



Mount Warren Park
State School

Student Code of Conduct 2021-2024

Every student succeeding

Every student succeeding is the shared vision of Queensland state schools. Our vision shapes regional and school planning to ensure every student receives the support needed to belong to the school community, engage purposefully in learning and experience academic success.

Queensland Department of Education
State Schools Strategy 2019-2023

Purpose

Mount Warrek Park State School is committed to providing a safe, respectful and disciplined learning environment for all students, staff, parents and visitors.



The Mount Warren Park Student Code of Conduct sets out the responsibilities and processes we use in our school to promote a productive, effective whole school approach to discipline.

Its purpose is to facilitate high standards of behaviour from all in the school community, ensuring learning and teaching in our school is prioritised, where all students are able to experience success and staff enjoy a safe workplace.

Contact Information

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Contact Person:	Title of a school-based contact person for further information on the school and its behaviour policies, including reporting bullying. Mark Hitchen

Endorsement

Principal Name:	Mark Hitchen
Principal Signature:	
Date:	7 December 2020
P&C President Name:	Konrad Dwyers-Dikmans
P/C President and-or School Council Chair Name Signature::	
Date:	4 February 2021

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Learning and Behaviour Statement

Mt Warren Park State School is committed to providing a supportive school environment where everyone feels **safe, respected** and able to teach and **learn**. We believe that we can *inspire successful learning* when:

- The whole school community feels safe and valued;
- Students have opportunities to engage in quality learning experiences;
- The school has high expectations for behaviour and schoolwide rules and processes;
- All people own their behaviour and display choices that demonstrate personal responsibility;
- Behaviour can be learned and improving behaviours is part of lifelong learning for all;
- Appropriate and positive language and behaviours are defined, modelled, acknowledged and rewarded.
- Learning how to interact with others in a variety of settings is essential; and
- Partnerships between home and school are valued and supported.

School Beliefs about behaviour and learning

We believe in the following characteristics to foster a supportive school environment:

- A shared understanding amongst all community members and their responsibilities;
- Effective teaching and learning which is engaging, relevant, challenging and differentiated;
- Consistent expectations and rules that are explicitly taught, implemented, acknowledged and rewarded across all settings;
- A team approach in which all staff take responsibility for all students;
- A shared acceptance and adoption of the school's collaboratively developed processes for the responsible behaviour of students;
- A belief that behaviour can be learned and active teaching assists student improvement;
- Adults are trained in skill development to support students;
- Effective parent communication that allows for shared understanding and stronger reinforcement of school rules at home;
- Data collation, analysis and reporting assists effective decision making for improvements in behaviour;
- Success needs to be acknowledged, valued and celebrated and that all children need recognition for their positive behaviour;
- Mistakes are accepted as opportunities for learning and re-teaching; and the
- Consequences for not following the school rules are applied fairly and consistently by all.

Student Wellbeing and Support Network

The network for support at Mt Warren Park State School includes the involvement of a team of personnel and agencies. This network includes, but is not limited to:

- School teaching and support staff
- School administration
- Parents
- School Guidance Officer
- District Senior Guidance Officer
- Behaviour Support Teacher / Staff
- Student Support Services Committee
- School Chaplain

The Student Support Services Committee provides support to students who require more targeted or intensive support. The Committee consists of the school Guidance Officer, the Deputy Principals, Deputy Principal of Special Education Services, PBL Coach, Learning Support Teachers, Classroom Teachers and Advisory Visiting Teachers. The school also accesses District support staff including a Speech Language Pathologist, Occupational Therapist and Hearing Impaired and Autistic Spectrum Disorder Advisory Visiting Teachers.

Government agencies such as the local Child Youth Mental Health Service, Department of Communities, Department of Child Safety, Queensland Health Services and Juvenile Aid Bureau also work closely with the school to provide support when necessary.

Other local agencies are also available to provide support including St Vincent de Paul's Healthy Families Program.

Whole School Approach to Discipline

Mount Warren Park State School uses Positive Behaviour for Learning (PBL) as the multi-tiered system of support for discipline in the school. This is a whole-school approach, used in all classrooms and programs offered through the school, including sporting activities and excursions.

PBL is an evidence-based framework used to:

- analyse and improve student behaviour and learning outcomes
- ensure that only evidence-based practices are used correctly by teachers to support students
- continually support staff members to maintain consistent school and classroom improvement practices.

At Mount Warren Park State School we believe discipline is about more than punishment. It is a word that reflects our belief that student behaviour is a part of the overall teaching and learning approach in our school. Our staff take responsibility for making their expectations clear, for providing supportive instruction about how to meet these expectations and strive to use behavioural incidents as opportunities to re-teach.

The development of the Mount Warren Park State School Student Code of Conduct is an opportunity to explain the PBL framework with parents and students, and gain their support to implement a consistent approach to teaching behaviour. The language and expectations of PBL can be used in any environment, including the home setting for students. Doing everything we can do to set students up for success is a shared goal of every parent and school staff member.

Any students or parents who have questions or would like to discuss the Student Code of Conduct or PBL are encouraged to speak with the class teacher or make an appointment to meet with the deputy principal or principal.

Consideration of Individual Circumstances

Staff at Mount Warren Park State School take into account students' individual circumstances, such as their behaviour history, disability, mental health and wellbeing, religious and cultural considerations, home environment and care arrangements when teaching expectations, responding to inappropriate behaviour or applying a disciplinary consequence.

In considering the individual circumstances of each student, we recognise that the way we teach, the support we provide and the way we respond to students will differ. This reflects the principle of equality, where every student is given the support they need to be successful. This also means that not everyone will be treated the same, because treating everyone the same is not fair. For example, some students need additional support to interpret or understand an expectation. Others may benefit from more opportunities to practise a required skill or behaviour. For a small number of students, the use of certain disciplinary consequences may be considered inappropriate

or ineffective due to complex trauma or family circumstances. These are all matters that our teachers and principal consider with each individual student in both the instruction of behaviour and the response to behaviour.

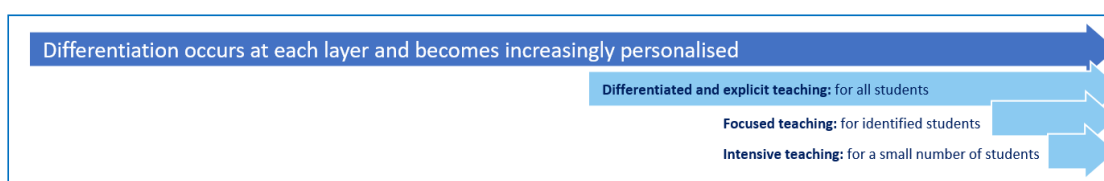
Our teachers are also obliged by law to respect and protect the privacy of individual students, so while we understand the interest of other students, staff and parents to know what punishment another student might have received, we will not disclose or discuss this information with anyone but the student's family. This applies even if the behavioural incident, such as bullying, involves your child. You can be assured that school staff take all matters, such as bullying, very seriously and will address them appropriately. We expect that parents and students will respect the privacy of other students and families.

Differentiated and Explicit Teaching

Mount Warren Park State School is a disciplined school environment that provides differentiated teaching to respond to the learning needs of all students. This involves teaching expected behaviours and providing opportunities for students to practise these behaviours. Teachers reinforce expected behaviours, provide feedback and correction, and opportunities for practise.

Teachers at Mount Warren Park State School vary what students are taught, how they are taught and how students can demonstrate what they know as part of this differentiated approach to behaviour. These decisions about differentiation are made in response to data and day-to-day monitoring that indicates the behavioural learning needs of students. This enables our teachers to purposefully plan a variety of ways to engage students; assist them to achieve the expected learning; and to demonstrate their learning.

There are three main layers to differentiation, as illustrated in the diagram below. This model is the same used for academic and pedagogical differentiation.



These three layers map directly to the tiered approach discussed earlier in the Learning and Behaviour section. For example, in the PBL framework, Tier 1 is differentiated and explicit teaching for all students, Tier 2 is focussed teaching for identified students and Tier 3 is intensive teaching for a small number of students. Each layer provides progressively more personalised supports for students.

Every classroom in our school uses the PBL Expectations Matrix, illustrated below, as a basis for developing their behaviour standards. Using this matrix, the class teacher works with all students to explain exactly what each of the expectations look, sound and feel like in their classroom. The completed matrix is used as the basis of teaching expectations throughout the year and revisited regularly to address any new or emerging issues.

SETTINGS	BE SAFE	BE RESPECTFUL	BE A LEARNER
At all times	<ul style="list-style-type: none"> I keep my whole body to myself. I remain in my designated area. I use equipment appropriately and safely. I walk safely on correct pathways. I use seats for sitting on. I use the High 5 to solve conflict. 	<ul style="list-style-type: none"> I use my whole body to listen. I follow adult directions. I am polite by looking and listening. I use polite words. I use a courteous tone of voice. I treat all property with respect. I wear my correct school uniform with pride. I keep my school clean and tidy. I am truthful and honest. I support my school community. 	<ul style="list-style-type: none"> I participate in all activities positively. I am responsible for my own choices and actions. I make things better. I am a positive role model for others. I am a problem solver. I take risks and attempt all tasks. I seek help when I need it. I get along with others. I understand that everyone has differences. I follow school routines.
Classroom / Learning Areas	<ul style="list-style-type: none"> I enter the learning area when a teacher is present. I leave the learning area with adult permission. I walk to enter and exit the learning areas. I walk while moving around in the learning area. I push my chair in when leaving my desk. 	<ul style="list-style-type: none"> I raise my hand to speak and wait my turn. I use an inside voice when speaking. I treat all adults and children with respect. I respect the rights of others to learn. I respect the rights of teachers to teach. I contribute to my classroom by keeping it organised and tidy. 	<ul style="list-style-type: none"> I organise my belongings ready to learn. I put effort into keeping my work neat and tidy. I challenge myself with my learning. I show persistence when I find a task difficult.
Eating Areas	<ul style="list-style-type: none"> I sit in my correct eating area for the 10 minute eating time. I finish eating my lunch sitting in my undercover area. 	<ul style="list-style-type: none"> I place rubbish in the bin. I eat my own food. I leave the eating area with permission. I eat my food during designated eating times. 	<ul style="list-style-type: none"> I identify healthy foods in my lunch. I eat my food to give me energy and help with my learning.
Playground Areas & Oval	<ul style="list-style-type: none"> I wear a sun safe hat, school shirt and enclosed shoes outside. I stay in the correct play area. I leave sticks and stones on the ground. I wait to be instructed before entering a play area. I play on equipment during first and second break only. I acknowledge playgrounds are out of bounds before and after school. 	<ul style="list-style-type: none"> I play fairly - invite others to join in, take turns, follow the game rules. I care for my school environment - gardens, trees, plants, wildlife. I wait my turn when on equipment. I respect other students' personal and playing space. I leave electronic games, special toys and devices at home or in the classroom with permission. 	<ul style="list-style-type: none"> I am active and play outside. I show persistence and resilience. I plan to use the toilet during play time.
Assembly Areas / Parade	<ul style="list-style-type: none"> I walk in line, on the path with my class. I sit with my legs crossed in a listening body. I stand tall and still. 	<ul style="list-style-type: none"> I sit and stand quietly. I listen to and watch all presenters. I applaud the success of others when asked. I follow the directions of the presenter and my teacher. 	<ul style="list-style-type: none"> I listen to announcements. I am aware of topics presented.
Undercover Areas	<ul style="list-style-type: none"> I am in the correct undercover area. I eat and drink sitting down. I play safely with ball equipment. I walk in the undercover space. 	<ul style="list-style-type: none"> I play quiet and safe games. I walk around others playing handball and quiet games. 	<ul style="list-style-type: none"> I am water wise with bubblers.
Tuckshop	<ul style="list-style-type: none"> I go to the Tuckshop on my own during playtime. I stand quietly in the Tuckshop line. I deliver and collect the Tuckshop box when I am one of two monitors. 	<ul style="list-style-type: none"> I wait my turn in line to be served. I use manners when speaking with the Tuckshop staff. I say 'please' and 'thank you.' 	<ul style="list-style-type: none"> I order breakfast before 8:30am. I have my own money ready. I order lunches before school starts. I place my lunch bag order in the blue box when I enter the classroom in the morning. I make healthy choices.
Bus Stop Areas	<ul style="list-style-type: none"> I sit in the correct area while waiting for buses. I remain inside the school grounds until the bus has stopped. I enter and travel on the bus in a safe manner by sitting down straight away and remaining seated. 	<ul style="list-style-type: none"> I follow bus company rules. I listen to, and I follow instructions from the bus driver. 	<ul style="list-style-type: none"> I know road rules. I know the bus I must catch. I have my bus pass or money ready. I listen and walk promptly to my bus when called.
Toilets	<ul style="list-style-type: none"> I use toilets appropriately and safely. I return to class directly after toilet visits. I use the correct toilet block. I use toilet paper and soap correctly. 	<ul style="list-style-type: none"> I keep the toilets clean and tidy. I respect other students' privacy. I talk quietly in the toilets. I flush the toilet. I wash my hands with soap after I use the toilet. I ask permission to go to the toilet during class time. 	<ul style="list-style-type: none"> I am water wise. I keep food and drinks out of the toilets. I plan to go to the toilet during lunch breaks.
Administration	<ul style="list-style-type: none"> I help others to get to the office - hurt student. I sign in when late to school. 	<ul style="list-style-type: none"> I quietly wait my turn in line to speak to Office Staff. I speak calmly and politely using manners. I sit quietly in the office and wait for my turn. I ask office staff to enter the staffroom. 	<ul style="list-style-type: none"> I hand in my mobile phone to the office.
Technology Areas	<ul style="list-style-type: none"> I access safe and appropriate online websites. I follow our school Computer Use Agreement. I leave food and drinks away from computers. 	<ul style="list-style-type: none"> I use a quiet voice when speaking. I use computers/devices with permission. I use computers independently and cooperatively. 	<ul style="list-style-type: none"> I use my own username and password. I access my own files. I log out when finished.
Transitions <i>(eg. returning to class from breaks, between classes, using pathways)</i>	<ul style="list-style-type: none"> I walk in two straight lines, walking directly behind the child in front of me. I sit in one of two straight lines outside my classroom. I walk directly to where I'm going. I sit inside the school grounds waiting to go home. 	<ul style="list-style-type: none"> I walk quietly through the school grounds during learning time. I make space for others to walk without blocking the path. I walk on correct pathways. I knock before entering rooms. 	<ul style="list-style-type: none"> I am on time for class. I follow the school routines and timetables. I stay to the left while walking on pathways.
Before and After School	<ul style="list-style-type: none"> I walk my bike/scooter through school grounds. I sit quietly in the undercover area before 8.25am. I meet staff at the Tuckshop Undercover area at 8.25am to go to the hall for supervision if I don't have my Carer with me. If I arrive from 8:30am without my Carer, I go straight to the hall. I enter and exit the school grounds through designated areas. I wait inside the school grounds until my Carer arrives. If walking, I walk straight home after being released from class. 	<ul style="list-style-type: none"> I sit with my Carer or sit in the hall after 8.30am. I sit quietly outside my class in line waiting for the teacher when the first bell rings. I look after my bike/scooter by locking it up at the bike rack. 	<ul style="list-style-type: none"> I arrive at school on time before the first bell. I walk directly to class when released from the hall. I use road safety rules.

Focused Teaching

Some students at Mount Warren Park State School may require additional support to meet behaviour expectations, even after being provided with differentiated and explicit teaching. These students may have difficulty meeting behavioural expectations in a particular period of the day or as part of a learning area/subject, and focused teaching is provided to help them achieve success.


Focused teaching involves revisiting key behavioural concepts and/or skills and using explicit and structured teaching strategies in particular aspects of a behaviour skill. Focused teaching provides students with more opportunities to practise skills and multiple opportunities to achieve the intended learning and expected behaviour.

Support staff, including behaviour support teachers, work collaboratively with class teachers at Mount Warren Park State School to provide focused teaching. Focused teaching is aligned to the PBL Expectations, and student progress is monitored by the classroom teacher/s to identify those who:

- no longer require the additional support
- require ongoing focussed teaching
- require intensive teaching.


Mount Warren Park State School has a range of Student Support Network staff in place to help arrange and deliver focused teaching to students who need more support to meet expectations. In addition, the school invests in the following evidence-informed programs within the 'I Can, We Can' framework to address specific skill development for some students:

- Reboot
- The Berry Street Education Model
- Functional Based Assessment.



2021 I Can: We Can

School Wide Targeted English Improvement · Successful Learners · Health and Wellbeing



Class Expectations

Morning Routine: Greeting at the beginning of every day
Brain Breaks: Minimum of 2 in the morning session, minimum of 2 in the middle session and minimum of 1 in the afternoon session

Mindfulness: After breaks, as required, for no longer than 3 minutes duration

Ready to Learn: Throughout the day in every room
What Went Well: At the end of every day


Morning Routine

1. **Greeting** A positive touch (hand shake, fist bump, high five). Eye contact and say the person's name and smile. Ensure teacher says good morning to each person.
2. **Announcements** Daily routine, birthdays, changes to routines.
3. **Roll Marking** Before 9.10am
4. **Tuckshop** Send basket to tuckshop
5. **Expectations** Review weekly PBL expectation
6. **Heggarty** Complete daily tasks


Ready to Learn

Use as required to teach students to have success at school and manage their emotions and feelings


Use the 3 Brains



Wild Brain




Emotional Brain




Smart Brain


to help students identify how they are feeling using the 5 point scale




1
Upset, angry, depressed




2
Negative, frustrated, confused, sad



3
Ok, fine, alright, average



4
Comfortable, positive, pleased



5
Excited, happy, pumped

If a student indicates a 1 or 2, teacher supports student to go through the following process:

1. Identify which brain the student is operating in
2. Choose what brain they need to be in
3. Identify what strategies will help them to operate in that brain
4. Initiate action
5. Check if that made the shift and student is ready to learn

Staff model how they are feeling and how different strategies assist them when they encounter difficult emotions or stress throughout the day

Brain Breaks

- 1-2 minutes per break
- Minimum of 2 in the morning session
- Minimum of 2 in the middle session
- Minimum of 1 in the afternoon session

Please use more frequently as required to ensure student engagement and on task behaviour



Escalating	De-Escalating
<ul style="list-style-type: none"> • Name and Animal Sound- say your name with an animal sound and class repeats • Thumb Wars - pairs • Movement - step back, step forward, step left, step right • Super Heroes - Batman, Superman, Spiderman, Wonder Woman - matching in pairs • (PP) Name and Movement - create a movement for your name and rest of class repeats • Five, Four, Three, Two, One - actions e.g. star jumps, touch toes, clap • (PP) Name Race - in a circle students say names as you time 	<ul style="list-style-type: none"> • Balancing Pencils - on fingers while stationary and then moving • Simon Say - stretching movements • Twisting hands and partner tries to get you to move a certain finger • Name Alphabet - each letter of your name has a different action • (PP) Eight, Four, Two, One - shake food for 8 counts, then 4, 2, 1 • Deep Breathing • Stretching - yoga stretches • Finger Rotations - hands open, fingers touching, rotate each matching finger around the other

What Went Well (WWW)

EVERY class at the end of EVERY day

WWW reflections can be used throughout the day, as required, to refocus students

- Helps students to focus on the positives
- WWW reflections at the end of each day take 5-10 minutes and promote all students finishing the day with a positive thought
- WWW reflections can be used throughout the day

'Every Student Succeeding'

For more information about these programs, please speak with the relevant Deputy Principal, Mr Steven Massey (Prep – Year 2), Mrs Sarah Bennett (Years 3 – 6) and Mrs Dawn Bennett (Special Education).

Intensive Teaching

Some students at Mount Warren Park State School require intensive teaching to achieve behavioural expectations. Intensive teaching involves frequent and explicit instruction, with individuals or in small groups, to develop mastery of basic behavioural concepts, skills and knowledge.

Some students may require intensive teaching for a short period, for particular behaviour skills. Other students may require intensive teaching for a more prolonged period. Decisions about the approach will be made based on data collected from their teacher or teachers, and following consultation with the student's family.

The school has developed a classification of *minor and major behaviours* to assist staff and students to identify and treat such behaviours according to the flowchart. (See page 33)

- Behaviours represented in yellow, while unacceptable and inappropriate, are deemed to be minor behaviours and can be successfully managed in situ by all staff.
- Behaviours indicated in red, are considered so serious that they require intervention from a school administrator. The left side of the schoolwide flowchart deals with the processes for dealing with major behaviours.

Minor Behaviours		Major Behaviours	
Non-compliance	Not following the directions of an adult	Defiance	Major defiance Persistent defiance refusal to follow directions by an adult, resulting in a severe interruption of others or running away
Verbal misconduct	Speaking impolitely or disrespectfully to others, being unkind and hurtful remarks to others, cursing and swearing, use of racist language, racist language, homophobic or sexist language.	Gross verbal misconduct	Severe verbal misconduct including swearing, threatening and abusive language directed at an adult, including others based on gender or race.
Non-verbal misconduct	Using gestures or physical actions to cause a disruption to learning.	Minor non-verbal misconduct	Use of gross non-verbal physical actions to disrupt the learning or directed at an adult.
Physical contact/ aggression (non-serious but inappropriate)	Physical contact that does not result in injury, pushing, hitting, kicking, etc.	Fighting/Physical contact/Aggression (serious)	Physical contact with the intent or having the outcome to cause injury.
Property misconduct	Misuse of school equipment, or the belongings of others.	Vandalism	Deliberate attempts to harm or destroy the property of the person or others.
Minor stealing	Taking the possession(s) of another (significant monetary value)	Major theft	Taking the possession(s) of another (significant monetary or personal)

- The safety of students is considered paramount in all circumstances.
- Students are generally accompanied to the office, but sometimes it may be necessary to deal with situations where they occur.
- Administrators will conference with students about their behaviour and refer to their behaviour record in OneSchool. All referrals to the office will generate a behaviour report for OneSchool.

These students are given in addition to the above support the following services:

- Access to the school Guidance Officer
- Liaison with external agencies

- Regular monitoring by the school administration
- PBL Focus Room (explicit reteaching)
- Time out at the school office if appropriate.
- Referral to District Behaviour Programs

For a small number of students who continue to display behaviours that are deemed complex and challenging, then individualised, function-based behaviour assessment and support plans and multi-agency collaboration may be provided to support the student. These plans are developed by teachers and signed off by the school administration and the parents and are typically created when students:

- Display persistent major behaviours;
- Have 5 or more Out of Class Referrals (OCR) in a term;
- Experience school suspensions;
- Participate in a Behaviour Improvement Condition;
- Undertaking a flexible school arrangement;
- Participate in an externally run behaviour program; or
- Demonstrate sufficient cause for such a plan.

This approach will seek to address the acute impact of barriers to learning and participation faced by students who are negotiating a number of complex personal issues.

Students who require intensive teaching will be assigned an individual mentor at the school that will oversee the coordination of their program, communicate with stakeholders and directly consult with the student.

Disciplinary Consequences

The disciplinary consequences model used at Mount Warren Park State School follows the same differentiated approach used in the proactive teaching and support of student behavioural expectations.

The majority of students will be confident and capable of meeting established expectations that are clear, explicitly taught and practised. In-class corrective feedback, sanctions and rule reminders may be used by teachers to respond to low-level or minor problem behaviours.

Some students will need additional support, time and opportunities to practise expected behaviours. Some of the student population may experience difficulty with meeting the stated expectations, and even with focussed teaching, in-class corrective feedback, sanctions and rule reminders continue to display low-level problem behaviour. A continued pattern of low-level behaviour can interfere with teaching and learning for the whole class, and a decision may be needed by the class teacher to refer the student to the school administration team immediately for determination of a disciplinary consequence.

For a small number of students, a high level of differentiated support or intensive teaching is required to enable them to meet the behavioural expectations. This may be needed throughout the school year on a continuous basis. The determination of the need will be made by the principal in consultation with staff and other relevant stakeholders. On occasion the behaviour of a student may be so serious, such as causing harm to other students or to staff, that the principal may determine that an out of school suspension or exclusion is necessary as a consequence for the student's behaviour. Usually this course of action is only taken when the behaviour is either so serious as to warrant immediate removal of the student for the safety of others, and no other alternative discipline strategy is considered sufficient to deal with the problem behaviour.

The differentiated responses to problem behaviour can be organised into three tiers, with increasing intensity of support and consequences to address behaviour that endangers others or causes major, ongoing interference with class or school operations.

Differentiated

Class teacher provides in-class or in-school disciplinary responses to low-level or minor problem behaviour. This may include:

- Pre-correction (e.g. "Remember, walk quietly to your seat")
- Non-verbal and visual cues (e.g. posters, hand gestures)
- Whole class practising of routines
- Ratio of 5 positive to 1 negative commentary or feedback to class
- Corrective feedback (e.g. "Hand up when you want to ask a question")
- Rule reminders (e.g. "When the bell goes, stay seated until I dismiss you")
- Explicit behavioural instructions (e.g. "Pick up your pencil")

- Proximity control
- Tactical ignoring of inappropriate behaviour (not student)
- Revised seating plan and relocation of student/s
- Individual positive reinforcement for appropriate behaviour
- Classwide incentives
- Reminders of incentives or class goals
- Redirection
- Low voice and tone for individual instructions
- Give 30 second 'take-up' time for student/s to process instruction/s
- Reduce verbal language
- Break down tasks into smaller chunks
- Provide positive choice of task order (e.g. "Which one do you want to start with?")
- Prompt student to take a break or time away in class
- Model appropriate language, problem solving and verbalise thinking process (e.g. "I'm not sure what is the next step, who can help me?")
- Provide demonstration of expected behaviour
- Peer consequence (e.g. corrective feedback to influential peer demonstrating same problem behaviour)
- Private discussion with student about expected behaviour
- Reprimand for inappropriate behaviour
- Warning of more serious consequences (e.g. removal from classroom)
- Detention

Focused

Class teacher is supported by other school-based staff to address in-class problem behaviour. This may include:

- Functional Behaviour Assessment
- Individual student behaviour support strategies (e.g. Student behaviour plan)
- Targeted skills teaching in small group
- Token economy
- Detention
- Behavioural contract
- Counselling and guidance support
- Self-monitoring plan
- Check in Check Out strategy
- Teacher coaching and debriefing
- Referral to Student Support Network for team based problem solving
- Stakeholder meeting with parents and external agencies

Intensive

School leadership team work in consultation with Student Support Network to address persistent or ongoing serious problem behaviour. This may include:

- Functional Behaviour Assessment based individual support plan
- Complex case management and review
- Stakeholder meeting with parents and external agencies including regional specialists

- Temporary removal of student property (e.g. mobile phone)
- Short term suspension (up to 10 school days)
- Long term suspension (up to 20 school days)
- Charge related suspension (student has been charged with a serious criminal offence is suspended from school until the charge has been dealt with by the relevant justice authorities)
- Suspension pending exclusion (student is suspended from school pending a decision by the Director-General or delegate (principal) about their exclusion from school)
- Exclusion (student is excluded from a particular state school site, a group of state schools or all state schools in Queensland for a defined period of time or permanently)
- Cancellation of enrolment for students older than compulsory school age who refuse to participate in the educational program provided at the school.

School Disciplinary Absences

A School Disciplinary Absence (SDA) is an enforced period of absence from attending a Queensland state school, applied by the Principal as a consequence to address poor student behaviour. There are four types of SDA:

- Short suspension (1 to 10 school days)
- Long suspension (11 to 20 school days)
- Charge-related suspension
- Exclusion (period of not more than one year or permanently).

At Mount Warren Park State School, the use of any SDA is considered a very serious decision. It is typically only used by the Principal when other options have been exhausted or the student's behaviour is so dangerous that continued attendance at the school is considered a risk to the safety or wellbeing of the school community.

Parents and students may appeal a long suspension, charge-related suspension or exclusion decision. A review will be conducted by the Director-General or their delegate, and a decision made within 40 school days to confirm, amend/vary or set aside the original SDA decision by the Principal.

The appeal process is a thorough review of all documentation associated with the SDA decision and provides an opportunity for both the school and the family to present their case in the matter. Time is afforded for collection, dissemination and response to the materials by both the school and the family. It is important that the purpose of the appeal is understood so that expectations are clear, and appropriate supports are in place to ensure students can continue to access their education while completing their SDA.

Re-entry following suspension

Students who are suspended from Mount Warren Park State School may be invited to attend a re-entry meeting on the day of their scheduled return to school. The main purpose of this meeting is to welcome the student, with their parent/s, back to the school. It is **not a time** to review the student's behaviour or the decision to suspend, the student has already received a punishment through their disciplinary absence from school. The aim of the

re-entry meeting is for school staff to set the student up for future success and strengthen home-school communication.

It is not mandatory for the student or their parents to attend a re-entry meeting. It may be offered as a support for the student to assist in their successful re-engagement in school following suspension.

Arrangements

The invitation to attend the re-entry meeting will be communicated via telephone and in writing, usually via email. Re-entry meetings are short, taking less than 10 minutes, and kept small with only the Principal or their delegate attending with the student and their parent/s.

A record of the meeting is saved in OneSchool, under the Contact tab, including any notes or discussions occurring during the meeting.

Structure

The structure of the re-meeting should follow a set agenda, shared in advance with the student and their family. If additional items are raised for discussion, a separate arrangement should be made to meet with the parent/s at a later date and time. This meeting should be narrowly focussed on making the student and their family feel welcome back into the school community.

Possible agenda:

- Welcome back to school
- Check in on student wellbeing
- Discuss any recent changes to school routine or staffing
- Offer information about supports available (e.g. guidance officer)
- Set a date for follow-up
- Thank student and parent/s for attending
- Walk with student to classroom

Reasonable adjustments

In planning the re-entry meeting, school staff will consider reasonable adjustments needed to support the attendance and engagement of the student. This includes selecting an appropriate and accessible meeting space, organising translation or interpretation services or supports (e.g. AUSLAN), provision of written and/or pictorial information and other relevant accommodations. The inclusion of support staff, such as guidance officers or Community Education Counsellors, may also offer important advice to ensure a successful outcome to the re-entry meeting.

School Policies

Mount Warren Park State School has tailored school discipline policies designed to ensure students, staff and visitors work cooperatively to create and maintain a supportive and safe learning environment. Please ensure that you familiarise yourself with the responsibilities for students, staff and visitors outlined in the following policies:

- Temporary removal of student property
- Use of mobile phones and other devices by students
- Preventing and responding to bullying
- Appropriate use of social media
- School Dress Code
- School Excursion Policy

Temporary removal of student property

The removal of any property in a student's possession may be necessary to promote the caring, safe and supportive learning environment of the school, to maintain and foster mutual respect between all state school staff and students. The **Temporary removal of student property by school staff procedure** outlines the processes, conditions and responsibilities for state school principals and school staff when temporarily removing student property.

In determining what constitutes a reasonable time to retain student property, the principal or state school staff will consider:

- the condition, nature or value of the property
- the circumstances in which the property was removed
- the safety of the student from whom the property was removed, other students or staff members
- good management, administration and control of the school.

The Principal or state school staff determine when the temporarily removed student property can be returned, unless the property has been handed to the Queensland Police Service.

The following items are explicitly prohibited at Mount Warren Park State School and will be removed if found in a student's possession:

- illegal items or weapons (e.g. guns, knives*, throwing stars, brass knuckles, chains)
- imitation guns or weapons
- potentially dangerous items (e.g. blades, rope)
- drugs** (including tobacco)
- alcohol
- aerosol deodorants or cans (including spray paint)
- explosives (e.g. fireworks, flares, sparklers)
- flammable solids or liquids (e.g. fire starters, mothballs, lighters)
- poisons (e.g. weed killer, insecticides)
- inappropriate or offensive material (e.g. racist literature, pornography, extremist propaganda).

* No knives of any type are allowed at school, including flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives or craft knives, or any item that can be used as a weapon, for example a chisel. Knives needed for school activities will be provided by the school, and the use of them will be supervised by school staff. In circumstances where students are required to have their own knives or sharp tools for particular subjects or vocational courses, the school will provide information about the procedures for carrying and storing these items at school.

** The administration of medications to students by school staff is only considered when a prescribing health practitioner has determined that it is necessary or when there is no other alternative in relation to the treatment of a specific health need. Schools require medical authorisation to administer any medication to students (**including over-the-counter medications such as paracetamol or alternative medicines**).

Responsibilities

State school staff at Mount Warren Park State School:

- do not require the student's consent to search school property such as lockers, desks or laptops that are supplied to the student through the school;
- may seize a student's bag where there is suspicion that the student has a dangerous item (for example, a knife) in their school bag, prior to seeking consent to search from a parent or calling the police;
- consent from the student or parent is required to examine or otherwise deal with the temporarily removed student property. For example, staff who temporarily remove a mobile phone from a student are not authorised to unlock the phone or to read, copy or delete messages stored on the phone;
- there may, however, be emergency circumstances where it is necessary to search a student's property without the student's consent or the consent of the student's parents (e.g. to access an EpiPen for an anaphylactic emergency);
- consent from the student or parent is required to search the person of a student (e.g. pockets or shoes). If consent is not provided and a search is considered necessary, the police and the student's parents should be called to make such a determination.

Parents of students at Mount Warren Park State School

- ensure your children do not bring property onto schools grounds or other settings used by the school (e.g. camp, sporting venues) that:
 - is prohibited according to the Mount Warren Park State School Student Code of Conduct
 - is illegal
 - puts the safety or wellbeing of others at risk
 - does not preserve a caring, safe, supportive or productive learning environment
 - does not maintain and foster mutual respect;
- collect temporarily removed student property as soon as possible after they have been notified by the Principal or state school staff that the property is available for collection.

Students of Mount Warren Park State School

- do not bring property onto school grounds or other settings used by the school (e.g. camp, sporting venues) that:
 - is prohibited according to the Mount Warren Park State School Code of Conduct
 - is illegal
 - puts the safety or wellbeing of others at risk
 - does not preserve a caring, safe, supportive or productive learning environment
 - does not maintain and foster mutual respect;
- collect their property as soon as possible when advised by the Principal or state school staff it is available for collection.

Use of mobile phones and other devices by students

Digital literacy refers to the skills needed to live, learn and work in a society where communication and access to information is dominated by digital technologies like mobile phones. However, the benefits brought about through these diverse technologies can be easily overshadowed by deliberate misuse which harms others or disrupts learning. This also extends to Smart Watches i.e. watches that allow communication between school and the outside community to occur and that contain games and Apps which can lead to off-task behaviour.

Responsibilities

The responsibilities for students using mobile phones or other devices at school or during school activities are simple: all devices are to be handed into the office upon arrival at school. It is the responsibility of all students to collect these items at the end of the school day.

It is **unacceptable** for students at Mount Warren Park State School to:

- use a mobile phone or other devices in an unlawful manner;
- download, distribute or publish offensive messages or pictures;
- use obscene, inflammatory, racist, discriminatory or derogatory language;
- use language and/or threats of violence that may amount to bullying and/or harassment, or even stalking;
- insult, harass or attack others or use obscene or abusive language;
- deliberately waste printing and internet resources;
- damage computers, printers or network equipment;
- commit plagiarism or violate copyright laws;
- ignore teacher directions for the use of social media, online email and internet chat;
- send chain letters or spam email (junk mail);
- knowingly download viruses or any other programs capable of breaching the department's network security;
- use in-phone cameras anywhere a normal camera would be considered inappropriate, such as in change rooms or toilets;
- invade someone's privacy by recording personal conversations or daily activities and/or the further distribution (e.g. forwarding, texting, uploading, Bluetooth use etc.) of such material;
- use a mobile phone (including those with Bluetooth functionality) to cheat during exams or assessments;
- take into or use mobile devices at exams or during class assessment unless expressly permitted by school staff.

At all times students, while using ICT facilities and devices supplied by the school, will be required to act in line with the requirements of the Mount Warren Park State School Student Code of Conduct. In addition students and their parents should:

- understand the responsibility and behaviour requirements (as outlined by the school) that come with accessing the department's ICT network facilities;
- ensure they have the skills to report and discontinue access to harmful information if presented via the internet or email;

- be aware that:
 - access to ICT facilities and devices provides valuable learning experiences for students and supports the school's teaching and learning programs;
 - the school is not responsible for safeguarding information stored by students on departmentally-owned student computers or mobile devices;
 - schools may remotely access departmentally-owned student computers or mobile devices for management purposes;
 - students who use a school's ICT facilities and devices in a manner that is not appropriate may be subject to disciplinary action by the school, which could include restricting network access;
 - despite internal departmental controls to manage content on the internet, illegal, dangerous or offensive information may be accessed or accidentally displayed;
 - teachers will always exercise their duty of care, but avoiding or reducing access to harmful information also requires responsible use by the student.

Preventing and responding to bullying

Mount Warren Park State School uses the [Australian Student Wellbeing Framework](#) to promote positive relationships and the wellbeing of all students, staff and visitors at the school.

Our staff know student learning is optimised when they feel connected to others and experience safe and trusting relationships. Students who feel secure are more likely to be active participants in their learning and to achieve better physical, emotional, social and educational outcomes. Teachers who feel valued and supported are more likely to engage positively with students and build stronger connections within the school community. Parents who are positively engaged with their child's education leads to improved student self-esteem, attendance and behaviour at school. Enhancing the wellbeing of students and their educators delivers overall long-term social, health and economic benefits to the Australian community.

Mount Warren Park State School has a **Student Leadership Forum**, with diverse representatives from the Student Council who meet with the school leadership team to promote strategies to improve student wellbeing, safety and learning outcomes. The standing items on the agenda for each Student Council meeting are the core elements of the Australian Student Wellbeing Framework:



1. Leadership

Principals and school leaders playing an active role in building a positive learning environment where the whole school community feels included, connected, safe and respected.

2. Inclusion

All members of the school community actively participating in building a welcoming school culture that values diversity, and fosters positive, respectful relationships.

3. Student voice

Students actively participate in their own learning and wellbeing, feel connected and use their social and emotional skills to be respectful, resilient and safe.

4. Partnerships

Families and communities collaborating as partners with the school to support student learning, safety and wellbeing.

5. Support

School staff, students and families sharing and cultivating an understanding of wellbeing and positive behaviour and how this supports effective teaching and learning.

A priority for the Student Council is contributing to the implementation of strategies that enhance wellbeing, promote safety and counter violence, bullying and abuse in all online and physical spaces. The engagement of young people in the design of technology information and digital education programs for parents was a key recommendation from the [Queensland Anti-Cyberbullying Taskforce report](#) in 2018, and at Mount Warren Park State School we believe students should be at the forefront of advising staff, parents and the broader community about emerging issues and practical solutions suitable to different contexts.

Bullying

The agreed national definition for Australian schools describes bullying as

- ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm;
- involving an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening;
- happening in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (covert). Bullying behaviour is repeated, or has the potential to be repeated, over time (for example, through sharing of digital records);
- having immediate, medium and long-term effects on those involved, including bystanders. Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying.

Behaviours that do not constitute bullying include:

- mutual arguments and disagreements (where there is no power imbalance)
- not liking someone or a single act of social rejection
- one-off acts of meanness or spite
- isolated incidents of aggression, intimidation or violence.

However, these conflicts are still considered serious and need to be addressed and resolved. At Mount Warren Park State School our staff will work to quickly respond to any matters raised of this nature in collaboration with students and parents.

The following flowchart explains the actions Mount Warren Park State School teachers will take when they receive a report about student bullying, including bullying which may have occurred online or outside of the school setting. Please note that the indicative timeframes will vary depending on

the professional judgment of teachers who receive the bullying complaint and their assessment of immediate risk to student/s.

Bullying response flowchart for teachers

Key contacts for students and parents to report bullying:

Prep to Year 6 – Class teacher

Prep to Year 2 Deputy Principal –Mr Steve Massey, 07 3382 9333

Year 3 to Year 6 Deputy Principal –Sarah Bennett, 07 3382 9333

Learning & Diversity Deputy Principal – Mrs Dawn Bennett, 07 3382 9333

First hour
Listen

- Provide a safe, quiet space to talk
- Reassure the student that you will listen to them
- Let them share their experience and feelings without interruption
- If you hold immediate concerns for the student's safety, let the student know how you will address these. Immediate in this circumstance is where the staff member believes the student is likely to experience harm (from others or self) within the next 24 hours

Day one
Document

- Ask the student for examples they have of the alleged bullying (e.g. hand written notes or screenshots)
- Write a record of your communication with the student
- Check back with the student to ensure you have the facts correct
- Enter the record in OneSchool
- Notify parent/s that the issue of concern is being investigated

Day two
Collect

- Gather additional information from other students, staff or family
- Review any previous reports or records for students involved
- Make sure you can answer who, what, where, when and how
- Clarify information with student and check on their wellbeing

Day three
Discuss

- Evaluate the information to determine if bullying has occurred or if another disciplinary matter is at issue
- Make a time to meet with the student to discuss next steps
- Ask the student what they believe will help address the situation
- Provide the student and parent with information about student support network
- Agree to a plan of action and timeline for the student, parent and yourself

Day four
Implement

- Document the plan of action in OneSchool
- Complete all actions agreed with student and parent within agreed timeframes
- Monitor the student and check in regularly on their wellbeing
- Seek assistance from student support network if needed

Day five
Review

- Meet with the student to review situation
- Discuss what has changed, improved or worsened
- Explore other options for strengthening student wellbeing or safety
- Report back to parent
- Record outcomes in OneSchool

Ongoing
Follow up

- Continue to check in with student on regular basis until concerns have been mitigated
- Record notes of follow-up meetings in OneSchool
- Refer matter to specialist staff within 48 hours if problems escalate
- Look for opportunities to improve school wellbeing for all students

Appropriate use of social media

Cyberbullying is treated at Mount Warren Park State School with the same level of seriousness as in-person bullying. The major difference with cyberbullying however, is that unlike in-person bullying, cyberbullying follows students into their community, their homes and their bedrooms, giving them no opportunity to escape the harassment or abuse during the evening, weekends or holidays.

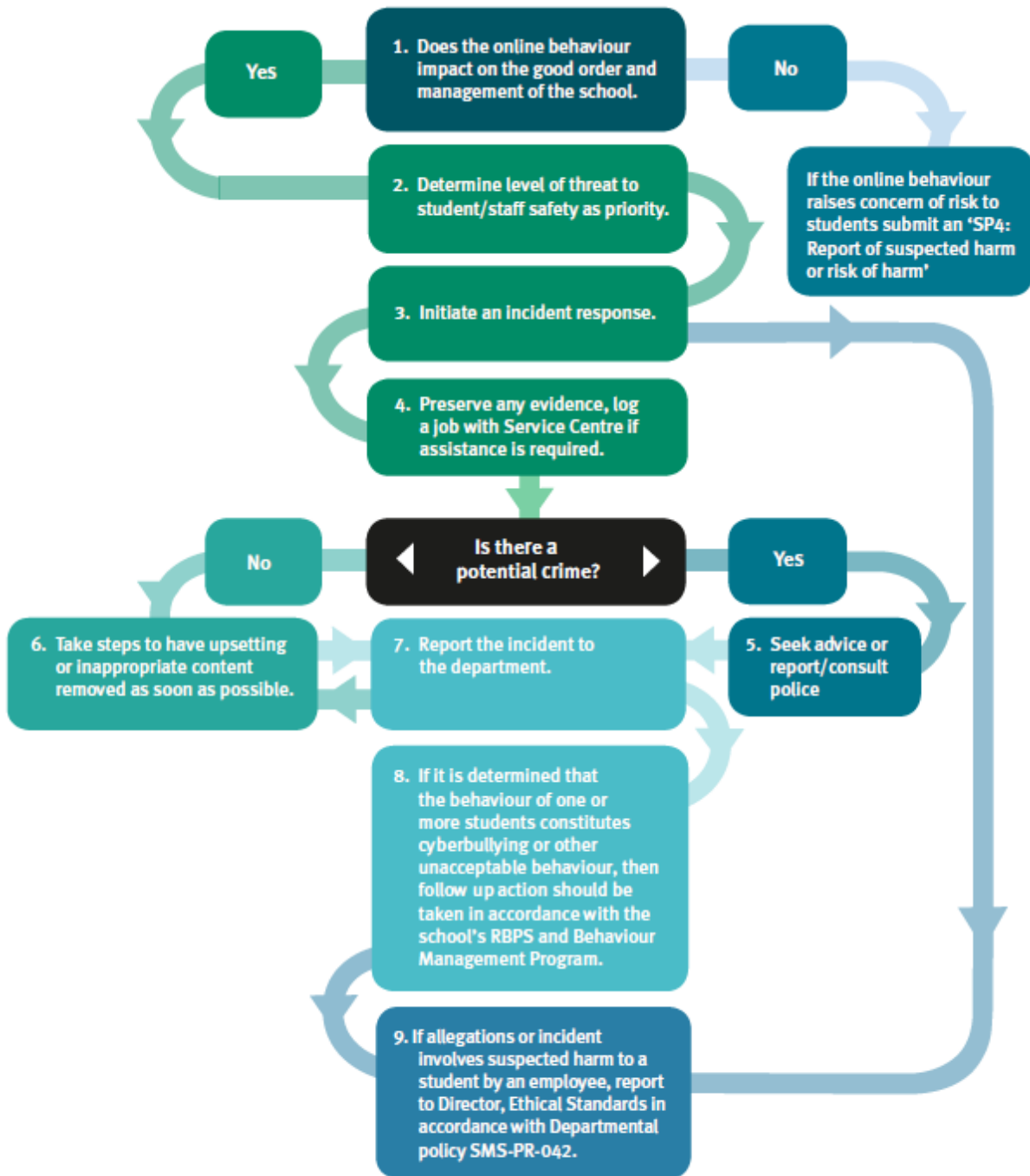
In the first instance, students or parents who wish to make a report about cyberbullying should approach the regular class teacher (for students in primary year levels) or the form class teacher (for students in secondary year levels). The Deputy Principals can be approached directly by students, parents or staff for assistance in preventing and responding to cyberbullying.

It is important for students, parents and staff to know that state school principals have the authority to take disciplinary action to address student behaviours that occur outside of school hours or school grounds. This includes cyberbullying. Parents and students who have concerns about cyberbullying incidents occurring during school holidays should immediately seek assistance through the [Office of the e-Safety Commissioner](#) or the Queensland Police Service.

Students enrolled at Mount Warren Park State School may face in-school disciplinary action, such as detention or removing of privileges, or more serious consequences such as suspension or exclusion from school for engaging in behaviour that adversely affects, or is likely to adversely affect, other students or the good order and management of the school. This includes behaviour such as cyberbullying which occurs outside of school hours or settings, for example on the weekend or during school holidays. It also applies to inappropriate online behaviour of enrolled students that is directed towards other community members or students from other school sites.

Parents or other stakeholders who engage in inappropriate online behaviour towards students, staff or other parents may be referred to the Office of the e-Safety Commissioner and/or the Queensland Police Service. State school staff will be referred for investigation to the Integrity and Employee Relations team in the Department of Education. Any questions or concerns about the school process for managing or responding to cyberbullying should be directed to the Principal.

Incident management response flowchart



School Dress Code

School Uniform Preferred:

	Boys	Girls
Day Wear Options	Unisex Shorts Boys Check Collar Shirt	Unisex Shorts Girls Check Blouse Black Culottes Girls Check dress
Shoes	White or black socks preferred.	White or black socks preferred.
Sports Uniform	Unisex Shorts Gold Polo House Shirt	Unisex Shorts Gold Polo House Shirt Bike Pants Brown wrap around
Winter Uniform	Black Track Pants Black Track Top	Black Track Pants Black Track Top
Sunsafe Hat Options	Black Legionnaire Black Slouch Hat	Black Legionnaire Black Slouch Hat

Footwear: Closed shoes should be worn by children at school. Thongs and sandals are not permitted. Good shoes ensure students are safe at school. Sports joggers are a popular and safe choice made by many students.

Illegal footwear in the school: Please ask your child/ren not to wear shoes with tags or spikes at school. These are only permitted under especially supervised conditions. The reasons for this rule are:

- Threat to the safety of other children.
- Possible temptation for theft
- Damage to the environment

Sunsafe Hat Policy: In our climate hats are a necessity. The daily wearing of sunsafe hats to school is encouraged. A 'Sun Safe hat' is either a legionnaires cap or an all round brim hat. A standard cap is not 'sun safe'. Students without sunsafe hats will often be unable to participate in Sport or PE and will not be permitted to play during lunch times.

Jewellery/Makeup Policy: The wearing of jewellery is discouraged at school. Children may wear studs or sleepers in their ears but not dangling earrings. Children may wear a signet ring as long as it doesn't protrude dangerously. Religious symbols (eg. necklaces) may be worn if parents give written permission but must be worn under the school uniform. Bracelets, key chains, makeup and nail polish are not permitted.

Sunglasses: These are permitted for outside play. Children may need to remove their sunglasses when speaking to adults as a sign of respect.

Underwear: Underwear should not be exposed and always worn under the uniform.

Tattoos: Tattoos and false tattoos are not permitted at school.

Body piercings: There should be no visible body piercings other than earrings.

Hair Style: The hair should be styled in a neat and respectable manner. Coloured hair or outrageous styles are not permitted.

Free Dress Days: Clothes should not have any offensive language or graphics. Shoulder strap clothing is not permitted. The full torso must be covered including the midriff area. A closed shoe must be worn. A sunsafe hat still applies. Neat and respectable clothing should be worn.

School Excursion Policy

All school excursions are educationally based and are planned for all students for whom the activity is designed.

It should be acknowledged that when students leave the school grounds they vicariously represent the school and as such any behaviour that is inappropriate could jeopardise the reputation of the school. Often, the behaviour of students at school indicate how they will behave when they are away from school. Consequently, it is more than appropriate that students who exhibit behaviours that could bring the school into disrepute should lose such privileges to attend. Either single serious events or persistent behaviours will be considered when exercising this sanction. Of paramount importance is the safety of the student, the safety of others and their ability and willingness to comply with directions given to them by the adults on the excursion.

Process:

Some students who have an *Individual Responsible Behaviour Plan* will be considered for not taking part in school excursions. In some circumstances, short term excursions like that of school sport will be allowed. This will depend on the student and their willingness to cooperate. A decision not to take part will be negotiated with the school administration and communicated to the parent by the classroom teacher.

Individual Responsible Behaviour Plans:

These plans are developed by teachers and signed off by the school administration and the parents and are typically created when students:

- Display persistent major behaviours;
- Have 5 or more Out of Class Referrals (OCR) in a term;
- Experience school suspensions;
- Participate in a Behaviour Improvement Condition;
- Undertaking a flexible school arrangement;
- Participate in an externally run behaviour program; or
- Demonstrate sufficient cause for such a plan.

Individual Responsible Behaviour Plans should be reviewed regularly, but at a minimum of once per school term. If students have made sufficient progress, the condition to not attend school excursions could be renegotiated.

Courtesy to Parents:

If teachers are considering removing students from excursions, sufficient time should be given to implement an Individual Responsible Behaviour Plan and to contact the school administration and the parents. A request to prevent a student from attending a school excursion within a fortnight of the event will only be considered under pressing and exceptional circumstances.

Process:

Step 1: Draft an Individual Responsible Behaviour Plan

Step 2: Negotiate conditions of the plan with school administration

Step 3: Contact parents to get sign off of the plan and explain any loss of excursion privileges.

Step 4: Work with the student to improve their behaviour.

Step 5: Do not hand out excursion permission notes to the student unless their plan has been successfully renegotiated.

Step 6: Review the Individual Responsible Behaviour Plan

Restrictive Practices

School staff at Mount Warren Park State School need to respond to student behaviour that presents a risk of physical harm to the student themselves or others. It is anticipated that most instances of risky behaviour can be de-escalated and resolved quickly. On some rarer occasions, a student's behaviour may continue to escalate and staff need to engage immediately with positive and proactive strategies aimed at supporting the student to manage their emotional arousal and behaviour.

In some very rare situations, where there is immediate risk of physical harm to the student or other people, and when all other alternative strategies have failed to reduce the risk, it may be necessary for staff to use restrictive practices.

The use of restrictive practices will always be as a last resort, when there is no other available option for reducing immediate risk to the student, staff or other people. Restrictive practices are not used for punishment or as a disciplinary measure.

The department's **Restrictive practices procedure** is written with consideration for the protection of everyone's human rights, health, safety and welfare. There are six fundamental principles:

1. Regard to the human rights of those students
2. Safeguards students, staff and others from harm
3. Ensures transparency and accountability
4. Places importance on communication and consultation with parents and carers
5. Maximises the opportunity for positive outcomes, and
6. Aims to reduce or eliminate the use of restrictive practices.

Very rarely restrictive practices will be planned and staff will employ, when necessary, pre-arranged strategies and methods (of physical restraint/ mechanical restraint/ clinical holding) which are based upon behaviour risk assessment or clinical health need and are recorded in advance. The use of planned strategies will only be where there is foreseeable immediate risk consistent with the **Restrictive practices procedure**.

Seclusion will not be used as a planned response and will only be used in serious circumstances for managing an unforeseeable situation in an emergency. It will be used for the shortest time possible and in a safe area that presents no additional foreseeable risk to the student. In such emergencies, a staff member will observe the student at all times and seclusion will cease as soon as possible.

Following the use of any restrictive practice, a focused review will help staff to understand how they responded to the risk in any incident that involved the use of a restrictive practice. Staff will consider whether there are other options for managing a similar situation in the future. This strategy works well for reducing the use of restrictive practices.

All incidents of restrictive practices will be recorded and reported in line with departmental procedures.

Critical Incidents

It is important that all school staff have a consistent understanding of how to respond in emergencies involving student behaviour that seriously endangers the student or others. This consistency ensures that appropriate actions are taken to ensure that both students and staff are kept safe.

A critical incident is defined as an occurrence that is sudden, urgent, and usually unexpected, or an occasion requiring immediate action (e.g. in the community, on the road). The aim in these situations is to bring the behaviour of the student under rapid and safe control. It is not a time to try and to punish or discipline the student; it is a crisis management period only.

Staff should follow the documented plan for any student involved in regular critical incidents, which should be saved and available for staff to review in OneSchool.

For unexpected critical incidents, staff should use basic defusing techniques:


1. 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.
 2. 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.
 3. 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.
 4. 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.
1. Debrief: At an appropriate time when there is low risk of re-escalation, 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.

Resources

Individual Responsible Behaviour Plans: These plans are developed by teachers and signed off by the school administration and the parents and are typically created when students:

- Display persistent major behaviours;
- Have 5 or more Out of Class Referrals (OCR) in a term;
- Experience school suspensions;
- Participate in a Behaviour Improvement Condition;
- Undertaking a flexible school arrangement;
- Participate in an externally run behaviour program; or
- Demonstrate sufficient cause for such a plan.

Template for Individual Responsible Behaviour Plans:

 Individual Responsible Behaviour Plan Mount Warren Park State School			
Student		D.O.B	
Class		Class Teacher	
Start Date		Review Date (4 weeks from start date)	

Antecedent (Setting/s and Trigger)	Behaviour (Category and description)	Consequence (Motivation for behaviour)
Setting		
Trigger		
Goal One		
Proactive strategies		
Antecedent (Setting/s and Trigger)	Behaviour (Category and description)	Consequence (Motivation for behaviour)
Setting		
Trigger		
Goal Two		
Proactive strategies Which of the 10 Essential Skills are currently being effectively implemented in relation to this goal for the student? <input type="checkbox"/> Establishing expectations <input type="checkbox"/> Giving instructions <input type="checkbox"/> Waiting and scanning <input type="checkbox"/> Cueing with parallel acknowledgement <input type="checkbox"/> Body language encouraging <input type="checkbox"/> Descriptive encouraging <input type="checkbox"/> Selective attending <input type="checkbox"/> Redirecting to the learning <input type="checkbox"/> Giving a choice <input type="checkbox"/> Following through		
Further information:		
Reactive strategies		

Outside Agency Support (if applicable)	Endorsed By (Name and Signature)	
	Parent/Guardian	
	Classroom Teacher	
	Other (e.g. case manager, deputy principal, guidance officer)	

Minor and Major Behaviour Referral Processes

