

# MIDDLE PARK STATE SCHOOL



## Independent Public School



2016 – 2018

Be Safe, Be Caring, Be A Learner

## RESPONSIBLE BEHAVIOUR PLAN FOR STUDENTS

<https://middparkss.eq.edu.au>



# Middle Park State School

## Responsible Behaviour Plan for Students

based on *The Code of School Behaviour*

### 1. Purpose

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

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

### 2. Consultation and data review

Middle Park State School developed this plan in collaboration with our school community. Broad consultation with the whole school community including parents, staff (culture team, leadership team, year level teams) and students was undertaken through consultation with the whole school community in 2015.

A review of important data sets relating to attendance, unexplained absences, suspensions and exclusions, behaviour incidents including bullying and cyber bullying informed the development process, and other inappropriate online behaviour including inappropriate use of mobile phones or other electronic devices from 2009 to date.

The Plan was endorsed by the Principal, the President of the P&C and Assistant Regional Director in January 2016, and will be reviewed in 2018 as required in legislation.

### 3. Learning and behaviour statement

All areas of Middle Park State School are learning and teaching environments. We consider the Responsible Behaviour Plan to be an opportunity for valuable social learning as well as a means of maximising the success of student learning programs.

Our Responsible Behaviour Plan outlines our system for facilitating positive behaviours and responding to inappropriate and unacceptable behaviours. Through our school plan, shared expectations for student behaviour are documented so that they are accessible, visible and transparent to the whole school community, assisting Middle Park 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 understanding of their role in the teaching learning process.

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At Middle Park State School we enact our school motto, *Each to Succeed*. We believe that all students will reach their full potential. We will improve educational outcomes for all by setting high expectations, using data to inform teaching and learning and by fostering positive relationships. Our school community has identified the following school rules to teach and promote our high standards of responsible behaviour:

- **Be safe**
- **Be caring**
- **Be a learner**

Our school rules 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*.

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

##### Universal Behaviour Support

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

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

SCHOOLWIDE EXPECTATIONS TEACHING MATRIX						
	ALL AREAS	CLASSROOM	PLAYGROUND	PATHWAY/STAIRS	TOILETS	BUS LINES/BIKE RACKS
BE SAFE	<ul style="list-style-type: none"> <li>Wait your turn</li> <li>Keep hands, feet and objects to yourself</li> <li>Use equipment safely</li> <li>Prep students are to be supervised by parents before school until classes open at 8.50am in the Prep Area</li> <li>Any Year 1-6 students arriving before school between 8 - 8.30am MUST sit quietly in the Lower Under Cover Area and can move to their classrooms at 8.30am</li> </ul>	<ul style="list-style-type: none"> <li>Enter and exit room in an orderly manner</li> <li>Use equipment safely</li> <li>Put things away after use</li> <li>Keep work space tidy</li> <li>When delivering messages/ tuckshop the blue 'messenger' lanyard must be worn</li> <li>If leaving the classroom for a negotiated break, the red 'break space' lanyard must be worn</li> </ul>	<ul style="list-style-type: none"> <li>Use equipment safely</li> <li>Walk on the concrete</li> <li>Obey all safety rules at the school</li> <li>Wear shoes and socks at all times</li> <li>Be sun safe; wear a designated school hat</li> <li>Play on playgrounds supervised by teachers in school hours</li> </ul>	<ul style="list-style-type: none"> <li>Keep passage ways clear at all times</li> <li>Keep to the left of blue dotted lines</li> <li>Use handrails and stairs appropriately</li> </ul>	<ul style="list-style-type: none"> <li>Wash hands</li> <li>Walk</li> <li>Move away from the area after use</li> <li>When accessing the toilet during class time the yellow 'messenger' lanyard must be worn.</li> </ul>	<ul style="list-style-type: none"> <li>Wait your turn</li> <li>Keep your belongings with you</li> <li>Wait inside school grounds after school</li> <li>Walk bike/scooter within the school grounds</li> </ul>
BE CARING	<ul style="list-style-type: none"> <li>Use respectful, polite language</li> <li>Respect others' personal space and property</li> <li>Care for equipment</li> <li>Clean up after yourself</li> </ul>	<ul style="list-style-type: none"> <li>Walk</li> <li>Whole body listening when seated on the carpet</li> <li>Raise your hand to speak</li> <li>Respect others' right to learn</li> <li>Talk in turns</li> <li>Be a good listener</li> </ul>	<ul style="list-style-type: none"> <li>Participate in school approved games</li> <li>Play fairly – take turns, invite others to join in and follow rules</li> <li>Care for the environment</li> </ul>	<ul style="list-style-type: none"> <li>Carry items</li> <li>Walk quietly and orderly so that others are not disturbed</li> </ul>	<ul style="list-style-type: none"> <li>Respect privacy of others</li> </ul>	<ul style="list-style-type: none"> <li>Use own bike/scooter only</li> </ul>
BE A LEARNER	<ul style="list-style-type: none"> <li>Ask permission to leave the classroom</li> <li>Be on time</li> <li>Be in the right place at the right time</li> <li>Follow instructions immediately</li> </ul>	<ul style="list-style-type: none"> <li>Be prepared</li> <li>Complete set tasks</li> <li>Take an active role in classroom activities</li> <li>Be honest</li> <li>Be a good listener</li> <li>Respect the teacher's right to teach</li> </ul>	<ul style="list-style-type: none"> <li>Be a problem solver</li> <li>Return equipment to sports shed/ hall on first bell</li> <li>Return to classroom on first bell</li> </ul>	<ul style="list-style-type: none"> <li>Move quietly through school</li> </ul>	<ul style="list-style-type: none"> <li>Use toilets during breaks</li> </ul>	<ul style="list-style-type: none"> <li>Leave school promptly</li> </ul>

Middle Park State School implements the following proactive and preventative processes and strategies to support student behaviour:

- The whole school community is informed of school behaviour expectations via assemblies, school newsletters, emails and our electronic sign board.
- School Leadership Team, Culture Committee and Student Support Team members regularly provide information to staff and parents, and support each other by sharing successful practices.
- Comprehensive induction programs are delivered outlining the 'Middle Park State School Responsible Behaviour Plan for Students' to new students and relief staff.
- Staff participation in Professional Development programs addressing proactive and preventative processes and strategies in the area of positive behaviour support.
- Individual Positive Behaviour Support Plans and Traffic Light Support Plans are developed with students, parents and relevant specialists (for those students who demonstrate repeated inappropriate or unacceptable behaviour). These provide a differentiated, personal framework of positive behaviour expectations and actions enabling staff to provide consistent strategies or adjustments across all learning environments.
- Implementation of specific policies to address:
  - The use of personal property technology devices at school (Appendix 2 *Appropriate Use of Mobile Telephones and other Electronic Equipment by Students*).
  - Procedures for preventing and responding to incidents of bullying (including cyberbullying and recording incidents for data collection) (Appendix 3).
  - Procedures regarding the use or possession of weapons including knives and any other items that could be considered a weapon in school (Appendix 4).

### **Reinforcing expected school behaviour**

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

### Middle Park State School SAS:

This is a behaviour marker used to gain attention for instruction and or direction. It is based on reward, there are no punitive measures (Appendix 7).

### School Wide Positive Behaviour Processes

Staff are implementing a number of positive approaches to the support of School Wide Positive Behaviour Processes. These include:

#### *Within Classroom*

- Individual classroom reward systems are negotiated by the classroom teacher and students at the beginning of each term/semester.
- "Best Class" Award for Upper and Lower school – these are presented by the School Principal at assembly. This award acknowledges the whole class following school expectations.
- "You Can Do It" certificates are awarded by classroom teachers to students who demonstrate consistency in one of the Five Keys for Success. These certificates are presented on assemblies and recorded on OneSchool.

- “You Can Do It” postcards are awarded by classroom teachers to students who demonstrate consistency across two or more of the Five Keys for Success. These are posted in the last week of each term and recorded on OneSchool.

#### *Within the Playground*

- Each Staff member hands tokens to students they observe following school behaviour expectations in the playground. When students are given a token they give it to their class teacher who then places it in the class collection jar (beehive). The class with the largest number of tokens at the end of each fortnight has the honour of hosting the mascot for the following fortnight. The class who has been awarded the “Be Amazing Award” will be presented with ice-blocks. A photo of the class with the mascot is displayed in a prominent position.

### **Responding to unacceptable behaviour**

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

#### Re-directing low-level and infrequent problem behaviour

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

Our preferred way of re-directing low-level problem behaviour is to ask them how they might be able to act more safely, more respectfully or more responsibly. This encourages students to reflect on their own behaviour, evaluate it against expected school behaviour, and plan how their behaviour could be modified to align with the expectations of our school community. This is represented through the Classroom Traffic Light system and the modified Specialist Traffic Light system (Appendix 1).

## **Targeted behaviour support:** A Continuum of Support for All

Each year a small number of students at Middle Park State School are identified as needing extra behaviour support. In most cases the inappropriate or unacceptable behaviour may not be immediately regarded as severe. However, the frequency of their behaviours puts these students' learning and social success at risk and it is intended that it be addressed in a timely manner as follows;

**TIER ONE:** (Student and Class Teacher) Students attend their normal scheduled classes and activities with appropriate adjustments if required. These adjustments will be documented in a Traffic Light Support Plan, managed by the classroom teacher. These adjustments endeavour to increase daily opportunities to receive positive contact with adults, additional support from mentors and increased opportunities to receive positive reinforcement for appropriate behaviours.

**TIER TWO:** (Student, Class Teacher and Admin) This level of support is coordinated by a school-based team (Student Support Team) with active administrator support and staff involvement. Where the Traffic Light Plan is not affecting a positive change in the student's behaviour the student is then referred to the Student Support Team for Tier 2 support. This involves an Individual Positive Behaviour Support Plan in which the 'process' is managed by the Deputy Principal and the Classroom Teacher remains as the 'case manager'. The Individual Positive Behaviour Support Plan is a comprehensive plan that has a wrap-around approach involving Support Staff and Programs that may be required in or out of the classroom.

**TIER THREE:** (Admin, Guidance Officer, Inclusion Teacher and Classroom Teacher) Where the Individual Positive Behaviour Support Plan is not affecting a positive change in the student's behaviour, the student will be referred to Tier 3 Support by the Student Support Team. When the student's behaviour indicates a need for specialised intervention the school Guidance Officer and key staff will develop a more intensive Individual Positive Behaviour Support Plan that may require the involvement of outside support agencies e.g. Kids In Mind.

## **5. Consequences for inappropriate or unacceptable behaviour**

Middle Park State School makes systematic efforts to prevent inappropriate or unacceptable behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When these behaviour incidents occur, it is important that consequences are predictable. Our school seeks to ensure that responses to inappropriate or unacceptable behaviour are consistent and proportionate to the nature of the behaviour.

An office referral form (Appendix 5) is used to refer persistent or problem behaviour in the classroom when the Traffic Light System has not been successful in redirecting a student. The office referral form may also be used in the playground for high level or unsafe behaviour. These incidents are recorded on OneSchool.

### **Minor and major behaviours**

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

- **Minor** behaviour incidents are handled by staff members at that point in time.
- **Major** behaviour incidents are referred immediately to the school Administration team.

**Minor** problem behaviours are those that:

- Are minor breaches of the school rules.
- Do not seriously harm others or cause you to suspect that the student may be harmed.
- Do not violate the rights of others in any other serious way.
- Are not part of a pattern of inappropriate behaviours.

- Do not require involvement of specialist support staff or Administration.

**Minor** problem behaviours may result in the following consequences:

- A minor consequence logically connected to the inappropriate behaviour, such as complete removal from an activity or event for a specified period of time, partial removal (time away), individual meeting with the student, apology, restitution or detention for work completion.
- A re-direction process where a staff member takes the student aside and:
  1. names the behaviour that student is displaying,
  2. asks student to name expected school behaviour,
  3. states and explains expected school behaviour if necessary,
  4. gives positive verbal acknowledgement for expected school behaviour.

**Major** behaviours are those that:

- Significantly violate the rights of others.
- Put others / self at risk of harm.
- Require the involvement of school Administration for repetitive minor behaviours.

**Major** behaviours result in an immediate referral to school Administration because of their seriousness. When major unacceptable behaviour occurs, staff members calmly state the behaviour and remind the student of expected school behaviour. The staff member then escorts the student to Administration. A report of the student's behaviour is recorded on a referral sheet and entered on OneSchool.

Major unacceptable behaviours may result in the following consequences:

- **Level One:** Time out, Reflection Room, (see [Safe, Supportive and Disciplined School Environment](#) for further details) loss of privilege, restitution, warning regarding future consequence for repeated or persistent inappropriate behaviour.  
AND/OR
- **Level Two:** Parent contact, referral to Guidance Officer, referral to Student Support Team, referral for specialist behaviour services, suspension from school, behaviour improvement conditions.
- **Level Three:** Students who engage in serious unacceptable behaviours such as major violent physical assault or the use/supply or possession of weapons (including knives) or drugs, may receive a Behaviour Improvement Condition or a School Disciplinary Absence (suspension or proposal/recommendation for exclusion) as a consequence of unacceptable behaviour.

### Definition of consequences\*

<b>Time out</b>	A principal or school staff may use time out as a strategy for students to manage their own behaviour and to assist the student to calm down.  During time out, the student is to be supervised and given an opportunity to re-join class in intervals of no more than 10 minutes.
<b>Reflection Room</b>	A principal or teacher may use the reflection room as a consequence for disobedience, misconduct, or other breaches of school expectations.  A reflection room visit is no more than 20 minutes during school lunch.
<b>Temporary Removal of Property</b>	A principal or staff member of Middle Park State School has the power to temporarily remove property from a student, as per the procedure <a href="#">Temporary Removal of Student Property by School Staff</a> .
<b>School Disciplinary Absences (SDA)</b>	
<b>Suspension</b>	A principal may suspend a student from school under the following circumstances: <ul style="list-style-type: none"> <li>▪ disobedience by the student,</li> <li>▪ misconduct by the student,</li> <li>▪ conduct that is prejudicial to the good order and management of the school.</li> </ul>

<b>Behaviour Improvement Condition</b>	<p>A 'Behaviour Improvement Condition' may be imposed if the principal is reasonably satisfied that the student has engaged in behaviour that warrants the grounds for exclusion, or other conduct that is so serious, that suspension of the student from school is inadequate to deal with this behaviour.</p> <p>A <i>Behaviour Improvement Condition</i> requires the student to undertake a behaviour management program arranged by the school's principal. The program must be:</p> <ul style="list-style-type: none"> <li>▪ reasonably appropriate to the challenging behaviour,</li> <li>▪ conducted by an appropriately qualified person,</li> <li>▪ designed to help the student not to repeat the challenging behaviour,</li> <li>▪ no longer than three months.</li> </ul>
<b>Proposed exclusion or recommended exclusion</b>	<p>A student may be suspended pending a decision to exclude when the student's behaviour is so serious that suspension of the student from the school would be inadequate to deal with the behaviour. A student may be suspended or excluded for the following reasons:</p> <ul style="list-style-type: none"> <li>▪ disobedience,</li> <li>▪ misconduct,</li> <li>▪ other conduct that is prejudicial to the good order and management of the school, or</li> <li>▪ breach of Behaviour Improvement Conditions.</li> </ul>

\*Refer to departmental procedure [Safe, Supportive and Disciplined School Environment](#) for further details.

### The following table outlines examples of minor and major behaviour incidents\*

	Area	Minor	Major
<b>Be Safe</b>	Movement around school	<ul style="list-style-type: none"> <li>▪ Running on concrete or around buildings.</li> <li>▪ Running in stairwells.</li> <li>▪ Not walking bike in school grounds.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Leaving class group.</li> </ul>
	Play	<ul style="list-style-type: none"> <li>▪ Incorrect use of equipment.</li> <li>▪ Not playing school approved games.</li> <li>▪ Playing in toilets.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Throwing objects with the intent to harm others or property.</li> <li>▪ Possession of weapons.</li> </ul>
	Physical contact	<ul style="list-style-type: none"> <li>▪ Minor physical contact (e.g.: pushing and shoving).</li> </ul>	<ul style="list-style-type: none"> <li>▪ Serious physical aggression.</li> <li>▪ Fighting.</li> </ul>
	Correct Attire	<ul style="list-style-type: none"> <li>▪ Not wearing a hat in playground.</li> <li>▪ Not wearing shoes outside.</li> </ul>	
	Rubbish	<ul style="list-style-type: none"> <li>▪ Littering.</li> </ul>	
	Other		<ul style="list-style-type: none"> <li>• Weapons including knives and any other items which could be considered a weapon being taken to school.</li> <li>▪ Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school.</li> </ul>
<b>Be Caring</b>	Be inclusive	<ul style="list-style-type: none"> <li>▪ Excluding students from games.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Repeated bullying.</li> <li>▪ Racial language or actions.</li> </ul>
	Follow instructions	<ul style="list-style-type: none"> <li>▪ Low intensity failure to respond to adult request.</li> <li>▪ Non compliance.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Non-compliance when safety cannot be guaranteed.</li> </ul>
	Accept outcomes for behaviour	<ul style="list-style-type: none"> <li>▪ Minor dishonesty.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Major dishonesty that impacts on others.</li> </ul>
	Mobile Phone or personal technology devices	<ul style="list-style-type: none"> <li>▪ Mobile phone switched on in any part of the school at any time without authorisation (written permission from an authorised staff member).</li> </ul>	<ul style="list-style-type: none"> <li>▪ Use of a mobile phone in any part of the school for voicemail, email, text messaging or filming purposes without authorisation.</li> <li>▪ Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school.</li> </ul>
	Language	<ul style="list-style-type: none"> <li>▪ Inappropriate language (written/verbal).</li> <li>▪ Calling out.</li> <li>▪ Poor attitude.</li> <li>▪ Disrespectful tone.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Offensive language.</li> <li>▪ Aggressive language.</li> <li>▪ Verbal abuse / directed profanity.</li> </ul>
<b>Be A Learner</b>	Class tasks	<ul style="list-style-type: none"> <li>▪ Task avoidance.</li> <li>▪ Work refusal.</li> </ul>	
	Being in the right place	<ul style="list-style-type: none"> <li>▪ Not being punctual (e.g.: lateness after breaks).</li> <li>▪ Not in the right place at the right time.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Leaving class without permission (out of sight).</li> <li>▪ Leaving school without permission.</li> </ul>
	Property	<ul style="list-style-type: none"> <li>▪ Petty theft.</li> <li>▪ Lack of care for the environment.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Stealing / major theft.</li> <li>▪ Wilful property damage.</li> <li>▪ Vandalism.</li> </ul>
	Others	<ul style="list-style-type: none"> <li>▪ Not playing fairly.</li> <li>▪ Minor disruption to class.</li> <li>▪ Minor defiance.</li> <li>▪ Minor bullying.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Major bullying.</li> <li>▪ Major disruption to class.</li> <li>▪ Blatant disrespect.</li> <li>▪ Major defiance.</li> <li>▪ Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school.</li> </ul>

\*Please note that this is not an exhaustive list. Other behaviours will be dealt with as appropriate.

## Relate inappropriate or unacceptable behaviour to expected school behaviours

When responding to inappropriate or unacceptable behaviours, staff members ensure that students understand the relationship of the behaviour to expected school behaviour. One method that staff members might use to achieve this is to have students;

- articulate the relevant expected school behaviour (Middle Park State School rules),
- explain how their behaviour differs from expected school behaviour (Middle Park State School rules),
- describe the likely consequences if the problem behaviour continues and,
- identify what they will do to change their behaviour in line with expected school behaviour (Middle Park State School rules).

Should an inappropriate or unacceptable behaviour be repeated, the staff member will ask the student e.g.

### **Restorative Questions**

What happened?

What should you have been doing? (What are our rules?)

What can you do to fix this problem?

What help do you need to fix this? (keep the problem small)

What is the plan?

## Ensuring consistent responses to inappropriate or unacceptable behaviour

At Middle Park State School, staff members have been trained in Non-violent Crisis Intervention (NCI) to help them understand the process of behaviour escalation. Staff are trained to intervene safely using Verbal Intervention strategies and Personal Safety Techniques when behaviour becomes dangerous. Through training activities, we work to ensure consistent responses to behaviour incidents across the school.

Students also receive training about how to respond when other students display inappropriate or unacceptable behaviour. The courteous way to respond when a staff member redirects a student's behaviour is taught and rehearsed to reduce the impact of peer engagement in the behaviour incident.

Student disciplinary absences (suspension and exclusion) may be used;

- in the event of a serious, one-off behaviour incident or
- after consideration has been given to all other responses.

## **6. Emergency situation or critical incident responses**

It is important that all staff have a consistent understanding of how to respond to emergency situations or critical incidents involving severe unacceptable behaviour. This consistency ensures that actions taken are responsive to the safety and well-being of students and staff.

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 unacceptable behaviour** is defined as behaviour of such intensity, frequency, or duration that the physical safety and well-being of the student or others is likely to be placed at serious risk.

## Immediate Strategies

- Avoid escalating the unacceptable 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 situation or incident, 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.

## Reinforcement and Correction Strategies

- 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 unacceptable behaviour then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour.

## Follow Up Strategies

- Restore normal school operations as soon as possible.
- Provide post incident opportunities that include:
  - Assisting any distressed student/s to access appropriate support, e.g. counselling by trained personnel, contact with preferred personnel, safe areas, preferred activities.
  - Assisting the individual 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.
  - Recording a reflection or individual learning plan to assist the student to develop a personal framework of expectations and appropriate actions.

## **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
- poses an immediate danger to him/herself or to others.

Appropriate physical intervention may be used to ensure that Middle Park State School's staff demonstrate a duty of care to protect students and staff from foreseeable risks of injury. 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 as a last resort.

Physical intervention can involve coming between students, blocking a student's path, leading a student by the hand/arm, redirecting 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 or compliance.
- Physical intervention must only be used as a last resort when the risk of harm to self or others is greater than the risk of restraint.
- 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 the classroom or the school, unless student safety is clearly threatened.

School staff are responsible for using physical restraint:

- As an immediate or emergency response.
- As part of student's individual plan, including prevention of self-harming behaviours.
- When other options have been considered, such as allowing the student to withdraw or move away, or removing other people from the situation.
- After considering the welfare of student, staff and other students.
- With such force as is [reasonable under the circumstances](http://www.legislation.qld.gov.au/LEGISLTN/CURRENT/C/CriminCode.pdf) (<http://www.legislation.qld.gov.au/LEGISLTN/CURRENT/C/CriminCode.pdf> ).
- In conjunction with teaching and reinforcement of alternative appropriate behaviour.

### **Record keeping**

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

- School Incident Report (Appendix 6)
- Student Record of Incident (as per process for Natural Justice).

## **7. Network of student support**

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

- Parents
- Teachers
- Support Staff
- Administration Staff
- Guidance Officer
- Advisory Visiting Teachers
- Senior Guidance Officer
- School Chaplain
- School Based Police Officer

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

- Disability Services Queensland
- Child and Youth Mental Health
- Queensland Health
- Department of Communities (Child Safety Services)
- Police
- Local Council

## 8. Consideration of individual circumstances

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

Middle Park State School considers the individual circumstances of students when applying support and consequences by:

- promoting an environment which is responsive to the diverse needs of its students,
- establishing procedures for applying fair, equitable and non-violent consequences for infringement of the code ranging from the least intrusive sanctions to the most stringent,
- recognising and taking into account information relevant to the students' age, gender, disability, cultural background, socioeconomic situation, mental health and wellbeing, emotional state (such as individualised support plan or individual education plan), and
- recognising the rights of all students to:
  - express opinions in an appropriate manner and at the appropriate time
  - work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation
  - receive adjustments appropriate to their learning and/or impairment needs
  - provide written or verbal statements that will be taken into consideration in the decision making processes
  - ensure that processes maintain the dignity, respect, privacy and confidentiality of the student, consistent with the rights of the rest of the community.

## 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

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

## 12. Endorsement



Principal



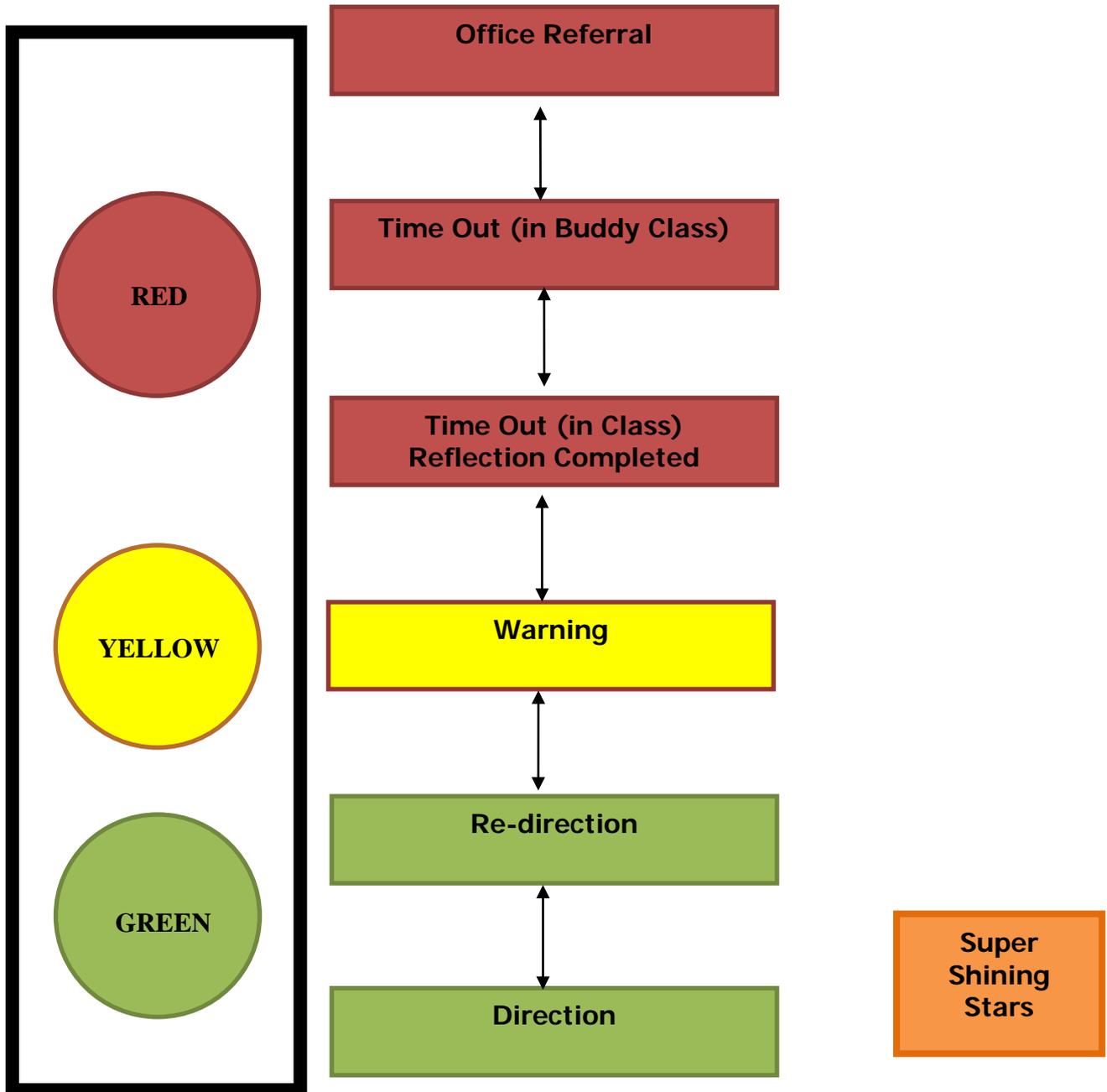
P&C President



Assistant Regional Director

**Effective Date: 01 January 2016 to 31 December 2018**

# Traffic Lights



**EACH TO SUCCEED**  
(All Students Names)

All students start each session with their names at '**Each to Succeed**'.

Teachers set behaviour expectation for the session - e.g. independent working time, small group work.

### Green light

1. When the student does not meet the expectation (e.g. talking inappropriately during independent work), the student's name will be moved from "**Each to Succeed**" to "**Direction**".
2. From here, the student's name will move up the traffic lights if behaviour choices are inappropriate.
3. When a child chooses not to meet the expectation again, the student's name will be moved to "**Redirection**".

### Yellow light

1. When the child chooses to not follow the "**Redirection**", the student's name will be moved to "**Warning**". The student is reminded that the next step is time out and they need to be making better choices.

### Red light

- When the child chooses not to follow the "**Warning**", the student's name will be moved to "**Time out (in class)**". The student is directed to the time out area where he/she is given a reflection sheet to be completed.
- When the child has returned from class time out and is again non-compliant the student's name will be moved to the red step card labelled, "**Time out (in behaviour buddy class)**".
- The classroom teacher contacts the buddy class teacher and alerts them that the student will be sent to their class where he/she is given further reflection time (thinking) guided by the 5 questions displayed at your time out place. "*What were you doing? What should you be doing? What can you do to fix this? What help do you need? What's the plan?*".
- Further refusal to meet behaviour expectation will result in an Office Referral either by the 'behaviour buddy class teacher' or the class teacher.

### Office referral

Owing to continued and escalating behaviour the student has now been referred to the office. The teacher will phone the principal/ deputy principal and the child will be sent to the office.

### If a student chooses to follow directions and modifies behaviour

The traffic light process also recognises a student demonstrating a positive attitude, this results in the teacher directing a student **back down** the traffic lights when good choices are made. In taking this step, the teacher has the opportunity to give positive feedback and the student has control over the choices they make.

### Super Shining Star

A child who demonstrates exemplary behaviour during a session/day will be moved to '**Super Shining Star**'. '**Super Shining Star**' also provides the teacher an opportunity for special praise when a student is able to correct behaviour 'fix the problem' quickly.

## Appendix 2

### Appropriate Use of Mobile Telephones and other Electronic Equipment by Students

This policy reflects the importance the school places on students displaying courtesy, consideration and respect for others whenever they are using personal technology devices. At Middle Park State School students should meet the following expectations:

<b>Be Safe</b>	<b>Carrying device carefully</b> <b>Have an appropriate cover</b> <b>Access appropriate content only</b> <b>Keep passwords private</b> <b>Get permission before posting online</b> <b>Report any inappropriate content or interactions</b> <b>Devices to be accessed only under supervision</b> <b>Devices locked away when not in use (before/after school and lunch breaks)</b>
<b>Be Caring</b>	<b>Respect others privacy</b> <b>Always ask for permission before photographing or filming others</b> <b>Keep all peer interactions positive</b> <b>Care for equipment</b> <b>Ensure technology is ready for the next use – logged off, charged and stored correctly</b>
<b>Be a Learner</b>	<b>Use only school approved apps/programs/websites</b> <b>Be a problem solver</b> <b>Be in the right app/program/website at the right time</b> <b>Photos and music must be school approved before use</b> <b>Use apps/programs/websites for intended learning purpose</b>

### 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 or theft. 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 disciplinary consequences.

### Confiscation

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

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

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

### Personal Technology Device Etiquette

Bringing personal technology devices to school is not encouraged by the school because of the potential for theft and general distraction and/or disruption associated with them. However, if they are brought to school, they must be turned off and out of sight during assemblies or classes.

Personal technology devices may be used at morning tea and lunch breaks and before and after school.

### **Recording voice and Images**

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

We uphold the value of trust and the right to privacy at Middle Park State School. Students using personal technology devices to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks etc) to disseminate to others (including distribution by phone or internet posting) build a culture of distrust and disharmony.

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

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

A school student 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<sup>1</sup>, 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

Breach of this policy may be subject to discipline (including suspension and proposal/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 the Queensland Police Service.

### **Text communication**

The sending of text messages that contain obscene language and/or threats of violence may amount to bullying and/or harassment or even stalking, and will subject the sender to discipline

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<sup>1</sup> Education Queensland does not tolerate bullying behaviour at schools. This includes bullying conducted by electronic means.

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.

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

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

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

### **Special Circumstances Arrangement**

Students who require the use of a personal assistive 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.

### **Inappropriate behaviour outside of school hours**

Students may receive disciplinary consequences for bullying or cyberbullying or other inappropriate online behaviour that occurs out of school hours, and affects the good order and management of the school.

*\* Personal Technology Devices include, but are not limited to the following devices; portable gaming devices, the iPhone, iPod, iPod Touch or iPad, Tamagotchi® and similar games, laptop computers, PDAs, Blackberries®, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile telephones and devices of a similar nature.*

## Appendix 3

### Procedures for Preventing and Responding to Incidents of Bullying (including Cyberbullying)

#### Purpose

1. Middle Park State School strives to create positive, predictable environments for all students at all times of the day. The disciplined teaching environment that we are creating is essential to:
  - Achieving overall school improvement, including the effectiveness and efficiency of our student support procedures.
  - Raising achievement and attendance.
  - Promoting equality and diversity and.
  - Ensuring the safety and well-being of all members of the school community.
2. There is no place for bullying in Middle Park State School. Research indicates that both those being bullied and those who bully are at risk for behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community's goals and efforts for supporting all students.
3. Bullying behaviours that will not be tolerated at Middle Park State School include name-calling, taunting, mocking, making offensive comments, kicking, hitting, pushing, removing another's clothing, taking belongings, inappropriate text messaging, sending offensive or degrading images by phone or internet, producing offensive graffiti, gossiping, excluding people from groups, and spreading hurtful and untruthful rumours.
4. Bullying may be related to:
  - Race, religion or culture.
  - Disability.
  - Appearance or health conditions.
  - Sexual orientation.
  - Sexist or sexual language.
  - Young carers or children in care.
5. At Middle Park State School there is broad agreement among students, staff and parents that bullying is observable and measurable behaviour. When considering whether or not bullying has occurred, we will therefore avoid speculation on the intent of the behaviour, the power of individuals involved, or the frequency of its occurrence. Whether bullying behaviour is observed between students of equal or unequal power, whether it occurs once or several times, and whether or not the persons involved cite intimidation, revenge, or self-defence as a motive, the behaviour will be responded to in similar fashion, that is, as categorically unacceptable in the school community.

#### Rationale

6. Research indicates that many problem behaviours are peer-maintained. That is, peers react to bullying in ways that may increase the likelihood of it occurring again in the future. Reactions include joining in, laughing, or simply standing and watching, rather than

intervening to help the person being bullied. Whilst our school would never encourage students to place themselves at risk, our anti-bullying procedures involve teaching the entire school a set of safe and effective response to all problem behaviour, including bullying, in such a way that those who bully are not socially reinforced for demonstrating it.

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

## **Prevention**

8. Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, our school wide universal behaviour support practices will be maintained at all times. This will ensure that:
  - Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour
  - All students know the 3 school rules and have been taught the expected behaviours attached to each rule in all areas of the school
  - All students have been or are being taught the specific routines in the non-classroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms
  - All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the non-classroom areas of the school
  - A high level of quality active supervision is a permanent staff routine in the non-classroom areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the non-classroom areas.
9. Cyberbullying often does not occur at school. Students are explicitly taught Cyber-safety for example how to safely conduct and internet search, what cyberbullying is and what they should do if they receive unwanted messages including for example:
  - Not to respond to messages but keep them to report to parents and/or teachers immediately
  - Report any instances they see as a bystander of cyberbullying to parents and/or teachers immediately.

Middle Park State School will then investigate and respond to any incident of cyberbullying.

10. The student curriculum modules of the anti-bullying process consist of lessons taught by all teachers in all classrooms to a schoolwide schedule of instruction. At all times

simultaneous instruction is our goal, in order to maintain consistency of skill acquisition across the school.

11. An initial introductory lesson is delivered, which teaches the 3-step process to be used by all students when experiencing bullying behaviour either as a person being bullied, the person bullying or bystander.
12. The introductory lesson is followed by several shorter lessons, each of which focuses on one of the bullying behaviours that the school has identified and defined. These lessons include instruction on how to approach adults and also on what reactions and systemic responses they should expect from adults.
13. Research indicates that a common outcome of anti-bullying programming is an improvement in understanding of bullying but little change in the frequency or nature of actual bullying behaviour. One of the reasons cited for this outcome is the lack of behavioural rehearsal in the programming. The anti-bullying process at Middle Park State School takes care to combine knowledge with practice in a process of active learning, so that students understand by 'doing' as much as by 'knowing'.
14. Middle Park State School uses behavioural data for decision-making. This 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.

## Appendix 4

### WORKING TOGETHER TO KEEP MIDDLE PARK STATE SCHOOL SAFE

We can work together to keep knives out of school. At Middle Park 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.
- It is against the law for a student to have a knife at school.

If a student has a knife at 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 types of knives 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, 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 their use 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 regarding procedures for carrying and storing these items at school.

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

- Possessing a knife at school may result in serious disciplinary consequences.
- If a student has a knife at school, principals can inform the police.
- If a student has a knife at school, it can be confiscated by the principal and given to the police.
- 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.
- 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.

#### How can parents help to keep Middle Park 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 your 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.



## Middle Park State School

### Office Referral



<b>Student</b>			<b>Date</b>
<b>Referred by</b>			<input type="checkbox"/> Repeated Minor Behaviour <input type="checkbox"/> Major
<b>Session</b>	<input type="checkbox"/> Before school <input type="checkbox"/> 1 <sup>st</sup> break <input type="checkbox"/> 2 <sup>nd</sup> break <input type="checkbox"/> After school	<input type="checkbox"/> 1 <sup>st</sup> Session <input type="checkbox"/> 2 <sup>nd</sup> Session <input type="checkbox"/> 3 <sup>rd</sup> Session <input type="checkbox"/> Other	<b>Lesson or Event</b>
<b>Location</b>	<input type="checkbox"/> Playground Area _____ <input type="checkbox"/> Classroom <input type="checkbox"/> Library	<input type="checkbox"/> Hall <input type="checkbox"/> Other	
<b>Behaviour</b>	<input type="checkbox"/> Bullying & Harassment <input type="checkbox"/> Defiant <input type="checkbox"/> Disruptive <input type="checkbox"/> Dress Code <input type="checkbox"/> Threats <input type="checkbox"/> IT Misconduct	<input type="checkbox"/> Physical Misconduct <input type="checkbox"/> Verbal Misconduct <input type="checkbox"/> Property Misconduct <input type="checkbox"/> Safety <input type="checkbox"/> Other _____	
<b>Witnesses</b>	Staff	Student	Other
<b>Incident Details</b>	<input type="checkbox"/> Be Safe Details ▪ Observed behaviour ▪ Who or what behaviour was directed towards ▪ Action taken to de-escalate	<input type="checkbox"/> Be Caring	<input type="checkbox"/> Be a Learner
<b>Previous Management</b>	<input type="checkbox"/> Time out in class <input type="checkbox"/> Buddy Class <input type="checkbox"/> Classroom reflection sheet <input type="checkbox"/> Parent meeting	<input type="checkbox"/> Natural Consequence <input type="checkbox"/> Withdrawal from playground <input type="checkbox"/> Verbal Warning <input type="checkbox"/> Playground Passport	<input type="checkbox"/> Reflection Room <input type="checkbox"/> Other
<b>Leadership Team Response / Strategy</b>	<input type="checkbox"/> Contact Parents <input type="checkbox"/> Student collected by parents	<input type="checkbox"/> Reflection Room <input type="checkbox"/> IMPACT Room <input type="checkbox"/> Time out in admin	<input type="checkbox"/> Restorative Justice <input type="checkbox"/> Suspension <input type="checkbox"/> Other

## Appendix 6

### Incident Report (optional)

Name: ..... Date: .....

Person Completing Form: .....

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

### SAS

#### SAS at Middle Park State School 🤔

At Middle Park State School we use a behaviour marker to gain attention ready for instruction/direction/refocus in **ALL** our classrooms.

### It is called **SAS!**

The small poster below puts SAS in very simple and explicit oral language and body language and is used to teach, train and remind the students of the SAS process.

**SAS** is used as a means to gaining attention in the classroom. Use of a parallel reward system, marbles in the jar, supports SAS. Teachers are issued with castanets on a STAFF lanyard. The castanets are used to make the click sounds to mark the children's behaviour. The children follow each click with the corresponding behaviour so that the teacher can see who is on board i.e. **S**ilent, **A**ttending and **S**till.

Use of the body language whilst teacher is clicking enhances compliance.

1<sup>st</sup> CLICK - a finger to lips,

2<sup>nd</sup> CLICK - pointing to eyes,

3<sup>rd</sup> CLICK- hands on head.

Teachers continue to the third click even if there is not 100% compliance after the first and second, as it is usually an effective ripple of compliance and it is expected that 100 % compliance will be obtained by click number 3.

# SAS

Based on reward, no punitive measures- ask non compliers to model or catch them moving and praise them for getting hands to lips/ eyes on speaker/ moving hands towards head/ freezing etc.

1<sup>st</sup> Click - Silence



2<sup>nd</sup> Click - Attention



Eyes on speaker

3<sup>rd</sup> Click - Still



Freeze