Logan Village State School

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

1.   Purpose

The Department of Education, Training and Employment are committed to provisions that ensure all young Queenslanders have a right to receive a quality education.

In the pursuit of life long learning, staff and students at *Logan Village State School* have the right to work to their potential, free from disruption, abuse or threat in a safe and supportive environment. To enable productive learning and good citizenship, different learning styles and abilities must be catered for, and appropriate behaviours need to be taught, modelled, encouraged and developed. We respect the importance of the individual's intellectual, social, emotional and physical growth whilst maintaining that the exercise of individual rights and responsibilities must contribute to a positive sense of community. Parental consultation, support and involvement are essential to our Supportive School Environment.

To continue to strengthen this over-arching goal of quality education for all students, Logan Village State School (LVSS) introduced the School-Wide Positive Behaviour Support (SWPBS) system in 2009, now known as Positive Behaviour for Learning (PBL), to promote and develop a culture of positive behaviour. This positive approach, consisting of a range of systemic and individualised strategies (listed in pages 19 to 23), achieves social competence and academic outcomes while preventing problem behaviours. Effective implementation of PBL requires a thorough *system* (how things are done), ongoing *data* analysis (how decisions are made) and consistent *practices* (how behaviours and expectations are taught and reinforced) within the four school systems (School-Wide, Classroom, Non-Classroom and Individual). With positive and problem behaviours recorded onto OneSchool accurately and consistently, informed decisions can be made to guide future system changes and practices. Behaviour data is viewed and analysed by the team members (team roles-page 7) at each PBL meeting, every 5 weeks and reported back to staff to inform them of effective practices and areas of improvement. Individual teachers also analyse year level data allowing them to adapt their explicit teaching to areas of identified need. This review process will continually focus the school to establish a contextual fit between problem context and what we know works. To ensure that the context of LVSS and its community align with PBL, the following beliefs around learning and behaviour, rights, roles and responsibilities for students and teachers must be considered and maintained.

Our Purpose

To provide an outstanding, quality education that will meet the needs of all students and maximise their learning outcomes.

To equip students to fully engage in the society of the future as productive members of the community.

Our Four Expectations:

- Be Respectful
- Be Responsible
- Be Safe
- Be a Learner

Our Beliefs

At Logan Village State School we believe that:

- *Our best today can be improved upon tomorrow*
- *Everyone can learn and our goal is to maximise that learning*
- *We can make a positive difference in the lives of our students, their families and our community*
- *Positive relationships are the foundation of effective teaching*
- *Student learning is maximised when parents, teachers and the community work together.*

Through the implementation of the You Can Do It Program and the explicit modelling of our four school expectations we teach and model the personal attributes of confidence, persistence, resilience organisation and getting along. The qualities and our four expectations underpin our relationships within the school.

2. Consultation and Data Review

Logan Village State School developed this plan in collaboration with our school community. Consultation with parents, staff and students was undertaken through the Positive Behaviour for learning committee and through the Parents and Citizens (P&C). A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents also informed the development process.

The most recent edition of the Responsible Behaviour Plan for Students 2018 was endorsed by the Principal, the President of the P & C, and the Assistant Regional Director of schools. This edition was updated in April, 2018 and is a revision of the 2016 plan. This was completed in consultation with the Principal, Deputy Principals, staff, the PBL committee and P & C. The Responsible Behaviour Plan is under ongoing review to meet the needs of the Logan Village State School community and as required by legislation.

3. Learning and Behaviour Statement

Our beliefs about behaviour and learning

Logan Village State School – Quality outcomes with our Community.

As a school community we believe that:-

➢ ***Self discipline*** is the goal of behaviour management. It is the process of attaining ***control*** over one's ***personal behaviour*** as an individual and as a member of a variety of different societal groups. It involves students making conscious choices about appropriate behaviour. The aim of self discipline is to have ***self respect*** and ***respect for others*** and to accept ***responsibility*** for one's own behaviour.

➢ The gaining of self control is developmental and requires ***conscious effort.*** During this process changing circumstances in children's lives and environments can influence their progress towards gaining self control.

➢ To assist children in the development of responsible behaviour, teachers need to develop ***clear expectations*** and ***routines*** with children around their behaviour and to be ***consistent*** in these expectations.

➢ Parents have a key role in ***teaching*** and ***guiding*** children in their behaviour. Parents are asked to support the school in the implementation and decision making for behaviour consequences.

➢ Our school is a ***key role model*** of appropriate behaviour.

➢ In developing a well disciplined child both ***proactive and reactive strategies*** are required. These strategies include teaching children about choices and consequences. They also include developing whole school, class and individual ways to respond to children's behaviour.

These beliefs operate effectively in a supportive school environment where:

➢ all members feel safe and are valued;

➢ all members conduct themselves in a lawful, ethical, safe and responsible manner;

➢ quality engaging curriculum programs are planned and implemented;

➢ interpersonal relationships and the organisation of the school produce worthwhile social and academic outcomes for all;

➢ partnerships between home and school are essential in supporting students to develop positive behaviours;

➢ non-discriminatory, non-violent and equitable actions are practised and reinforced;

➢ a non-confrontational approach is the key to our interaction with all children;

➢ there are proactive steps to encourage self worth and self discipline;

➢ there are reactive procedures to deal with various situations that may arise;

➢ there is a graduation of procedures, and all avenues of management are employed prior to the use of suspension and exclusion; and

➢ an acknowledgement that an individual's circumstances need to be taken into account.

4. Rights, Roles and Responsibilities

THE RIGHTS OF ALL STUDENTS TO LEARN

Roles and responsibilities

Schools are expected to:

- Provide an inclusive and engaging curriculum through quality programs.
- Initiate and maintain constructive communication and relationship with students and parents/carers.
- Promote the skills of responsible self-management.
- Foster life-long learning.

Students are expected to:

- Participate actively and consistently in the school's education program.
- Take responsibility for their own behaviour and learning.
- Behave in a manner that respects the rights of others, including the right to learn.
- Do their best in all that they do.

Parents/carers are expected to:

- Show an active interest in their child's schooling and progress.
- Promote the value that school is a place of learning with their child.
- Co-operate with the school to achieve the best outcome for their child.
- Contribute positively to behaviour support plans that concern their child

THE RIGHTS OF ALL TEACHERS TO TEACH

Roles and responsibilities

Schools are expected to:

- Communicate high expectations for individual achievement and behaviour.
- Provide the opportunity for all students to learn.
- Assist students to accept responsibility for themselves and their actions.
- Set an example for children in their interactions with colleagues, other adults and students.
- Inform staff members, parents / carers and students about student's progress and current educational issues.

Students are expected to:

- Demonstrate respect for themselves, other members of the school community and the school environment.
- Co-operate with staff and others in authority.
- Show respect for their own property, the property of others and the school environment.
- To convey information from school to home and home to school.

Parents/carers are expected to:

- Initiate and maintain constructive communication and relationship with school staff regarding their child's learning, well being and behaviour.
- Support school staff by maintaining respectful interactions with school staff, other adults in the school community and students.

THE RIGHTS FOR ALL TO BE SAFE

Roles and responsibilities

Schools are expected to:

- Provide a safe and supportive school environment for staff, students and the school community
- Inform staff, students and school community of health and safety policies, procedures and issues i.e.:
    - absenteeism, early departure
    - first aid procedures
    - medication procedures
    - sun safe practices
    - emergency procedures.

Students are expected to:

- Take responsibility for their own behaviour.
- Follow school health and safety policies and procedures eg:
    - wearing a hat
    - washing hands.
- Support school staff in maintaining a safe environment by:
    - Respecting the rights of others to come to school *free from fear*.
    - Interacting in the school environments in a safe, responsible, respectful and disciplined manner.
    - Observing safety regulations whilst travelling to and from school (including travelling on the bus) and participating in school related activities.
- Model appropriate behaviour while travelling to and from school

Parents/carers are expected to:

- Support school staff in maintaining a safe environment for staff, students and the school community.
- Demonstrate (model) road safe behaviour and courtesy around the school environment.
- inform the school of information regarding the safety of their child such as;
    - notification for reason of absenteeism / departure from school

- medication

- A change of address, contact details and custody arrangements.

5. Rational behind Positive Behaviour for Learning (PBL)

What is PBL?

Positive Behaviour for Learning is a systemic and individualised process designed specifically for the purpose of promoting and developing a culture of positive behaviour which in hand develops social competence and academic achievement across the school. Through analysing past and present behaviour data, current practices can be evaluated to inform the effectiveness of current school-wide, classroom, non-classroom and individual systems to inform decisions to promote and maintain positive behaviour.

PBL is the redesign of environments, not the redesign of individuals. As a team (roles listed below), PBL is used to reflect current practices for the greater good of the student body. According to the *three tiered approach* (below), 85% of students at LVSS in the **Tier 1 primary/universal prevention level** require incentive and behaviour management through implementing effective school-wide and classroom reward and behaviour management systems. Within the **Tier 2 secondary prevention level**, approximately 10% of the students will require some level of academic, social and behavioural support (e.g. social skills training, increased academic intervention, more explicit classroom management systems, simple functional behaviour assessment). The **Tier 3 tertiary level of prevention,** consisting of approximately 5% of students requiring specialised and individualised behaviour support due to measurable levels of chronic or at-risk behaviours. These students require comprehensive functional behaviour assessment and individual behaviour management plan, intensive academic support, parent/carer participation and interagency collaboration to assist and promote positive behaviour.

The four elements of Positive Behaviour Support are depicted in the diagram to the right.

The over-arching outcomes of **Supporting Social Competence and Academic Achievement** are gained via the use of **data** to support decision making (e.g. individual student, classroom, periods and location data, triangle data reviewed within the PBL team and presented to staff monthly), **systems** that support student behaviour (school-wide, classroom, non-classroom and individual systems approach highlighted in the behaviour matrix), and **practices** that support student behaviour (Direct teaching and ongoing reinforcement of behaviour expectations, classroom behaviour plans and individual behaviour plans). At Logan Village State School we believe that in developing a well disciplined child both *proactive and reactive strategies* are required. These strategies include teaching children about choices and consequences. They also include developing whole school, class and individual ways to respond to children's behaviour.

The Team

PBL is a collaborative (team-based), educative, proactive, and functional process to developing effective interventions for the behaviours that inhibit learning and/or result in dysfunctional social interactions. All proposed changes to systems and practices, driven by data, is presented to all staff by the following PBL team at staff meetings when required (often monthly).

The PBL team consists of representatives from the various stakeholders of the school community. The composition is specified by the program: administrators (principal and deputy principal), guidance officer, classroom and special education teachers, teacher aides, parents and community representatives. The team meets twice per term with a specific agenda that includes recognising and acknowledging positive behaviour as well as using discipline data through OneSchool to identify types of behaviour,

patterns and possible causes of inappropriate behaviour. This information is then used to identify, develop & implement effective interventions and /or cease ineffective strategies to decrease disruptive behaviour and increase desired behaviour across the campus. The use of yearly, monthly, or more frequent data comparisons help to prevent the same patterns of disruptive behaviour from reoccurring and assist the core team in adapting the school-wide PBL plan.

Explicit Teaching

School is for many students the first social context that requires social skills that must consider a wide range of personalities. School necessitates an individual to put group needs above his/her own in some cases. Students in our schools come from many different backgrounds and cultures that view "behaviour" differently. Thus, we **cannot assume** that students know how to behave appropriately when at school. Furthermore, many of our students are making poor choices when confronted with a conflict. Consequently, we must **teach** our students how to behave at school to ensure that they do make better choices. PBL views inappropriate behaviour in the same manner as problems in reading or math are viewed i.e. as a skill deficit. When a skill deficit exists, we must **explicitly teach** the appropriate skill. By doing so, a unified and positive school climate forms, informing students and staff that appropriate behaviour is a priority in school. Teachers at LVSS will be required to put a set time aside each week to teach social and emotional skills (You Can Do It lessons) and behaviour expectations (Explicit Behaviour Lessons) – what it looks, feels, & sounds like (The Y chart). It **must** be purposefully incorporated in curriculum planning & timetabling. Some support is provided through matrixes, with further support through staff meeting segments, further documents and an incentive system.

In semester Two: 2011, the staff at LVSS worked together to formulate draft lesson plans focussing on skill areas aligned with the school's expectations. These lesson plans are available for all teachers to access on G Drive in the PBL folder as hyperlinks on the schools behaviour matrix. For the direct link, please see a staff member within the PBL team.
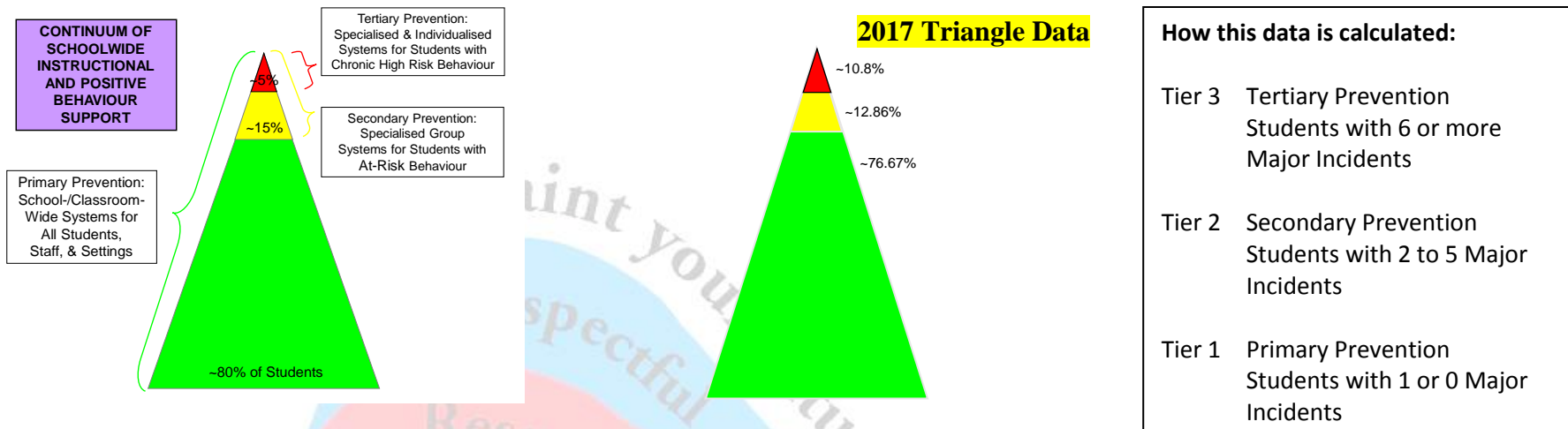
The Process

Behaviour DATA is used to help track progress and identify areas to target for intervention. CONSISTENT behaviour referral PROCESSES & PROCEDURES exist throughout the school with the use of Office Behaviour Referral Forms (OBR- Appendix 2). Use of school-wide EXPECTATIONS & RULES in specific settings to TEACH students appropriate behaviour AN INCENTIVE PROGRAM to encourage appropriate behaviour and EFFECTIVE CONSEQUENCES to discourage inappropriate behaviour.

Timeframe for Implementation

PBL is a process, not a program and the length of time it takes to get started varies by school. Schools typically take between 3 to 5 years to fully implement all the critical components of PBL (refer to the Team Implementation Checklist: Appendix 4 completed by the PBL Team each term). The process is ongoing and constantly adapted to meet the changing needs of the school and to address current concerns. Many schools begin noticing improvements right away. However, it may take a few years for the school's philosophy regarding the handling of inappropriate behaviour to change.

A **three-tiered approach to prevention** of problem behaviour which (1) focuses on preventing the development of new cases of problem behaviours, (2) reducing the number of existing cases, and (3) reducing the intensity and complexity of extremely challenging cases.

CONTINUUM OF SCHOOLWIDE INSTRUCTIONAL AND POSITIVE BEHAVIOUR SUPPORT

Tertiary Prevention:
Specialised & Individualised Systems for Students with Chronic High Risk Behaviour

~5%

Secondary Prevention:
Specialised Group Systems for Students with At-Risk Behaviour

~15%

Primary Prevention:
School-/Classroom-Wide Systems for All Students, Staff, & Settings

~80% of Students

2017 Triangle Data

~10.8%

~12.86%

~76.67%

How this data is calculated:

Tier 3   Tertiary Prevention
          Students with 6 or more
          Major Incidents

Tier 2   Secondary Prevention
          Students with 2 to 5 Major
          Incidents

Tier 1   Primary Prevention
          Students with 1 or 0 Major
          Incidents

What does PBL mean for school staff and students?

- **Simple, clear and consistent set of school-wide behaviour expectations**
- **Simple and clear context-specific behaviour expectations (Behaviour Matrix)**
- **Explicit teaching of behaviour expectations and skills in response to data**
- **Increased acknowledgment and encouragement of positive student behaviours**
- **Use of behaviour incident data and related evidence to inform decision making**
- **Discourages inappropriate student behaviour through individual incentives and whole school reward days.**
- **Increased professional development available to all school community members**
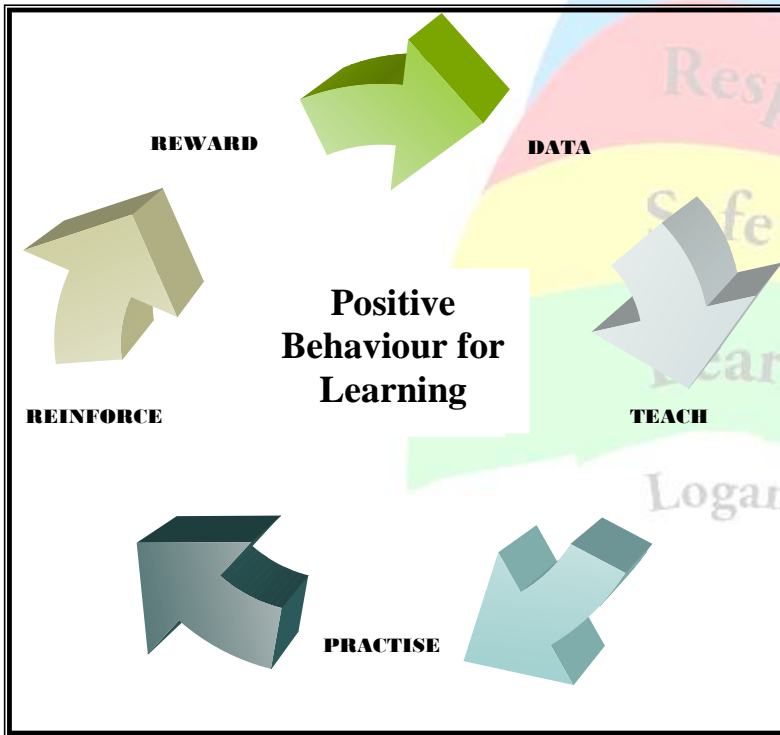
Timeframe

Data: _both positive and problem behaviour incidences are analysed by the PBL team and presented to staff twice a term, following our PBL meetings. Systems and practices are reviewed to develop the effectiveness of PBL._

Teach: _You Can Do It_ lessons (Social and Emotional) _are taught specifically on a biweekly basis and reinforced throughout the week. Explicit PBL behaviour lessons are data driven and are implemented biweekly in response to class and whole school data analysis._

Practise: _Ongoing practise and revision of behaviour skills and expectations within all settings are taught and reinforced incidentally and when the need arises._

Reinforce: School-wide, classroom, non-classroom and individual expectations and associated skills are reinforced regularly by all school personnel when required (e.g. classroom, incidental occurrences, bus line, oval, specialist lessons, parade).

Reward: _students have the opportunity to be rewarded for positive behaviour on a daily basis, weekly assembly, monthly Principal awards and rewards day each term. Level system is used to determine the levels at which each student has achieved and are rewarded accordingly._

6.   Processes for Facilitating Standards of Positive Behaviour and Responding to Unacceptable Behaviour

At Logan Village State School we are a Positive Behaviour for Learning (PBL) School. As such we implement processes applicable for our context from state-wide PBL practice. We utilise data to inform our decisions about student behaviour. We address the behaviour support needs of all students within a whole school context. Our approach considers support from the following perspectives:

- ➢ Whole school behaviour supports.

- ➢ Targeted (and classroom) behaviour support

- ➢ Intensive (individual) student support

Through the program, schools implement evidence-based approaches to managing student behaviour support issues at the local community level. With an emphasis on data-based decision-making, the program is evaluated regularly and practices are adjusted to make sure the process is achieving effective results for schools.

PBL emphasises the use of preventative, teaching, and reinforcement-based strategies to achieve meaningful and durable behaviour outcomes.

Consistent language and predictable consequences applied by all staff, at all times, and in all locations throughout the school are critical to the program's success with students. These expectations and consequences are also shared with parents.

PBL forms the basis of a consistent whole-school system and supports the Department of Education and Training priority to promote positive behaviour in schools.

Through PBL, schools have access to the resources and tools they need to make evidence-based decisions about additional program and professional development needs for staff. PBL schools are more likely to achieve effective results from other programs and professional development such as the Department's *Essential Skills for Classroom Management*.

The active engagement of parents in meaningful activities in the school is important. Historically, family involvement in behaviour programming has occurred mainly at the level of individualised interventions for students with high support needs. PBL schools make a conscious effort to broaden the involvement of families at the schoolwide level, and have identified many activities in which parents can play an expanded and important role.

All PBL leadership teams contain at least one family representative and one member of the Parents and Citizens Association. These representatives provide a stable platform for the sustainability and durability of the leadership team, especially in schools with higher staff turnover. The active involvement of parents helps ensure that the academic and social competency outcomes of PBL processes are endorsed by educators, students, families and the broader community.

Whole-school behaviour support

Whole school behaviour support procedures and processes at Logan Village State School apply to all students and staff. In keeping with our beliefs about learning and behaviour we believe that our students respond best to positive reinforcement. Positive behaviours are established through modifying the student's environment and teaching new skills while responding effectively to problematic behaviours. A variety of proactive strategies are used to support the development of positive behaviours.

These proactive strategies are:

1. **Environmental Strategies**

Identification of environmental factors that may trigger negative behaviours and make changes to those environments to avoid or address such triggers.

The most effective way to maintain appropriate behaviour is to prevent poor behaviour from occurring. This can be accomplished by changing the Physical, Instructional and/or Personal Environment. At Logan Village State School consideration of these environments include:

Physical Environment

- Identifying core expectations (Be Safe, Be Respectful, Be Responsible, Be a Learner).
- Clearly articulating 4 expectations to all students – Visible in all rooms and around the school.
- Clearly displaying expected behaviours for various contexts in each classroom.
- Planning of school environment to ensure sufficient space and suitable playground equipment.
- Teaching and learning locations around the school must suit the planned curriculum.
- The arrangement of materials, work space, furniture and seating must be safe and encourage the maximum participation.
- An emphasis on school uniform.

Instructional Environment

- Implementation of appropriate curriculum for all students.
- Personalisation of student learning to meet the identified needs.
- Allocating teachers to particular phase of learning according to teacher expertise and understanding of age group.
- Using appropriate instructional methods (visual, auditory, concrete materials).
- Establishing a common language for all.
- Explicitly teaching appropriate behaviours based on school expectations and values.

- Presenting clear anti-bullying messages (in class and on assemblies).

- Timetabling of Literacy and Numeracy blocks help to establish routines.

- Refining routines so they cater for all individuals.

- School-wide procedures to reinforce/reward positive behaviours in class.

- Organising the school day to ensure students have regular breaks.

- Organising lunchtime activities.

- Organising Interschool sport practices.

Social Environment

- Explicit teaching and modelling of interpersonal skills.

- Providing daily opportunities for students to practise mindfulness and rest pauses including 'munch n' crunch / brain break'

- Providing opportunities that encourage positive praise from peers/adults.

- Programming activities that encourage positive teacher/student interactions across cohorts.

- Providing students with valued roles and responsibilities.

An awareness of the *Physical*, *Instructional* and *Social* environment can prevent poor behaviour from occurring. Successful interaction and participation can build on self-esteem and social confidence.

To support our *Responsible Behaviour Plan for Students* four (4) expectations have been developed. Corresponding expected behaviours will be explicitly taught to the students as part of our whole-school behaviour support program. **These expectations and appropriate behaviours are documented below.**

Expected Behaviours

CODE OF CONDUCT (Expectations)	CLASSROOMS AND ALL SETTINGS	PATHWAYS /UCA	BUS
Be **RESPECTFUL**	• Listen politely • Raise hand to speak. Use kind words and speak respectfully ..\SWPBS Lesson Plans\Appropriate voice speak respectfully • Returning to class promptly ..\SWPBS Lesson Plans\Returning to class promptly • Ask permission to use things • Wear my uniform and have my hat • Co operate with my teacher and class mates • Use manners at all times..\SWPBS Lesson Plans\Appropriate voice speak respectfully • Consider and care for the environment..\SWPBS Lesson Plans\SWPBS POSTERS\caring for our environment.doc • Be honest ..\SWPBS Lesson Plans\Being Honest	• Walk quietly respecting the learning of others..\SWPBS Lesson Plans\Transitioning Between Areas • Keep pathways neat and clean • Keep hands off displays ..\SWPBS Lesson Plans\Transitioning Between Areas	• Use a quiet voice) • Speak nicely to others • Move punctually and sit in to bus lines • Show respect to the drivers and other students. ..\SWPBS Lesson Plans\Bus Lining up and manners
Be **RESPONSIBLE**	• Follow directions when asked • Make good choices • Accept consequences without arguing or complaining • Keep areas clean in the classroom ..\SWPBS Lesson Plans\Keeping Areas Clean • Be a problem solver • Encourage others to join in ..\SWPBS Lesson Plans\Encouraging Others	• Follow directions when asked • Make good choices • Accept consequences without arguing or complaining	• Follow directions when asked • Make good choices • Accept consequences without arguing or complaining
Be **SAFE**	• Keep hands and feet to self • Stay in assigned areas • Sit in chair safely • Use furniture and supplies appropriately • Line up sensibly ..\SWPBS Lesson Plans\Lining Up	• Walk in class groups ..\SWPBS Lesson Plans\Transitioning Between Areas • Walk safely on concrete and steps • Keep hands and feet to self ..\SWPBS Lesson Plans\Transitioning Between Areas	• Stay in your seat • Keep hands and objects inside the bus • Keep hands and feet to self • ..\SWPBS Lesson Plans\Bus Lining up and manners

Be a **LEARNER**	• Come prepared • Work carefully • Complete your work..\SWPBS Lesson Plans\Doing your best completing work • Join in..\SWPBS Lesson Plans\Joining In • Do your best / Have a Go ..\SWPBS Lesson Plans\Doing your best completing work • Ready when the bells rings for class to begin • Actively listen to others ..\SWPBS Lesson Plans\Active Listening • Be a participant	• Walk with a purpose • Face forward with hands at your sides ..\SWPBS Lesson Plans\Transitioning Between Areas	• Be on time outside waiting • Sit in assigned seat if requested ..\SWPBS Lesson Plans\Bus Lining up and manners
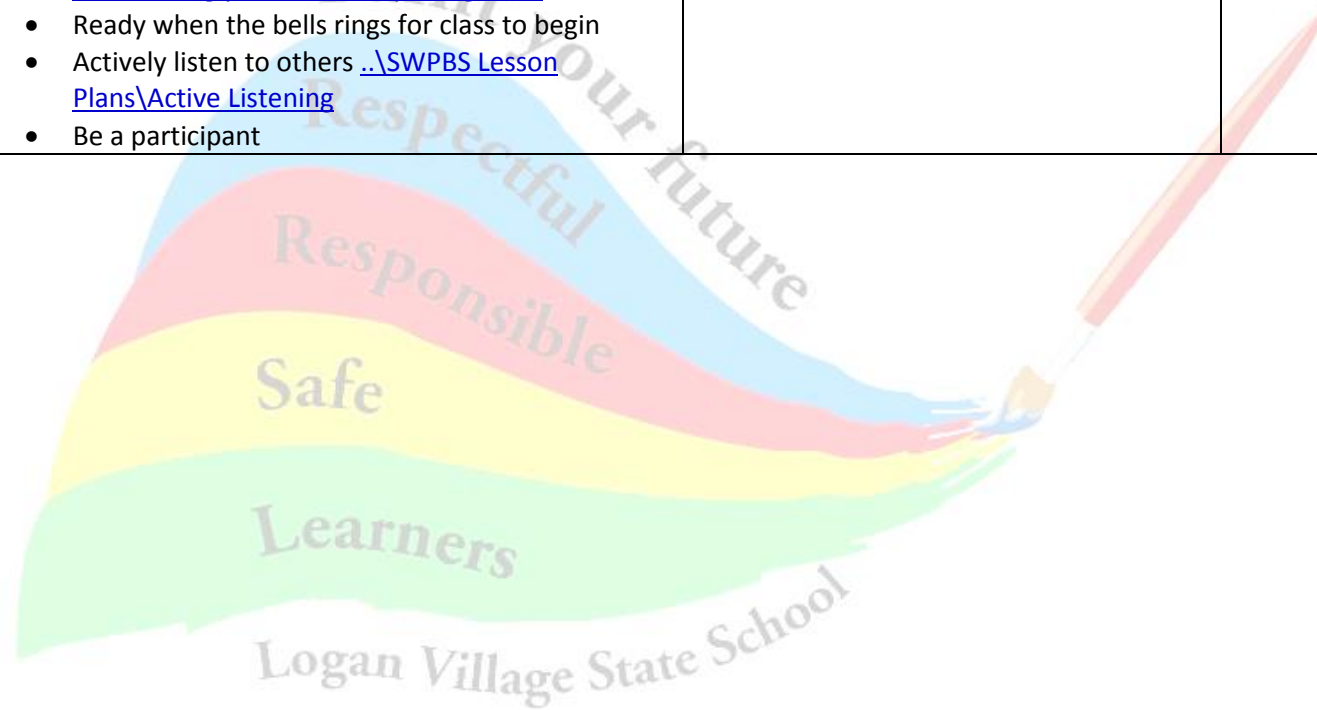
CODE OF CONDUCT (Expectations)	TUCKSHOP	TOILETS	OFFICE VISITS
Be **RESPECTFUL**	• Wait quietly in line to be served • Use good manners • Talk nicely to others • Clean up eating area	• Use a quiet voice • Respect privacy..\SWBPS Lesson Plans\Demonstrating Privacy • Keep bathroom clean	• Knock and wait patiently • Use manners • Leave the walk area clear
Be **RESPONSIBLE**	• Follow directions when asked • Make good choices • Accept consequences without arguing or complaining	• Follow directions when asked • Make good choices • Accept consequences without arguing or complaining	• Follow directions when asked • Make good choices • Accept consequences without arguing or complaining
Be **SAFE**	• Select healthy foods • Eat own food, do not share food • Stay seated, get up only with permission • Keep hands and feet to self	• Flush, then wash hands • Walk carefully on any wet areas • Report problems to the teacher	• Walk quietly and carefully to the office • Stay in single line while waiting • Return directly to class
Be a **LEARNER**	• Bring lunch, money, or snack to the tuckshop	• Have a purpose • Have teacher's permission to use the bathroom • Use only enough water to wash your hands • Return to class promptly	• Knock on the door • State your first and last name • Know your class and teacher • Explain the reason for the visit

CODE OF CONDUCT (Expectations)	LIBRARY / COMPUTER LAB	ASSEMBLY/HALL	PLAYGROUND/EATING
Be **RESPECTFUL**	• Listen and work quietly • Use whisper voices if talking is allowed • Treat books and equipment carefully • Leave equipment how you found it	• Listen quietly • Use appropriate applause • Singing the anthem respectfully	• Share equipment • Take turns and play cooperatively • Include others • Consider and care for the environment • Sit to eat food • Demonstrate manners when eating
Be **RESPONSIBLE**	• Follow directions when asked • Make good choices • Accept consequences without arguing or complaining	• Follow directions when asked • Make good choices • Accept consequences without arguing or complaining	• Follow directions when asked • Make good choices • Accept consequences without arguing or complaining • Put litter in the bin • Help clean up
Be **SAFE**	• Walk quietly • Use equipment appropriately	• Sit in one spot • Stay in your seat	• Eating Appropriately ..\SWPBS Lesson Plans\Eating Appropriately • Use equipment properly • Stay in designated areas • Run only where permitted • Keep hands and feet to self • Wear appropriate clothing and footwear • Eat only your food
Be a **LEARNER**	• Study, read, and compute • Find a book, complete an assignment • Return borrowed materials on time	• Listen, watch, and learn	• Have a plan • Know the playground rules and use them • Be punctual to team training sessions • Listen to instructions carefully

Positive Programming

To teach skills and competencies to facilitate behavioural changes for the purpose of social and community integration.

Teaching new skills involves determining what the student needs to learn to replace the inappropriate behaviour. Understanding why a student displays an inappropriate behaviour (function of the behaviour) and why should be the catalyst for selecting the replacement skills that need to be taught. Consideration must be given to the ability and age of the student when individualizing the skills to be taught.

Examples

      a)   ***Behaviour***: Students interacting with each other aggressively.
              Possible Reason: To prove dominance and self-worth.
              Teach: Fair Play

Focused Support

  To use specific strategies such as differential reinforcement procedures and stimulus-based procedures to bring about rapid changes in problem behaviours.

To fully support students to behave positively, individual, class and whole school reinforcement systems are required and regularly reviewed to ensure effectiveness. At Logan Village State School these systems include:

Primary Prevention: School classroom wide systems for all students, staff and settings (approximately 80% of LVSS students)

- Gotchas (merit cards)
- Parade draws
- Principal's Awards (e.g. Student of the Week, Aussie of the Month, Principal's Morning tea)
- Reward Days
- Classroom Behaviour Chart
- Assigned level 1, 2 or maintained level 3 behaviour
- Mid Term and End of Term Behaviour letters outlining assigned Behaviour Levels
- School expectation wristbands – for Level 1 students at the end of each term

Classroom Reinforcement Systems

- Gotchas and Gotcha Books with attached incentives including - pencils, stickers, certificates, special activities, post cards, prize box and other rewards as chosen by teachers

Individual Reinforcement Systems

- Personal behaviour goal setting
- Personal visual schedules with student/teacher/parent input regarding selected rewards for completing the agreed tasks.
- Short (e.g. computer time), medium (e.g. negotiated reward) and long term (e.g. attending camp) schedules for appropriate behaviour
- Individual Behaviour Management Plans (IBMP)

School Level system

Logan Village State School Behaviour Level System

A crucial component of the Logan Village State School whole school approach to positive behaviour support is our Behaviour Level system that operates across all year levels. This system is comprised of five levels.

Level 1 – Excellent attitude and behaviour displayed. A student who consistently models our behaviour expectations. This is an outstanding level to achieve.
Level 2 – Good behaviour and a positive attitude displayed. A student who mostly follows our behaviour expectations. This is a fantastic level to achieve.
Level 3 – Appropriate attitude and behaviour displayed. A student who generally follows behaviour expectations with an occasional reminder. **This is an acceptable behaviour level and most children will achieve this level.**
Level 4 – Inappropriate behaviour and attitude displayed. A student who needs to be reminded frequently (daily) of our expectations for behaviour.
Level 5 – Inappropriate behaviour and attitude displayed repeatedly. A student who needs to be reminded multiple times each day of our expectations for behaviour.

Twice each term (staff meeting agenda item), teachers are given all OneSchool behaviour data for each of their classroom students to place into a level according to their positive entries and behaviour entries. Each teacher uses the Behaviour Criteria Sheet (Appendix 5) and collected behaviour data as a guide to assign each student's behaviour level. This behaviour level is uploaded on OneSchool through the mark book and is also communicated to parents and guardians through a behaviour letter that is sent home at the mid and end points of each term. In terms when Academic Report Cards are issued, the report card will report on the entire semester of behaviour as an on-balance judgement.

For students with disability (physical, cognitive, sensory, social/emotional) where behaviour is individually managed through an IBMP, a modified standard of behaviour may be developed in consultation with relevant stakeholders.

The following criteria highlight the level system and the rewards/consequences associated:

Level One – Excellent attitude and behaviour displayed. A student who consistently models our behaviour expectations. This is an outstanding level to achieve.

- ❖ Student receives letter acknowledging excellent behaviour
- ❖ Invitation to Rewards activity
- ❖ Presentation of Level 1 – 'School expectation' wristband (4 to collect over a year)

Level Two – Good behaviour and a positive attitude displayed. A student who mostly follows our behaviour expectations. This is a fantastic level to achieve.

- ❖ Student receives letter acknowledging good behaviour
- ❖ Special activity at end of each term

Level Three – Appropriate attitude and behaviour displayed. A student who generally follows behaviour expectations with an occasional reminder. **This is an acceptable behaviour level and most children will achieve this level.**

- ❖ **Entry level** for all students at the beginning of each term
- ❖ Level 3 letter home
- ❖ Special activity at end of each term

Level Four – Inappropriate behaviour and attitude displayed. A student who needs to be reminded frequently (daily) of our expectations for behaviour.

- ❖ Parent contact is made when issues arise in the classroom
- ❖ Preventative strategies discussed with student
- ❖ Level 4 letter to parent
- ❖ Students participates in a reflection activity at the end of each term

Level Five – Inappropriate behaviour and attitude displayed repeatedly. A student who needs to be reminded multiple times each day of our expectations for behaviour.

- ❖ Behaviour referral data indicates that student requires support and/or intervention (i.e. restricted play arrangements, IBMP's, communication books)
- ❖ Preventative strategies discussed with student
- ❖ Regular parent contact is made to acknowledge on-going issues
- ❖ Level 5 letter to parent
- ❖ Discussion about possible withdrawal from special school activities e.g. Discos, excursions. Parent supervision may be required
- ❖ Referral to Special Needs Advisory Committee (SNAC) if required
- ❖ Level 5 needs to be discussed through consultation with administration

The final allocation of level 5 will be made by the Principal/Deputy Principal in consultation with relevant staff. Individual circumstances and needs will always be taken into account and the information above is only a guide to assist staff in allocation of levels.

Secondary Prevention- Specialised group systems for students with at risk behaviour (approximately 15% of LVSS students)

Secondary Prevention occurs around an identified group of students through data collection and referral processes. As contact is made between the students and the members of staff every day, in the playground and the classrooms, it is important to recognise that all staff are involved in the support of students who may need secondary intervention. For this reason, development and implementation of secondary intervention is often team based (PBL Team and Special Needs Action Committee) and develops strategies that prevent or minimize the occurrence. Strategies used for secondary intervention include:

Curriculum Adjustment

Staff determine whether a student may need further support in curriculum related areas, and adjustments are made where necessary. This may involve:

- working with a teacher aide or learning support teacher
- adjusting class work (based on needs)
- working with a peer or older student

Verbal

Verbal reinforcement, used everyday in both the classroom and playground, includes:

- Specific reinforcement (e.g. "Thank you for sitting down")
- Targeted direction giving.

Non-Verbal

Non-verbal reinforcement, used every day in both the classroom and playground, includes:

- body language – smile, thumbs up
- behaviour charts
- proximity to the child in terms of desk placement or where staff members are standing
- awards

Additional Support

Students may require increased support for either curriculum needs or to reinforce acceptable behaviour. This may occur through:

- one to one curriculum support with the teacher
- individual monitoring of behaviour
- teacher aide support
- student leaders involvement
- peer mediation

- work with another member of school staff

- curriculum support through an older classmate

- specific lunchtime programs/organised lunchtime activities including explicit behaviour groups

- parental consultation and support

Communication within the school community

Communication with the parent/caregivers occurs through all stages of targeted behaviour support, and includes positive/encouraging letters or phone calls home.

Tertiary Prevention –Specialised and individualised systems for students with significant high risk behaviour (approximately 5% of LVSS students)

Students identified as needing tertiary behaviour support are those who have had **secondary support** and are still demonstrating significant and/or severe and challenging behaviour. That is, the behaviour is of such frequency and intensity that there is a distinct risk of learning disengagement and/or serious injury to the student or to others.

Strategies used for intensive behaviour support include:

- Individual Behaviour Management Plans (IBMP)

- Additional teacher aide support

- Specific parental involvement

- Guidance Officer Counselling

- Specific support from the Behaviour Adjustment Team Regional support programs (BAT)

- Specific support from other organisations

Individual behaviour management plans (IBMP's) are used when most school wide behaviour support strategies have been exhausted, or when individual circumstances warrant introduction of additional strategies. The use of individual behaviour management plans allows new individualised strategies to be introduced and significant modification of behaviour goals, curriculum, school attendance, educational outcomes etc. Individual behaviour management plans are negotiated following case conferencing, with support and input from all significant stakeholders." (Education Queensland, 2007).

At Logan Village State School, these plans are developed to directly align with the standard of behaviour outlined in our Behaviour Criteria Sheet (Appendix 5). Data on these students is collected and analysed through observations, interviews and systemic records to provide a clear understanding of the individual student's behaviours, triggers and needs. This information is then utilised by stakeholders to develop an IBMP with goals that target specific behaviours in the Behaviour Criteria Sheet and to also provide adjustments to support students in areas of need. Through the consistent use of the Behaviour Criteria Sheet as a school wide standard of behaviour, it is possible to also modify this criteria sheet to account for disability (physical, cognitive, sensory, social/emotional) which may prevent an individual student from being able to meet the criteria outlined in the standard. In these cases a modified standard will be derived from the original to incorporate any adjustments required.

7. Consequences for unacceptable behaviour

Responding to Behaviour

Both positive and inappropriate behaviour will be responded to at Logan Village State School. Positive behaviours must be reinforced along with consequences for inappropriate behaviours. Students must also be aware through visual means, how they are progressing with their behaviour in their classroom.

All classrooms will use the following visual system to respond to positive behaviours and behaviours not meeting school expectations.

Classroom Behaviour Chart

Gotcha Zone (Top Green) All students start every day in this zone. If on this zone at the end of the day students receive a Gotcha
Bottom Green Step 1: If given a verbal warning, students are still within the Gotcha Zone; however their position should be modified to reflect the Verbal Warning.
Yellow Zone Step 2: Visual Warning for inappropriate Behaviour. Students are unable to receive their daily Gotcha, however can still earn Gotchas incidentally.
Orange Zone Step 3: For continued inappropriate behaviour despite visual warning. Students are ineligible for their daily Gotcha, however can still earn Gotchas incidentally.
Red Zone Step 4: Major incident – office referral. Students are ineligible for their daily Gotcha, however can still earn Gotchas incidentally.

Posters are displayed in every classroom from the beginning of the year. Pegs/student names can be moved down the chart according to the demonstration of negative behaviours. The chart can assist teachers with identifying candidates for Student of the Week and Gotcha rewards.

In ensuring that we provide a disciplined learning environment conducive to effective teaching and learning that meets the targets in both school based and Nation Wide assessment programs, school expectations if not met will incur consequences.

Consequences are ordered from least intrusive to most intrusive. All consequences are made explicit through teaching and information provided in the Responsible Behaviour Plan for Students based on the Code of School Behaviour and Education (General Provisions) Act 2006 Sections.

Minor Infractions

Infraction	Definition	Management	Possible Consequences
Inappropriate Language	Non-threatening non directed verbal or gestural messages used within conversation that include swearing, name calling, or use of words in an inappropriate way	For a Minor infraction the following steps should be taken: **Step 1: Visual Warning / Redirection** **Step 2: Visual Warning / Time Out /Redirection (Move name token from Green to Yellow Zone)** **Step 3: Buddy Class: timeout in a buddy class and possibly in a student-led phone call home to the parent during lunchtime** **Step 4: Office Referral To be recorded by admin on OneSchool and parent contacted.** Minor Infractions are to be managed by the staff member or teacher It is not necessary to input all Minor Infractions on One School. It is important, however, once 3 buddy class referrals have occurred within two weeks, the student is referred to the office as a Major infraction.	▪ Clean up duty ▪ Moved to another area ▪ Separation ▪ Time Out/Cool down ▪ Class detention ▪ Restricted Play Arrangement ▪ Class detention (during or after school hours) ▪ Timeout in buddy class ▪ Parent Contact ▪ Admin informed ▪ Lunch time detention ▪ Letter Home ▪ Restorative Justice ▪ Apology ▪ Restitution ▪ Uniform Infringement notice
Defiance/disrespect	Refusal to follow classroom or school rules, or staff directions, talking back and/or socially rude interactions		
Disruption	Intentional behaviour causing an interruption in class or activity. Disruption includes loud talk, noise with materials or body parts, or getting out of seat		
Rough play	Non-threatening physical interactions		
Missing Detention	Unauthorized missing of detention		
Lying/Cheating	Student delivers message that is untrue and or deliberately violates rules		
Dress Code Violation	Not wearing the appropriate school uniform		

Major Infractions

Infraction	Definition	Management	Possible Consequences
Cutting Class	Unauthorized missing of an assigned period or activity	For a Major infraction the following steps should be taken: ■ Insure safety ■ Gather preliminary information for officer referral ■ Office / Classroom Teacher Referral (Use Behaviour Office Referral Form Appendix 3) ■ Individual Behaviour Management Plan ■ Record on One School ■ Administration to investigate and recommend consequences ■ Frequent major infractions may require referral to SNAC committee to seek secondary and/or Tertiary support.	■ Lunch time detention ■ Removal of invitation to co-curricula activities ■ Assigned behaviour level of 4, 5 ■ Behaviour level letter given to parents ■ Parent meeting ■ Restricted Play Arrangement ■ After school detention ■ Suspend ■ Infringement Notice ■ Recommendation to Exclude
Abusive/Inappropriate Interactions with Peers and Adults	Threatening verbal or gestural interactions with peers or staff that are directed toward someone including swearing, name calling, or use of words or gestures in an inappropriate way		
Fighting/Physical Aggression	Actions involving serious physical contact where injury may occur (e.g., hitting, punching, hitting with objects, kicking, hair pulling, scratching, etc.)		
Physical Assault on School Personnel	Intentional aggressive actions (e.g., hitting, kicking, throwing objects at, pushing, etc) directed at school personnel		
Inappropriate Sexual Contact	Consensual physical contact between students that is sexual in nature and goes beyond a simple kiss		
Harassment	Student delivers disrespectful messages (electronically or by use of social media, verbally, or by gesture to another person that includes threats, intimidation, obscene gestures, pictures, or written notes. Disrespectful messages include negative comments based on race, ethnicity, disability, religion, gender, age, national origin, and or sexual orientation.		
Disruption	Behaviour causing an interruption in a class or building activity where the student is not responsive to repeated directions. Disruption includes sustained loud talk, yelling, or screaming; noise with materials or body parts; roughhousing; and or sustained out of seat behaviour		
Property Misuse	Unauthorised and inappropriate use of school property including technology (e.g., downloading of software, sites, pictures, etc; changing computer settings; or providing personal information to web sites)		
Property Damage / Vandalism	Student participates in an activity that results in substantial destruction or disfigurement of property		
Forgery/Theft	Student is in possession of, having passed on, or has been responsible for removing a possession or has used identifying information from another person.		
Use/Possession of Tobacco	Student is in possession of or caught using tobacco products		
Use/Possession of Drugs, Alcohol	Student is in possession of, caught using, or under the influence of illegal drugs or alcohol		
Bomb Threat/ False Alarm	Student delivers message (electronically, verbally, gesturally) or orchestrates the delivery of a message of possible explosive materials being on-campus, near campus, and or pending explosions; student pulls or orchestrates pulling of an unwarranted fire alarm		
Possession of a Dangerous Weapon	Student is in possession of knives or guns (real or look alike), or other objects readily capable of causing bodily harm, or creating the impression (as in the case of a fake gun or grenade) of causing bodily harm		
Continued Minor Offences	Student exhibits continued minor offences with no regard for consequences		

Suspension of students

Each of the following is a ground for suspending a student from Logan Village State School:

- Disobedience by the student;

- Misconduct by the student;

- Other conduct of the student that is prejudicial to the good order and management of the school.

The Principal may suspend the student from the school –

a) for not more than ten (10) school days (short suspension); or

b) if the Principal is satisfied the behaviour was so serious that the suspension should be for longer than ten (10) school days – for not more than twenty (20) school days (long suspension)

(Refer: Education [General Provisions] Act 2006; sections 284-288)

Exclusion of student by Principal

Each of the following is a ground for excluding a student from Logan Village State School:

- Disobedience by the student;

- Misconduct by the student;

- Other conduct of the student that is prejudicial to the good order and management of the school;

- The student's attendance at the school poses an unacceptable risk to the safety or wellbeing of other students or staff of the school

- Conduct that adversely affects, or is likely to adversely affect, other students enrolled at the school

The Principal may –

at State school at which a student is enrolled may, under this division, exclude the student from the school if the Principal is satisfied a ground mentioned in section 288B exists.

(Refer: Education[General Provisions] Act 2006; sections 288A- 314)

Behaviour Improvement Condition

Prior to the formal exclusion process, the Principal may impose a Behaviour Improvement Condition where a student's behaviour warrants grounds for exclusion. The Principal may decide that the student's continued attendance at Logan Village State School is subject to the student –

    a) complying with a behaviour improvement condition for the challenging behaviour; and

    b) undertaking a behaviour management program.

The program must be:

- Reasonably appropriate to the challenging behaviour;
- Conducted by an appropriately qualified person;
- Designed to help the student not to re-engage in the challenging behaviour.

(Refer: Education[General Provisions] Act 2006; sections 232-324)

8. Emergency Responses or Critical Incidents

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

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

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

Basic defusing strategies

- *Avoid escalating the problem behaviour*

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

- *Maintain calmness, respect and detachment*

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

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

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

- *Follow through*

If the student starts displaying the appropriate behaviour, briefly acknowledge their choice and re-direct other students' attention towards their usual work/activity. If the student continues with the problem behaviour, then remind him/her 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.

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Appropriate physical intervention may be used to ensure that Logan Village'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; and
- 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; and
- Leaving a classroom or the school, unless student safety is clearly threatened.

Any physical intervention made must:

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

Record Keeping

Each instance involving the use of physical intervention must be formally documented in OneSchool. Other suggested formats for recording of incidents in Appendix 3.
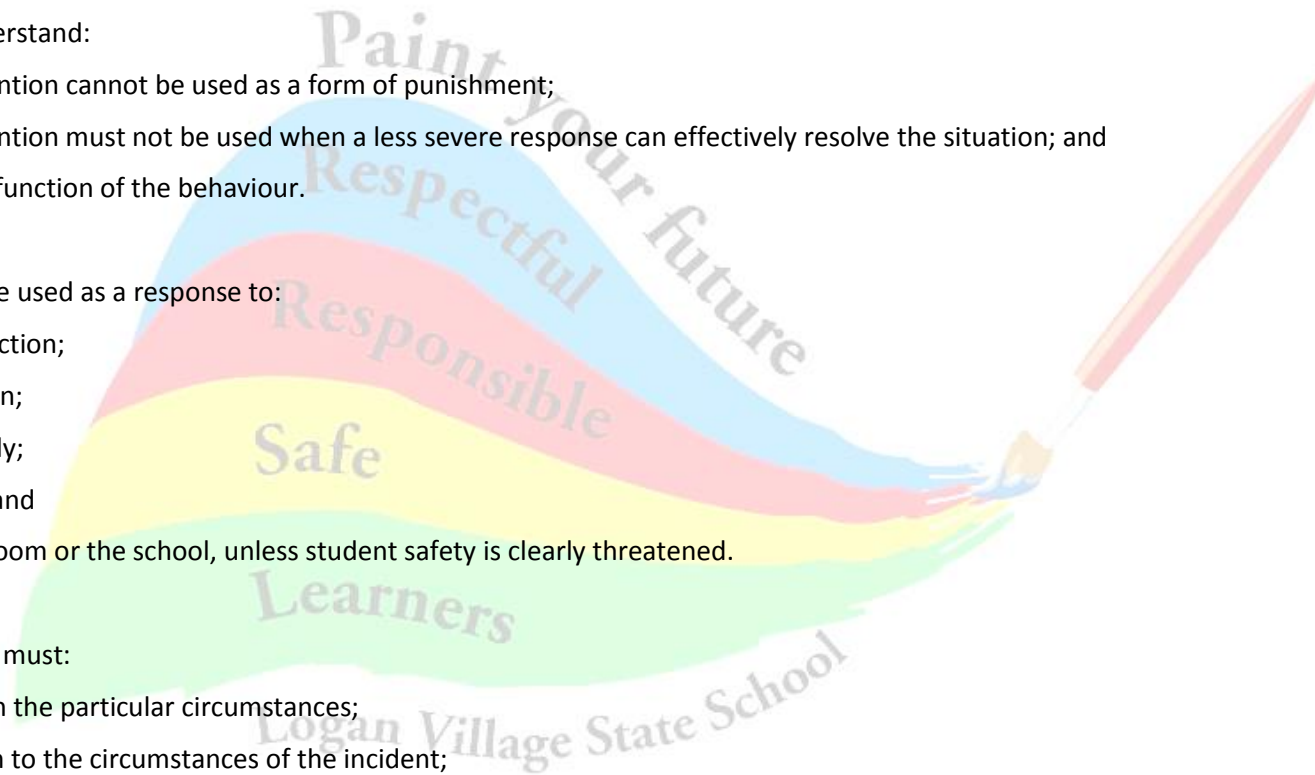
9 Network of student support

To further support staff and students with regards to issues relating to school behaviour, Logan Village State School is able to access support both within the *Department of Education and Training* and through the community. An outline of some of these includes:

Internal Support	External Support	
School Based	District & Other EQ Services	Community Services
▪ School teaching and support staff ▪ School administration ▪ Special Needs Advisory Committee (SNAC) ▪ Guidance Officer ▪ Special Education Teacher ▪ Parents	▪ Regional Advisory Visiting Teacher for Behaviour Support (BAT Team) ▪ Senior Guidance Officers ▪ Access to Behaviour Management Funds ▪ Regional Office staff	▪ Department of Child Safety ▪ Queensland Police Service – Child Protection Unit ▪ LV Police Beat (Adopt-a-Cop) ▪ Qld Health Services (School Nurse) ▪ Child and Youth Mental Health Service

The various levels of support generally reflect the needs of individual students. In most cases, support for a student demonstrating inappropriate behaviours is usually managed through consultation with the student's teacher/s, a member of the administration member (Principal, Deputy Principal or Guidance Officer) and depending on the circumstance, the student's parents/caregivers. In cases where a student demonstrates severe inappropriate behaviours, as soon as practical, a meeting will be called involving parents/caregivers, Administration representative and/or teacher/s.

In instances where initial proactive strategies have not been successful or where the student is demonstrating ongoing inappropriate behaviour, then a referral will usually be made to the schools SNAC (Special Needs Advisory Committee). SNAC will then make a recommendation on the best support agency (either Education Queensland or Community) to refer the student.

10 Consideration of Individual Circumstances

Through our curriculum, interpersonal relationships and organisational practices, Logan Village State School uses strategies that take into account the different abilities, skills and life experiences of students. A range of significant factors are considered when choosing responses to student behaviour, including context, emotional well-being, culture, gender, race, socioeconomic situation and impairment, all of which can influence the way in which students act and react to adult responses.

Consequences for breaking the rules or breaching the school's *Responsible Behaviour Plan for Students* vary according to a number of factors which may include:
- Age of the child
- Previous behaviour record
- Severity of the incident
- Amount of reliable evidence
- Degree of provocation
- Intent of the action
- Honesty and perceived level of genuine remorse

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 will be considered at all times. The following page contains a table outlining the school's *consequences for unacceptable behaviour*.

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*
- *Transport Operations (Passenger Transport) Regulation 2005*

Related policies and procedures
- Code of School Behaviour
- 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

Some related resources
- Better Behaviour, Better Learning Professional Development Suite- Education Queensland (2007)
- National Framework for Values Education in Australian Schools
  (**www.valueseducation.edu.au**)
- National Framework for Values Education in Australian Schools – Queensland
  (**www.education.qld.gov.au/curriculum/values/**)
- Bullying. No Way!
  (**www.bullyingnoway.com.au**)
- Code of Conduct for School Students Travelling on Buses
  (**http://www.transport.qld.gov.au/qt/PubTrans.nsf/index/cochome**)

10. Endorsement

This plan is a product of a consultative process involving staff, students and parents through their respective established forums and was presented in its present form for endorsement at the P & C meeting on 10th May 2018.

Mr Alan Bunce
Principal

Date: 10/5/18

P&C Representative

Date: 10/5/18

Appendices:

Appendix 1   The Use of Personal Technology Devices* at School

Appendix 2   Procedures for Preventing and Responding to Incidents of Bullying (including Cyber bullying)

Appendix 3   Behaviour Office Referral Form (also known as Office Behaviour Referral Form: OBR)

Appendix 4   Team Implementation Checklist

Appendix 5   Behaviour Criteria Sheet: 'I can' statements

Appendix 6   Behaviour Criteria Sheet

LOGAN VILLAGE STATE SCHOOL
The Use of Personal Technology Devices* at School

This policy reflects the importance the school places on students displaying courtesy, consideration and respect for others whenever they are using personal technology devices.

Mobile Phones/Personal Technolgy Devices

All mobile phones/ Personal Technolgy Devices are to be clearly labelled and signed in by the student at the office at the beginning of the day and signed out by the student at 3:00pm. All care but no responsibility will be taken for equipment.

Confiscation

Permitted personal technology devices used contrary to this policy on school premises will be confiscated by school staff. They will be made available for collection from the school office at the end of the school day unless required to be kept for purposes of disciplinary investigation, when it will only be returned in the presence of a parent.

Devices potentially containing evidence of criminal offences may be reported to the police. In such cases, police may take possession of such devices for investigation purposes and students and parents will be advised to contact Queensland Police Service (QPS) directly.

Students who have a personal technology device confiscated more than once will not be permitted to have a personal technology device at school for at least one month, or longer, if deemed necessary by the Principal.

Personal Technology Device Etiquette

Bringing personal technology devices to school is not encouraged by the school because of the potential for theft and general distraction and/or disruption associated with them. However, if they are brought to school, they must be signed in at the office at the beginning of the day and signed out and collected at the end of the day.

Recording Voice and Images

Every member of the school community should feel confident about participating fully and frankly in all aspects of school life without concern that their personal privacy is being invaded by them being recorded without their knowledge or consent.

We uphold the value of trust and the right to privacy at Logan Village. Students using personal technology devices to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks etc) for the purpose of dissemination among the student body or outside the school, by any means (including distribution by phone or internet posting) build a culture of distrust and disharmony.

Students must not record images anywhere that recording would not reasonably be considered appropriate (e.g. in change rooms, toilets or any other place where a reasonable person would expect to be afforded privacy).

Recording of events in class is not permitted unless express consent is provided by the class teacher.

A student at school who uses a personal technology device to record private conversations, ordinary school activities (apart from social functions like graduation ceremonies) or violent, illegal or embarrassing matter capable of bringing the school into public disrepute is considered to be in breach of this policy.

Even where consent is obtained for such recording, the school will not tolerate images or sound captured by personal technology devices on the school premises or elsewhere being disseminated to others, if it is done for the purpose of causing embarrassment to individuals or the school, for the purpose of bullying[1] or harassment, including racial and sexual harassment, or where without such intent, a reasonable person would conclude that such outcomes may have or will occur.

Students involved in:

- recording; and/or
- disseminating material (through text messaging, display, internet uploading etc); and/or
- knowingly being a subject of a recording;

are in breach of this policy and may be subject to discipline (including suspension and recommendation for exclusion).

Students should note that the recording or dissemination of images that are considered indecent (such as nudity or sexual acts involving children), is against the law and if detected by the school, will result in a referral to QPS.

Text Communication

The sending of text messages that contain obscene language and/or threats of violence may amount to bullying and or harassment or even stalking and will subject the sender to discipline and possible referral to QPS. Students receiving such text messages at school should ensure they keep the message as evidence and bring the matter to the attention of the school office.

Recording Private Conversations and the *Invasion of Privacy Act 1971*

It is important that all members of the school community understand that under the *Invasion of Privacy Act 1971*, 'a person is guilty of an offence against this Act if the person uses a listening device to overhear, record, monitor or listen to a private conversation'. It is also an offence under the Act for a person who has overheard, recorded, monitored or listened to a conversation to which s/he is not a party to publish or communicate the substance or meaning of the conversation to others.

Students need to understand that some conversations are private and therefore to overhear, record, monitor or listen to such private conversations may be in breach of this Act, unless consent to the recording is appropriately obtained.

Special Circumstances Arrangement

Students who require the use of a personal technology device in circumstances that would contravene this policy (for example to assist with a medical condition or other disability or for a special project) should negotiate a special circumstances arrangement with the Deputy Principal or Principal.

- *Personal Technology Devices includes, but is not limited to, games devices (such as Portable Gaming Devices, Smart Watches, laptop computers, PDAs, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile telephones, IPods® and devices of a similar nature.*
- *[1] Education Queensland does not tolerate bullying behaviour at schools. This includes bullying conducted by electronic means.*

LOGAN VILLAGE STATE SCHOOL
Procedures for Preventing and Responding to Incidents of Bullying (including Cyberbullying)

<u>**Purpose**</u>

1. Logan Village strives to create positive, predictable environments for all students at all times of the day. The disciplined and teaching environment that we are creating is essential to:
   - achieving overall school improvement, including the effectiveness and efficiency of our student support procedures;
   - raising achievement and attendance;
   - promoting equality and diversity; and
   - ensuring the safety and well-being of all members of the school community.

2. There is no place for bullying in Logan Village State School.   Research indicates that both those being bullied and those who bully are at risk for behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community's goals and efforts for supporting all students.

3. Bullying behaviours that will not be tolerated at Logan Village include name-calling, taunting, mocking, making offensive comments, kicking, hitting, pushing, taking belongings, inappropriate text messaging, sending offensive or degrading images by phone or internet, producing offensive graffiti, gossiping, excluding people from groups and spreading hurtful and untruthful rumours.

4. Bullying may be related to:
   - race, religion or culture;
   - disability;
   - appearance or health conditions;
   - sexual orientation;
   - sexist or sexual language;
   - young carers or children in care.

5. At Logan Village State School, there is broad agreement among students, staff and parents that bullying is observable and measurable behaviour. When considering whether or not bullying has occurred, we will therefore avoid speculation on the intent of the behaviour, the power of individuals involved or the frequency of its occurrence. Whether bullying behaviour is observed between students of equal or unequal power, whether it occurs once or several times and whether or not the persons involved cite intimidation, revenge, or self-defence as a motive, the behaviour will be responded to in similar fashion, that is, as categorically unacceptable in the school community.

<u>**Rationale**</u>

6. Research indicates that many problem behaviours are peer-maintained. That is, peers react to bullying in ways that may increase the likelihood of it occurring again in the future. Reactions include joining in, laughing or simply standing and watching, rather than intervening to help the person being bullied. Whilst our school would never encourage students to place themselves at risk, our anti-bullying procedures involve teaching the entire school a set of safe and effective response to all problem behaviour, including bullying, in such a way that those who bully are not socially reinforced for demonstrating it.

7. The anti-bullying procedures at Logan Village are an addition to our already research-validated school-wide positive behaviour support processes. This means that all students are being explicitly taught the expected school behaviours and receiving high levels of social acknowledgement for doing so. Adding lessons on bullying and how to prevent and respond to it is a subset of procedures that our students are already accustomed to.

Prevention

8. 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 school-wide universal behaviour support practices will be maintained at all times. This will ensure that:
   - Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour;
   - All students know the school rules and have been taught the expected behaviours attached to each of the four expectations (Respectful, Responsible, Safe Learners) in all areas of the school;
   - All students have been or are being taught the specific routines in the non-classroom areas, from exiting the classroom, conducting themselves in accordance with the school's 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 non-classroom areas of the school; and
   - A high level of quality active supervision is a permanent staff routine in the non-classroom areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the non-classroom areas.

9. Anti-bullying awareness activities in response to data may include:
   - Classroom units of work;
   - Police visits;
   - Targeted individual/group behaviour management strategies;
   - Guest speakers; and
   - Theatre productions such as "The Power of One"

10. 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 anti-bullying process at Logan Village takes care to combine knowledge with practice in a process of active learning, so that students understand by 'doing' as much as by 'knowing'.

Logan Village State School also uses behavioural data for decision-making. This data is entered into OneSchool on a daily basis and can be recalled as summary reports at any time. This facility is one way the school can track the effectiveness of its anti-bullying process, to make any necessary adjustments and to identify specific bullying behaviours that may need to be revisited or revised in the instructional process.

Logan Village State School
Behaviour Office Referral

Student/s Name:		Date:	Time:
Class:			

Reporting Teacher:	Witnesses: 1-	2-

Action Taken

☐ (Green Zone) Step 1: Verbal Warning	☐ (Yellow Zone) Step 2: Time Out in class	☐ (Orange Zone) Step 3: Buddy Room	☐ (Red Zone) Step 4: Administration

LOCATION: (Please tick one primary location)

					MOTIVATION:	Avoid	Obtain
Admin Building	Class Verandah	Kings Kingdom	Out of bounds	Senior Covered Area	Peer Attention		
Back Gate	Computer Lab	Library	Oval: Junior 1-3	Tennis Court	Adult Attention		
Block 6 Stairwell	Detention Room	LOTE Room	Oval: Senior 4-6	Top Covered Area	Tangible Object		
Bottom C/Area	Front of school	Music Room	Prep Playground	Toilets: Junior	Activity or Event		
Bus	Games Room	Offsite: Camp/Exc	Resource Room	Toilets: Middle	Sensory Stimulation		
Bus Line	Groundsman Shed	Offsite: Sporting	Sandpit: Junior	Toilets: Senior	Instructional Task		
Classroom	Hall	Other:	Sandpit: Senior	Tuckshop	Don't Know		

BEHAVIOUR (tick one only)	INCIDENT DETAILS:
Bullying/harassment	
Defiant/threat/s to adults	
Disruptive	
Dress code	
IT misconduct	
Late	
Lying/Cheating	
Misconduct involving object	
Non-compliant with routine	
Physical misconduct	
Possesses prohibited item	
Property misconduct	
Substance misconduct	
Third minor referral	
Threats to others	
Truancy	
Verbal Misconduct	

PBL Team Implementation Checklist (TIC)

*(Complete appropriate sections at team meetings to guide School PBL Action Plan and Submit **one** completed TIC to Regional Coordinator once per term)*

School: _____ *Year:*

Coach: _____

Leadership Team Members completing the TIC:

_____

_____

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		Date: (DD/MM)			
◈ *Complete appropriate sections at team meetings to guide PBL Action Plan* ◈ *Submit one complete TIC to Regional Coordinator once per term*					
Overall Rating/ Status:	☐ *Achieved (2 points) - must meet ALL benchmark criteria* ☐ *In Progress (1 point) - meets SOME benchmark criteria* ☐ *Not Started (0 points) - team does not meet benchmark criteria*				

Section 1: ESTABLISH COMMITMENT

1. Principal's support & active involvement	*MUST* GIVE EACH SECTION an **OVERALL RATING** *(A/ I/N)* ➔ **OPTIONAL** INDIVIDUAL BENCHMARK CRITERA RATING ➔ *Benchmark criteria:* ☐ *Principal has completed PBL training (i.e. has attended all team Tier 1/Universal teams training or accessed PBL induction training with the Regional Coordinator)* ☐ *Principal attends meetings 90% of the time* ☐ *Principal provides funding for PBL activities* ☐ *Principal puts time on staff agenda for PBL updates* ☐ *Principal actively promotes PBS as priority, integrates with other initiatives/ improvement activities* ☐ *Principal reports and consults with school community members and P&C on progress/involvement in PBL*				
2. Staff support (One of top 3 goals, 80% of staff document support, 3 year timeline)	*Benchmark criteria:* ☐ *Climate/Discipline/PBL explicit as 1 of top 5 school improvement goals in school improvement documents (e.g. TSR, AOP etc.)* ☐ *Staff feedback is obtained throughout year* ☐ *80% staff support for PBL reviewed and measured regularly (surveys etc.)* ☐ *Staff involved in some decision making/establishing goals on at least an annual basis* ☐ *Admin/staff commits to PBL for at least 3 years* ☐ *Staff induction includes PBL* ☐ *Annual staff PD for PBL is planned & implemented* ☐				
Achieved (2 points)	*In Progress (1 point)* *Not Started (0 points)*		***RATING***		

Section 2: ESTABLISH & MAINTAIN PBL LEADERSHIP TEAM

3. Team established	*Benchmark criteria:*				

(representative)	☐ *6 – 12 members* ☐ *Team includes: Principal, other Admin (e.g. Deputy Principal, HOD, HOC)* ☐ *Representative of whole staff* ☐ *Team has established a clear mission/purpose* ☐ *Everyone has a role/job as part of leadership team* ☐ *Roles & responsibilities reviewed annually* ☐ *New team members receive training in PBL*				
4. Team has regular meeting schedule, effective operating procedures	*Benchmark criteria:* ☐ *Monthly/1 hour per meeting* ☐ *Agenda with defined roles & responsibilities is used* ☐ *Coach is notified of meeting time in advance* ☐ *Minutes sent following meeting* ☐ *Actions distributed evenly, are tracked and reported to team at each meeting* ☐ *Principal present to approve activities/decisions* ☐ *PBL team information, progress, tasks and PBL Action Plan is shared with staff* ☐ *Team consults/collaborates with staff on all major decisions and changes to systems/practices/processes*				
5. Audit is completed for efficient integration of team with other teams/initiatives addressing behaviour support	*Benchmark criteria:* ☐ *PBL team has clearly defined objectives/outcomes* ☐ *PBL team has completed the audit of team and their functions using the working smarter form/matrix and appropriate/necessary changes actioned* ☐ *Dissolve committees with no measurable outcomes* ☐ *PBL team is the only team that manages decisions about behaviour systems/practices/processes* ☐ *Additional programs/initiatives are aligned within PBL framework* ☐ *PD is aligned with PBL*				
Section 3: SELF- ASSESSMENT USING DATA					
6. Team completes the Team Implementation Checklist, EBS, SET and other self-assessment tools (e.g. Phases of Implementation Checklist) at expected intervals (e.g. monthly)	*Benchmark criteria:* ☐ *Coach completes TIC at team meeting once per term as main agenda item (important to discuss not just tick)* ☐ *CIC completed quarterly (1/term)* ☐ *EBS completed annually by team* ☐ *SET completed annually by Coach* ☐ *Results/data are shared with staff*				

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Achieved (2 points)	In Progress (1 point) Not Started (0 points)	RATING			
7. Team summarises existing school discipline data	*Benchmark criteria:* ☐ *Bring minor and major behaviour referral data to every meeting in graphed format (able to readily see the BIG 5 - who, what, where, when and how often)* ☐ *team discusses data at every meeting and uses this data to guide PBL systems/practices/processes review and changes* ☐ *team compares/analyses this data with baseline and historical data as appropriate* ☐ *Summary includes who, where, when, and what of predictable problems as well as suspensions and exclusions* ☐ *Results are shared with staff using visual displays*				
8. Team uses self-assessment information to build implementation action plan	*Benchmark criteria:* ☐ *TIC, EBS and SET data guides PBL Action Plan development & review* ☐ *PBL Action Plan established, used & reviewed annually or more often (as necessary)*				
Section 4: ESTABLISHING SCHOOLWIDE EXPECTATIONS					
9. 3-5 school-wide behaviour expectations are defined	*Benchmark criteria:* ☐ *Whole school consultation has occurred to develop* ☐ *Expectations agreed* ☐ *Expectations visible & posted in all areas of school (in both classroom and non-classroom areas)*				
10. Schoolwide teaching matrix developed	*Benchmark criteria:* ☐ *Whole school consultation has occurred to develop* ☐ *3-5 dot points in each section* ☐ *All sections worded positively* ☐ *Published and used to develop associated behaviour lessons and is posted in classrooms* ☐ *Reviewed and updated as needed (based on data)*				
11. Teaching plans for schoolwide expectations are developed	*Benchmark criteria:* ☐ *Each lesson represents a dot point from the matrix* ☐ *Regular lesson schedule is established for the whole school* ☐ *Behaviour referral data drives decision making regarding schedule of lessons to be taught and is reviewed/amended as appropriate* ☐ *Lessons available to all staff*				

12. Schoolwide behavioural expectations taught directly & formally	Benchmark criteria: ☐ Team completes regular audit to ensure lessons are being taught across the school ☐ >80% of staff are teaching lessons weekly ☐ Explicit focus identified from the matrix and data				

_A_chieved (2 points)	_I_n Progress (1 point) _N_ot Started (0 points)		RATING		

13. System in place to acknowledge/reward school-wide expectations	Benchmark criteria:
	
	☐ Whole school consultation has occurred to develop
	☐ Has 3 levels reinforcers:
	   1. **free and frequent** available to all students in all contexts at high rates (links to phase 2/intermittent rewards)
	   2. **intermittent** - awarded occasionally (links to phase 3/long term rewards)
	   3. **long-term** - quarterly, year long rewards
	☐ Reward system published
	☐ Reviewed as needed
	☐ Positives recorded
	☐ Ongoing staff training in delivering reinforcers effectively				

14. Clearly defined & consistent consequences and procedures for undesirable behaviours are developed	Benchmark criteria: ☐ Minors/Majors clearly and operationally defined (i.e. observable and measurable), agreed & recorded ☐ Whole staff collaboration has occurred to develop ☐ Documented in RBP ☐ Behaviour referral flow chart developed to reflect minor and major referral processes and procedures ☐ Referral form developed to record the who what where when and how often of behaviour (the BIG 5) ☐ Ongoing staff training in referral processes, correction strategies and procedures				

Section 5: CLASSROOM BEHAVIOUR SUPPORT SYSTEMS (target when Schoolwide and Non-Classroom systems are in place)					
15. Team has completed a schoolwide classroom systems summary	Benchmark criteria: ☐ EBS Classroom Systems completed with staff ☐ Issues for action identified & prioritised with staff ☐ Schoolwide systems (i.e. rules, matrix, lessons, reward system, clear and consistent consequences) in place to support classroom strategies and responses				
16. Action plan in place to	Benchmark criteria:				

address any classroom systems identified as a high priority for change	☐ *Annual PBL action plan includes classroom systems* ☐ *Support systems in place* ☐ *Targeted PD (e.g. PBL Effective Classroom Practices)*				
17. Data system in place to monitor office discipline referral rates that come from classrooms	*Benchmark criteria:* ☐ *Data reports show which referrals come from which classrooms* ☐ *Data readily available & accurate* ☐ *Data shared and discussed with staff*				
<u>A</u>chieved (2 points)	<u>I</u>n Progress (1 point)	<u>N</u>ot Started (0 points)		*RATING*	
Section 6: FAMILY & COMMUNITY SUPPORT SYSTEMS					
18. Families and the community is represented on the PBL team and actively involved at all levels of implementation	*Benchmark criteria:* ☐ *Team includes 1 parent and 1 community representative who do not work at the school* ☐ *Parent/Community rep regularly attend meetings & have meaningful input/assigned roles*				
19. An effective communication system is documented and implemented regarding all aspects of PBL implementation	*Benchmark criteria:* ☐ *PBL school hard copy folder & G drive folder* ☐ *PBL in all school publications* ☐ *PBL in Newsletter items/Web Site* ☐ *PBL included in school events/meetings*				
20. School has a documented and implemented policy and associated systems for family and community involvement in PBL	*Benchmark criteria:* ☐ *Annual PBL action plan* ☐ *Public Relations* ☐ *Targeted Events*				
Section 7: ESTABLISH INFORMATION/DATA SYSTEMS					
21. Discipline data are gathered, summarised, & reported at least quarterly to whole staff	*Benchmark criteria:* ☐ *Majors & Minors recorded* ☐ *Summaries readily available* ☐ *Staff given update at least once a term*				
22. Discipline data are available to the Leadership Team at least monthly in a form and depth needed for problem-solving	*Benchmark criteria:* ☐ *Reports brought to every team meeting* ☐ *Reports identify who, what, where, when, how often* ☐ *Full and accurate data used*				

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Section 8: BUILD CAPACITY FOR FUNCTION-BASED SUPPORT					
23. Staff with behavioural expertise are identified & involved	*Benchmark criteria:*				
	☐ *1 team member (minimum) should have behaviour support training/experience* ☐ *Expertise shared with whole team* ☐ *Capacity to provide PBL to staff in an ongoing capacity (e.g. delivery of PBL Effective Classroom Practices)*				
24. At least one staff member of the school is able to conduct simple functional behavioural assessments	*Benchmark criteria:*				
	☐ *Attendance at 2 day Introduction to FBA minimum* ☐ *University or equivalent*				
25. Intensive, individual student support team structure in place to use function-based supports	*Benchmark criteria:*				
	☐ *Wrap around support* ☐ *Red zone support* ☐ *Regularly reviewed IBMP*				

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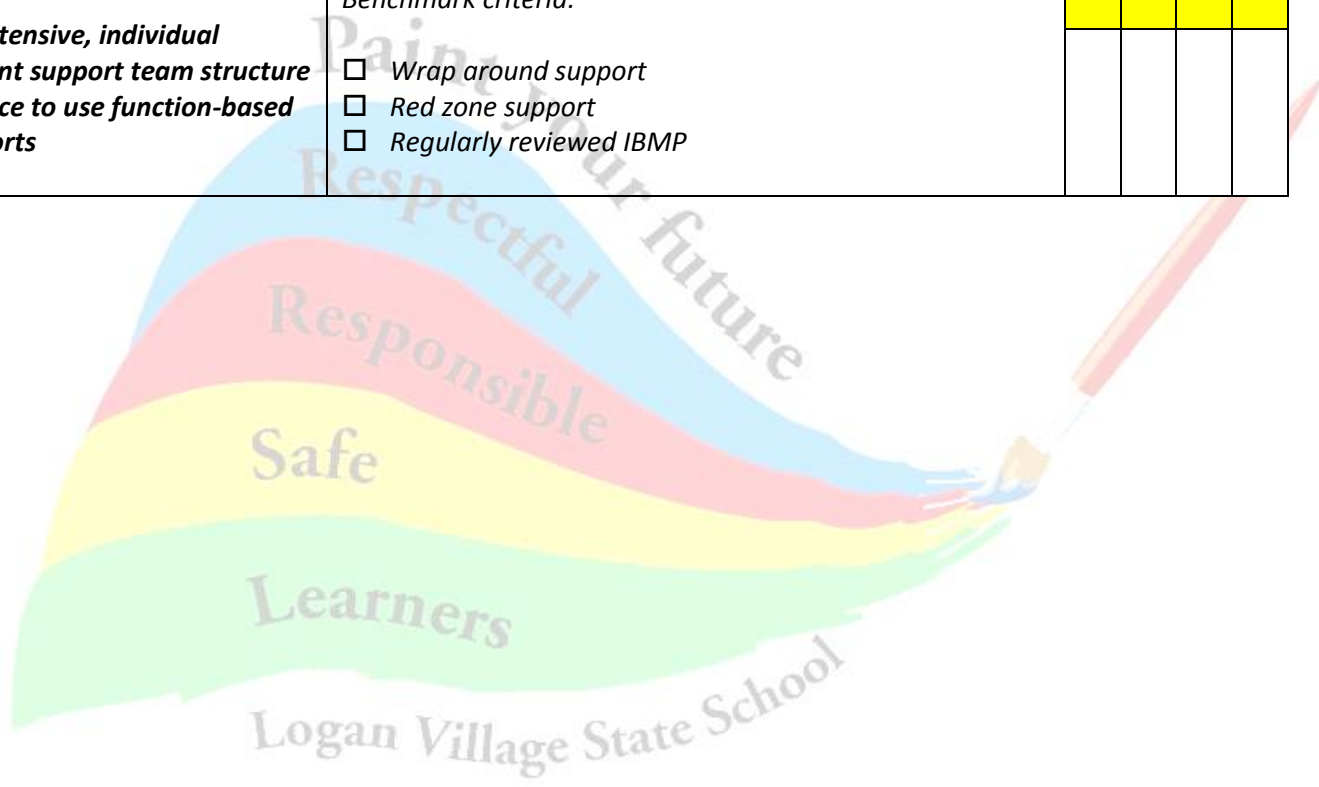
LVSS Behaviour Criteria Sheet: 'I Can' Statements

RESPECTFUL   RESPONSIBLE   SAFE   LEARNERS

	A	B	C	D	E
	Level 1	**Level 2**	**Level 3**	**Level 4**	**Level 5**
BE RESPECTFUL	• I always can listen politely • I always raise my hand to speak • I always speak respectfully • I always use kind words • I always ask for permission to use things • I always wear my uniform and hat • I always consider and care for the environment • I always cooperate with my teachers and class mates • I always consider and care for others and their property	• I mostly listen politely • I mostly raise my hand to speak • I mostly speak respectfully • I mostly use kind words • I mostly ask permission to use things • I mostly wear my uniform and my hat • I cooperate with my teacher and class mates most of the time • I use manners at most times • I consider and care for the environment • I mostly take care of my own and others property	• I can listen politely • I can raise my hand to speak • I can speak respectfully • I can use kind words • I can ask for permission to use things • I can wear my uniform and hat • I can consider and care for the environment • I can cooperate with my teachers and class mates • I can consider and care for others and their property	• When reminded frequently, I can listen politely • When reminded frequently, I can raise my hand to speak • When reminded frequently, I can use kind words • When reminded frequently, I can ask permission to use things • When reminded frequently, I can wear my uniform and my hat • When reminded frequently, I can cooperate with my teacher and class mates • When reminded frequently, I can use my manners • When reminded frequently, I can consider and care for the environment (understand the need for different behaviours in areas – classroom vs. oval) • When reminded frequently, I can consider and care for others and their property	• I can listen politely when I'm constantly reminded to • I can raise my hand to speak, but usually call out • I can speak respectfully, but need regular reminders to do so • I can use kind words, but I need constant reminders to do this • I can ask permission to use things, but I often take things without permission • I can wear my uniform when reminded to • I can cooperate with teacher and class mates when constantly reminded to • I can use my manners when reminded to • I can consider and care for the environment when I'm told to
BE RESPONSIBLE	• I always follow directions appropriately and immediately • I always use appropriate conflict resolution strategies • I always accept responsibility for my actions and choices • I always self-regulate • I always learn from my mistakes • I always forgive others • I am always honest and trustworthy	• I mostly follow directions appropriately and immediately • I mostly use appropriate conflict resolution strategies • I accept responsibility for my actions/choices most of the time • I mostly exercise self-regulation • I learn from my mistakes often • I mostly forgive quickly and make amends • I am honest and trustworthy most of the time	• I can follow directions appropriately and immediately • I can use appropriate conflict resolution strategies • I can accept responsibility for my actions and choices • I can self-regulate • I can learn from my mistakes • I can forgive others • I can be honest and trustworthy	• When reminded frequently, I can follow directions appropriately and immediately • When reminded frequently, I can use appropriate conflict resolution strategies • When reminded frequently, I can accept responsibility for my actions/ choices • When reminded frequently, I can exercise self-regulation • When reminded frequently, I can learn from my mistakes • When reminded frequently, I can forgive and make amends • When reminded frequently, I can be honest and trustworthy	• I can follow directions when reminded to • I can use appropriate conflict resolution strategies, but often react in the wrong way • I can accept responsibility for my actions when constantly reminded to • I can exercise self-regulation with lots of guidance • I can learn from mistakes, occasionally • I can be honest and trustworthy when instructed to be
BE SAFE	• I always keep my hands and feet to myself • I always stay in assigned areas • I always sit in my chair safely • I always use furniture and supplies appropriately	• I mostly keep my hands and feet to myself • I mostly stay in my assigned areas • I mostly sit in my chair safely • I mostly use furniture and supplies appropriately	• I can keep my hands and feet to myself • I can stay in assigned areas • I can sit in my chair safely • I can use furniture and supplies appropriately •	• When reminded frequently, I can keep my hands and feet to myself • When reminded frequently, I can stay in assigned areas • When reminded frequently, I can sit in my chair safely • When reminded frequently, I can use furniture and supplies appropriately	• I can keep my hands and feet to myself, but I need constant reminders to do so • I can stay in assigned areas some of the time • I can sit in a chair safely when reminded to • I can use furniture and supplies safely some of the time
BE a LEARNER	• I always come prepared to school • I always work carefully • I always complete my work • I always do my best and have a go even when things are difficult • I am always ready when the bell rings for class to begin • I always attempt work independently before asking for help • I always actively contribute and participate in all lessons • I always ignore distractions • I always complete my homework	• I mostly come prepared for class • I mostly work carefully • I mostly complete my work • I do my best and have a go despite the difficulty level, most of the time • I am ready when the bells rings for class, most of the time • I mostly work independently before asking for help • I actively contribute and participate in all lessons • I mostly ignore distractions • I mostly complete all homework	• I can come prepared to school • I can work carefully • I can complete my work • I can do my best and have a go even when things are difficult • I can be ready when the bell rings for class to begin • I can attempt work independently before asking for help • I can actively contribute and participate in all lessons • I can ignore distractions • I can complete my homework	• When reminded frequently, I can come prepared • When reminded frequently, I can work carefully • When reminded frequently, I can complete my work • When reminded frequently, I can do my best and have a go even when the task is difficult • When reminded frequently, I can be ready for class to begin when the bell rings • When reminded frequently, I can attempt my work independently before asking for help • When reminded frequently, I can actively contribute and participate in all lessons • When reminded frequently, I can ignore distractions • When reminded frequently, I can complete my homework	• I can come to school prepared, but need a lot of help to do this • I can work carefully but usually choose not to • I can complete my work with constant reminders • I can do my best but usually I choose not to • I can work by myself but I find myself asking for help a great deal • I can actively contribute to class discussions when I'm regularly encouraged to • I can ignore distractions some of the time • I can complete homework but usually choose not to

LVSS Behaviour Criteria Sheet

RESPECTFUL   *RESPONSIBLE*   *SAFE*   *LEARNERS*

	A	B	C	D	E
	Level 1	**Level 2**	**Level 3**	**Level 4**	**Level 5**
Be RESPECTFUL	Student *consistently*: (*Few, if any,* redirections) • Listens politely • Raises her/his hand to speak • Speaks respectfully • Uses kind words • Asks permission to use things • Wears her/his uniform and my hat • Cooperates with their teacher and class mates • Use manners at all times • Consider and care for the environment (e.g understand the need for different behaviours in areas- classroom vs. oval) • Considers and cares for others and their property	Student *mostly*: (*Occasional* redirections) • Listens politely • Raises her/his hand to speak • Speaks respectfully • Uses kind words • Asks permission to use things • Wears her/his uniform and my hat • Cooperates with their teacher and class mates • Use manners at all times • Consider and care for the environment (e.g understand the need for different behaviours in areas- classroom vs. oval) • Considers and cares for others and their property	Student *generally*: (*Sometimes* needs redirection) • Listens politely • Raises her/his hand to speak • Speaks respectfully • Uses kind words • Asks permission to use things • Wears her/his uniform and my hat • Cooperates with their teacher and class mates • Use manners at all times • Consider and care for the environment (e.g understand the need for different behaviours in areas- classroom vs. oval) • Considers and cares for others and their property	Student needs *frequent* redirections to: (Needs *daily* redirection) • Listen politely • Raise her/his hand to speak • Speak respectfully • Use kind words • Ask permission to use things • Wear her/his uniform and my hat • Cooperates with their teacher and class mates • Use manners at all times • Consider and care for the environment (e.g understand the need for different behaviours in areas- classroom vs. oval) • Consider and care for others and their property	Student needs *constant* redirections to: (Needs *multiple* redirections *each day*) • Listen politely • Raise her/his hand to speak • Speak respectfully • Use kind words • Ask permission to use things • Wear her/his uniform and my hat • Cooperate with their teacher and class mates • Use manners at all times • Consider and care for the environment (e.g understand the need for different behaviours in areas- classroom vs. oval) • Consider and care for others and their property
Be RESPONSIBLE	• Follows directions appropriately and immediately • Uses appropriate conflict resolution strategies • Accepts responsibility for their actions/choices • Exercises self-regulation • Learns from mistakes • Is quick to forgive and make amends • Is honest and trustworthy	• Follows directions appropriately and immediately • Uses appropriate conflict resolution strategies • Accepts responsibility for their actions/choices • Exercises self-regulation • Learns from mistakes • Is quick to forgive and make amends • Is honest and trustworthy	• Follows directions appropriately and immediately • Uses appropriate conflict resolution strategies • Accepts responsibility for their actions/choices • Exercises self-regulation • Learns from mistakes • Is quick to forgive and make amends • Is honest and trustworthy	• Follow directions appropriately and immediately • Use appropriate conflict resolution strategies • Accept responsibility for their actions/choices • Exercise self-regulation • Learn from mistakes • Forgive and make amends • Be honest and trustworthy	• Follow directions appropriately and immediately • Use appropriate conflict resolution strategies • Accept responsibility for their actions/choices • Exercise self-regulation • Learn from mistakes • Forgive and make amends • Be honest and trustworthy
Be SAFE	• Keeps hands and feet to self • Stays in assigned areas • Sits in chair safely • Uses furniture and supplies appropriately	• Keeps hands and feet to self • Stays in assigned areas • Sits in chair safely • Uses furniture and supplies appropriately	• Keeps hands and feet to self • Stays in assigned areas • Sits in chair safely • Uses furniture and supplies appropriately	• Keep hands and feet to self • Stay in assigned areas • Sit in chair safely • Use furniture and supplies appropriately	• Keep hands and feet to self • Stay in assigned areas • Sit in chair safely • Use furniture and supplies appropriately
Be a LEARNER B.	• Comes prepared • Works carefully • Completes work • Does her/his best, has a go despite difficulty level • Ready when the bells rings for class to begin • Attempts work independently before asking for help • Actively contributes and participates in all lessons • Ignores distractions • Completes all homework	• Comes prepared • Works carefully • Completes work • Does her/his best, has a go despite difficulty level • Ready when the bells rings for class to begin • Attempts work independently before asking for help • Actively contributes and participates in all lessons • Ignores distractions • Completes all homework	• Comes prepared • Works carefully • Completes work • Does her/his best, has a go despite difficulty level • Ready when the bells rings for class to begin • Attempts work independently before asking for help • Actively contributes and participates in all lessons • Ignores distractions • Completes all homework	• Come prepared • Work carefully • Complete work • Do her/his best, have a go despite difficulty level • Ready when the bells rings for class to begin • Attempt work independently before asking for help • Actively contribute and participate in all lessons • Ignore distractions • Completes all homework	• Come prepared • Work carefully • Complete work • Do her/his best, have a go despite difficulty level • Ready when the bells rings for class to begin • Attempt work independently before asking for help • Actively contribute and participate in all lessons • Ignore distractions • Completes all homework
Behaviour Standard	• Consistently demonstrated the 4 school expectations and is a role model for peers	• Usually demonstrates the 4 school expectations • Rarely has minor behaviour incidents, which are managed by the teacher	• Often demonstrates the 4 school expectations • Sometimes has minor behaviour incidents, which are managed through the classroom behaviour system • May have been referred to the office for repeated minor behaviour incidents (i.e. 3rd buddy class, disruption) • Attempts to improve behaviour	• Requires **active support** to demonstrate the 4 school expectations • **Often** has minor behaviour incidents, which are managed through the classroom behaviour system and **may have been referred to the office** • **May** have been referred to the office for **some** major behaviour incidents • Small issues trigger disproportionate reactions	• Requires **intensive support** to demonstrate the 4 school expectations • **Frequently** has minor behaviour incidents, which are managed through the classroom behaviour system and **may** have been referred to the office • **Frequent** office referrals for **major** behaviour incidents • Small issues trigger disproportionate reactions • May require frequent parent intervention to deescalate from behaviour incidents

*Behaviour Criteria is <u>proactively</u> adjusted to account for disability in consultation with support teachers.   **Attendance at school events and excursions is subject to administration decision for students receiving a level 5.*

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