



ITHACA CREEK STATE SCHOOL

Responsible Behaviour Plan for Students

based on *The Code of School Behaviour*

1. Purpose

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

This Responsible Behaviour Plan for Students is designed to facilitate high standards of behaviour so that the learning and teaching in our school can be effective and students can participate positively within our school community.

2. Consultation and data review

Ithaca Creek State School developed this plan in collaboration with our school community. Broad consultation with parents, staff and students was undertaken through survey distribution, community meetings, visits to other school sites and a research review, held during Term 3 and 4 2009. A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents from 2006-2009 also informed the development process.

The Plan was endorsed by the Principal, the President of the P&C and Executive Director (Schools) in December 2009, and will be reviewed in 2012 as required in legislation.

3. Learning and behaviour statement

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

Our Responsible Behaviour Plan outlines our system for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours. Through our school plan shared expectations for student behaviour are clear to everyone, assisting Ithaca Creek State School to create and maintain a positive and productive learning and teaching environment, where all school community members have clear and consistent expectations and understandings of their role in the educational process.

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

- Be safe
- Be responsible
- Be respectful
- Own Your Behaviour

Our school expectations have been agreed upon and endorsed by all staff and our school P&C. They are aligned with the values, principles and expected standards outlined in Education Queensland's Code of School Behaviour.

The Code of
**School
Behaviour**

Better Behaviour
Better Learning

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

Universal Behaviour Support

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

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

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

- A focus on these will occur during the Orientation week/s that begin each year and further review at the beginning of each term.
- 'Bounce Back' lessons which occur each week and are an integral part of the teaching and learning around the Expectations at ICSS
- A focus on varying aspects of the Expectation Matrix through school and class newsletters and assembly items
- Any major change to the school environment will lead to a review of this Expectations Matrix

Schoolwide Expectations Matrix

	ALL AREAS	CLASSROOM	PLAYGROUND	POOL	STAIRWELL	TOILETS	STOP/DROP/GO & BIKE RACKS
BE SAFE	Use equipment appropriately Keep hands, feet and objects to yourself	Walk Follow teacher directions Enter and exit room in an orderly manner	Play games appropriately Wear shoes and socks at all times unless on the EYP Be sun safe	Walk around the pool Listen to the instructions of the teacher Enter and exit the pool safely	Rails are for hands Walk one step at a time Carry items	Wash hands Walk Go with a buddy	Use own bike/scooter only Wear protective helmet Walk bike/scooter to the gate Listen to staff on duty Follow directions.
BE RESPONSIBLE	Ask permission to leave the classroom Be on time §Be in the right place at the right time Follow instructions straight away Be honest Respond promptly to bells	Be prepared §Take an active role in classroom activities§ Complete set tasks Keep work space organised	Return equipment to appropriate place at the bell	Use the change room facilities appropriately		Use toilets during breaks Use facilities appropriately	Leave school promptly
BE RESPECTFUL	Respect others' personal space and property Clean up after yourself Use polite language and good manners Be respectful of differences Adhere to the school dress code.	Raise your hand to speak Respect others' right to learn Respect others' right to have a different opinion Talk in turns Use appropriate voice Be a good listener Use classroom equipment appropriately	Play others to join in and follow rules Care for the environment	Respect others privacy	Walk quietly Keep to the left at all times Allow adults to pass	Respect privacy of others	Wait your turn Keep your belongings nearby

Ithaca Creek State School implements the following proactive and correction processes and strategies to support student behaviour:

- A dedicated section of the school newsletter, enabling parents to be actively and positively involved in school behaviour expectations.
- Professional Development opportunities and regular staff meeting reviews to promote in sharing successful practices and implementation of the Responsible Behaviour Plan
- Induction programs in the Ithaca Creek State School Responsible Behaviour Plan for new students, new staff and relieving staff
- Beginning Teachers are supported in a comprehensive induction program including the Behaviour Support Teams Mentoring program with a focus on *Essential Classroom Management Skills* and *Flying Start Programs*
- Individual support profiles developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings.
- Processes to communicate the Responsible Behaviour Plans and systems for implementation are in place, including provision for information sharing to visiting, relief and specialist staff
- Development of specific policies to address:
 - The Use of Personal Technology Devices at School (Appendix 1)
 - Procedures for Preventing and Responding to Incidents of Bullying including Cyberbullying (Appendix 2).

Reinforcing expected school behaviour

At Ithaca Creek State School communication of our key messages about behaviour is backed up through reinforcement, which provides students with feedback for engaging in expected school behaviour. A formal recognition and monitoring system has been developed. This reinforcement system is designed to increase the quantity and quality of positive interactions between students and staff. All staff members are trained to give consistent and appropriate acknowledgement and rewards.

Ithaca Creek State School's ACKNOWLEDGEMENT PLAN

The Acknowledgement plan for Ithaca Creek has multiple elements. This includes:

- Establishing and maintaining positive relationships with students and parents
- Positive verbal feedback
- Public acknowledgement of achievements through assembly, newsletter items and external school signage
- A range of positive reward systems are established throughout the year to link into calendar events and target behaviours.

Ensuring consistent responses to problem behaviour

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

Staff are provided with a guide to Major/Minor behaviour, a Behaviour Response plan, and all data collection and reporting tools. Staff are provided with training about the plan and the use of the associated resources.

Students also receive training, through the *Bounce Back and Beating Bully Bulldozer* Programs about how to respond when other students display negative behaviour

Responding to unacceptable behaviour

Students come to school to learn. Behaviour support represents an important opportunity for learning how to get along with others.

REDIRECTION PLAN

Re-directing low-level and infrequent problem behaviour – REDIRECTION PLAN

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

Our preferred way of re-directing low-level problem behaviour is to ask them to think of how they might be able to act more safely, more respectfully or more responsibly. This encourages students to reflect on their own behaviour, evaluate it against expected school behaviour, and plan how their behaviour could be modified so as to align with the expectations of our school community.

REDIRECTION Plan

When a student is seen not to be acting in a respectful, responsible or safe way, the following reminders are used:

- **Is what you’re doing respectful?**
- **Is what you’re doing responsible?**
- **Is what you’re doing safe?**

The student needs to then verbalise their inappropriate action with the prompt if needed and indicate an appropriate behaviour choice:

- **What did you do?**
- **What should you be doing?**
- **Great, next time I will expect to see that**

CORRECTION PLAN

Targeted behaviour support : CORRECTION PLAN

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

DATA COLLECTION – Individual Responsible Behaviour Card

All teachers are required to maintain an individual student record of behaviour that includes breaches that fall within the CORRECTION and INTENSTIVE PLAN levels.

The Correction Plan at Ithaca Creek State School involves a process and script all staff must use.

Following a further breach of the School's Expectations from the Redirection Plan, the students are given:

Correction Plan

1. "This is your warning. You need to_____."
2. "You did not follow my instruction. Move to time out (in classroom). You need to_____."
3. "You did not follow my instruction. Move to time away (Buddy classroom). You need to_____."
4. "You did not follow my instruction. Move to time out (at the office). You need to_____."

Teachers must complete a Behaviour Incident Report to accompany student to Principal/Deputy (Appendix 5)

Students who reach this level may be required to complete a Behaviour Reflection Sheet which is to be signed by a parent / guardian (Appendix 6a - P-3, 6b - 4-7)

INTENSIVE PLAN

Targeted behaviour support – Intensive Plan

Students whose behaviour does not improve after participation in Correction Plan, who breached expectations through a **REDLINE** (major) offence, or whose previous behaviour indicates a need for specialised intervention, are provided with intensive behaviour support.

Intensive Plan

Classroom or playground

STEP 4 from Correction Plan

5. "You did not follow my instruction. Move to time out (at the office). You need to_____."

*Or a breach of expectations with a **REDLINE** offence*

Students who reach this level must complete a Responsible Behaviour Reflection Sheet which is to be signed by a parent / guardian.

1. Contact to parents /guardians
2. Further consequence from administration if required.

Students that move through the INTENSIVE PLAN phase and continue to breach Ithaca Creek State School Expectations may require: an individualised Behaviour Support Plan, case conferences to be held with family and other support staff or referral to outside agencies. This process is managed through a referral process to the ICSS Student Support Committee.

The Individual Behaviour Management Plan is coordinated by the administration team with support from staff. All staff members are provided with continuous professional development consisting of an overview of the program, the referral and response process, and the reporting responsibilities of staff and of the students being supported.

Intensive behaviour support: Behaviour Support Team

Ithaca Creek State School is committed to educating all students, including those with the highest behavioural support needs. We recognise that students with highly complex and challenging behaviours need comprehensive systems of support. The *Behaviour Support Team*:

- works with other staff members to develop appropriate behaviour support strategies
- monitors the impact of support for individual students through continuous data collection
- makes adjustments as required for the student, and
- works with the School Behaviour Leadership Team to achieve continuity and consistency.

The *Behaviour Support Team* has a simple and quick referral system in place. Following referral, a team member contacts parents and any relevant staff members to form a support team and begin the assessment and support process. In many cases the support team also includes individuals from other agencies already working with the student and their family, a representative from the school's administration and district-based behavioural support staff.

RE-ENTRY PLAN

Re-entry Plan

A re-entry plan will be initiated after a student has returned from suspension.

A re-entry meeting will take place with the Principal and/or Deputy Principal, the student, parent / guardian, and class teacher. An individual re-entry plan will be developed with all parties taking into consideration what led to the original report, identify target behaviours and a positive choice plan, proactive and corrective response plans (see appendix 3).

5. Consequences for unacceptable behaviour

Ithaca Creek State School makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When unacceptable behaviour occurs, students experience predictable consequences. Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour.

RECORD KEEPING

All teachers are required to maintain an individual student record of behaviour – 'Responsible Behaviour Card' (Appendix 4).

Repeat breaches of the School Expectations, failure to respond to intervention at the REDIRECTION or CORRECTION phases or a breach or a **REDLINE** offence will result in the completion of a Behaviour Incident Form (Appendix 5)

Minor and major behaviours – See Figure A

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

- **Minor** problem behaviour is handled by staff members at the time it happens (as per REDIRECTION plan)
- **Major** problem behaviour is referred directly to the school Administration team – INTENSIVE PLAN and **RED LINE OFFENCE**
- **All Major behaviour will require a 'Behaviour Incident Form' and will be entered on ONESCHOOL**

Minor behaviours are those that:

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

Minor problem behaviours may result in the following consequences:

- a minor consequence logically connected to the problem behaviour, such as complete removal from an activity or event for a specified period of time, partial removal (time away), individual meeting with the student, apology, restitution or detention for work completion.

REDIRECTION PLAN LEVEL –

A redirection procedure. The staff member takes the student aside and:

1. names the behaviour that student is displaying,
2. asks student to name expected school behaviour,
3. states and explains expected school behaviour if necessary
4. gives positive verbal acknowledgement for expected school behaviour.

Major behaviours are those that:

- significantly violate the rights of others
- put others / self at risk of harm
- require the involvement of Principal/Deputy Principal

Major behaviours result in an immediate referral to Principal/Deputy Principal because of their seriousness. When major problem behaviour occurs, staff members calmly state the major problem behaviour and remind the student of expected school behaviour. The staff member then fills out the Behaviour Incident Form and escorts the student to Principal/Deputy Principal or requests Administration support.

Major problem behaviours may result in the following consequences:

- **Intensive Plan:** Time at the office, completion of Student Reflection Sheet (Appendix 6a and 6b) and parent / carer contact. Also may include warning regarding future consequences, loss of privileges, restitution, loss of break times, exclusion from class/school events, referral to student support committee, suspension.

Students who engage in very serious problem behaviours such as major violent physical assault, or the use or supply of weapons or drugs can expect to be recommended for exclusion from school following an immediate period of suspension.



Figure A

	Area	Minor	Major (intent to harm self, others, property)
Being Safe	Movement around school	<ul style="list-style-type: none"> Running on concrete, around buildings and out of bounds areas. Running in stairwells Riding bike in school grounds 	<ul style="list-style-type: none"> Leaving school grounds without permission
	Play	<ul style="list-style-type: none"> Incorrect use of equipment Playing in toilets 	<ul style="list-style-type: none"> Throwing dangerous objects Possession of weapons Use of weapons
	Physical contact	<ul style="list-style-type: none"> Minor physical contact (e.g. pushing and shoving) 	<ul style="list-style-type: none"> Serious physical aggression Fighting with intent to harm
	Correct Attire	<ul style="list-style-type: none"> Minor breach of school dress code Not wearing a hat in playground Not wearing shoes 	<ul style="list-style-type: none"> Repeated refusal to comply with school dress code.
	Other		Possession, distribution or selling of drugs or unknown substance(s)
Being Responsible	Class tasks	<ul style="list-style-type: none"> Not completing set tasks 	<ul style="list-style-type: none"> Repeat refusal to work
	Being in the right place	<ul style="list-style-type: none"> Not being punctual Not in the right place at the right time. 	<ul style="list-style-type: none"> Leaving class without permission Leaving school without permission
	Follow instructions	<ul style="list-style-type: none"> Failure to respond to adult request Non compliance Unco-operative behaviour 	<ul style="list-style-type: none"> Repeated failure to respond to adult request Repeated non compliance Repeated unco-operative behaviour
	Accept outcomes for behaviour	<ul style="list-style-type: none"> Minor dishonesty 	<ul style="list-style-type: none"> Major dishonesty
	Mobile Phone and internet	<ul style="list-style-type: none"> Mobile phone in your possession. 	<ul style="list-style-type: none"> Use of a mobile phone in any part of the school for voicemail, email, text messaging or filming purposes without authorisation Inappropriate use of internet Failure to report serious misconduct or inappropriate behaviour
Being Respectful	Language	<ul style="list-style-type: none"> Inappropriate language (written/verbal) Calling out Disrespectful tone 	<ul style="list-style-type: none"> Offensive language Aggressive language Verbal abuse / directed profanity
	Property	<ul style="list-style-type: none"> Taking equipment without permission Lack of care for the environment Littering 	<ul style="list-style-type: none"> Stealing Wilful property damage Vandalism
	Others	<ul style="list-style-type: none"> Not playing fairly Minor disruption to class Minor defiance Teasing – low level 	<ul style="list-style-type: none"> Repeated incidence of one-sided, inappropriate behaviour including with intent to harm. Distribution of liquids or substances that have <i>potential</i> to harm others Persistent & deliberate misdemeanours Repeated major disruption to class Repeated blatant disrespect Repeated major defiance

6. Emergency or CRITICAL INCIDENT RESPONSE

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 students' attention towards their usual work/activity. If the student continues with the problem behaviour then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour).

Debrief

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

Physical Intervention

Staff may make legitimate use of physical intervention if all non-physical interventions have been exhausted and a student is:

- physically assaulting another student or staff member
- posing an immediate danger to him/herself or to others.

Appropriate physical intervention may be used to ensure that Ithaca Creek State School's duty of care to protect students and staff from foreseeable risks of injury is met. The use of physical intervention is only considered appropriate where the immediate safety of others is threatened and the strategy is used to prevent injury.

Physical intervention can involve coming between students, blocking a student's path, leading a student by the hand/arm, shepherding a student by placing a hand in the centre of the upper back, removing potentially dangerous objects and, in extreme situations, using more forceful restraint.

It is important that all staff understand:

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

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

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

Any physical intervention made must:

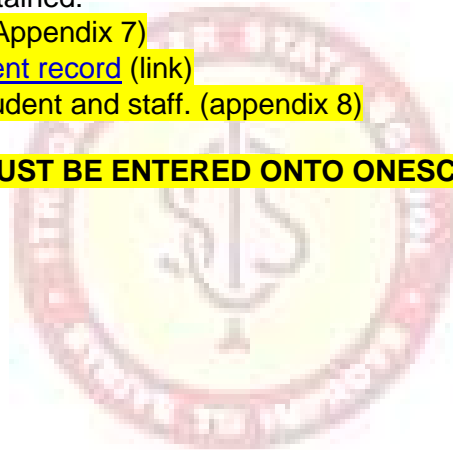
- be reasonable in the particular circumstances,
- be in proportion to the circumstances of the incident
- always be the minimum force needed to achieve the desired result, and
- take into account the age, stature, disability, understanding and gender of the student.

Record keeping

Each instance involving the use of physical intervention must be formally documented. The following records must be maintained:

- Critical Incident report (Appendix 7)
- [Health and Safety incident record](#) (link)
- Debriefing report (for student and staff. (appendix 8))

ALL CRITICAL INCIDENCE MUST BE ENTERED ONTO ONESCHOOL



Students at Ithaca Creek State School are supported through positive reinforcement and a system of universal, targeted, and intensive behaviour supports by:

- Parents
- Teachers
- Support Staff
- Administration Staff
- Guidance Officer
- Student support staff including: Teacher Aides; STLN, AVT, SEP
- School Based Police Officer
- District Behaviour Support Team

Support is also available through the following government and community agencies:

- Disability Services Queensland
- Child and Youth Mental Health
- Managing Young Children's Program
- Queensland Health
- Department of Communities (Child Safety Services)
- Police
- Local Council

8. Consideration of individual circumstances

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

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

- promoting an environment which is responsive to the diverse needs of its students
- establishing procedures for applying fair, equitable and non violent consequences for infringement of the code ranging from the least intrusive sanctions to the most stringent
- recognising and taking into account students' age, gender, disability, cultural background, socioeconomic situation and their emotional state
- recognising the rights of all students to:
 - express opinions in an appropriate manner and at the appropriate time
 - work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation, and
 - receive adjustments appropriate to their learning and/or impairment needs,

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 1995
- Workplace Health and Safety Regulation 1997
- Right to Information Act 2009
- Information Privacy (IP) Act 2009

10. Related policies

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

11. Some related resources

- [Bullying. No Way!](#)
- [Schoolwide Positive Behaviour Support](#)
- [Bounce Back](#)
- [Code of Conduct for School Students Travelling on Buses](#)

Endorsement

Principal

Deputy Principal

P&C President

Regional Executive Director or
Executive Director (Schools)

Effective Date: 1 January 2010 – 31 December 2013

Appropriate Use of Mobile Telephones and other Electronic Equipment by Students

NOTE: In this policy the phrase mobile phone(s) refers to all mobile phones and other personal forms of electronic equipment i.e. mobile telephones, pagers, portable CD and MP3 players, Personal Digital Assistants and similar electronic devices by students at school or during school-related activities (including school excursions, camps and extra-curricula activities).

Acceptable Use Policy for mobile phones

Purpose

The increased ownership of mobile phones requires that school administrators, teachers, students, and parents take steps to ensure that mobile phones are used responsibly. This Acceptable Use Policy is designed to ensure that potential issues (such as mobile etiquette) can be clearly identified and addressed, ensuring the benefits that mobile phones provide (such as increased safety) can continue to be enjoyed by our students.

Ithaca Creek State School has established the following Acceptable Use Policy for mobile phones that provides teachers, students and parents guidelines and instructions for the appropriate use of mobile phones during school hours.

In order for students to carry a mobile phone during school hours, students and their parents or guardians must first read and understand the Acceptable Use Policy.

The Acceptable Use Policy for mobile phones also applies to students during school excursions, camps and extra-curricular activities.

Rationale

Personal safety and security

Ithaca Creek State School accepts that parents give their children mobile phones to protect them from everyday risks involving personal security and safety. There is also ever-increasing concern about children travelling alone on public transport or commuting long distances to school. It is acknowledged that providing a child with a mobile phone gives parents reassurance that they can speak with their child quickly at any time.

Young people and mobile phones

The scientific evidence does not indicate the need for special precautions for either adults or children in the use of mobile phones. This view is supported by the World Health Organisation (WHO) and other leading experts and health authorities internationally.

Mobile phones sold in Australia are required to comply with the Australian Communication Authority's Electromagnetic Energy (EME) safety standard, which is for all people, including children. The safety margins on national and international guidelines are significant and already take into account any differences in exposure that could be experienced by children due to conductivity and head size.

Responsibility

It is the responsibility of students who bring mobile phones onto school premises to adhere to the guidelines outlined in this document.

The decision to provide a mobile phone to their children should be made by parents or guardians.

Parents should be aware if their child takes a mobile phone onto school premises.

Permission to have a mobile phone at school/while under the school's supervision is contingent upon parent/guardian permission in the form of a signed copy of this policy. Parents/guardians may revoke approval at any time.

Acceptable Uses

Mobile phones should be switched off during classroom lessons. Exceptions may be permitted in exceptional circumstances, should the parent/guardian specifically request it. Such requests will be handled on a case-by-case basis, and should be directed to the school Principal. Parents are reminded that in cases of emergency, the school office (3909 8333) remains a vital and appropriate point of contact and can ensure your child is reached quickly, and assisted in any appropriate way.

While on school premises, students should use soundless features such as text messaging, answering services, call diversion and vibration alert to receive important calls.

Unacceptable Uses

Unless express permission is granted to the contrary, mobile phones should not be used to make calls, send SMS messages, surf the internet, take photos or any other application during school lessons.

Students with mobile phones may not engage in sending group SMS messages .

Mobile phones should not disrupt classroom lessons by ringing or beeping.

Should there be repeated disruptions to lessons caused by a mobile phone, the responsible student may face disciplinary actions as sanctioned by the Principal.

Theft or damage

Students are required to mark all their mobile phones clearly with their names.

Students who bring a mobile phone onto school premises should leave it locked away in their locker/bag as soon as they arrive or hand it to the office for safe keeping. In order to reduce the risk of theft during school hours, students who carry mobile phones are advised to keep them well concealed and not 'advertise' they have them.

Mobile phones which are found in the school and whose owner cannot be located should be handed to front office reception.

The school accepts no responsibility for replacing lost, stolen or damaged mobile phones.

The school accepts no responsibility for students who lose or have their mobile phones stolen while travelling to and from school.

It is strongly advised that students use passwords/pin numbers to ensure that unauthorised phone calls cannot be made on their phones (eg by other students, or if stolen). Students must keep their password/pin numbers confidential. Mobile phones and/or passwords may not be shared.

Inappropriate conduct

Any student/s caught using a mobile phone to cheat in exams or assessments will face disciplinary actions as sanctioned by the Principal or student council.

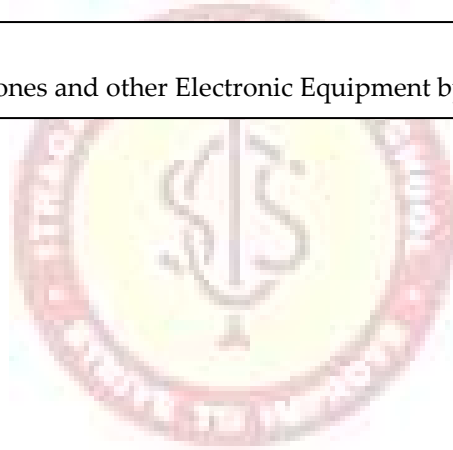
Any student who uses vulgar, derogatory, or obscene language while using a mobile phone will face disciplinary actions as sanctioned by the Principal.*

Students with mobile phones may not engage in personal attacks, harass another person, or post private information about another person using SMS messages, taking/sending photos or objectionable images, and phone calls. Students using mobile phones to bully other students will face disciplinary actions as sanctioned by the Principal or student council.*

* It should be noted that it is a criminal offence to use a mobile phone to menace, harass or offend another person. As such, if action as sanctioned by the Principal is deemed ineffective, as with all such incidents, the school may consider it appropriate to involve the police.

Effective: 29-January-2007

Refer to: SCM-PR-003:
Appropriate Use of Mobile Telephones and other Electronic Equipment by Students



Parent/Guardian Permission

I have read and understand the above information about appropriate use of mobile phones at Ithaca Creek State School and I understand that this form will be kept on file at the school and that the details may be used to assist identify a phone should the need arise (eg if lost, or if the phone is being used inappropriately).

I give my child permission to carry a mobile phone to school and understand that my child will be responsible for ensuring that the mobile phone is used appropriately and correctly while under the school's supervision, as outlined in this document.

Parent name (print) _____

Parent signature _____

Date _____

I will be responsible for ensuring that the mobile phone is used appropriately and correctly while under the school's supervision, as outlined in this document.

Student name (print) _____

Mobile phone number _____

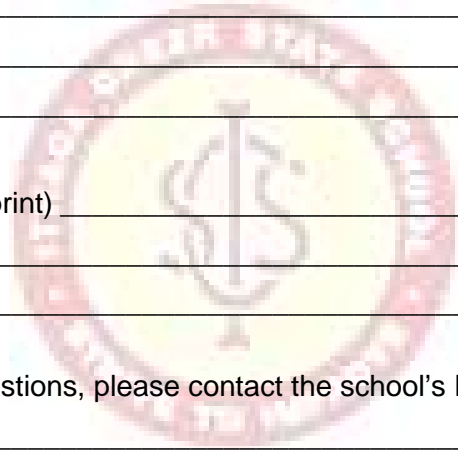
Student signature _____

Date _____

School Representative name (print) _____

Teacher signature _____

Date _____



If you have comments or suggestions, please contact the school's Principal.



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

Aims of the Policy

- ❖ *To provide a safe, secure learning environment for all.*
- ❖ *To create a supportive climate for all members of our school community.*
- ❖ *To raise awareness of the issues involved with bullying and provide information to students, staff and parents.*
- ❖ *To support and empower students and to build their emotional resilience on their life journey.*
- ❖ *To implement procedures to address bullying behaviour at both educational and disciplinary levels.*

What is Bullying?

Bullying is classified by three components. They are:

- Repeated incidents
- Intent to hurt
- Power imbalance

In any bullying incident, there will likely be three parties involved: the bully, the victim, and bystanders. If persons are aware of an incident of bullying, they automatically become a bystander. They have a **responsibility** to report the incident to an adult within the school community, and if they fail to do so, become accountable within the incident.

The Ithaca Creek State School position statement on this issue is that bullying of any kind is unacceptable in the school community.

There are many forms of bullying:

- physical
- verbal
- gesture
- repeated exclusion
- cyber

Signs of Bullying

Teachers, parents or students who observe a radical change in another students' behaviour should discuss report it to administration as such changes may be symptomatic of bullying. Behaviours that might be observed are:

- An unwillingness or refusal to go to school
- Feeling ill in the mornings
- A decline in quality of school work
- Becoming withdrawn and lacking confidence
- Crying at night, having nightmares
- Asking for money or starting to steal (to pay the bully)
- Refusing to talk about what's wrong
- Having unexplained bruises, cuts, scratches
- Beginning to bully other children or siblings
- Becoming aggressive and unreasonable

What Bullying is Not

In conjunction with our already established program, Bounce Back, Ithaca Creek State School has adopted *Beating Bully Bulldozer*, an innovative teaching tool to enhance our school's anti-bullying Program. This program is aimed to provide a language for such negative behaviours.

There are many negative behaviours which, although distressing to those involved, are not classified as bullying. These instances often may require teacher intervention and management. To teach these differences, the Beating Bully Bulldozer program uses the following characters to assist students in identifying the type of negative behaviours which are occurring.

Icy Isolation – Social isolation and or rejection (insert image)

- Social exclusion
- Intention is not necessarily to distress
- Choosing not to play with or be with another student
- Occurs because of negative perception of a student or strong bonding between students in a group which discourages new members

Crazy Conflict – Conflict (insert image)

- A disagreement between students
- Falling out between friends
- Dispute between students over a rule, decision, perception of a situation or an argument
- Relative equality of power and mutual distress (mutual accusations and claims)
- Both parties are seeking a solution to the problem

Roving Random – Random acts of aggression, intimidation or meanness (insert image)

- Action taken with intention to distress another student to force a student to do something
- Targets of aggression are random
- No pattern
- No one student targeted on a regular or predictable basis
- Aggressor often claims to have been provoked by behaviour of target.

Bully Bulldozer – Bullying or harassment (insert image)

- Regular pattern of aggression directed towards one student on a regular and predictable basis
- Intention is to harm or distress
- Imbalance of power (student selected is less powerful in some way at the time e.g. more isolated, less aggressive, smaller, younger, different in some way)
- Only the targeted student is seeking a solution to the problem

Education and Prevention

Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, our Responsible Behaviour Plan practices will be maintained at all times. This will ensure that:

- Our Responsible Behaviour Plan will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour
- All students know the three school expectations and have been taught appropriate behaviours attached to each expectation in all areas of the school
- All students have been or are being taught the specific routines in the nonclassroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms

- All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the nonclassroom areas of the school
- A high level of quality active supervision is a permanent staff routine in the nonclassroom areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the nonclassroom areas.

The student curriculum modules of the Beating Bully Bulldozer process consist of lessons taught by all teachers in all classrooms to a schoolwide schedule of instruction. At all times simultaneous instruction is our goal, in order to maintain consistency of skill acquisition across the school.

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

The introductory lesson is followed by several shorter lessons, each of which focuses on one of the bullying behaviours that the school has identified and defined. These lessons include instruction on how to approach adults and also on what reactions and systemic responses they should expect from adults.

Research indicates that a common outcome of anti-bullying programming is an improvement in understanding of bullying but little change in the frequency or nature of actual bullying behaviour. One of the reasons cited for this outcome is the lack of behavioural rehearsal in the programming. The Beating Bully Bulldozer program used at Ithaca Creek State School takes care to combine knowledge with practice in a process of active learning, so that students understand by 'doing' as much as by 'knowing'.

Ithaca Creek State School uses behavioural data for decision-making. This data is entered into our Behaviour Record and White Slip as required and can be recalled as summary reports at any time. This facility allows the school to track the effectiveness of its anti-bullying process, to make any necessary adjustments, and to identify specific bullying and negative behaviours that may need to be revisited or revised in the instructional process.

Parents, teachers, and students are to be made aware of this policy. Regular professional development of staff on the topic of bullying and negative behaviours will take place.



APPENDIX 3

Student Re-entry Plan (example)

Name: _____
Class: _____ Date: _____

Acknowledgement Plan:

Target Behaviour

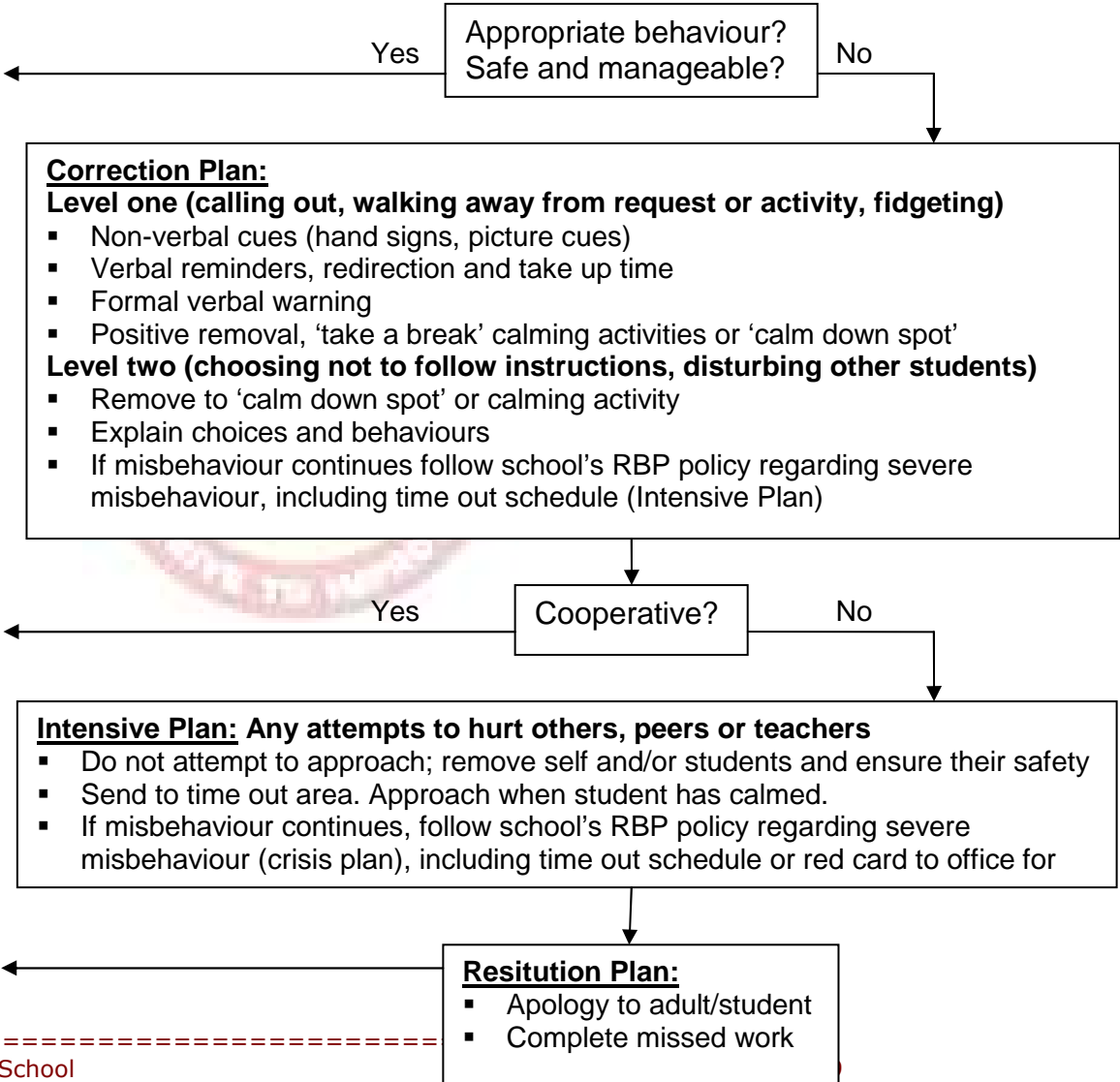
- Follow teacher's instructions quickly and quietly
- Attempt all given tasks
- Effectively communicated with others

Strategies

- Visual timetable, use compic
- Use 'First this, then that' language
- Modified activities
- Non-verbal hand cues
- Set timer for task duration of 10 minutes, then 10 minutes break
- Positioning aid when sitting on a mat
- Reduced stimuli when in work area
- Proximity to role models and imitation of peer's positive behaviour
- Specific Social Skills Picture Stories
- Calming activities
- Peer-mediated intervention

Acknowledgements

- Frequent verbal praise and specific feedback
- Trace track chart. Receive stickers to progress towards reward (see separate Positive Reinforcement Plan)
- Gold Cards, following whole school system



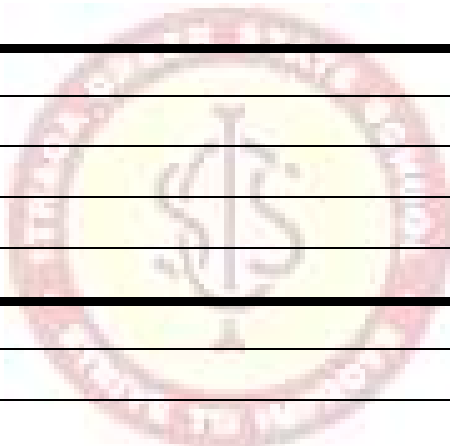
Positive Reinforcement Plan example	Student:	
Teacher:	Date:	Review Date:
WHY:	This positive reinforcement plan is intended to strengthen desired behaviours by	
WHAT:	offering immediate rewards such as verbal praise and 'tokens' to accumulate towards a favourite activity or tangible reward. The whole school 'gold card' scheme may be used for when _____ has initiated a desired behaviour him/herself or transferred the skill/behaviour from direct teaching to a general situation.	
WHEN:	Praise or a 'token' is given as immediately as possible after the desired behaviour is exhibited without inhibiting the behaviour.	
FREQUENCY:	When first attempting to elicit a desired behaviour reinforcement will be frequent, after each behaviour is observed and then less frequently as the behaviour is ingrained and then infrequently when on maintenance.	
This is a living document and will need to be altered based on successes, altering what _____ no longer responds to as well as this changing 'currency' of reinforcers.		
The following strategies align and include the school's Behaviour Management Policy. They are directly in response to what is highly motivational for _____ and the reward may be substituted with current interests.		

<u>What</u>	<u>Reward</u>	<u>By Whom</u>
Non-Verbal Praise	<ul style="list-style-type: none"> ▪ Thumbs up signal ▪ Big smile with raised eyebrows ▪ 'High five' hand slap ▪ Quiet clapping ▪ Deaf sign for clap 	Teacher EA Volunteers Peers
Verbal Praise	<p>Praise often contains a form of specific feedback about the behaviour or skill sought, such as</p> <ul style="list-style-type: none"> ▪ after observing _____'s response to various general praise phrases. 	
<p>Yellow race track</p> <p>Car shaped card with squares on a race track, leading from Start to Finish line. Along the track there are 'pit stops':</p> <ul style="list-style-type: none"> ▪ after each set of 6 squares there's a pit stop reward; and ▪ after 24 squares it crosses the finish line for a larger reward. 	<ul style="list-style-type: none"> ▪ Pit stop rewards = _____ invites another child of his/her choice to have free play with dinky cars brought in from home for up to 15 minutes ▪ Finish line reward = _____ selects a new toy dinky car, provided by mum, and free play with car for up to 15 mins in a location of his/her choice, such as carpet car mat or sand tray. S/he may choose a peer to play cars with him/her if s/he wishes. 	Teacher Specialists EA
<p>Gold cards</p> <p>A part of the school behaviour management plan.</p> <p>They are slips of paper given in recognition of a specific effort.</p>	<ul style="list-style-type: none"> ▪ When 5 gold cards have been collected _____ takes them to the principal for verbal praise, certificate, gold pencil and novelty rubber. 	Teacher Specialists EA
School-Home communication	<ul style="list-style-type: none"> ▪ Informal daily communication with mother as she is a regular class helper in the room, as well as dropping off and picking up _____. Teacher will collaborate with mother with regards to the priority of desired behaviours. ▪ Teacher and EA to write a brief message in _____'s 'Chat Book' regarding specific evidence of improvement towards one of the target skills and behaviours in _____'s IEP. 	Teacher EA

APPENDIX 4

Individual Responsible Behaviour Card

Name	Term: /					BE RESPECTFUL BE RESPONSIBLE BE SAFE <i>OWN YOUR OWN BEHAVIOUR</i>				
	2010									
	Steps	Warning	Time out	Time away	Office	Comment				
Week 1	Mon									
	Tues									
	Wed									
	Thurs									
	Fri									
Week 2	Mon									
	Tues									
	Wed									
	Thurs									
	Fri									
Week 3	Mon									
	Tues									
	Wed									
	Thurs									
	Fri									
Week 4	Mon									
	Tues									
	Wed									
	Thurs									
	Fri									



Ithaca Creek State School Behaviour Reflection Sheet P-3

Our expectations - Be Responsible, Be Respectful, Be Safe

Student Name: _____

Class Teacher: _____

Year Level: _____ DATE: _____

What happened?

Which school expectation are you not following? Circle one.

BE SAFE

BE RESPONSIBLE

BE RESPECTFUL

What might happen if you don't follow that rule?

What will you do next time?

What great things do you do at Ithaca Creek?

Student signature: _____ Teacher signature: _____

Parent signature: _____ Admin signature: _____

Appendix 7

Critical Incident Report

Name:

Date:

Person Completing Form:

Name PROBLEM BEHAVIOUR		
Date of incident	Time incident started	Time incident ended
Where was the student when the incident occurred?		
Who was working with the student when the incident occurred?		
Where was staff when the incident occurred?		
Who was next to the student when the incident occurred?		
Who else was in the immediate area when the incident occurred?		
What was the general atmosphere like at the time of the incident?		
What was the student doing at the time of the incident?		
What occurred immediately before the incident? Describe the activity, task, event.		
Describe what the student did during the incident.		
Describe the level of severity of the incident. (e.g. damage, injury to self/others)		
Describe who or what the incident was directed at.		
What action was taken to de-escalate or re-direct the problem?		
Briefly give your impression of why the student engaged in the above-described incident. (e.g. was angry because I asked him/her to stop teasing).		

Debriefing Report

Formal debriefing should be led by a staff member or other trained professional in the process who has not been involved in the event. The goals of debriefing are to:

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

Notes on the discussion that occurs during the debriefing report are not required to be documented, however a note should be made that the debriefing has occurred for both staff and students involved (e.g. names, date, time and outcomes).

Debriefing should provide information on:

- Who was involved
- What happened
- Where it happened
- Why it happened
- What we learned

The specific questions we want to answer through the debriefing process are:

- **FACTS:** what do we know happened?
- **FEELINGS:** how do you feel about the event that happened?
- **PLANNING:** what can/should we do next?

Questions for staff

- What were the first signs?
- What de-escalation techniques were used?
- What worked and what did not?
- What would you do differently next time?
- How can physical intervention be avoided in this situation in the future?
- What emotional impact does using physical intervention have on you?
- What was your emotional state at the time of the escalation?

Questions for student

- What was it that you needed?
- What upset you most?
- What did we do that was helpful?
- What did we do that got it that way?
- What can we do better next time?
- Is there anything that you would do differently?
- Would you do something differently next time?
- What could we have done to make the physical intervention less invasive?

For students who have language or communication difficulties the debriefing process will need to be modified to accommodate their specific receptive and expressive needs.