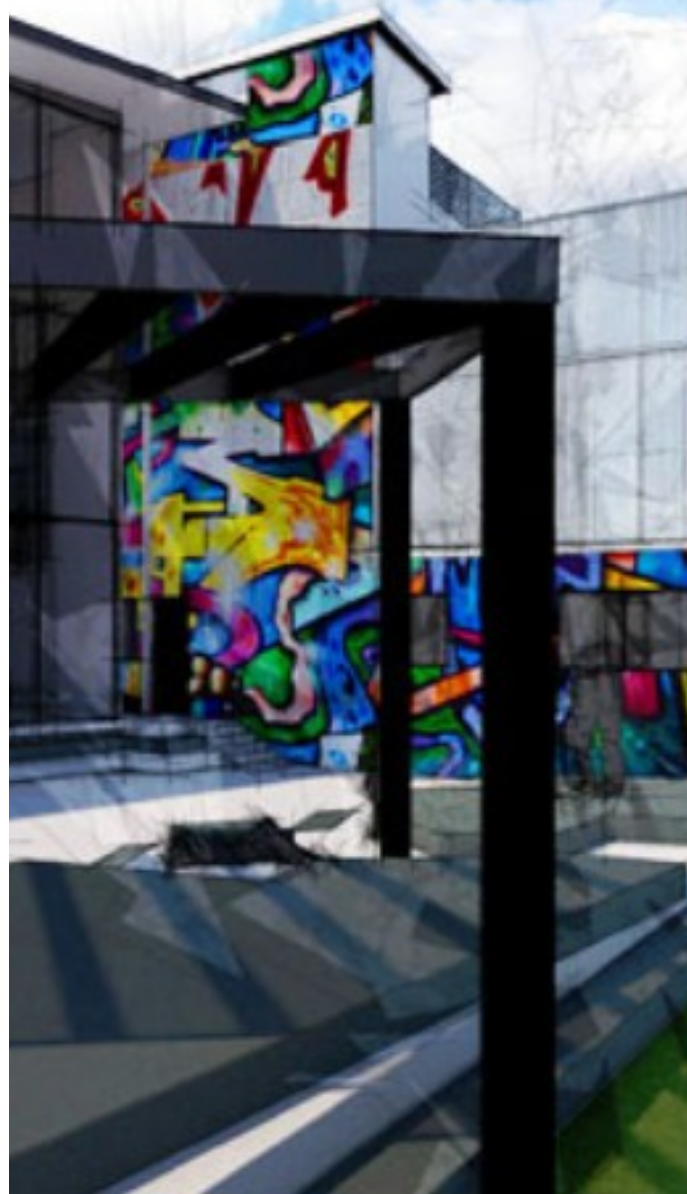


RESPONSIBLE BEHAVIOUR PLAN FOR STUDENTS



Arcadia College's

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



The Code of
**School
Behaviour**
Better Behaviour
Better Learning

1. Purpose

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

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

2. Consultation and data review

Arcadia College developed this plan in collaboration with our school community. Broad consultation with parents, staff and students was undertaken through survey distribution and meetings held between November 2016 and August 2018. A review of school data sets from 2016-2018 also informed the development process.

The Plan is endorsed by the Executive Principal and CEO of Ohana Education Inc.

3. Learning and behaviour statement

All areas of Arcadia College are learning and teaching environments. We consider behaviour management to be an opportunity for valuable social and emotional learning as well as a means of maximising the success of academic education programs. Our school-wide framework for managing behaviour is a Schoolwide Positive and Nurturing Behaviour Support approach.

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 Arcadia College to create and maintain a positive and productive learning and teaching environment, where ALL school community members have clear and consistent expectations and understandings of their role in the educational process.

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

- Be accountable
- Be respectful
- Be caring.

Our school rules have been agreed upon and endorsed by all staff and our student peer leaders. 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 Arcadia college 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 which is designed to prevent problem behaviour and to 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	ONLINE	OUTSIDE ACTIVITIES	HALLWAY	TOILETS	CAR PARK
BE ACCOUNTABLE	<ul style="list-style-type: none"> Ask permission to leave the classroom Be on time Be responsible for language and actions Follow instructions straight away 	<ul style="list-style-type: none"> Be prepared Complete set tasks Take an active role in classroom activities Keep work space tidy Be honest 	<ul style="list-style-type: none"> Report any unacceptable behaviour to a teacher Post only appropriate content online 	<ul style="list-style-type: none"> Be a problem solver Return equipment to appropriate place at the sports bell Be trusted with activities involving risk. 	<ul style="list-style-type: none"> Move peacefully and safely. Use Ipads and Cell phones appropriately. 	<ul style="list-style-type: none"> Use toilets during breaks Be quick Leave the toilets how you found them. 	<ul style="list-style-type: none"> Walk bike/scooter in school grounds Wear safety equipment. Leave school promptly
BE RESPECTFUL	<ul style="list-style-type: none"> Use equipment appropriately Keep hands, feet and objects to yourself 	<ul style="list-style-type: none"> Walk Sit still Enter and exit room in an orderly manner 	<ul style="list-style-type: none"> Participate in use of approved online sites and educational games Be courteous and polite in all online communications 	<ul style="list-style-type: none"> Participate in school approved games Wear shoes at all times Be sun safe; wear a broad brimmed hat 	<ul style="list-style-type: none"> Rails are for hands Walk one step at a time Carry items Keep passage ways clear at all times 	<ul style="list-style-type: none"> Respect privacy of others Tidy up after yourself. 	<ul style="list-style-type: none"> Use own bike/scooter only Wait inside the gate until the bus stops
BE CARING	<ul style="list-style-type: none"> Respect others' personal space and property Care for equipment Clean up after yourself Use polite language Wait your turn 	<ul style="list-style-type: none"> Raise your hand to speak Respect others' right to learn Talk in turns Be a good listener Be supportive for someone in need. 	<ul style="list-style-type: none"> Respect others' right to use online resources free from interference or bullying Keep any usernames or passwords private Follow all teacher instructions about keeping private information off online sites 	<ul style="list-style-type: none"> Play fairly – take turns, invite others to join in and follow rules Care for the environment Collect in equipment. Support staff with student and equipment management. 	<ul style="list-style-type: none"> Walk quietly and in an orderly way so that others are not disturbed Move out of the way of guests or others. 	<ul style="list-style-type: none"> Wash hands after using the toilet and before eating food Walk 	<ul style="list-style-type: none"> Wait your turn Keep your belongings nearby Look after the safety of others

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

- Behaviour lessons conducted by classroom teachers;
- Reinforcement of learning from behaviour lessons at School Assemblies and during active supervision by staff during classroom and non-classroom activities.

Arcadia College implements the following proactive and preventative processes and strategies to support student behaviour:

- A consistent, schoolwide process of Responsible Behaviour Management (Appendix 1)
- A dedicated section of the school newsletter, enabling parents to be actively and positively involved in school behaviour expectations.
- School Leadership team members' regular provision of information to staff and parents, and support to others in sharing successful practices.
- Comprehensive induction programs in the Arcadia college's Responsible Behaviour Plan for Students delivered to new students as well as new and relief staff.
- Individual support plans developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings.
- Restorative Practices to ensure the students are aware and accountable for their behaviour, understand the affect they have on others, and identify methods to make the situation right. A reflection sheet called the Reset – Reflect – Restore (R³) Form is used to guide students through a list of questions that help understand their behaviour. Staff also use this approach when facilitating Restorative Meetings between individual students and external parties including parents, caregivers, support workers etc.

Arcadia College also uses a Nurtured Heart Approach when responding to problem behaviour.

This approach focuses on three stands:

1. Absolutely No – *I refuse to energise and reward negative behaviour with my attention.*
2. Absolutely Yes – *I will relentlessly energise areas of success and positive choices.*
3. Absolute Clarity – *I will set clear boundaries and provide clear, unenergized consequences.*

The consequence used in this approach specifically for Minor behaviour problems is 'Reset'. This term is used to calmly address the behaviour and support the student to re-focus back into their task or stop the behaviour. Continual 'resets' will result in the students behaviour becoming a Major behaviour problem and addressed accordingly via the Responsible Behaviour Management Process document and recorded using the following data collection sheets:

- Reset – Reflect – Restore (R³) Form (Appendix 2)
- Student – Staff Contract (Appendix 3)
- Student Bounce Plan (Appendix 4)
- Intensive Behaviour Support Plan (Appendix 5)
- Intensive Behaviour Support Referral Form (Appendix 6)

All documents can be found on the school Google Drive:

Arcadia College Team – Whole School Planning – Behaviour Development – 2019 Behaviour Documents.

Specific policies have been developed to address:

- The Use of ICT Devices at School;
- Procedures for Preventing and Responding to Incidents of Bullying; and
- Suspicion of Drugs or Weapons brought into school.

Reinforcing expected school behaviour – Absolutely Yes!

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

Arcadia College Positive Choices

Staff members hand out Positive Choices cards each day to students when they observe them following school rules in both classroom and non-classroom areas. This reinforcement occurs continually throughout the day. When they 'catch' a student following the rules they can choose to give them a Positive Notice card. When students are given a Positive Notice card they drop the card in one of the designated collection points at the following locations:

- School administration office;
- School front reception desk.

Each Monday, the deputy principal reviews the submitted cards and identifies students with a minimum of five cards. These students are issued with a certificate and voucher that can be redeemed at a local café/eatery. Each five-card set is then removed and tallied, with a more powerful reinforcer available for 50 cards and 100 cards. Cards are never taken off students as a consequence for problem behaviour.

Responding to unacceptable behaviour – Absolutely No!

1. 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 'reset' the student and their behaviour, then welcome them back by highlighting and thanking them for what they are now not doing which was against our school's expectations.

2. Targeted behaviour support: Welfare Program

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

Students referred into the Welfare Program attend their normal scheduled classes and activities with appropriate adjustments if required. However they have increased daily opportunities to receive positive contact with adults, additional support from staff and increased opportunities to receive positive reinforcement. Where required, adjustments are made to the Program through academic support, mental health or welfare support, adult mentoring or intensive social skills training.

The Welfare Program is coordinated by a school-based team with active administrator support and staff involvement. All staff members are provided with continuous professional development consisting of an overview of the program, the referral and response process, and the reporting responsibilities of staff and of the students being supported.

Students whose behaviour does not improve after participation in the Welfare Program, or whose previous behaviour indicates a need for specialised intervention, are provided with intensive behaviour support.

3. Intensive behaviour support: Intensive Behaviour Support Team

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

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

The Intensive Behaviour Support Team at Arcadia College consists of:

- Deputy Principal(s)
- Head of Welfare
- Welfare Coordinator

- Guidance Councillor
- Careers and Training Co-ordinator

The *Intensive Behaviour Support Team* has a simple and quick referral system in place. Following referral, a team member contacts parents and any relevant staff members to form a support team and begin the assessment and support process. In many cases the support team also includes individuals from other agencies already working with the student and their family, a representative from the school's administration and regional behavioural support staff. A Behavioural Support Plan is created, agreed to, and signed by all parties to support the continued learning and development of the student.

5. Consequences for unacceptable behaviour

Arcadia College makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When unacceptable behaviour occurs, students experience predictable consequences. Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour. As an extreme consequence, Arcadia College uses the term 'Bounce' to manage students who are not physically, emotionally, or psychologically ready to attend at that time. Parents receive communication regarding the reason for the bounce, if it is internal/external, and the duration.

Minor and major behaviours

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

- **Minor** problem behaviour is handled by staff members at the time it happens.
- **Major** problem behaviour is referred directly to the school Leadership team.

Minor behaviours are those that:

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

Minor problem behaviours may result in the following consequences:

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

Major behaviours are those that:

- significantly violate the rights of others;
- put others / self at risk of harm; and
- require the involvement of school Management.

Major behaviours result in an immediate referral to school Management because of their seriousness. When major problem behaviour occurs, staff members calmly state the major problem behaviour to the student and remind them of the expected school behaviour. The staff/student then completes the R³ Form and escorts the student to Administration.

Major problem behaviours may result in the following consequences:

- **Level One:** Time in office, removal to withdrawal room, alternate lunchtime activities, loss of privilege, restitution, loss of break times, warning regarding future consequence for repeated offence, referral to Welfare Program;
- **Level Two:** Parent contact, referral to Guidance Officer, referral to Intensive Behaviour Support Team, Bounced from school: and/or
- **Level Three:** Students who engage in very serious problem behaviours such as major violent physical assault, or the use or supply of weapons or drugs can expect to be exited from school following an immediate Bounce period..

The following table outlines examples of minor and major problem behaviours:

	Area	Minor	Major
Being Caring	Movement around school	<ul style="list-style-type: none"> Running on concrete or around buildings Running in stairwells Not walking bike in school grounds 	
	Play	<ul style="list-style-type: none"> Incorrect use of equipment Not playing school approved games Playing in toilets 	<ul style="list-style-type: none"> Throwing objects Possession of weapons
	Physical contact	<ul style="list-style-type: none"> Minor physical contact (for example, pushing and shoving) 	<ul style="list-style-type: none"> Serious physical aggression Fighting
	Correct Attire	<ul style="list-style-type: none"> Wearing inappropriate clothing Not wearing shoes outside 	
	Other	<ul style="list-style-type: none"> Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school 	<ul style="list-style-type: none"> Possession or selling of drugs Weapons including knives and any other items which could be considered a weapon being taken to school Serious, or continued, inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school
Being Accountable	Class tasks	<ul style="list-style-type: none"> Not completing set tasks that are at an appropriate level Refusing to work 	
	Being in the right place	<ul style="list-style-type: none"> Not being punctual (eg: lateness after breaks) Not in the right place at the right time 	<ul style="list-style-type: none"> Leaving class without permission (out of sight) Leaving school without permission
	Follow instructions	<ul style="list-style-type: none"> Low intensity failure to respond to adult request Non compliance Unco-operative behaviour 	
	Accept outcomes for behaviour	<ul style="list-style-type: none"> Minor dishonesty (lying about involvement in a low-level incident) 	<ul style="list-style-type: none"> Major dishonesty that has a negative impact on others
	Rubbish	<ul style="list-style-type: none"> Littering 	
	Mobile Phone or personal technology devices	<ul style="list-style-type: none"> Mobile phone switched on in any part of the school at any time without authorisation (written permission from an authorised staff member) 	<ul style="list-style-type: none"> Use of a mobile phone in any part of the school for voicemail, email, text messaging or filming purposes without authorisation Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school
Being Respectful	Language (including while online)	<ul style="list-style-type: none"> Inappropriate language (written/verbal) Calling out Poor attitude Disrespectful tone 	<ul style="list-style-type: none"> Offensive language Aggressive language Verbal abuse / directed profanity
	Property	<ul style="list-style-type: none"> Petty theft Lack of care for the environment 	<ul style="list-style-type: none"> Stealing / major theft Wilful property damage Vandalism
	Others	<ul style="list-style-type: none"> Not playing fairly Minor disruption to class Minor defiance Minor bullying / victimisation/ harassment Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school 	<ul style="list-style-type: none"> Major bullying / victimisation /harassment Major disruption to class Blatant disrespect Major defiance Serious, or continued, inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school

Relate problem behaviours to expected school behaviours

When responding to problem behaviours, staff members ensure that students understand the relationship of the problem 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;
- explain how their behaviour differs from expected school behaviour;
- 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.

Should a problem behaviour be repeated, the staff member may not repeat the discussion/explanation process but simply remind the student of the consequences of their problem behaviour.

Ensuring consistent responses to problem behaviour

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

Students also receive training in how to respond appropriately when other students display problem behaviour, and the courteous way to respond when a staff member re-directs their behaviour or consequences are applied for problem behaviour.

6. Emergency 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 problem behaviour. This consistency ensures that appropriate actions are taken to ensure that both students and staff are kept safe.

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

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

Basic defusing strategies

1. 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.
2. 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.
3. 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.
4. Follow through: If the student starts displaying the appropriate behaviour acknowledge their choice and re-direct other students' attention towards their usual work/activity. If the student continues with the problem behaviour then 'reset' the, remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour.
5. Debrief: Staff can support the student to complete an R³ Form. This helps the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations.

Physical Intervention

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

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

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

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

It is important that all staff understand:

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

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

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

Any physical intervention made must:

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

Record keeping

Each instance involving the use of physical intervention or Major behaviour problems must be formally documented. The Alpha School System (TASS) is currently used to upload, store and manage student behavioural data.

A Behaviour Incident Report will be used to document any major behaviour concerns specifically relating to high needs behaviours, or incidents' involving risk. This form (Appendix 7) and the Arcadia College Debrief Form (Appendix 8) will be used to help record information along with guiding the students to evaluate and understand the outcome of their actions.

7. Network of student support

Students at Arcadia College are supported through positive reinforcement and a system of universal, targeted, and intensive behaviour support by:

- Parents
- Teachers
- Support Staff
- Administration Staff
- Guidance Officer
- Welfare Coordinator.
- Advisory Visiting Teachers
- School Based Police Officer
- School Based Youth Health Nurse.

External 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.

Arcadia College considers the individual circumstances of students when applying support and consequences by:

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

9. Related legislation

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

10. Related policies and procedures

- [Arcadia College Positive Behaviour Policy](#)
- [Arcadia College ICT Acceptable Use Policy](#)
- [Arcadia College Anti Bullying Policy](#)
- [Arcadia College Mobile Phone Policy](#)
- [Arcadia College Suspicion of Drug Possession Procedure](#)
- [Arcadia College Weapons Policy](#)
- [Arcadia College Student and Staff Handbooks](#)
- [Safe, Supportive and Disciplined School Environment](#)
- [Student Protection](#)
- [Hostile People on School Premises, Wilful Disturbance and Trespass](#)

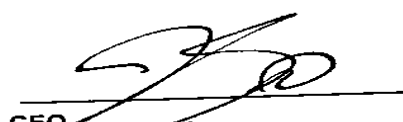
- [Police and Child Safety Officer Interviews with Students, and Police Searches at State Educational Institutions](#)

11. Some related resources

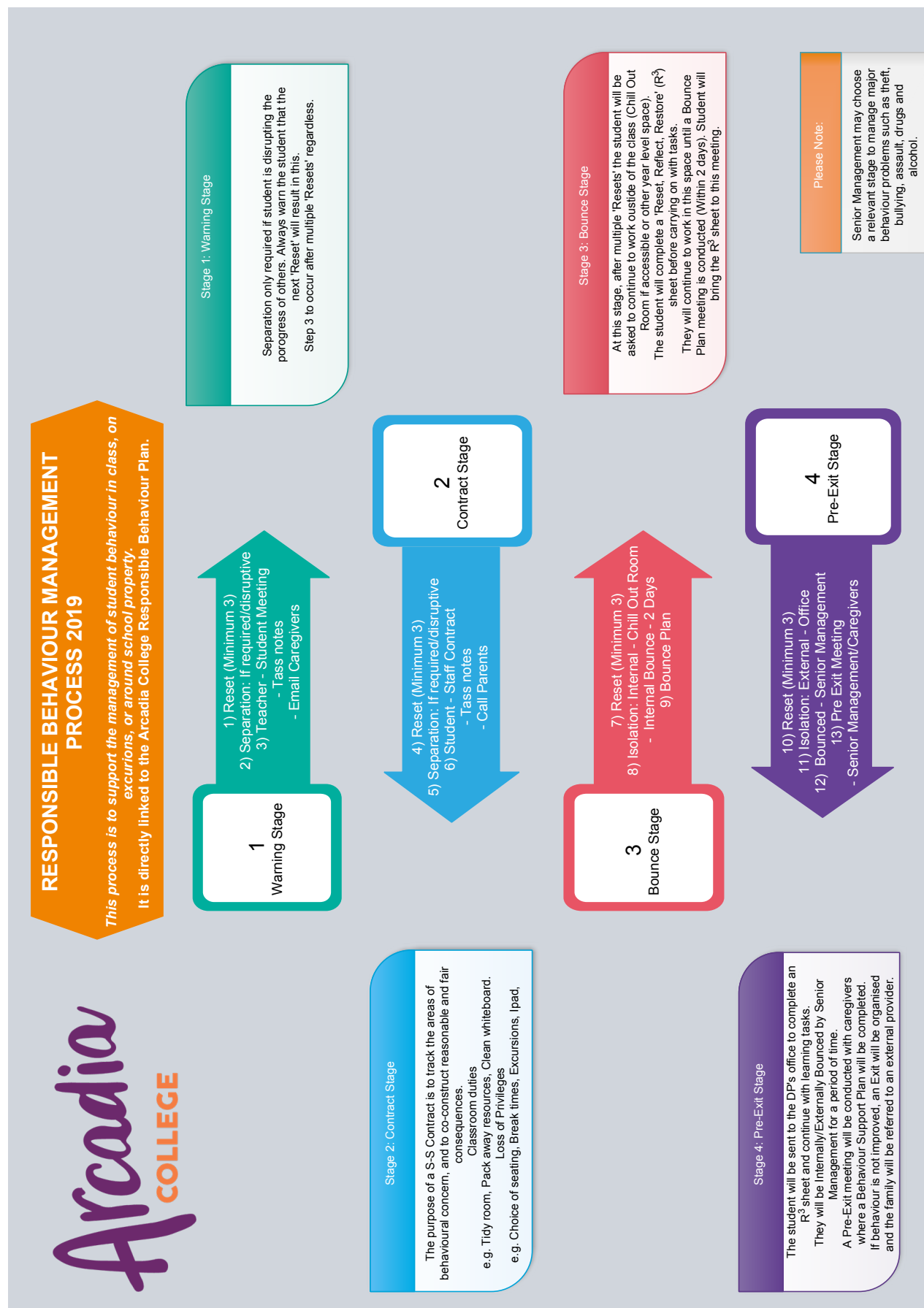
- [Bullying. No Way!](#)
- [National Safe Schools Framework](#)
- [Nurtured Heart Approach](#)
- [Restorative Practice For Schools](#)

Endorsement


Executive Principal


CEO

Effective Date: 1 January 2014 – 31 December 2020





Date: _____

RESET – REFLECT – RESTORE (R³) FORM

The purpose of this form is for individuals to Pause (Reset), Think about what has occurred (Reflect), and to Repair or be Accountable for making the situation right (Restore).

Answer the questions on this sheet providing your thoughts and feelings of events.

First: Take THREE deep breaths...

1. What has happened why you have been asked to complete this form?
- Think from start to finish - What were you doing? - Who was with you?

2. What negative or inappropriate behaviour/s were you showing during this situation?
- Disrespect, Defiance (not following instructions), Cell/IPad Phone use, Poor Language...

3. What were you thinking about or feeling during this situation?
- Anger, Frustration, Confusion, Negative self-talk, Excitement, a Previous situation...

4. Who has been affected by what you have done?

5. Has anything occurred recently why you think you behaved this way? Yes/No? Please explain if it is due to the following: Personal issues, Family reasons, Friends, Other people...

6. What do you think you need to do to make things right? When are you going to do this by?



STUDENT CONTRACT

I _____ agree that I will:

- Not act inappropriately outside of Arcadia College causing a bad reputation for this school.
- Sit in a productive learning area away from my peers
- Follow all Arcadia College expectations including Respect, Engagement, Punctuality, Bullying and Attitude especially toward staff.

If I choose to break this contract, I will be Bounced from my class, or school and a meeting will be scheduled with my parents/caregivers to organise a Bounce Plan on my return.

STUDENT:

Date:

STAFF MEMBER:

Date:

Review/Expiry Date: _____

Appendix 4



Bounce Plan

Our ~~Qhanga~~ philosophy:

~~Qhanga~~ means family, you are never left behind, and you will never be forgotten.

Arcadia College does not suspend or exclude students, however if a student behaves disrespectfully or aggressively s/he may be required to 'bounce' until a later date when the student is ready to re-engage respectfully.

Every student and parent/carer signs an agreement regarding behavioural expectations prior to enrolment, so this agreement must be upheld to maintain a student's enrolment at Arcadia College and to maintain the safety and enjoyment for all Arcadia students.

Student Name:

Date:

Description of Incident:

Consequence: Bounce Plan until

-
-
- Breach of expectation will result in being bounced out of class or Arcadia College indefinitely. A Pre Exit meeting will take place where an Intensive Behaviour Support Plan will be completed with caregivers and/or support workers.

Referrals to support student:

Eg headspace, youth connections, youth support, counsellor

- Referral to Youth Welfare Co-ordinator for regular meetings. Y/N

Next follow-up?...

Student's Response:

Report to Executive Principal? ☐ Yes Date: ☐ No

Report to Parent/Carer? ☐ Yes Date: ☐ No

Report to Police? ☐ Yes Date: ☐ No

If the student already has a 'student – staff contract' please attach.

Signed by Staff:

Signed by Parent:

Signed by Student:



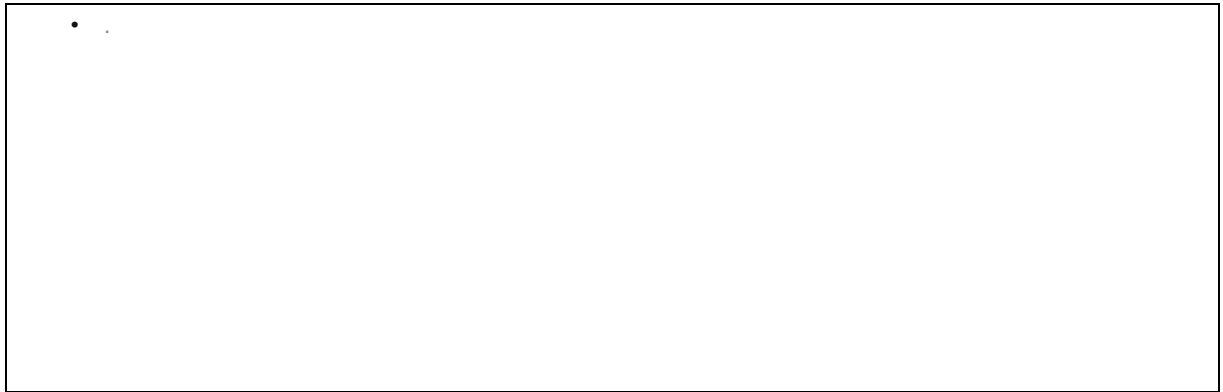
ARCADIA COLLEGE

INTENSIVE BEHAVIOUR SUPPORT PLAN

INTENSIVE BEHAVIOUR SUPPORT PLAN:

This student support plan can be implemented to assist students, families and care givers in maintaining positive behaviours at Arcadia College. This should be developed with the student and their family or care giver to provide ownership over the plan. All supporting documents including ILP's, R³ Forms, Student – Staff Contracts, Bounce Plans, Attendance Plans etc, should be used for this meeting.

Student's Name:		Year:		Date of Meeting:	
Attendees at meeting:					
<ul style="list-style-type: none"> • 					
Overview of behavioral concerns:					
<ul style="list-style-type: none"> • 					
Patterns of behavioral incidents:					
<p>E.g: Specific class times, subjects, breaks etc.</p> <ul style="list-style-type: none"> • 					
Barriers to positive behavior: Learning support					



ARCADIA COLLEGE

INTENSIVE BEHAVIOUR SUPPORT PLAN

Barriers to positive behavior: Student
<ul style="list-style-type: none">
Barriers to positive behavior: Family
<ul style="list-style-type: none">
The following areas are strengths and interests of the student.
<p>Outline the student's strengths and interests so that the plan can use these as a means of engaging the student:</p> <ul style="list-style-type: none">
Student behavior goals are:
<ul style="list-style-type: none">
Arcadia College will take the following actions to help the student achieve these goals:
<ul style="list-style-type: none"> <p>Teaching and Learning strategies:</p> <ul style="list-style-type: none">

ARCADIA COLLEGE

INTENSIVE BEHAVIOUR SUPPORT PLAN

The student's family or care givers will take the following actions to help the student and their families achieve these goals				
<ul style="list-style-type: none"> 				
The plan will be monitored in the following way:				
<ul style="list-style-type: none"> 				
Implementation start date:				
Review date:				
Reduced Timetable required: (Record below)			YES [] NO []	
Supporting evidence:				
MON	TUE	WED	THUR	FRI

Signed by:

Student: _____

Signature: _____

Date: _____

Caregiver: _____

Signature: _____

Date: _____

School Staff: _____

Signature: _____

Date: _____



Intensive Behaviour Support Referral Form

Student Name:			Location (please tick)	
Date:	Time:	Class:	Excursion	
Referring staff member :			Specialist Lesson	
			Classroom	
			Other	

Problem Behaviour			
Minor (Please tick)		Major (Please tick)	
Defiance/Disrespect Low intensity, brief failure to follow directions.		Defiance/Disrespect Continued refusal to follow directions, talking back and / or socially rude interactions.	
Physical Contact Student engages in non-serious but inappropriate physical contact.		Physical Aggression Actions involving serious physical contact where injury may occur (eg hitting, punching, hitting with an object, kicking, scratching etc).	
Inappropriate language Low intensity language (eg shut up, idiot etc).		Inappropriate /Abusive language Repeated verbal messages that involve swearing or use of words in an inappropriate way directed at other individual or group.	
Disruption Low intensity but inappropriate disruption.		Disruption Repeated behaviour causing an interruption in a class or playground. (eg. Yelling or screaming, noise with material, disrupting games, sustained out of seat behaviour etc).	
Property Misuse Low intensity misuse of property.		Vandalism Student engages in an activity that results in substantial destruction or disfigurement of property.	
Dress Code Student wears clothing that is near, but not within, the dress code guidelines defined by the school.		Dress Code Refusal to comply with school dress code.	
Safety Student engages in brief or low-level safety violation not involving hurting any other individuals or groups.		Safety Student engages in frequent unsafe activities where injury may occur.	
Dishonesty Student engages in minor lying/cheating not involving any other person.		Major Dishonesty Student delivers message that is untrue and / or deliberately violates rules and/or harms others.	
Other		Harassment / Bullying Repeated teasing, physical and verbal intimidation of a student.	
		Other	

School Expectation Category					
Be Accountable		Be Respectful		Be Caring	

Others involved in incident					
None		Peers		Staff	
				Other	

Appendix 7



Behaviour Incident Report

Name of student/s involved in incident:

Person Completing Form:

Date:

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



Debriefing Report

Formal debriefing

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

- reverse or minimise the negative effects of physical intervention;
- prevent the future use of physical intervention; and/or
- address organisational problems and make appropriate changes.

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

Debriefing should provide information on:

- who was involved;
- what happened;
- where it happened;
- why it happened; and
- what we learned.

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

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

Questions for staff

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

Questions for student

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

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