rule-breaking behaviour/s of students.

Responses to students inappropriate behaviours are based on the severity of the behaviour and aligned with Ashmore State School's five general rules. As the severity and/or frequency of behaviour increases to do the consequences and level of intervention, support and personnel involved. The following examples are not exhaustive.



Inappropriate Behaviours	Possible Consequences
<b>Low level</b>	
Unprepared for learning Late to class Failure to adhere to the Student Dress Code Off task / non-completion of class work Behaviours that interrupt learning Not following the rules of the game Leaving class without permission Verbal put-downs	<input type="checkbox"/> Restorative practice <input type="checkbox"/> Parents informed <input type="checkbox"/> Time out in classroom <input type="checkbox"/> Time out of play <input type="checkbox"/> Student Behaviour Tracking Sheet <input type="checkbox"/> Referral to Planning Room <input type="checkbox"/> Request to comply <input type="checkbox"/> Supervised learning opportunities
<b>Medium Level / persistent low level</b>	
Student disrespect of a staff member/adult/student Failure to follow instructions Failure to complete formal lunchtime supervision Violation of Computer Use Agreement Swearing at other students, staff member/adult Repetitive low level behaviours Verbal aggression Physical aggression Failure to follow safe play procedures	<input type="checkbox"/> Any Low Level consequence plus/or: <input type="checkbox"/> Referral to Administration <input type="checkbox"/> Referral to Special Needs Committee <input type="checkbox"/> Time out in Buddy Classroom <input type="checkbox"/> Parent interview <input type="checkbox"/> Individual Behaviour Contract <input type="checkbox"/> Behaviour Management Plan <input type="checkbox"/> Attendance monitoring <input type="checkbox"/> Internal suspension <input type="checkbox"/> Removal of computer access privileges <input type="checkbox"/> External suspension (1 to 5 days)  N.B. The school will provide access to an education program for students externally suspended for 1 to 20 days
<b>High Level / persistent medium level</b>	
Theft Truancy Weapons – possession / threat of use / use Encouragement of unauthorised persons to enter the school grounds Gross insubordination / disobedience Gross misconduct – either at school, representing the school or travelling to or from school Behaviour prejudicial to the good order and management of the school Vandalism Fighting Smoking at school / in school uniform Physical assault Bullying Illegal substances i.e. drugs, alcohol Major harassment / sexual harassment	<input type="checkbox"/> Any low/medium level consequence plus/or <input type="checkbox"/> Referral to Deputy / Principal <input type="checkbox"/> Behaviour Monitoring Sheet <input type="checkbox"/> Referral to Special Needs Committee <input type="checkbox"/> Parental involvement <input type="checkbox"/> Police involvement <input type="checkbox"/> Referral to Annex (under 15 years) <input type="checkbox"/> Referral to Alternate Learning Centre (e.g PLC) <input type="checkbox"/> External Suspension (1 to 20 days) <input type="checkbox"/> External Suspension with a Recommendation to exclude <input type="checkbox"/> Behaviour Improvement Condition (BIC) <input type="checkbox"/> Physical restraint  NB The school will provide access to an education program for students externally suspended for 1 to 20 days. For 6 – 20 day suspensions, the school will appoint a case manager. The Principal considers exclusions only if suspension is inadequate to deal with the student's disobedience, misbehaviour, <i>conduct</i> or risk. The Principal decides whether to exclude or not exclude, within 20 school days after giving the student the proposed exclusion notice.

Ashmore State School bans student use of items which are illegal, dangerous, offensive or likely to cause disruption or harm to the smooth running of the school and the education of other students. Such items include mobile telephones and other electronic equipment, electronic games, compact discs, portable CD and MP3/4 players/iPods and personal digital assistants. Objects that are could be used as a weapon are banned. Hence the following processes are in place.

### **Weapons (including knives)**

- No weapons are allowed to be taken to school by students.
- It is against the law for a student to have a weapon at school.
- A student that has a weapon, including knives at school can receive very serious consequences.
- If a student has a weapon at school, the Principal may call the police.
- Police can search student property at school if they think a student has a weapon.
- If a student has a weapon at school he/she may be disciplined with possible suspension or exclusion.

### **Appropriate use of mobile telephones and other electronic equipment by students**

- Use of mobile telephones by students is restricted to before and after school.
- Electronic equipment such as electronic games, portable CD and MP3/4 players / iPods and personal digital assistants are not permitted, and therefore must not be brought to school.
- Mobile telephones are not permitted to be used during school hours.
- Students must display courtesy, consideration and respect for others whenever they use a mobile telephone.
- Mobile telephones are not to be used in any manner or place that is disruptive to the normal routine of the school.
- In-phone cameras are not to be used anywhere a normal camera would be considered inappropriate, such as in change rooms or toilets.
- Upon arrival at school, students are to hand mobile telephones to the office for security.
- Students are to sign when handing in and collecting their mobile telephone.
- Mobile telephones will be stored in a safe and secure place during the school day.
- Mobile telephones are brought to school at their owner's risk. No liability is accepted by the school in the event of loss, theft or damage to any device unless it can be established that the loss, theft or damage resulted from the department's negligence.
- Discipline sanctions will apply for students who breach this policy.



## 7. Network of student support

As outlined, at Ashmore State School students are supported using various approaches and strategies and from a variety of school and outside agency personnel. All support members involved foster a team approach to provide student support to ensure best practice that addresses the barriers to referred students achieving their full learning and educative potential.

Referrals for students requiring further support and assistance are made to the Deputy Principal in charge of the Special Needs Committee. Members of the Special Needs Committee may be accessed by students, staff member or a student's family members. Each member offers specialised services for the referred students,

<b>Role</b>	<b>Support</b>
<b>Deputy Principal</b>	<i>Co-ordination of support services, initial contact point</i>
<b>Support Teacher Learning Difficulties</b>	<i>Support of students with learning difficulties</i>
<b>Guidance Officer</b>	<i>Personal counselling. Family support, psychological support, behavioural interventions</i>
<b>Special Education Program Teacher</b>	<i>Support of students with disabilities (EAP)</i>
<b>Speech Language Pathologist</b>	<i>Assessment and support for language and communication</i>
<b>Chaplain</b>	<i>Before school and lunch break support programs and general group counselling</i>
<b>Outside Agencies</b>	<i>Specialised support.</i>

A Team approach encompassing class teacher, parents, administration, specialists and when appropriate, peers, is utilised in order to maximise a student's likelihood of displaying rule-abiding behaviour and rectifying their learning, social, emotional and behavioural potential.

## 8. Consideration of individual circumstances

At Ashmore State School, the academic, social, behavioural, emotional, physical and cultural needs of students are considered when structuring and delivering all learning experiences. From a learning and academic perspective, this is achieved through teaching to individual abilities and utilising strengths from which others can learn, altering pedagogies for gender, disability and cultural needs, utilising specialists to inform curriculum planning (e.g. English as a Second Language, Advisory Visiting Teachers for students with disabilities, Support Teacher – Learning Difficulties, etc.) and making curriculum modification to target individual student needs. Responses to inappropriate behaviour are also flexible in that consideration is given to the particular situation, context, preceding events, individual student circumstances, the actions of the student, and the needs and rights of the school community members. This is evident in practice as consequential responses are decided upon after discussions, case conferencing and by utilising a restorative practice framework rather than just implementing a punitive measure. Moreover, all parties involved become active participants in behaviour intervention, rather than just passive recipients.

## 9. Related legislation

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

## 10. Related departmental 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

This could include:

- National Safe Schools Framework
- National Safe Schools Framework Resource Manual
- Working Together resources for schools
- Cybersafety and schools resources
- Bullying. No way!
- Kids Matter
- Take a Stand Together

## Endorsement



Principal



P & C President or Chair

Date Effective

From 30 June 2016 to 30 June 2017

# Ashmore State School Responsible Behaviour Plan

# Appendices




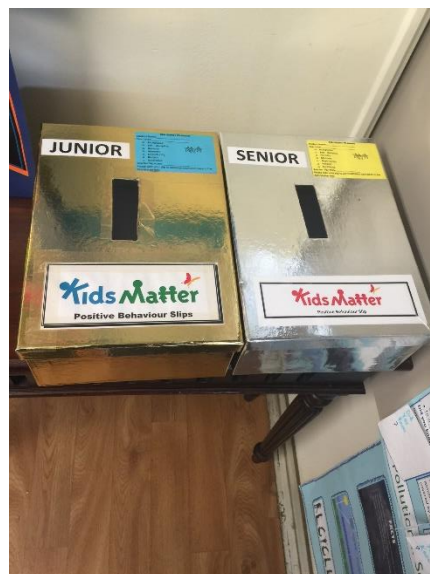


## Ashmore State School

### Positive Behaviour Award Procedure

1. Teacher/Teacher aide completes the Kids Matter PB award
2. Student takes the form to the office and places in the appropriate Kids Matter box
3. Each fortnight a student ticket is drawn on assembly for the Kids Matter Pizza Party in the final week of school
4. Awards are entered on OneSchool as Positive Behaviour Record

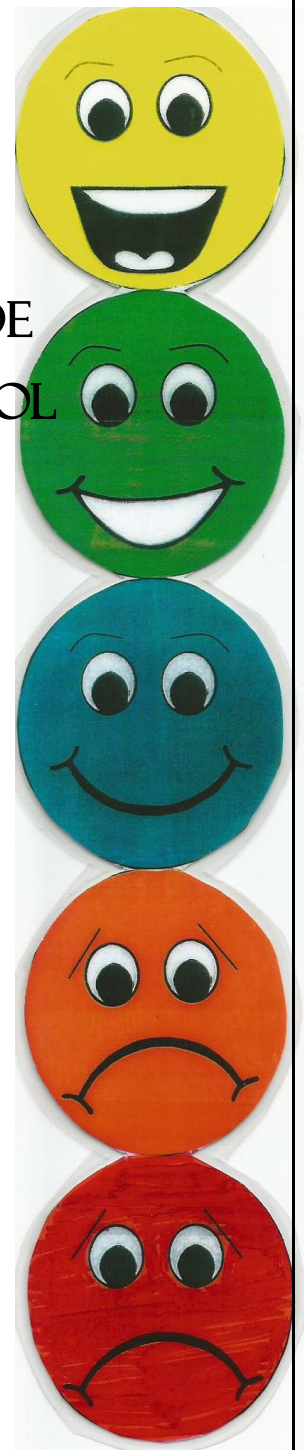
Kids Matter PB Award	
Student Name:	_____
Year Level:	_____
<input type="checkbox"/> Acceptance	
<input type="checkbox"/> Self – discipline	
<input type="checkbox"/> Honesty	
<input type="checkbox"/> Manners	
<input type="checkbox"/> Opportunity	
<input type="checkbox"/> Respect	
<input type="checkbox"/> Excellence	
Teacher Signature:	_____
Please take your slip to administration and place in the Kids Matter box.	





## 2016 BEHAVIOUR MANAGEMENT GUIDE FACES AND TRIANGLES JUNIOR SCHOOL

- » Each student in the class has their name written on a peg.
- » Every student in the class begins on the Blue face- which is the middle of the triangle or the middle face. This is satisfactory behaviour.
- » The student may be moved up throughout the day for displaying positive behaviour as directed by the teacher
- » When a child reaches the Gold face they are rewarded for positive behaviour by the classroom teacher.



<b>Step 1</b>	<b>Warning</b>	Top of Orange face or top half of Orange strip on triangle.
<b>Step 2</b>	<b>Time out in class</b>	Bottom of Orange face or top half of Orange strip on the Triangle. Please ensure you have a time out table/seat/mat in your room
<b>Step 3</b>	<b>Go To Time Out Class</b>	Top of Red face or top of Red strip on triangle. Please ensure that you have negotiated a buddy class with another teacher.
<b>Step 4</b>	<b>Office with Behaviour Slip</b>	Bottom of Red face or bottom of Red Strip on triangle.

### Major Behaviour Incident Procedure

A student may be sent straight to the office if they display behaviour that is a danger to themselves or others in the room. This includes:

- Hurting others
- Swearing
- Throwing of objects
- Continued non compliance

It is vital that all teachers are using the steps consistently to ensure effective use of this behaviour management procedure.



## 2016 BEHAVIOUR MANAGEMENT GUIDE INVERTED TRIANGLE SENIOR SCHOOL

- » Each student in the class written on a laminated card
- » Every student in the class begins on the Blue section of the triangle- which is the middle of the triangle. This is satisfactory behaviour.
- » The student may be moved up throughout the day for displaying positive behaviour as directed by the teacher
- » When a child reaches the Gold face they are rewarded for positive behaviour by the classroom teacher.

<b>Step 1</b>	<b>Warning</b>	Top of Orange strip on triangle.
<b>Step 2</b>	<b>Time out in class</b>	Top half of Orange strip on the Triangle. Please ensure you have a time out table/seat/mat in your room
<b>Step 3</b>	<b>Go To Time Out Class</b>	Top of Red strip on triangle. Please ensure that you have negotiated a buddy class with another teacher.
<b>Step 4</b>	<b>Office with Behaviour Slip</b>	Bottom of Red Strip on triangle.

### Behaviour Incident Procedure

A student may be sent straight to the office if they display behaviour that is a danger to themselves or others in the room. This includes:

- Hurting others
- Swearing
- Throwing of objects
- Continued non compliance

It is vital that all teachers are using the steps consistently to ensure effective use of this behaviour management procedure.






# Ashmore State School

Quality work. Quality environment. Quality relationships.

## PLANNING ROOM PROCEDURES

1. Behaviour Incident Report and student brought to Administration after incident.
2. Deputy Principal discusses incident with student. Student remains in Administration for the remainder of the session.
3. Deputy Principal refers student to the planning room at first Break.
4. Student completes a behaviour plan document aligned to Glasser's Choice Theory and Practice.
5. Note sent home to the parent/guardian detailing incident and planning room consequence.
6. Signed note needs to be returned to the office for filing the next day or the student receives one more Planning Room session the next day. Parent/Care giver will be contacted by phone if the form is not submitted.



### Ashmore State School

Student Planning Room Report

Name: \_\_\_\_\_

Class: \_\_\_\_\_

Date: \_\_\_\_\_

What I did:

\_\_\_\_\_

\_\_\_\_\_

What I plan to do:

\_\_\_\_\_

\_\_\_\_\_


\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Planning Room Teacher

Student



### Ashmore State School

Phone: (07) 5656 1333      Fax: (07) 5656 1300  
 Principal: Mrs Margaret James  
 Deputy Principal: Ms Maree Haycock  
 Deputy Principal: Mrs Leigh Josey  
 Deputy Principal: Mrs Shanie Callery  
 Business Services Manager: Mrs Peta Donoghue

Planning Room report

Child's Name: \_\_\_\_\_

Class: \_\_\_\_\_

Date: \_\_\_\_\_

Dear Parents/Carers

Your child attended the Planning Room today because:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

During your child's visit to the Planning Room, the teacher on duty has discussed the incident with him/her and has assisted your child in planning for improved behaviour choices.

Yours sincerely

Margaret James  
Principal

\_\_\_\_\_ Classroom Teacher

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Please return this slip to school confirming that you have received this report.

I have discussed this incident with my child.

Yours sincerely

Parent/Carer: \_\_\_\_\_ Date: \_\_\_\_\_

Child's name: \_\_\_\_\_ Class: \_\_\_\_\_

## BEHAVIOUR INCIDENT REPORT

Student Name:	Class:
Person Reporting:	Date:

Period	<input type="checkbox"/> Before School	<input type="checkbox"/> 1 <sup>st</sup> Break	<input type="checkbox"/> 2 <sup>nd</sup> Break
	<input type="checkbox"/> Morning Session	<input type="checkbox"/> Middle Session	<input type="checkbox"/> After School
	<input type="checkbox"/> 1 <sup>st</sup> Break Eating	<input type="checkbox"/> 2 <sup>nd</sup> Break Eating	<input type="checkbox"/> Afternoon Session
Location	<input type="checkbox"/> Classroom	<input type="checkbox"/> Hall	<input type="checkbox"/> Prep/1 Playground
	<input type="checkbox"/> Warrawee Mall	<input type="checkbox"/> Cotlew Mall	<input type="checkbox"/> Yangoora Mall
	<input type="checkbox"/> Netball Courts	<input type="checkbox"/> 2/3 Playground Area	<input type="checkbox"/> Oval
	<input type="checkbox"/> Library	<input type="checkbox"/> Thunderbirds	<input type="checkbox"/> Other _____

Value Not upheld	<input type="checkbox"/> Acceptance	<input type="checkbox"/> Self-Discipline	<input type="checkbox"/> Honesty	<input type="checkbox"/> Manners
	<input type="checkbox"/> Opportunity	<input type="checkbox"/> Respect	<input type="checkbox"/> Excellence	

WITNESS DETAILS	
Staff	
Student/s	
Other	

Category (Admin Only)	<input type="checkbox"/> Minor (Low/Medium Level)	<input type="checkbox"/> Major (High Level) as per RBP
Incident Details		
Strategies		
<input type="checkbox"/> Time out in Office	<input type="checkbox"/> Referred to G.O	<input type="checkbox"/> Time out in 'Time Out' classroom
<input type="checkbox"/> In-school suspension	<input type="checkbox"/> Thunderbirds	<input type="checkbox"/> Designated play area
<input type="checkbox"/> External suspension	<input type="checkbox"/> Planning room	<input type="checkbox"/> TOOTS – Time Out On The Spot
		<input type="checkbox"/> Conversation
		<input type="checkbox"/> Restorative justice
		<input type="checkbox"/> Time out in own classroom

Contact made with:    Mother/Father/Carer	Date:
Staff Member:	Via:

Entered on to One School <input type="checkbox"/>	Signature: _____
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# ASHMORE STATE SCHOOL

## Playground Duty Procedures

### Duty Folder

1. Each playground staff member will have their own folder with the following contents:
  - Kids Matter slips are in each folder. Students can receive these awards for demonstrating the Ashmore Way. Teachers fill out and students place in the Kids Matter Box, located in the office.
  - Emergency red card to be sent to the office if a situation requires urgent attention.
  - Behaviour Incident Reports (Apricot Slips) are to be completed for higher level behaviours.
2. TOOTS (Time Out on the Spot) areas in each playground or area are for lower level behaviours.
3. Staff are responsible for keeping their folders fully stocked with appropriate resources.

### Time

<b>First Break</b>	<b>11:00- 11:10 = Eating Time (Students eating in classrooms)</b>
	<b>11:10- 11:35 = Play Time (designated play area)</b>
	<b>11:35-11:40 = Students make their way to their classrooms</b>
<b>Second Break</b>	<b>1:40 - 1:50 = Eating Time (Students eating in classrooms)</b>
	<b>1:50 - 2:05 = Play Time (designated play area)</b>
	<b>2:05- 2:10 = Students make their way to their classrooms</b>

During eating time children are to remain seated in the classroom until the bell rings and the teacher indicates that they may play. **All eating areas are to be left tidy and litter free. Children who have not finished eating must report to the following areas (they must only have their food with them – NO LUNCH BOXES):**

<b>Prep- Year 1</b>	<b>Prep 2 block</b>
<b>Year 2-6</b>	<b>Tuckshop area</b>

### Adventure Playground Procedures (Years P-1)

- ›› Children to line up for the adventure playground outside wall of D block and wait for the duty teacher.
- ›› Duty staff member walks children to the playground and unlocks shed.
- ›› Children wanting to borrow equipment are to line up at the shed and wait in line.
- ›› Borrowed equipment is to be packed neatly back into the shed 5 minutes before the bell.
- ›› Staff member to lock shed.
- ›› Children need to stay in sight of the teacher.
- ›› Encourage safe and sensible play.
- ›› No food or drink allowed.

### Year 2 - 3 Playground Procedures (Years 2-3)

- ›› All movement to and from the Playground area is via the steps closest to Yangoora Mall. At the end of play students need to line up at the gates at the netball courts. The staff member will move them down through the Yangoora Mall towards classrooms.
- ›› Students in demountable may proceed directly to their classrooms. Duty teacher walks children to the playground.
- ›› Children need to stay in sight of the teacher.
- ›› Encourage safe and sensible playing the open area. No tackling, gymnastics, Bullrush or rough play.
- ›› When near equipment students are not to run around, through or under any apparatus.
- ›› Teacher permission is required before retrieving balls from banks.
- ›› No food or drink allowed.



### **Warrawee Mall Area Procedures (Years 1-2)**

- » Quiet play area on concrete – walking only.
- » No ball games permitted.
- » Out of bounds areas include port racks, gardens, Prep A, B and C entries and in front of all classrooms.

### **Yangoora Mall Area Procedures (Years 3-6)**

- » Boundaries – no students to congregate on pathway to netball courts or tuckshop, outside G Block classrooms, past first stairway of Block F and students services
- » No ball games in this area only in the designated handball court outside lower F Block.
- » No running games.
- » No play in or behind toilet block.
- » No food or drink permitted
- » At the end of breaks all students are to immediately leave this area to allow students from the Netball/Yr2-3 Playgrounds to move through followed by the students from the Oval.

### **Netball Court Procedures (Years 4 – 6 only)**

- » All movement to and from the Playground area is via the steps closest to Yangoora Mall. At the end of play students need to line up at the gates at the netball courts. The staff member will move them down through the Yangoora Mall after the students who have been playing in the Mall have left.
- » Banks and gardens are out of bounds.
- » Children must ask permission to retrieve balls from down the banks or over fences.
- » No kicking of balls on asphalt courts.
- » Remind children (blow whistle) to finish play.
- » Climbing area is for Years 2 and 3 only.
- » Students to leave the area on the bell and be off the netball courts before the duty teacher.
- » No food or drinks.

### **Oval Procedures (Years 4-6)**

- » All movement to and from the oval is via the back of G Block. Students are to assemble at the beginning of G block for the duty teacher before proceeding to the oval. At the end of break all students are to line up again and wait for the Yangoora Mall to be vacated firstly by students in that area and secondly by the students coming down from the Year2/3 Playground and Netball Courts.
- » Walk down the concrete ramp.
- » **No** tackling, gymnastics, Bullrush or rough play.
- » Play on flat area of oval only – banks are out of bounds.
- » Teacher permission is required before retrieving balls from banks.
- » No food or drink.
- » Children to leave the area on the bell and be off the oval before the duty staff member

### **Cotlew Mall**

#### **First Break:**

- » Students wishing to purchase food must line up behind the white line in an orderly manner
- » All students must remain in the tuckshop area while eating
- » Children sit until eating is finished.
- » Students who have not finished eating in their classrooms are to sit in the tuckshop area (Year 1-6)
- » This area may be used as an area to sit quietly – NO BALL GAMES AT ALL

#### **Second Break:**

- » Tuckshop area is out of bounds for play. No food purchases at tuckshop - only tuckshop monitors collecting class orders in first 10 minutes.
- » Students who have not finished eating in their classrooms are to sit in the tuckshop area (Year 1-6)
- » Children sit until eating is finished.
- » This area may be used as an area to sit quietly – NO BALL GAMES AT ALL