The Code of School Behaviour

Better Behaviour Better Learning

Pomona State School

Responsible Behaviour Plan for Students

based on *The Code of School Behaviour*

1. Purpose

Education Queensland is committed to provisions that ensure all young Queenslanders have a right to and receive a quality education.

Pomona State School's *Responsible Behaviour Plan for Students* focuses on developing a supportive school environment and responsible, positive behaviour in all students. The Plan provides a framework for teaching students how to develop strong quality relationships with others and to use positive and appropriate behaviours, which demonstrate respect for themselves and others, and are acceptable within the community.
Our aim is to create conditions for each learner to progress towards responsible self-management. Because we focus on catering for individual differences, we realise that all children will move towards this goal at a different pace and that they will have individual needs along the way.

2. Consultation and data review

Our Plan is focused on supporting and promoting the positive behaviours of all students while acknowledging that some students choose ineffective behaviours to meet their needs and that these need to be addressed within a framework of positive behavioural support.

As well as identifying and reinforcing existing positive behaviours, our Plan focuses on teaching students to use positive behaviours and supporting them as they learn these skills. Our Plan and Procedures acknowledges that positive behaviours cannot be taught effectively in isolation but are best fostered in a supportive environment.

3. Learning and behaviour statement

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

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

At Pomona State School we operate from the following beliefs about behaviour and learning:

- Learning is the construction of knowledge and the making of meaningful connections through active and engaging participation
- Learning programs need to be inclusive, equitable and supportive. At Pomona State School we achieve this through acknowledging and valuing individual diversity and cultural backgrounds
- Every child's learning journey is different. We all learn in different ways and at different rates.
- Optimal learning takes place when an environment is safe, supportive, motivating and challenging.

These beliefs lead into our purpose which is:

CARING, SHARING AND ACHIEVING TOGETHER

We aim to assist students to move towards effective, self-management and to find ways of satisfying their needs in responsible ways. To this end students are given opportunities to:

- learn how to get along with others – to show care, concern and courtesy, and to develop the skills of cooperation. This is what we mean by **CARING** and **SHARING;**

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- reach their full potential by learning how to acquire and apply a wide range of knowledge and skills to both the present and the future, and to become responsible for their own learning. In this, students will demonstrate willingness to work **TOGETHER** and take pride in **ACHIEVING.**

These beliefs and our purpose operate effectively in a supportive school environment where:

- all members feel safe and are valued;
- quality curriculum programs, interpersonal relationships and the organisation of the school produce worthwhile social and academic outcomes for all;
- non-discriminatory, non-violent and equitable actions are practised and reinforced;
- school procedures reflect both proactive steps to encourage self worth and self discipline, and reactive procedures to deal with various situations that may arise; and
- through a graduation of procedures, all avenues of management are employed prior to the use of suspension and exclusion.

A consistent whole school approach is the key to both effective teaching and learning, exceptional learning outcomes for students and positive school wide behaviour for learning.

Bullying/Harassment

At Pomona State School we want all students to develop respect for others and their rights. All students and teachers have the right to learn and work in an environment free from harassment and it is the responsibility of each of us to make sure this happens.

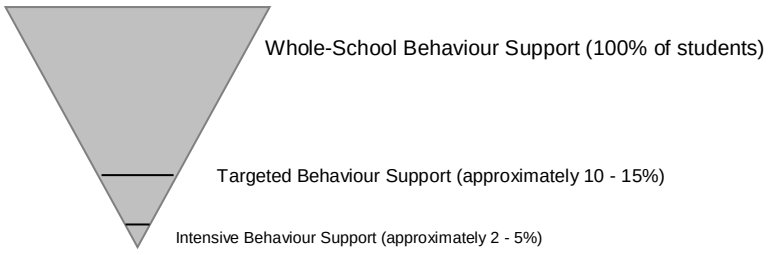
The processes to report such behaviours are regularly discussed on parade and in individual and small group sessions.

Our school's approach is to investigate every complaint of bullying in line with our procedures set out within this document See Appendix 1.

Teachers work within agreed definitions of bullying when listening to concerns raised about this issue. See Appendix 1

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

Pomona State School, like many schools, has a spread of support needs. A whole school approach shapes, supports and recognises appropriate behaviours in all students. Approximately 80% to 90% of students will have little or no difficulties in being self-managed. Approximately 10% to 15% of students may need additional support and timely intervention on some occasions. For a variety of reasons, some 2% to 5% of students may need more intensive support and/or flexible learning options to assist them to continue their learning.



Pomona State School applies a standard for monitoring student's efforts towards becoming self-managed.

This is reflected in our School Wide Positive Behaviours Expectation Matrix[1] and our Effort and Behaviour Reporting Matrix.[2]

• Universal behaviour support

School Wide Positive Behaviour Support (SWPBS)

Pomona State School has worked extensively at creating a whole school approach to the explicit teaching of expected behaviours. This has involved the establishment of the Expectations Matrix which outlines the expected behaviours in all areas in line with our school's 'Care fors'.

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[1] Appendix 2 – Pomona State School Expectations Matrix
[2] Appendix 3 – Effort and Behaviour Matrix

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SWPBS works on the premise that explicit teaching and modelling of behaviours assist children in making positive behaviour choices. This is the role of all members of the school community including cleaning staff, canteen convenors and volunteers. All stakeholders were consulted in the establishment of our matrix.
To support the expectations matrix, expected behaviours are explicitly taught in the locations the behaviour is expected to be used and are reinforced through a variety of means including; focus lessons, parade reminders and visual prompts around the school.

Shared Responsibility
The welfare of students is a shared responsibility across the school, rather than the sole responsibility of the class teacher.

Therefore, **all members of our school community are committed to:**
- Using common courtesies;
- Showing respect and caring for others;
- Taking care of personal belongings and the belongings of others;
- Following Code of Conduct;
- Helping others work and learn;
- Maintaining our school as a safe, clean, healthy and happy place;
- Respecting others' ways and ideas;
- Being honest, friendly and caring;
- Sorting out problems fairly and calmly.

Promoting Self-Managed Behaviour through Our Code of Conduct
- Care for self
- Care for others
- Care for learning
- Care for our environment

All students are encouraged to reflect on indicators of the above expectations, i.e. "What would we see people doing if they were caring of each other?"

Our Proactive Approach
KidsMatter
Pomona State School was one of the first 50 schools in Australia to pilot the KidsMatter initiative. KidsMatter is a mental health promotion, prevention and early intervention initiative specifically developed for primary schools.
A main component of KidsMatter is the explicit teaching of social and emotional learning (SEL) with a focus on 5 key competencies:
- Self-Awareness (identifying emotions and recognising strengths);
- Social Awareness (perspective taking and accepting diversity);
- Self-Management (managing emotions and goal setting);
- Responsible Decision Making (analysing situations, assuming personal responsibility, respecting others and problem solving);
- Relationship Skills (communication, building relationships, negotiation and refusal).

It is also in this area that issues around bullying and cyber bullying are addressed and proactive and preventative strategies are taught and rehearsed.
SELs are taught in every class on a weekly basis using the 'Focus Forty' Program and via incidental behaviour management requirements.

Classes
- Negotiated class expectations related to school expectations
- Least to most intrusive management of behaviour
- Provision of a psychologically nurturing environment
- Social skills taught are part of the daily curriculum (recognised and reinforced)
- Consistency of language and approach across the school
- Non-coercive approaches that encourage self-evaluation are used
- Appropriate behaviour is recognised via a variety of awards from staff and community members at Parades with class awards from specialist staff and cleaners
- Display of Class Expectations Jigsaw.[3]

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[3] Appendix 4 – Class Expectations Jigsaw

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Individuals

- Each individual student's self-management needs are identified and addressed.
- Counselling and support available to every child in the classroom, playground or office.
- The District Advisory Visiting Teacher - Behaviour may be available to work with identified children to assist with the provision of counselling, development of Individual Behaviour Support Plans, and teacher support.
- All students are constantly encouraged to use self-evaluation in regard to self-improvement.
- Appropriate behaviour is recognised through Student of the Week Awards and special recognition certificates.

Teachers

- Are encouraged to attend professional development in behaviour support.
- Are encouraged to use non-coercive approaches that encourage self-evaluation with students.

Parents

- A three way partnership between student, parents and the school is encouraged.
- Parent involvement in the classroom is encouraged.
- Support and counselling is available to parents through our Guidance Officer and/or School Chaplain.
- All new students and parents are introduced to the requirements of these procedures and plans and the uniform code.

• Targeted behaviour support

1. Teacher Support

Teachers implement planned and incidental strategies in the classroom and playground to teach effective work habits, to develop social skills and to build a good rapport with and between students. Minor breaches of behaviour are dealt with by the staff member in charge of the group. Targeted behaviour support occurs where students consistently breach the school's Responsible Behaviour Plan for Students and the classroom expectations. This includes but is not limited to:

- Inappropriate verbal language;
- Inappropriate physical movement or positioning;
- Harassment/bullying;
- Physical contact (bumping, pushing);
- Disruption;
- Littering;
- Lateness.

Teachers support students through the following targeted interventions:

- Relationship building with students through one on one support with curriculum work, proximity in the classroom;
- A whole school approach to harassment;
- Use of recognition to target support and encourage on-task and appropriate behaviour;
- Contact with parents when problems persist, using a polite and positive approach with the aim of building a productive partnership.

Teachers keep a record of both the student's behaviour and the targeted support in order to gauge when more intensive support is warranted.

2. Extended Support

When a student's minor infringements continue to disrupt the class, or when minor infringements move to more serious breaches of the school's plan, more extensive targeted support is put into place. More serious breaches include:

- Continual harassment/bullying of others including cyber-bullying;
- Constant inappropriate language;
- Vandalism;
- Physical and verbal aggression;
- Continued defiance;
- Inappropriate use of technology devices;[4]

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[4] Appendix 5 – The Use of Personal Technology Devices

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- Theft.

Teachers use records of student behaviour and targeted support to determine when a student needs more extensive support. If more extensive support is warranted, the teacher refers the student, with the supporting documentation, to the Student Support Team.

The Student Support Team, along with the teacher and the parents, develop and implement an Individual Behaviour Support Plan. This plan documents aims, support strategies, timing, personnel, review and assessment. Support through this plan could include:

- Referral to Guidance Officer for assessment and preliminary counselling and behavioural support;
- Use of a buddy teacher or mentor to encourage positive behaviours or use as a 'retreat' area from the classroom;
- Structured break time play through organised activities (Supported Play);
- Alternative play areas;
- Modification of timetable.

Parent involvement must continue through all management stages. Parent interviews with the class teacher, student and Principal or Deputy Principal or Head of Curriculum are focussed on a coordinated approach to setting a more positive pattern of behaviour.

- **Intensive behaviour support**

Intensive behaviour support is required to support students who demonstrate chronic 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. This level of support generally occurs when less intensive support strategies have been used but have not fully met the student's learning support needs.
A Functional Behavioural Assessment is integrated, as appropriate, throughout the process of developing, reviewing and revising the student's Individual Behaviour Support Plan. The Functional Behavioural Assessment is focused on identifying significant, pupil-specific social, affective, cognitive, and/or environmental factors associated with the occurrence (and non-occurrence) of specific behaviours. Interagency groups are used to coordinate services to meet the needs of students identified with persistent or extreme problem behaviours.
Agencies contributing may include: Disability Services Qld, Child and Youth Mental Health, Qld Health, Department of Child Safety, Police, Local Council, and Neighbourhood Centre.

Following the Functional Behavioural Assessment and interagency input, the following supports may be put in place in the Individual Behaviour Support Plan:

- Work with the Advisory Visiting Teacher – Behaviour;
- Counselling with the school Guidance Officer;
- Modified timetable or attendance;
- Teacher Aide support through school or district behaviour funding;
- Invitation to parents/caregivers to attend Triple P program;
- Recommendation to parents to access outside agencies such as Child Youth Mental Health Service or their General Practitioner;
- Use of the Restorative Justice process (see section below).

Restorative Justice
Restorative justice is used when the school's Plan is violated and relationships are strained between any members of the school community, students, staff and/or parents. Skilled mediators from the District Behaviour Team or a trained staff member are used for the restorative justice process.

Physical Restraints: (Individual Plan)
Physical Restraint, involving the manual restriction of a student's movement for reasons of safety may be used in cases where a student is behaving in a manner that is potentially injurious to themselves or others, or to prevent serious property damage.
When provision is made for the use of physical restraint in a student's individual plan as an ongoing response strategy due to frequency of behaviour risk/patterns (including prevention of self-harming behaviours), plans will:

- be approved by the principal with a copy provided to the principal's supervisor

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- include strategies to reduce the frequency and severity of inappropriate behaviours and increase socially appropriate and positive behaviours
- not use physical restraint processes in isolation
- develop procedures with support personnel, parents and relevant staff including medical practitioners and the like where applicable
- identify strategies to reduce and eliminate the need for physical restraint.
- in preventing self-harming behaviours, strategies may include:
- restoring safety in other practicable ways such as removing harmful objects;
- employing responses such as increased monitoring and support within classrooms and /or referral to appropriately trained staff; and
- use of movement limiting and / or protective devices at times of high risk.
- complete documentation according to Student Protection requirements

Where physical restraints are included as part of a student's individual plan deemed necessary due to frequency of behaviour risk/patterns (including prevention of self-harming behaviours), staff will:

- be provided with physical restraint training and professional development that is documented
- complete the required documentation following a physical restraint
- employ responses to support all staff and students involved in, including witnesses to, an incident of self-harm
- establish a regular review process to monitor effectiveness of planned strategies and procedures.

5. 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.

Each area within the school has a critical behaviour management plan[5]. These plans are displayed in the room with the evacuation and lock down procedures.

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).

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[5] Appendix 10

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Debrief
(This is done following the principles of restorative justice)-

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 Pomona 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.

Many of the staff have been trained in non violent crisis intervention and a core team of staff have also been trained in acceptable forms of physical restraint.
Physical intervention can involve coming between students, blocking a student's path, leading a student by the hand/arm, shepherding a student by placing a hand in the centre of the upper back, removing potentially dangerous objects and, in extreme situations, using more forceful restraint.

It is important that all staff understand:

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

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

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

Any physical intervention made must:

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

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

- Health and Safety incident record (link)

6. Consequences for unacceptable behaviour

At Pomona State School individual class or year level teachers are primarily responsible for dealing with minor infringements of this school's plan. The Student Support Team[6] becomes responsible for responding to students who exhibit persistent or extreme unacceptable behaviour. The application of any consequences should be supportive, fair, logical and consistent.

Supportive
Consequences are applied within the context of a proactive support system that focuses on prevention and instruction. An appropriate response for those students who breach The Code of School Behaviour and the school's Plan is *targeted* and/or *intensive behaviour support.* Students who display chronic ineffective behaviours are supported using a range of individual strategies and consequences, if necessary in the context of an individual behaviour support plan.

Fair
When determining consequences for serious misbehaviour (which may lead to suspension or proposal/recommendation for exclusion) it is important that the principles of natural justice are

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[6] See section on Network of Student Support

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followed – this means ensuring that the student is fully aware of the alleged behaviour; that they are given the right to respond to the accusations giving their side of the story; that the person making the decision about their alleged conduct does so only after hearing what the student has to say in their own defence and without prejudgement or bias against the student[7]. Where there is a choice of consequences and/or extenuating circumstances, the Principal is in the best position to make the final determination. All consequences are in accord with the *Education (General Provisions) Act 1989* and with the student behaviour policies of Education Queensland.

Logical

For consequences to be most effective, students must be able to see a connection between the behaviour and the resulting consequence. This type of consequence is termed a logical consequence. Logical consequences, for both positive and negative behaviours, are applied consistently, calmly, firmly and without prejudice towards individual children.

Consistent

A consistent approach to student behaviour occurs across the school. Consistent consequences are applied so that they:

- provide the opportunity for all students to learn;
- ensure the safety of all staff and students; and
- assist students who exhibit challenging behaviours to accept responsibility for themselves and their actions.

Strategies to implement supportive, fair, logical and consistent consequences include graduated processes of support for managing inappropriate student behaviour

- in the classroom[8], and
- in non-classroom settings (e.g. playground, walkways, undercover areas, assembly)[9]
- on day trips, camps and excursions[10]

Whilst the focus is on proactive and preventive whole school approaches, certain types of behaviour are unacceptable and consequences for these can include Student Disciplinary Absences and Proposal/Recommendation to Exclude. Student Disciplinary Absences are to be used after consideration has been given to all other responses. Students involved in physical and verbal abuse of staff and other students or repeated and persistent bullying (including cyber-bullying) could expect to be suspended from school for a period of time; and students involved in selling or supplying drugs, violent assaults or use of weapons could expect to be recommended for exclusion.

The following table outlines some student behaviours and possible consequences which may be put in place within the framework of a graduated process of support and intervention. These consequences are not in sequential order and any may be applicable to any behaviour presented at the Principal's discretion.

Behaviour	Possible Consequences
Inappropriate student behaviours at this level include: ▪ minor incidents ▪ ignoring instructions and direction ▪ lateness to class ▪ littering ▪ inappropriate use of mobile phones and other electronic devices ▪ uniform/hair/makeup/jewellery transgressions ▪ eating/drinking in classrooms and play areas designated as non-eating areas	Teacher/Teacher Aide initiated actions could include: ▪ verbal negotiation ▪ reminder of classroom expectations ▪ in-class separation or isolation ▪ removal from classroom for one-on-one resolution ▪ send student to buddy class ▪ assign student to accompany you on yard duty ▪ Supportive Play or Reflection Room Referral ▪ contact with parents.
Inappropriate student behaviours at this level include: ▪ referrals from staff to admin ▪ repeated defiance ▪ all forms of harassment – including cyber-bullying through the use of technology[11] (e.g. mobile phones, chat rooms, emails, web pages – Face Book, My Space ▪ strong verbal abuse towards students and staff ▪ inappropriate use of school intranet/internet ▪ swearing	Student Support Team and Teacher/Admin actions could include: ▪ a monitoring program ▪ resolution meeting as required between coordinator, aggrieved party and student ▪ peer mediation or restorative conference ▪ referral for assessment and specialist support – Support Teacher - Learning Difficulties, Advisory Visiting Teacher, Guidance Officer, ▪ Individual Behaviour Support Plan ▪ detention ▪ exclusion from school intranet for defined period. ▪ restitution ▪ monitoring and anecdotal notes by teachers

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[7] See section on Consideration of Individual Circumstances for more detail
[8] See Appendix 6 – A graduated process of support
[9] See Appendix 7 – A graduated process of support in a non classroom setting
[10] See Appendix 8 – A graduated process of support on day trips, camps and excursions
[11] Appendix 5 -

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	▪ parent contact ▪ interagency referral NB: Case manager (usually class teacher) records all incidents and actions onto OneSchool
Inappropriate student behaviours at this level include: ▪ stealing ▪ truancy/unexplained absenteeism ▪ school refusal ▪ physical aggression towards students and staff ▪ smoking ▪ pornography ▪ intimidation of staff ▪ harassment of staff through the use of technology[12] (e.g. Utube, web pages, chat rooms, etc) ▪ vandalism ▪ sexual harassment/misconduct.	Initiated actions may include: ▪ referral back to Student Support Team to review Individual Behaviour Support Plan ▪ parent/carer interview and involvement in Support Plan ▪ referral to outside agency ▪ referral to/consultation with the principal ▪ suspension in line with Education Queensland Policy ▪ proposal/recommendation to exclude ▪ restorative conference on return from suspension ▪ police notification
Inappropriate student behaviours at this level include: ▪ unexplained absenteeism ▪ possession of drugs ▪ possession of a weapon ▪ supply of drugs ▪ use of a weapon[13] ▪ violent assault.	Principal in consultation with Student Support Team determines the most appropriate course of action which may include any of the following: ▪ Individual Behaviour Agreement ▪ Altered contact time at school ▪ Parent/carer interview ▪ Police notification (if illegal behaviour)*(ref: **http://education.qld.gov.au/health-safety/promotion/drug-education/*** ▪ suspension in line with Education Queensland Policy *SMS –PR 021 Safe Supportive Disciplined School Environment* ▪ recommendation for exclusion in line with Education Queensland Policy *SM -16 Student Disciplinary Absences* ▪ *qsaav-working-together-schoolssafe*

Reported behaviour of students outside the school which affects the good order and management of the school will be investigated by the Principal, Deputy Principal or HOC and consequences applied in line with the above tables.

7. Network of student support

Pomona State School operates a team approach to behaviour support. The school team that works together to provide support for students is:

- Student Support Team;

Our **Student Support Team** meets fortnightly to discuss specific cases and make recommendations regarding courses of action for individual students. Members include:

- Principal;
- Deputy Principal;
- Head of Curriculum;
- SWD Support Teacher;
- Support Teacher Literacy and Numeracy;
- Guidance Officer;
- Gifted Education Mentor;
- School Chaplain;
- Classroom teachers who attend to discuss the needs of individuals or groups in their class.

The school is also able to access support both within the Department of Education and the Arts and through the community. An outline of some of these includes:

School-Based Services	Region and Other E.Q. Services	Community Services
• Guidance Officer • Student Support Teacher • School Chaplain	• Behaviour Support Team • Senior Guidance Officers • Access to Behaviour Support Funding • Parenting Programs	• Local Police Officers • Department of Child Safety • Juvenile Aid Bureau • Police Liaison Officer • Qld Health Services (Nurse)

8. Consideration of individual circumstances

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[12] Appendix 5 -

[13] Appendices 9a and 9b (qsaav-working-together-schoolssafe)

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Pomona State School uses strategies that take into account the different abilities, skills and life experiences of students through our curriculum, interpersonal relationships and organisational practices. A range of significant factors are considered when choosing responses to student behaviour, including context, emotional well-being, culture, gender, 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, including breaches of safety;
- 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 all school community members will be considered at all times.

Each behaviour incident will be addressed according to the individual circumstances. Consistency will be in responding to the behaviour, but not necessarily in the nature of the response.

9. Related legislation

- Commonwealth Disability Discrimination Act 1992
- Commonwealth Disability Standards for Education 2005
- Education (General Provisions) Act 2006
- Education (General Provisions) Regulation 2006
- Criminal Code Act 1899
- Anti-Discrimination Act 1991
- Commission for Children and Young People and Child Guardian Act 2000
- Judicial Review Act 1991
- Workplace Health and Safety Act 1995
- Workplace Health and Safety Regulation 1997
- Right to Information Act 2009
- Information Privacy (IP) Act 2009

10. Related policies

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

11. Some related resources

- Use of Personal Technology Devices at Pomona State School.
- SWPBS Matrix
- Effort and Behaviour Reporting Matrix.

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- Expectation Jigsaw

Endorsement

Principal	P&C President or Chair, School Council	Regional Executive Director or Executive Director (Schools)

Date effective: from 10 December 2015 to 10 December 2018

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Appendix 1

What is Bullying?

Definition of Bullying
Bullying is when someone, or a group of people, who have more power at the time deliberately upset or hurt another person, their property, reputation or social acceptance on more than one occasion.

Types of Bullying
There are three broad categories of bullying:

Direct physical bullying
This form includes hitting, tripping, and pushing or damaging property.

Direct verbal bullying
This form includes name calling, insults, homophobic or racist remarks, or verbal abuse.

Indirect bullying
This form of bullying is harder to recognise and often carried out behind the bullied person's back. It is designed to harm someone's social reputation and/or cause humiliation. Indirect bullying includes:

- Lying and spreading rumours:
- Playing nasty jokes to embarrass and humiliate;
- Mimicking;
- Encouraging others to socially exclude someone;
- Damaging someone's social reputation and social acceptance; and
- Cyber-bullying, which involves the use of email, text messages or chat rooms to humiliate and distress someone.

What Bullying is Not
Many distressing behaviours are not examples of bullying, even though they are unpleasant and often require staff intervention and management. There are three socially unpleasant situations that are often confused with bullying:

Mutual Conflict
In mutual conflict situations, there is an argument or disagreement between but not an imbalance of power. Both parties are upset and usually both want a resolution to the problem. However, unresolved mutual conflict sometimes develops into a bullying situation with one person becoming targeted repeatedly for 'retaliation' in a one-sided way.

Social rejection or dislike
Unless the social rejection is directed towards someone specific and involves deliberate and repeated attempts to cause distress, exclude or create dislike by others, it is not bullying.

Single-episode acts
Single episodes of nastiness or physical aggression are not the same as bullying. If a student is verbally abused or pushed on one occasion they are not being bullied

Nastiness or physical aggression that is directed towards many different students is not the same as bullying.[14]

Student Support Flow Chart
It is encouraged, yet not essential, that parents read the school RBSP to understand the school processes and what support may be available for your child. Pomona State School is committed to providing a safe and supportive environment for all children, parents and carers and encourage all community members to discuss concerns around student welfare with the appropriate personnel. See diagram for support options.

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[14] Taken from *Safe Schools are Effective Schools*. Department of Education and Training, Victoria 2006.

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Arrange a time to see Classroom Teacher privately & discuss concerns, experiences and child reactions. If it is helpful- write down information to share.

- If the concerns continue or you would like further support, move to next step. *You are also able to contact the school Guidance Officer for advice, support and information.*

Contact Deputy Principal. This can be done via the office or email, and discuss concerns, experiences and types of strategies you have discussed and support provided to your child , and types of support you think may be helpful to them. If Deputy is not available- contact HOC/Master Teacher.

- Further support options can be provided in the school and external community which may help your child process the experiences and alleviate stress for your child and self. See below for details.

If issues persist it is important to contact and meet with Principal and discuss the situations and experiences of your child, working collaboratively with the school to ensure the best outcome for your child/ren.

*Further support can be arranged through the school Guidance Officer, Chaplain or through referrals to external support agencies: Lifeline, Parentline, Kidshelpline, Child Youth Mental Health Service, Uniting Care Community, Family and Child Connect, United Synergies, Headspace etc.

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Appendix 2

Pomona State School Expectations Matrix

Pomona State School values; *respect*, *co-operation* and *excellence*. We demonstrate the importance of these values through our school expectations of *use common courtesies*, *care for self*, *others*, l*earning* and *the environment*.

	Whole School	Classroom	Playground Area	Eating Times	Toilets/Drink Taps	Transitions	Tuckshop	Excursions/ Off Campus	Special Events/ Parades
Care For Self	• I am responsible for my behaviour. • I wear my school uniform everyday. • I follow adult directions. • I look after my own property. • I am honest.	• I am organised. • I participate fully. • I have my equipment ready. • I am only in the classroom when a teacher is present. • I use positive language. • I ask permission to leave the class.	• I wear a hat and shoes when outside. • I stay in bounds. • I am sun smart. • I ask to join in Games.	• I only eat my own food. • I handle food appropriately.	• At the first bell, I visit the toilet, wash my hands and drink water.	• I walk when moving around the school. • I wait in the undercover area or outside my classroom before school. • I respond quickly to the end of play bells. • I only cross the road at the crossing.	• I order my lunch before school.		▪ I move up quickly to receive an award.
Care For Others	• I keep my hands and feet to myself. • I share the space around me. • I respect other's property. • I use people's names when I greet them. • I use please and thank you when I ask for something. • I listen when others are speaking.	• I listen to others when they speak.	• I invite others to join in. • I share equipment. • I play by the agreed rules.	• I allow others to eat without interference. • I eat politely.	• I respect the privacy of others. • I wait my turn. • I line up quietly.	• I allow room for others to enter or leave a building when lining up. • I wait at the door to be invited in. • I keep to the left of the paths.	• I make my selection quickly. • I wait my turn. • I use manners. • I line up quietly. • I line up at the appropriate time	I use good manners when talking to others	▪ I watch where I step when moving through the audience. ▪ I use good audience manners. ▪ I show my appreciation at the appropriate time and in the appropriate manner. I shake hands when receiving an award.
Care For Learning	• I am a listener. • I am the best participant I can be. • I know the school expectations. • I am on time. • I ask for help.	• I am responsible for my learning. • I ask to borrow equipment and I return it promptly. • I raise my hand to speak.			• I return to • To class • promptly.	• I walk quietly so as not to disturb others' learning.			▪ I recognise the efforts of others when they share their work. ▪ I know the words of our National Anthem.
Care For Our Environment	• I keep nature where nature is supposed to be. • I place all litter in the bin. • I place food scraps in the possum bins. • I Clean up any spills/accidents or ask an adult for help.	• I keep my classroom tidy. • I use equipment and furniture safely and appropriately.	• I use equipment safely and appropriately.	• I only eat food in the eating areas.	• I use water responsibly.				

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Appendix 3

Effort and Behaviour Matrix

		Effort	Behaviour
A	Very High Standard	**Independently** • Remains on task • Remains focussed • Applies effort and aims for mastery / extension work • Completes set tasks • Seeks and uses teacher feedback / assistance • Adapts to any learning approach • Self assesses own work • Contributes to class discussions • Attempts difficult / new tasks • Has equipment ready to use • Is punctual • Keeps own area / equipment tidy • Presents book work neatly • Manages time effectively • Starts tasks promptly	• Been self managed in all areas (> 95% of the time) • Not attended the reflection room • Used common courtesies in all situations • Interacted appropriately in the play ground • Shown respect and consideration for others • Cooperated with others • Displayed empathy to others • Displayed positive sporting behaviours • Used appropriate conflict resolution strategies • Coped with change • Worked well with all staff and visiting teachers • Was able to work with limited supervision • No Communication Receipt Book slips
B	High Standard	**Consistently** • Remains on task • Remains focussed • Applies effort and aims for mastery / extension work • Completes set tasks • Seeks and uses teacher feedback / assistance • Adapts to any learning approach • Self assesses own work • Contributes to class discussions • Attempts difficult / new tasks • Has equipment ready to use • Is punctual • Keeps own area / equipment tidy • Presents book work neatly • Manages time effectively • Starts tasks promptly	• Been self managed in most areas. • Not attended the reflection room • Used common courtesies in most situations • Interacted appropriately in the play ground • Shown respect and consideration for others • Cooperated with others • Displayed empathy to others • Displayed positive sporting behaviours • Used appropriate conflict resolution strategies • Coped with change • Worked well with all staff and visiting teachers • Was able to work with limited supervision • No Communication Receipt Book slips
C	Expected Standard	**Usually** • Works independently without distracting others • Applies effort and works to full potential • Completes set tasks • Seeks and uses teacher feedback / assistance • Adapts to any learning approach • Self assesses own work • Contributes to class discussions • Attempts difficult / new tasks • Has equipment ready to use • Is punctual • Keeps own area / equipment tidy • Presents book work neatly • Manages time effectively • Starts tasks promptly	• Been self managed in many areas with some teacher and/or parent support • Attended the reflection room on only 1 occasion per semester • Used common courtesies in many situations • Interacted appropriately in the play ground • Shown respect and consideration for others • Cooperated with others • Displayed empathy to others • Displayed positive sporting behaviours • Used appropriate conflict resolution strategies • Coped with change • Worked well with all staff and visiting teachers • Was able to work with limited supervision • No more than 5 Communication Receipt Book slips
D	Needs Attention	**Sometimes** • Works independently without distracting others • Applies effort • Completes set tasks • Seeks and uses teacher feedback / assistance • Adapts to any learning approach • Self assesses own work • Contributes to class discussions • Attempts difficult / new tasks • Has equipment ready to use • Is punctual • Keeps own area / equipment tidy • Presents book work neatly • Manages time effectively • Starts tasks promptly	• Required teacher and parent support to be self managed. • Attended the reflection room 2-4 times • Required visits to buddy class • Been on a behaviour contract • Required regular communication between home and school to assist with behaviour choices • Been withdrawn from the yard or lessons for short periods (less than a day) • Needed reminders to use common courtesies • Needed support to interact appropriately in the playground • When prompted show respect and consideration for others • Cooperated with others when closely supervised • With support, coped with change • Found it difficult to work well with staff and visiting teachers • Has been withdrawn when a TRS is in. • More than 5 Communication Receipt Book slips

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E	Unacceptable	**Rarely** • Works independently without distracting others • Applies effort • Completes set tasks • Seeks and uses teacher feedback / assistance • Adapts to any learning approach • Self assesses own work • Contributes to class discussions • Attempts difficult / new tasks • Has equipment ready to use • Is punctual • Keeps own area / equipment tidy • Presents book work neatly • Manages time effectively • Starts tasks promptly	• Required admin support to be self managed • Attended the reflection room 5 or more times per semester • Required visits to buddy class • Been withdrawn from the yard or lessons (a day or more) • Been on a behaviour contract • Been sent home • Been withdrawn to the office for extended periods (a day or more) • Received a suspension • Needed regular reminders to use common courtesies • Regularly needed prompts to interact appropriately in the play ground • When prompted continued to struggle with showing respect and consideration for others with prompts • Cooperated with others only when closely supervised • Unable to cope with change • Found it difficult to work well with staff • Is withdrawn when TRS is present

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Appendix 4

Pomona State School

Caring, Sharing and Achieving Together

CARE FOR OUR ENVIRONMENT

- Eat only in the eating areas
- Put all litter in the bin.
- Keep grounds, building and sports areas clean and tidy.
- Look after our wildlife, trees and plants.
- Conserve our resources, e.g. electricity, water, paper.

CARE FOR SELF

- Keep yourself neat, clean and tidy.
- Wear the school uniform and closed-in shoes every day.
- Always wear a hat when outside the classroom.
- Use toilets quickly, cleanly and quietly.
- Walk on concrete areas.
- Look after your own property.
- Be positive and assertive, e.g. if you don't feel safe, move away and talk to someone you trust.

CARE FOR LEARNING

- Do the best job you can at all times.
- Listen well and seek help when you don't understand.
- Have everything you need ready before class.
- Be attentive and punctual.
- Work quietly without disturbing others.
- Keep your desk, tray and the area around your seat clean and tidy.
- Return library books and other items you borrow.
- Follow class rules and directions.

CARE FOR OTHERS

- Keep your hands and feet to yourself.
- Look after other's property when you borrow something.
- Leave other people's property alone.
- If travelling on the bus, stay seated and follow the driver's instructions.
- Allow others to be safe by playing safely, e.g. leave sticks, stones and other dangerous object on the ground.
- Talk in positive ways about others – harassing others is never acceptable.
- Be a good sport.
- Work and play fairly.

Pomona State School

Caring, Sharing and Achieving Together

CARE FOR OUR ENVIRONMENT

CARE FOR SELF

CARE FOR LEARNING

CARE FOR OTHERS

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Appendix 5

The Use of Personal Technology Devices at Pomona State School

This policy reflects the importance Pomona State School places on students demonstrating our 4 "Care For" expectations whenever they are using personal technology devices.

In this document, Personal Technology Devices includes, but is not limited to, games devices (such as Portable gaming devices, laptop computers, PDAs, Blackberrys®, 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.

Certain Personal Technology Devices Banned From School

Students must not bring valuable personal technology devices like cameras, digital video cameras or MP3 players to school as there is a risk of damage, theft or breach of personal privacy. Such devices will be confiscated by school staff and may be collected at the end of the day from the school office. Breaches of this prohibition may result in discipline.

Mobile Telephones

This school understands that many parents provide their children with personal mobile telephones. Phones that are brought to school must be left at the school office, because use of personal phones during school hours is not permitted. Students will sign the phones into the office on arrival at school, and then sign for them at the end of the school day.

Confiscation

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.

Recording voice and Images

Every member of the Pomona State 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.

There may be opportunities for students to use recording devices provided by the school as part of their studies, e.g. digital cameras, video cameras or voice recording devices. Use of Departmental recording devices is only permitted when expressed consent is provided by the class teacher.

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). A student at school who uses a technology device to record private conversations, or violent, illegal or embarrassing matter capable of bringing the school into public disrepute is considered to be in breach of this policy.

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Education Queensland does not tolerate bullying behaviour at schools. This includes bullying conducted by electronic means. Even where consent is obtained for recording, the school will not tolerate such images or sound 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

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.

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

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

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.

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Appendix 6

A graduated process of support and intervention for managing inappropriate student behaviour in the classroom

Each teacher has their own style of classroom management. The year level of the students is also taken into account, however in the interests of consistent and fair procedures; staff use the following steps as guidelines. The prerequisites are negotiated class rules, quality curriculum, respectful class culture, and a trusting and supportive class environment.

Pomona State School

Minor Behaviour Consequences

ESCM's
Use the 10 Essential Skills for Classroom Management.

↓

Giving a Choice
Restate classroom expectations and give the student a choice and time to correct their poor behaviour choices.

↓

Follow Through
Thank student for displaying expected behaviour. Or if behaviour continues move to next step.

↓

Formal Warning
Remind student of classroom expectations.
Name moved on to green square.

↓

Second Warning
Remind student of classroom expectations. Last chance offered to make good behaviour choices.
Name moved on to orange square.

↓

Buddy Class
Student sent to nominated buddy class. With Buddy Class Sheet.
Name moved on to red square.

↓

Lunch time Reflection
Student reflection sheet must be completed by teacher and student. A copy will then be sent home for parent to sign and return to the office.
Incident recorded on OneSchool.

↓

Restitution/Logical Consequence
Student must apologise to teacher and class for their inappropriate behaviour.

↓

Parental/Carer Contact AND Referral to Deputy Principal
If student attends lunchtime reflection 3 times in one week. Parent/Carer is called and One School incident is referred to Principal.

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Appendix 7

A graduated process of support and intervention for managing inappropriate student behaviour in non-classroom settings.

1. The supervising adult redirects student with a respectful, friendly request. Then turns away and continues moving about the area. The body language of turning away shows that the teacher expects the request to be carried out. Request made in positive terms, eg. 'Walk thank you', rather than 'Stop running'.
2. The supervising adult may use a further redirection such as 'What are you doing? What would you be doing if you were following our rules?'
3. The supervising adult counsels student using self-evaluation questions such as:
    a. What do you want to happen when you are choosing that behaviour?
    b. Is what you're doing getting you what you want?
    c. What else could you do?
    d. So, what's your plan?
    e. Complete a Communication Receipt Book slip at the discretion of the supervising adult.
4. Student timed out of play to cool down (e.g. sit on a seat or walk with adult) for a five to ten-minute period.
5. Removal from playground for a period of time. Parents/caregivers informed.
6. Student to Reflection Room for the next break where a teacher helps students through a counselling process. Parents/Caregivers informed through a letter.
7. Referral to Student Support Team or Administration for counselling. Parents/caregivers informed.
8. Sent home, voluntary parent/caregiver withdrawal. Return to school when ready to make better choices. Students to report to the Principal or Deputy Principal on return to school
9. Suspended from school for specified period e.g. one to five days or six to twenty days). Written records and reports need to be kept by the class teacher, Student Support Teacher and the Administration team to support these decisions
10. Suspended from school with recommendation to exclude.

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In cases of extreme behaviour, consequences will be applied from a higher level before all steps have been taken at a lower level.

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Appendix 8

A graduated process of support and intervention for managing inappropriate student behaviour on day trips, camps and excursions.

1. The supervising adult redirects student with a respectful, friendly request. Then turns away and continues moving about the area. The body language of turning away shows that the teacher expects the request to be carried out. Request is made in positive terms, e.g. 'Walk thanks', rather than 'Stop running'.
2. The supervising adult may use a further redirection such as 'What are you doing? What would you be doing if you were following our rules?'
3. The supervising adult counsels student using self-evaluation questions such as:
    a. What do you want to happen when you are choosing that behaviour?
    b. Is what you're doing getting you what you want?
    c. What else could you do?
    d. So, what's your plan?
4. Student timed out in a safe place if possible (e.g. sit on a seat or walk with adult).
5. Parents/caregivers informed and requested to collect their child from the venue. Teachers will negotiate this with the school's administration team prior to contacting parents. Administration to contact parents.
6. Student referred to Reflection Room on return to school where a teacher helps students through a counselling process. Parents/Caregivers informed through a letter.
7. Referral to Student Support Team or Administration for counselling. Parents/caregivers informed.
8. Sent home, voluntary parent / caregiver withdrawal. Return to school when ready to make better choices. Students to report to the Principal or Deputy Principal on return to school
9. Suspended from school for specified period e.g. one to five days or six to twenty days). Written records and reports need to be kept by the class teacher, Student Support Teacher and the Administration team to support these decisions
10. Suspended from school with recommendation to exclude.

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In cases of extreme behaviour, consequences will be applied from a higher level before all steps have been taken at a lower level.

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Appendix 9a - Parents

WORKING TOGETHER TO KEEP POMONA STATE SCHOOL SAFE

We can work together to keep knives out of school. At Pomona State School:

- Every student has the right to feel safe and be safe at school.
- No knives are allowed to be taken to school by students.
- There is no reason for a student to have a knife at school, and it is against the law for a student to have a knife at school.

If a student has a knife a school, they can expect serious consequences, such as fines and possibly jail. Longer jail sentences can be given to young people if someone is injured with a knife during an assault.

What kinds of knife are banned?

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

The principal can take tough action against a student who brings a knife to school.

- If a student has a knife at school, principals can inform the police.
- Possessing a knife at school may result in serious disciplinary consequences including suspension.
- Police can search a student and their property at school if they suspect a student has a knife.
- A student may be charged with a criminal offence and may face serious consequences if convicted, including a fine or jail.
- School property such as desks or lockers may be searched if the principal suspects that a student has a knife on or in school property.
- If the principal suspects the student has a knife in their bag, the bag may be temporarily confiscated until police arrive.
- If the student does have a knife at school, it can be confiscated by the principal and given to the police.

How can parents help to keep Pomona State School safe?

- Make sure your child knows what the laws and rules are about knives.
- Do not include knives or knife tools in children's lunch boxes, pencil cases or craft kits.
- Contact the school principal if you believe your child is being bullied or threatened at school.
- If you want to talk about students and knives at school, please contact the principal.

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Appendix 9b - Students

WORKING TOGETHER TO KEEP POMONA STATE SCHOOL SAFE

We can work together to keep knives out of school. At Pomona State School:

- Every student has the right to feel safe and be safe at school.
- There is no reason for a student to have a knife at school.
- No knives are allowed to be taken to school by students.
- It is against the law for a student to have a knife at school.
- A student that has a knife at school can receive very serious consequences.

What kinds of knife are banned?

You are not allowed to have any type of knife at school including:

- flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives or craft knives
- any item that can be used as a weapon, for example, a chisel.

If you need a knife or tools for school subjects, school staff will provide them and supervise their use.

What will happen if I bring a knife to school?

- If you have a knife at school, the principal may call the police.
- Police can search you and your property at school if they think you have a knife.
- If you have a knife at school, you may be disciplined. You will almost certainly be suspended.
- You may be charged with a criminal offence and face serious consequences if convicted, including a fine or jail.
- School property such as desks or lockers can be searched if the principal suspects that you have a knife on or in school property.
- If the principal thinks you have a knife in your bag, the bag can be confiscated until police arrive.
- If you have a knife at school, it can be confiscated by the principal and given to the police.
- You may face serious disciplinary consequences if you bring a knife to school.

How can I help to keep Pomona State School safe?

- Make sure you know the laws and rules about knives.
- Ask your parents not to put knives or knife tools in your lunch box, pencil case or craft kit.
- Contact your teacher if you are being bullied or threatened at school.
- Immediately tell a teacher or adult if you think someone has a knife at school, or if they say they will bring a knife to school.
- Immediately tell a teacher if a student is threatening anyone with an object that could injure them.

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Appendix 10

POMONA STATE SCHOOL

Critical Behaviour Management Plan

General classroom behaviour management procedures in line with Pomona State School's Responsible Behaviour Document.

- Redirect
- Warning
- Counselling
- Choices
- Thinking Time

Student becomes violent

Student refuses to leave the room and go to the office.

Teacher instructs the class to stand and quietly leave the room and assemble in the....
(individual location depending on class location in school).

Class teacher calmly restates the request to leave the room. The student is informed that the office will need to be called if s/he does not go to the office immediately.

Teacher sends two students to Admin block with 'Assistance Required' card.

Request not followed

Student leaves the room and makes their way to the office.

Request followed

Teacher reassures class while maintaining visual contact with student. (If possible)

Admin Officer notifies:

- Deputy Principal/Principal
- HOC
- Teacher Leader

Teacher phones to inform admin staff (ext. 220) student is on their way.

School Leader assumes control of situation.
Class teacher remains with class.

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