



Responsible Behaviour Plan for Students

Updated 18 January 2018



1. PURPOSE

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

This Responsible Behaviour Plan for Students is designed to facilitate high standards of behaviour so that the learning and teaching in our school can be effective, and so that students can participate positively within our school community. This plan applies to all students while they are at school or engaged in school related activities, excursions or camps.

2. CONSULTATION AND DATA REVIEW

This Plan has been reviewed and updated in collaboration with our school community. During Semester 2, 2017 consultation took the form of whole-staff collaboration around systems review. Anecdotal student feedback and parent consultation occurred during meetings held in February 2018. A review of school data relating to attendance, behaviour incidents and school disciplinary absences from 2017 also informed the review process.

The Plan was endorsed by the Principal, the President of the P&C and the relevant Assistant Regional Director in Term 1, 2018, and will be reviewed on an annual basis.

3. LEARNING AND BEHAVIOUR STATEMENT

The staff at Mourilyan State School believe that productive learning and positive behaviour are directly linked. Our Responsible Behaviour Plan for Students outlines our system for *facilitating* positive behaviours, *preventing* problem behaviour and *responding* to inappropriate behaviour.

Effective learning takes place when all members of the school community – students, staff, parents and visitors – acknowledge and abide by a set of fundamental expectations.

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

Our school-wide expectations are:

- **Respect self**

School community members will show pride in themselves and their actions, aiming to be the best they can be. They will make appropriate behaviour choices and accept accountability for the outcomes of their actions.

- **Respect others**

School community members will treat each other with courtesy and consideration at all times, being mindful of the rights and differing responsibilities of each person. Respect will be reflected in both action and communication.

- **Respect property / the environment**

School community members will demonstrate care for the grounds, buildings, facilities and resources across the school and local community. They will appreciate their surroundings and aim to leave social spaces in better condition than found.

- **Respect learning**

School community members will act in a manner that builds and strengthens positive learning environments. The understanding that all students deserve a safe and quality education will drive their actions, and contribute to making our school a better place.

An essential component of our framework is the belief that positive learning behaviours need to be explicitly taught. Furthermore, we believe that acknowledging students for meeting our expectations is a crucial factor in reinforcing their use of positive and pro-social behaviours. We acknowledge that for some students, extra support will be required in both teaching and reinforcing such behaviour.

To this end, our school has developed a number of interventions at different levels – these are **Tier 1** (for all students), **Tier 2** (for those requiring extra support) and **Tier 3** (for a small number of students with more challenging or persistent inappropriate behaviour). These levels are described in more detail in the following section.

4. PROCESSES FOR FACILITATING STANDARDS OF POSITIVE BEHAVIOUR AND RESPONDING TO INAPPROPRIATE BEHAVIOUR

Tier 1: Support for all Students and Staff

Communicating Behavioural Expectations

The first step in facilitating standards of positive behaviour is communicating those standards to all students. In order to clarify the behaviours we wish to see our students using, we have developed the Matrix of Expectations (Appendix 1). This details what each of our four school-wide expectations looks like or sounds like in specific settings. Some of these behaviours apply to all settings, whereas others may be more specific to a particular routine or area.

Systematically and Explicitly Teaching Behavioural Expectations

We use the following process to identify and teach what Respect 4 Self, Others, Property/Environment and Learning look like, sound like and feel like:

1. Teachers map students on the Personal and Social Capabilities Continuum (Australian Curriculum) each term and collaboratively identify school wide priorities for the following term, as well as class and individual focus areas.
2. Each fortnight, staff analyse student data (office referrals, anecdotal observations, records of minor behaviour) and refer to the Matrix of Expectations to determine the school-wide focus for the following two weeks.
3. Teachers explicitly teach the focus in their classes on Thursday after second break and enmesh the targeted learning in lessons, supervision and interactions throughout the week.
4. The Principal or Yr 6 teacher revisits and reiterates the focus on assembly on Thursday afternoon.
5. The current focus is communicated to the wider school community via the School Newsletter.
6. Teachers have access to a bank of resources to support the explicit teaching of expected learning behaviours. This bank includes vignettes, lesson plans, posters and support from lead teacher.
7. Students are provided with opportunities throughout every school day to practise and receive feedback on their use of the behavioural skills taught in the focus lessons.

Recognising and Reinforcing Positive Behaviours

The most effective way to change behaviour, in anyone, is to point out what they are doing right and tell them about it. A crucial component of our proactive, school-wide behaviour system is the acknowledgment and reinforcement of students' positive behaviours. The form that frequent acknowledgement takes will vary from classroom to classroom, although all staff will ensure that this is age appropriate and is achievable for all students. Mourilyan State School also has a number of school-wide strategies to ensure students are acknowledged for their efforts and behaviour both individually and as a cohort. Strategies used at Mourilyan State School include:

FREQUENCY	STRATEGY
All day, every day	Staff behaviour is consistent, firm and fair, in order to facilitate positive relationships.
	Greeting and Farewell: "Great to see you here"; "Looking forward to seeing you at school tomorrow."
	Positive messages: Communicated home via informal conversation, note, email, phone call, etc.
	Descriptive encouragers and non-verbal feedback on behaviour and learning.
	Positive House Points
	Stickers and incentive charts
Weekly	Newsletter Item: Positive messages around student achievements and goals reached.
	Displays in classrooms, office foyer and library areas.
	Assembly Awards –Merit Certificates.
	House Points Weekly Tally
	Awarding particular responsibilities to students.
	Positive principal feedback given at school assemblies.
Each term	Mourilyan Mail - postcard.
	Inter-house Behaviour Shield and celebration afternoon.
Each semester	Semester report card.

School-wide Acknowledgement Systems

The Merit Certificate is for students who have demonstrated a **personal achievement** or **persistent effort** related to the school expectations. Personal success will look different for different people. Persistent effort means 'Working Tough'. These students will put effort into their work, no matter how long it takes to get it right or how difficult the work becomes.

Mourilyan Mail

Postcards are sent home to parents as a way of acknowledging student achievement, success, effort and hard work.

Interhouse Behaviour Shield and celebration afternoon is a culminating event at the end of each term. Throughout each day, staff members award 'house points' to students who are demonstrating appropriate behaviours. These points are added to a sporting house tally. Students and teachers in the winning house take part in an afternoon of alternative activities.

Please note, it is at the discretion of staff as to whether a student is or is not included in the afternoon, based on their individual behaviour record for the term.

Positive Classroom Environments

To facilitate the development and maintenance of positive learning behaviours in classrooms, each classroom teacher will be responsible for:

- Developing, with their students, a set of classroom rules in relation to expected learning behaviours. Although the language and phrasing of these rules will vary according to year level, each set will be consistent with the values expressed by the school-wide expectations of *Respect for Self, Others, Property/Environment and Learning*. Each classroom at Mourilyan State School has rules that:
 - Reflect expectations that all staff, students and visitors to the classroom will demonstrate respect so all students are able to learn
 - Are formulated with students to promote ownership
 - Are applicable at all times
 - Are visually displayed
 - Are frequently referred to and reinforced
 - Are reviewed as necessary
- Developing environmental and curricula measures to increase the likelihood of positive behaviour and successful learning outcomes
- Developing procedures for reinforcing this positive behaviour and responding effectively to inappropriate behaviour (in line with school-wide procedures)

Responding to unacceptable behaviour

If a student at Mourilyan State School uses minor and infrequent problem behaviour, staff members (teachers, teacher-aides and support staff) will remind or question the student regarding expected school behaviour, then ask them to change their behaviour so that it aligns with our school's expectations.

Our preferred way of re-directing problem behaviour is to use a least-to-most-intrusive approach, therefore using low-level strategies (such as non-verbal redirections) for responding to minor problem behaviour, and more 'intrusive' strategies (such as time-out) for more serious infringements.

Staff will also utilise a range of consequences if these strategies prove ineffective in modifying the student's behaviour (See section 5 – Correcting Inappropriate Behaviour).

Support for Staff

Staff at Mourilyan State School are supported in the implementation of effective classroom management. Those supports include, but are not limited to:

- Peer support through staff meetings
- Peer support offered through formal mentoring partnerships with teaching staff
- Individual support offered through mentoring meetings with Principal
- Professional development sessions
- Regional Professional Development opportunities

TIER 2: Targeted Support

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

- In-school referral process to seek assistance in supporting students with targeted-level needs.
- Team approach to supporting students on targeted programs (e.g. involvement of parents/carers, teachers, the school's allocated Guidance Officer, the Principal, and other relevant stakeholders as required).
- Making adjustments to address individual students' needs e.g. curriculum tasks, routines, etc.
- Accessing appropriate support strategies such as: behaviour tracking, adult mentoring, targeted/small group social skilling
- Use of data for evaluation and exit from targeted support programs.
- Documenting support as *Personalised Learning* (PL) in OneSchool and sharing this with all relevant staff. The PL is developed collaboratively, using the teacher's classroom plan and student data to identify the areas in which support will be provided.

TIER 3: Intensive Intervention

When a student continues to have difficulty meeting behavioural expectations, despite the support offered in Tiers 1 and 2, they are considered to be 'at risk' of (a) significant educational underachievement and/or (b) significantly disrupting the educational outcomes of others. These more serious behaviours include:

- Consistent breaches of the Code of School Behaviour despite support offered by school-based staff
- Serious acts of aggressions towards peers and/or staff
- Serious and persistent bullying
- Use of drugs

Teachers (after consultation with parents/carers) may submit a referral to request more comprehensive systems of support for these students. Stakeholder involvement and consultation is a necessary component in the provision and development of this level of support. Priority will be determined by a number of factors, principally the perceived impact on educational and social/emotional outcomes of the referred student.

In addition to the support processes implemented in Tiers 1 and 2, each student receiving Tier 3 Intensive Intervention is appointed a Case Manager. This Case Manager works collaboratively with all major stakeholders (student, classroom teacher, parents/carers, administration staff and any relevant external agency personnel) to inform the development of the strategies and supports that are documented in the student's Individual Behaviour Support Plan.

Intensive Intervention may include one or more of the following:

<p><u>Classroom Environment</u></p> <ul style="list-style-type: none"> ▪ Modification to classroom practices (including curriculum and reteaching of expectations) ▪ Support for the teacher to implement a Classroom Environment Plan 	<p><u>Student-Centred</u></p> <ul style="list-style-type: none"> ▪ Formal assessment ▪ Counselling support ▪ Individualised social-skilling ▪ Alternative/modified timetable
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5. BEHAVIOUR INCIDENT MANAGEMENT

The staff at Mourilyan State School make systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours as noted above. When students use inappropriate behaviour, our staff seeks to ensure that responses to this behaviour are consistent, logical and proportionate to the nature of the behaviour.

Defining Minor and Major Behavioural Incidents

The tables in Appendix 5 define a number of behaviours which staff have designated as either minor or major.

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

Minor problem behaviour is handled by staff members at the time it happens. These behaviours are those that:

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

Major problem behaviour is referred to the school Administration team, in order to provide follow-up support to previous staff actions or in some cases to provide more immediate assistance. These behaviours are those that:

- Significantly violate the rights of others
- Put others/self at risk of harm
- Require the involvement of specialist support staff or Administration.

Crisis behaviours are those that require an immediate response from administration, crisis team, entire team or community support (see section 6 – Responding to Emergency or Critical Incidents).

Consequences for Minor and Major Behavioural Incidents

Minor problem behaviours may result in the following actions:

- A redirection. For example:
 - Asks student to name expected school behaviour
 - States and reteaches expected school behaviour if necessary
 - Gives low level positive verbal acknowledgement for return to expected behaviour
- A consequence, logically connected to the problem behaviour. For example:
 - Removal from an activity or event for a specified period of time
 - Individual meeting with the student
 - Apology or restitution
 - Detention for work completion.

Major and **crisis** behaviours may result in the following actions:

- The Principal may direct the student to spend one or more play breaks in the office, discussing their actions and what they could have done differently, and writing and delivering an apology. A copy of the written reflection, along with a letter of explanation, is posted home to the parent.
- The Principal may implement a school disciplinary absence (short or long term suspension) after due consideration has been given to all other responses and interventions.
- A student may be suspended with a proposal/recommendation to exclude, if the student's actions are so serious that the suspension of the student is considered inadequate to deal with the behaviour.

Consistent behaviour incident management processes are summarised in Appendix 6.

6. RESPONDING TO EMERGENCY OR CRITICAL INCIDENTS

An emergency situation or critical incident is defined as an occurrence that is sudden, urgent, and usually unexpected, or an occasion requiring immediate action. This may involve behaviour of such intensity, frequency, or duration that the physical safety of the student or others is likely to be placed in serious jeopardy.

In the event of a critical incident such as an evacuation, lockdown or medical emergency, students are expected to follow staff instructions and school protocols. It is important that all staff have a consistent understanding of how to respond to emergency situations or critical incidents involving severe problem behaviour. As such, evacuation and lockdown procedures are documented, visible and regularly practised, and staff are familiar with the following guidelines.

Basic Defusing Strategies

Avoid escalating the problem behaviour	Avoid shouting, cornering the student, moving into the student's space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language.
Maintain calmness, respect and detachment	Model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, avoid humiliating the student, be matter of fact and avoid responding emotionally.

Approach the student in a non-threatening manner	Move slowly and deliberately toward the problem situation, speak privately to the student/s where possible, speak calmly and respectfully, minimise body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates.
Follow through	If the student starts displaying the appropriate behaviour briefly acknowledge their choice and re-direct other students' attention towards their usual work/activity. If the student continues with the problem behaviour then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour.
Debrief	When calm, help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations.

Physical Intervention

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

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

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

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

It is important that all staff understand:

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

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

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

Any physical intervention made must:

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

Record keeping

Each instance involving the use of physical intervention must be formally documented. Incident reports in One School must be maintained.

- Health and Safety incident record
- Debriefing Report, for students and staff (Appendix 7)

7. THE NETWORK OF STUDENT SUPPORT

Students at Mourilyan State School are supported by a system of universal, targeted and intensive supports by:

<u>Mourilyan State School</u>	<u>Cluster and Regional Services</u>	<u>Community Services</u>
Parents Teachers Teacher Aides Guidance Officer Student Support Team Chaplain Principal	PBL Regional Coordinator Special Education Program Teacher Senior Guidance Officer	Department of Communities (Child Safety) Queensland Health Services Police Liaison Officer Child and Youth Mental Health Service Police Local Council

8. CONSIDERATION OF INDIVIDUAL CIRCUMSTANCES

Staff at Mourilyan State School endorse the need for applying logical, fair, and equitable consequences for infringement of our expectations of Respect Self, Respect Others, Respect Property and Respect Learning. Consequences range from least intrusive interventions to the most stringent (Appendix 8 & 9). 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 the school community members are considered at all times.

This consideration entails:

- Providing a school-wide system of support for all
- Promoting an environment which is responsive to the diverse needs of its students
- Establishing procedures for applying fair, equitable and non-violent consequences
- Recognising and taking into account students' age, gender, disability, cultural background, socioeconomic situation and emotional state
- Recognising and taking into account the function of a student's behaviour

This process also entails recognising the rights of *all students* to:

- Express opinions in an appropriate manner
- To work and learn in a safe and respectful environment, regardless of their age, gender, disability, cultural background or socio-economic situation
- To receive adjustments appropriate to their learning and/or social needs.

9. RELATED LEGISLATION

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

10. RELATED POLICIES AND PROCEDURES

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

11. SOME RELATED RESOURCES

- [Safe, Supportive and Disciplined Schools](#)
- [National Safe Schools Framework](#)
- [Working Together resources for schools](#)
- [Cybersafety and schools resources](#)
- [Bullying. No way!](#)
- [Take a Stand Together](#)
- [Safe Schools Hub](#)

Endorsement

Principal

P&C President

Assistant Regional Director

Date: _____

MOURILYAN STATE SCHOOL MATRIX OF STUDENT EXPECTATIONS

Manners Matter at Mourilyan



RESPECT 4	All Settings	Teaching Areas	Play Areas	Outside Classrooms	Toilets	Eating Areas and Tuckshop	Bus	ICT
SELF	Follow directions. Accept responsibility for own actions. Dress in uniform and suitable shoes. Attempt all tasks and persevere.	Walk calmly and quietly. Apply yourself to the best of ability.	Wear a hat and shoes.	Walk directly.	Wash hands.	Wash hands before eating. Eat only own food. Sit in designated area	Sit and face forward.	Keep personal information / password private.
OTHERS	Use positive and polite language. Keep hands and feet to self. Consider the feelings of others. Help others when possible.	Enter and exit in an orderly manner. Allow others to learn. Use an inside voice.	Play friendly, non-contact games. Include others. Share equipment. Take turns. Use kind, encouraging language.	Transition calmly. Keep paths and doorways clear.	Close the door. Allow others privacy. Flush when finished.	Line up and wait patiently. Say 'please' and 'thank you'. Speak quietly to other students sitting near you.	Use friendly words with an inside voice.	Allow others privacy. Keep volume low or use headphones.
PROPERTY & ENVIRONMENT	Use equipment for its intended purpose. Take pride in the school. Put rubbish in the bin. Look after the environment.	Keep desk and belongings tidy. Look after equipment. Sit properly on chairs.	Return borrowed equipment. Take care of the play equipment. Walk around the gardens.	Place all equipment inside school bags – keep zipped. Store lunchboxes in the specified area.	One person per cubicle. Leave in a clean state.	Keep area clean and tidy. Clean up spillages. Sort wet and dry waste.	Keep everything inside the bus. Touch own items only.	Leave devices at home / at office Report technical issues to a teacher
LEARNING	Be punctual and prepared. Follow instructions promptly. Ask permission to leave.	Use whole body listening. Actively participate. Ask for help.	Play by the rules	Line up / wait quietly Transition promptly - between classes - from play - to & from toilet	Plan to go before school or during breaks. Leave immediately when finished.	Eat a healthy breakfast and bring a healthy lunch. Put tuckshop order in before school.		Access school approved sites only. Take a screenshot and inform a teacher of inappropriate ICT usage.

APPENDIX 2

MOURILYAN STATE SCHOOL POLICY ON BULLYING PREVENTION AND INTERVENTION

Definition

Bullying is intentional repeated behaviour by an individual or group of individuals that causes distress, hurt or undue pressure. It involves the use of power in relationships.

Bullying can involve humiliation, domination, intimidation, victimisation and all forms of harassment including that based on gender, ethnicity, religion, culture, disability, sexual orientation or transgender. Bullying can occur between adults, between students, and between students and adults in the setting of a school.

Bullying behaviour can be:

- Verbal (e.g. name calling, teasing, threats, being rude)
- Physical (e.g. hitting, spitting, tripping, making rude gestures)
- Social or psychological (e.g. ignoring, alienating, spreading rumours, dirty looks, malicious SMS and email messages)

Conflicts or fights between equals, or single incidents of disagreement between friends are not defined as bullying.

Purpose

There is no place for bullying in Mourilyan State School. Every member of the Mourilyan State School community, both adults and students, has the right to expect that he or she will spend the school day free from bullying and intimidation.

Our aim as a school community is:

- To promote positive conversations and collaboration around the issue of bullying
- To provide opportunities for students, parents, caregivers and staff members to develop the skills to deal with bullying behaviour
- To promote respectful relationships within the whole school community

Rationale

Research indicates that those who are bullied are more likely to experience impaired social and emotional adjustment, poor academic/work achievement, anxiety, depression, poorer physical health, higher absenteeism, increased loneliness and low self-esteem. Those who repeatedly bully others often have the same symptoms as those experiencing the bullying.

These outcomes are in direct contradiction to our goals and efforts to support all students and adults in our school community.

Research also 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 (or reporting) to help the person being bullied.

Whilst our school would never encourage anyone to place themselves at risk, our anti-bullying procedures, which form part of our research-validated processes, involve explicitly teaching the entire school a set of safe and effective responses to all problem behaviour, including bullying, in such a way that those who bully are not socially reinforced for demonstrating it.

Students, staff, parents and caregivers all have a shared responsibility to refrain from, respond to and prevent bullying behaviour.

Prevention

Mourilyan State School systematic and proactive learning processes will always remain the primary strategy for preventing problem behaviour, including bullying behaviour. That is:

- All students and adults know and understand the expectations of Respect for Self, Others, Property and Learning
- All teachers have explicitly taught the behaviours attached to each expectation in all areas of the school
- All teachers have explicitly taught specific routines in non-classroom areas (e.g. exiting the classroom, appropriate playground behaviour, re-entering classrooms, transitions)
- All students are receiving high levels of positive reinforcement, from all staff, for demonstrating expected behaviours
- Staff exhibit a high level of quality active supervision in all areas at all times.

Mourilyan State School uses the Personal and Social Capabilities Continuum (Australian Curriculum) and behavioural data for decision-making. Student data is entered into our database on a daily basis and can be recalled as summary reports at any time. This facility allows the school to track the effectiveness of its anti-bullying process, to make any necessary adjustments, and to identify specific bullying behaviours that may need to be revisited or revised in the instructional process.

Responsibilities

The Principal has a responsibility to:

- Maintain a positive climate of respectful relationships where bullying is less likely to occur
- Develop and implement programs for bullying prevention
- Embed anti-bullying messages into each curriculum area and in every year level
- Develop and implement early intervention support for students identified by the school as being at risk of developing long term difficulties with social relationships
- Develop and implement early intervention support for those students who are identified at or after enrolment as having previously experienced bullying or engaged in bullying behaviour
- Empower the whole school community to recognise and respond appropriately to bullying, harassment and victimisation and behave as responsible bystanders
- Develop and publish clear procedures for reporting incidents of bullying to the school
- Respond to incidents of bullying that have been reported to the school quickly and effectively
- Match a planned combination of interventions to the particular incident of bullying
- Provide support to any student or adult who has been affected by, engaged in or witnessed bullying behaviour
- Provide regular updates, within the bounds of privacy legislation, to parents or caregivers about the management of the incidents
- Identify patterns of bullying behaviour and respond to such patterns
- Monitor and evaluate the effectiveness of the Plan
- Report annually to the school community on the effectiveness of the Plan

School staff have a responsibility to:

- Respect and support students
- Model and promote appropriate behaviour
- Have knowledge of school and departmental policies relating to bullying behaviour
- Respond in a timely manner to incidents of bullying according to the school's Anti-Bullying Plan

Students have a responsibility to:

- Behave appropriately, respecting individual differences and diversity
- Behave as responsible digital citizens
- Follow the school Anti-Bullying Plan
- Behave as responsible bystanders – be Upstanders
- Report incidents of bullying according to their school Anti-Bullying Plan

Parents and caregivers have a responsibility to:

- Support their children to become responsible citizens and to develop responsible on-line behaviour
- Support their children to take responsibility for their own behaviour
- Be aware of the school Anti-Bullying Plan and assist their children to understand bullying behaviour
- Support their children in developing positive responses to incidents of bullying consistent with the schools Anti-Bullying Plan
- Report incidents of school related bullying behaviour to the school
- Work collaboratively with the school to resolve incidents of bullying when they occur

All members of the school community have the responsibility to:

- Model and promote positive relationships that respect and accept differences and diversity in the school community
- Support the school's Anti-Bullying Plan through words and actions
- Work collaboratively with the school to resolve incidents of bullying when they occur

APPENDIX 3

MOURILYAN STATE SCHOOL ANTI-BULLYING PLAN

IDENTIFY

Is it bullying? Refer to definition in bullying policy.

Signs that *may* identify students who have been bullied, or those who bully others, include:

- Does not want to go to school
- Suddenly unable to sleep
- Becomes moody
- Frequently sick with vague symptoms
- Unexplained bruises
- School performance falls

REPORT

All cases of bullying, which are reported, will be followed up. Members of the School community are encouraged to report bullying.

- Students – report to teachers, Principal, other students/friends, parents
- Parents – report to class teacher and/or Principal
- Bystanders – report to teachers, Principal, other students/friends, parents

RESPOND

Reported cases can be dealt with in several ways. We recognise that each case is different and may require a special approach. In all cases it is important to ensure that:

1. Those being bullied are believed and made safe
2. All reports are investigated and documented – who; what; when; where; how often
3. Agreed-upon lines of communication are established between stakeholders (e.g. team meetings)
4. Those identified by others as demonstrating bullying behaviours are informed of the allegations
5. Both those bullying, and those being bullied, are offered support

MONITOR AND EVALUATE

- Keep accurate records of incidents and their management
- Record all contacts and conversations with students and adults involved
- Monitor bullying incidents on OneSchool, principal referrals and class behaviour records
- Evaluate responses based on data
- Evaluate anti-bullying plan in conjunction with RBPS yearly review
- Survey school community regularly to monitor bullying and cyberbullying rates

REVIEW STRATEGIES AND INTERVENTIONS

- Staff training and development
- Explicit teaching
 - Being an Upstander
 - Defining Bullying
 - Friendly Five
 - Diversity and Inclusivity
- Information sessions for staff and students (e.g. QPS talks around cyber-bullying)
- Sports Leaders (e.g. playground mentoring; promoting teamwork and peer support)
- Student Council
- Guidance Officer
- Student Support Team
- Individual Student Support Teams

APPENDIX 4

MOURILYAN STATE SCHOOL POLICY FOR USE OF PERSONAL TECHNOLOGY DEVICES

'Personal Technology Devices' includes, but is not limited to, portable gaming devices, laptop computers, cameras, voice recording devices (including those integrated with a mobile phone or MP3 player), mobile telephones, iPods® and devices of a similar nature.

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

Personal Technology Devices Banned From School

Students must not bring valuable personal technology devices such as cameras, digital video cameras or MP3 players to school as there is a risk of damage or theft. Children found with these devices at school will be required to deliver them to the office for safe keeping. Parents will also be contacted to discuss this.

Process for Students Who Require a Mobile Phone at School

The school is aware that parents, at times, will need children to have access to a mobile phone out of school hours for routine or emergent contact. To support students and parents in this regard, children who NEED to bring a phone to school, for out of hours use, must deliver it to the main office when they arrive at school, sign it in and get it back at the end of the school day before leaving. These phones will be stored securely and safely by office staff.

Children found with phones at school will be required to deliver them to the office for safe keeping. Parents will also be contacted to discuss this. Any contact required during the school day can be managed via our school landlines – messages taken to children or children given access to phones when necessary.

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 a period of time deemed necessary by the Principal.

Recording Images and Voice

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

We uphold the value of trust and the right to privacy at Mourilyan State School. 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) builds 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 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 that is in breach of this policy 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.

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.

Text communication

A student involved in the sending of text messages that contain obscene language and/or threats of violence may amount to bullying, harassment and/or stalking, will be subject to disciplinary action, 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.

Assumption of cheating

Personal technology devices may not be taken into or used by students at exams or during class assessment unless expressly permitted by staff. Staff will assume students in possession of such devices during exams or assessments are cheating. Disciplinary action will be taken against any student who is caught using a personal technology device to cheat during exams or assessments.

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 Principal.

APPENDIX 5

MOURILYAN STATE SCHOOL DEFINITIONS OF MINOR, MAJOR AND CRISIS BEHAVIOUR

MINOR BEHAVIOURS – All Areas

MINOR: Behaviours that can be handled by the teacher/supervising adult and do not warrant a discipline referral to the office or another third party. These behaviours are not recorded on One School, but may be referred to the class teacher.

If the behaviour of concern is a **secondary behaviour** (i.e. behaviours shown in response to correction), supervising adult will continue to focus their response on the primary behaviour.

Minor Behaviour	Definition	Examples – not exhaustive
Refusal to participate in program of instruction	Student engages in behaviours that lead to avoidance of differentiated task or activity. That is, the student is capable of the task.	<ul style="list-style-type: none"> - Repeated/lengthy toilet breaks, drawing, sharpen pencil, etc.) - Pushes task, activity and/or equipment away. - Does not begin or complete task/instruction. - Completes other work instead of required task
Non-compliance	Student fails to respond to adult request, direction and/or redirection.	<ul style="list-style-type: none"> - Says “no” to teacher instruction - Turns away - Shakes head - Says “I’m not doing that”
Disruption	Student’s actions negatively affect progress of lesson and teaching/learning. Persists despite reminder of expectations.	<ul style="list-style-type: none"> - Makes noises - Out of seat - Talks out of turn - Interrupts teacher - Makes faces - Kicks chair in front
Verbal misconduct	Student uses inappropriate words (non-threatening) to express themselves within the school environment, normally within peer to peer interactions. Persists despite reminder of expectations.	<ul style="list-style-type: none"> - Swears in the presence of others - Slip of the tongue - Swears under breath in response to correction - Shouts in the classroom - Low level teasing – calls names
Lying/Cheating		<ul style="list-style-type: none"> - Tells tales; makes up stories - Copies work - Refuses to comment (to adult)
Physical misconduct	Non-threatening physical interaction or rough play which persists despite reiteration of expectations.	<ul style="list-style-type: none"> - Rough play - Inappropriate contact games - Pushes - Shoves - Wrestles - Trips - Embracing/ intimacy

Property misconduct	Low level misuse of and/or damage to property	<ul style="list-style-type: none"> - Writes on desks/walls/books with pencil/chalk - Hides bags - Throws items - Rips books - Breaks pencils - Uses game equipment in a manner other than for what they were intended
Misconduct involving object	Non-threatening interaction using object which persists despite reiteration of expectations.	<ul style="list-style-type: none"> - Knocks a pencil off someone's desk - Hits others with hat
Possess prohibited item		<ul style="list-style-type: none"> - Refer to current bans (e.g. bay blades; bubble gum; game boys; fidget spinners)
Late (attendance)	Repeated unauthorised instances of arriving to class/classes after designated time.	<ul style="list-style-type: none"> - Arrives at class after designated time - Transitions slowly - Takes too long at toilets
IT misconduct	Unauthorised or inappropriate use of school /personal technology without causing harm/ distress to others	<ul style="list-style-type: none"> - Uses device without permission - Does not open correct program for task - Plays games during class work time - Accesses non-offensive or inappropriate websites - Changes computer settings - Downloads software - Using any home electronic devices during school hours
Dress code	*(Staff Member discretion required re whether this is a student behaviour or family issue)	<ul style="list-style-type: none"> - Inappropriate jewellery - Out of uniform - Non-school jumper/hoodie
Other		(All behaviours should fit into other categories)
Third minor referral	Continued/ongoing minor behaviours. Must have accompanying data and strategies which have been used to support the student.	Refer to admin and/or student support team with documentation.

MAJOR BEHAVIOURS – All Areas

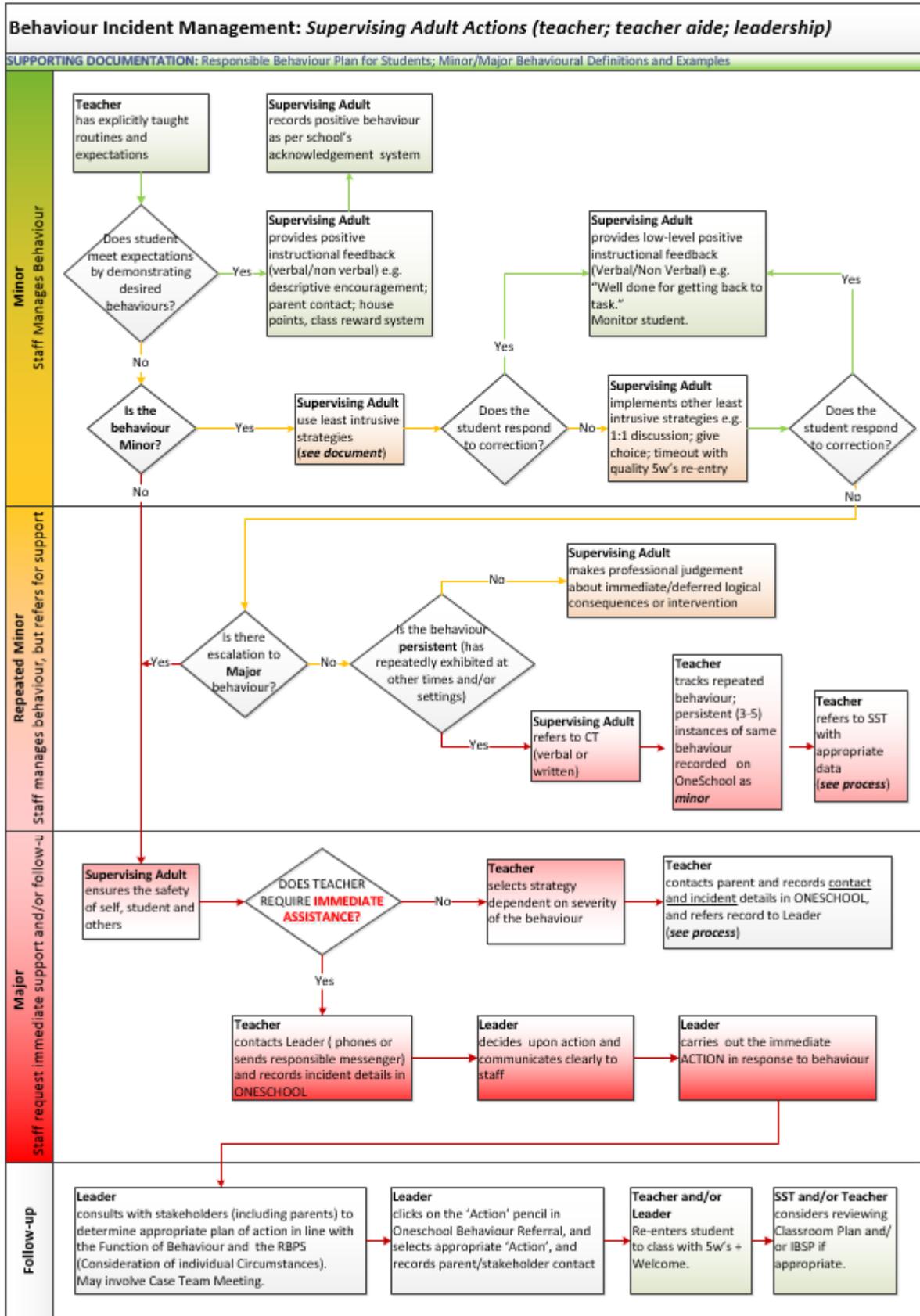
Major: Incidents of severity that warrant administrative support and follow-up. Parents must be contacted.

Crisis: Incidents that require immediate response from admin, crisis team, entire staff and/or community support.

Major Behaviour	Definition	Examples – not exhaustive
Disruption		If major disruption – will fall into other major categories below
Non-compliance		See Defiance
Verbal misconduct	Use of abusive and/or obscene language directed at others.	<ul style="list-style-type: none"> - Swears at teacher/ students - Makes sexist remarks - Racial slur - Shouts at teacher/students (offensive)
Physical misconduct	Physical actions which cause or have the potential to cause harm (physical/emotional) to others.	<ul style="list-style-type: none"> - Kicks; Punches; Grabs; Hits - Spits at/on someone - Touches private parts - Dacks/gives wedgie - Chokes
Misconduct involving object	Using an object to cause harm or potentially cause harm to self or others.	<ul style="list-style-type: none"> - Throws objects at others (with intent) - Makes and/or uses a blade - Uses a stick to hit others
Property misconduct	Student involved in substantially destroying, disfiguring or removing property.	<ul style="list-style-type: none"> - Theft - Graffiti - Throws objects (e.g. chairs) - Vandalism - Bangs/hits/throws school equipment
Truant/skip class	Student leaves school ground without permission or fails to attend class.	<ul style="list-style-type: none"> - Hides in school (more than 10 min) - Leaves the school grounds during the school day (shop, town, home)
Bullying / harassment	Ongoing teasing, physical and or/verbal intimidation often where there is an imbalance of power.	<ul style="list-style-type: none"> - Uses body posture to intimidate - Takes personal items from others - Passes notes about others - Threatens another student to follow behaviour - Gets others to not play with a student - Racism/sexism
Lying / Cheating		<ul style="list-style-type: none"> - Fraud - Blackmail - Denies involvement in serious incident / issue
IT misconduct	Unauthorised or inappropriate use of school /personal technology causing harm/distress to others.	<ul style="list-style-type: none"> - Using someone else's password without permission - Accessing inappropriate sites (incl. chat rooms) - Sends inappropriate/offensive email, text or digital images

		<ul style="list-style-type: none"> - Hacking - Cyber bullying
Possess prohibited items	Student is in possession of objects capable of causing physical or emotional harm.	<ul style="list-style-type: none"> - Weapons - Lighters - Matches - Spray cans - Pornography / inappropriate photos - Cigarettes / alcohol
Substance misconduct: illicit	Student engaged in the use of any illegal substances or items	<ul style="list-style-type: none"> - Possesses and/or uses drugs at school
Substance misconduct: legal	Student engaged in the use of any school-prohibited substances or items	<ul style="list-style-type: none"> - Smoking at school - Drinking alcohol at school
Defiant / threat to adult	Threatening, verbal, physical or gestural interactions directed toward staff, indicating the intent to injure or cause physical or emotional harm.	<p>Threat toward adult:</p> <ul style="list-style-type: none"> - Threat of physical injury (written; verbal; standing over) - Threat to personal property
Defiant / threat to adult	Student responds with contempt to adult request, direction and/or redirection.	<ul style="list-style-type: none"> - Hand gestures (e.g. middle finger) - Ignores completely/walks away from teacher when given an instruction - Refuses to stay with supervisor
Threats to others	Threatening, verbal, physical or gestural interactions directed toward peer, indicating the intent to injure or cause physical or emotional harm.	<p>Threat toward peer:</p> <ul style="list-style-type: none"> - Threat of physical injury (written; verbal; standing over) - Threat to have someone else inflict physical injury
Third minor referral	Continual/ongoing minor behaviours. Must have accompanying data and strategies which have been used to support the student.	Refer to admin and/or student support team with documentation.
CRISIS	Any behaviour that immediately threatens the safety of the student or others. Incidents that require the immediate attention of administration and/or emergency services.	<ul style="list-style-type: none"> - Anaphylactic/ asthma incidents - Serious injury – broken bones, head injuries, etc. - Evacuations – fire, flood, trees falling down - Lockdown -Intruder - Student on the roof - Threatens with a weapon - Extreme physical violence

APPENDIX 6 UPDATE



Re-entry Process

1. Return to class with an adult

Re-entry questions may be done with principal prior to re-entry; not to be conducted by teacher during instruction time – wait for opportune moment)

- What happened?
- Which expectation did you break?
- Why is it important?
- What can you do to fix it?
- What will happen if you do it again?

2. Welcome back into the classroom

- Non-verbal (smile; indicate to seat; continue to teach).
- Verbal, close talk if necessary – positive encouragement to re-engage and aim for behaviour goals (refer to reward systems and class expectations).



APPENDIX 7

MOURILYAN STATE SCHOOL DEBRIEFING REPORT

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

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

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

Debriefing should provide information on:

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

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

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

Questions for staff

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

Questions for student

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

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

APPENDIX 8

Initiate the simplest applicable corrective strategy (adapted from BBBL)

The following list of corrective strategies is arranged in descending order, from the simplest, least confrontational and least disruptive to teaching and learning (tactical ignoring), to the most technically demanding, confrontational and disruptive (physical restraint). Ideally, the teacher will use strategies from the upper sections of the list when initially addressing a primary behaviour issue, and will progress down the list if initial correction attempts fail. The individual circumstances of the situation, however, will influence how intrusive the initial strategy is. In some cases, particularly where safety is involved, the circumstances may necessitate an immediate and relatively intrusive approach.

Tactical ignoring

Selective attending

Proximity

Proximity with touch interference

Body language encouraging

Waiting and scanning

Pause in talk

Cueing

Descriptive encouraging

Non-verbal redirection

Distraction or diversion

Non-verbal directional action

Oral directional phrase

Curriculum redirection

Calling the student's name

Questioning to redirect

Individual close talk

Verbal redirection: directive question

Verbal redirection: directive statement

Give choices (incorporating consequences)

State logical consequence

Follow through: enforce consequences

Move student in room

Move student to reflection or time-out area

Remove student from classroom

Have a third party remove student from classroom

Remove rest of class from room or area

Physical restraint (conditional)

Non-Verbal

Verbal

Movement

APPENDIX 8

LEAST TO MOST INTRUSIVE CORRECTINAL STRATEGIES (adapted from BBBL)

Tactical ignoring. Tactical ignoring involves the teacher deliberately letting an inappropriate behaviour go uncorrected. It represents a professional judgment that the behaviour is essentially non-disruptive, is not unsafe and that addressing the behaviour may be more disruptive than the behaviour itself.

Selective attending. The teacher initially lets the behaviour go uncorrected, but actively monitors the student (using peripheral vision or direct observation from a distance) to note whether the student self-corrects the behaviour.

Proximity. When teachers note an inappropriate behaviour in progress, they simply move themselves to the locality of that behaviour, whether they are talking to the whole class in the process, or whether the students are working independently on a task.

Proximity with touch interference. The teacher moves to a locality directly beside, in front of or behind the student. Without talking directly to the student or verbally addressing the behaviour, the teacher touches the student's book (to indicate the need to focus on work), closes the book that should not be open, or picks up the object being played with and puts it back down on the desk away from immediate reach, signifying the end of play.

Body language encouraging. Body language encouraging involves the use of facial expression, stance, body movements and gestures to convey a message of expectation, approval or disapproval.

Waiting and scanning. The teacher issues an instruction and then adopts relatively relaxed body language and looks about the room, noting the progress of students in following the instruction. If the students are slow to comply, the teacher modifies body language to a more assertive stance and may add a simple verbal phrase or a time encourager, e.g. 'I'm waiting'; or '5-4-3-2-1'.

Pause in talk. Pause in talk involves stopping mid-sentence or mid-explanation when there is inappropriate behaviour from someone in the class. Generally this behaviour will be a verbal interruption in one form or another, such as two students chatting, a student calling out or a silly noise. When teachers pause in talk, they may give body language encouragement, especially with facial expression, or they may simply adopt a 'frozen in time' expression as they pause, and then re-animate as they recommence the sentence that was disrupted.

Cueing. Cueing is used to model appropriate behaviour to students who exhibit inappropriate behaviour. In its simplest form, cueing involves the teacher telling the students what is required of them behaviourally, verbally and/or non-verbally, as they give an instruction. For example: 'Put your hand up if you know the answer to Question 5.' The teacher simultaneously raises a hand. In stating/restating expectations, teachers outline behaviour expectations to the class as they introduce the task, e.g. 'You are expected to work independently and quietly on this task. Please raise your hand if you need help.'

Cueing with positive feedback/parallel acknowledgment. The teacher deliberately highlights the appropriate behaviour of a student or group of students through praise and encouragement, to reinforce the behaviour and cue others follow suit.

Description of reality. The teacher makes a statement of opinion that describes current behaviour in the classroom, to reinforce student behaviour or encourage change, e.g. 'There is too much noise in this classroom'; or 'It's good seeing those hands up'. Using time encouragers, the teacher attempts to speed compliance with instructions or to speed transitions.

Descriptive encouraging. After giving instructions, the teacher acknowledges those who have demonstrated immediate compliance, to encourage slower students to follow suit, e.g. 'Pencils down thanks and eyes this way... Good to see Tom and Sarah are ready'.

As students work on task, the teacher moves about the room, observing student work and behaviour and making simple, descriptive statements about the student behaviour, e.g. 'You're working quietly'; or 'You're sitting correctly'.

Non-verbal redirection. The teacher makes eye contact with the student and uses some form of non-verbal signal such as hand gesture or facial expression, to let the student know that the behaviour has been noted and modification is required.

Distraction/diversion. The teacher decides to temporarily suspend the curriculum in the interests of re-energising or re-focusing students who are going off task or behaving inappropriately, by introducing some activity that diverts them from their off-task behaviour. This may be in the form of a stretch or drink break, or an alternative activity. It may be directed at the whole class or at an individual.

Non-verbal directional action. A non-verbal directional action is any non-verbal action used to gain whole-group attention, to talk about behaviour or curriculum. It may involve the use of sound — via a whistle, bell, handclap, the turning off of music or noise-making machinery in the room — or a visual action such as flashing of lights or turning off the overhead projector or television. It can also involve a physical action, such as placing one's hands on one's head or initiating a clapping sequence which students copy as their attention is gained.

Oral directional phrase. Issuing of a set rehearsed phrase to gain whole-group attention.

In high school settings, standard oral directional phrases include 'Pens down, eyes this way'; and 'Stop work and look here'. In the primary school setting, oral directional phrases are also used and in the lower year levels teachers also use sequenced phrases which the students can contribute to, e.g. '1–2–3, eyes on me'; or 'Stop, look and listen, eyes on me'.

Curriculum redirection. The teacher uses a question about the task on which the student is supposed to be focusing, in order to re-focus students on that task and end the inappropriate behaviour. For example: 'Ben, how are you going with Question 15?'

Calling the student's name. Calling the student's name simply involves speaking out the first name of the student who is misbehaving (or both first and last name if the first name is shared by more than one class member). This is done in a firm but controlled manner. It is used particularly when the teacher is on the other side of the room or some distance away. It can be linked with body language encouraging or a non-verbal redirection.

Questioning to redirect. The teacher questions the student about the behaviour, rather than using the curriculum as the means to the end. For example: 'Tom, what are you doing? What are you supposed to be doing?' A specific form of this strategy is the 'rule question', where the teacher queries

the student about the rule that the current behaviour violates. For example: 'Travis, what is our rule about food in class?'

Individual close talk. Individual close talk involves the teacher moving to the student's desk to quietly discuss the behaviour, or summoning the student to the teacher's own desk for the same purpose. The former method is the less intrusive of the two. Individual close talk is used as a private, non-humiliating means of directly discussing a student's behaviour.

Verbal redirection – directive question. This is a statement of behaviour expectation disguised as a request by the addition of the word 'please' at the end of the statement. For example: 'Kym, put the magazine away please.' The teacher allows the student take-up time to follow the direction.

Verbal redirection — directive statement. A statement of behaviour expectation is used to redirect inappropriate behaviour, with the addition of the word 'thanks' at the end to imply trust but also to denote that choice is not an option. For example: 'Kym, put the magazine away thanks.' The teacher allows the student take-up time to follow the direction. In the form of an 'I' Message, the teacher redirects the student by expressing personal feelings about the behaviour and providing the preferred alternative in a carefully structured three-part statement: 'I feel/am ... when you ... and I would like you to ...' For example: 'John, I am concerned about your lack of attention to this task. I'd like you to stop talking to Bill and start working now.'

Give choices (incorporating consequences). The teacher issues choices to the student when the behaviour is repeated despite previous verbal redirection. The choices given to the student are usually only two in number: to comply with the expected behaviour and reap the consequences of compliance or not to comply and face the logical consequence for non-compliance. The student is given time to consider the choices and to make a rational decision.

State logical consequences. Stating logical consequences gives the student only one choice: do what the teacher asks or face the consequences. Generally the delivery will take the form of an 'If ... then' statement or an 'Either ... or' statement. For example: 'William, if you don't sit properly in your seat, I will have to have to sit you on the carpet.'

Follow through – enforce consequences. Follow through occurs when the student has made the choice not to comply with the teacher's directions after the teacher has stated the logical consequences, or has chosen the less appropriate of the two choices offered by the teacher. The teacher calmly states what the consequence will be and how it will be enforced.

Move student in room. In its proactive form, the teacher moves students prior to the commencement of the activity, based on knowledge of the student and circumstances, in order to prevent behaviour issues arising. In its reactive form, the teacher moves a student in the room to separate students who cannot work productively together, or to bring a more disruptive student into closer proximity for monitoring purposes.

Move student to reflection or time-out area. The student is instructed to move to a designated reflection or time-out area within the room, where the student might carry on with the set work, or alternatively might have to complete a reflection form that addresses the inappropriate behaviours and highlights more appropriate choices.

Remove student from classroom. A student is removed from the classroom to the office or buddy class because the behaviour is so disruptive that the student can no longer remain in the environment.

Have a third party remove student from classroom or area. The teacher finds the student's behaviour unsafe and/or unmanageable. The teacher sends a message, via intercom or a student, to a support person with more authority, such as a deputy principal or principal. This person then attempts to coerce the offending student to leave the classroom.

Remove rest of class from room or area. A teacher removes the class from the room to a safer location when an individual student is exhibiting explosive verbal or physical behaviour within the classroom environment. Student safety is seen to be at risk and it is considered either easier to remove the rest of the class or too dangerous to try to remove the offending student.

Physical restraint. The teacher physically holds and immobilises the student, in order to prevent harm to the student, to other students, to the teacher or even to elements of the environment such as expensive property.