 [](http://www.charnwoodps.act.edu.au/)

Charnwood-Dunlop School

Student Engagement and Wellbeing

Policy & Procedures

2014

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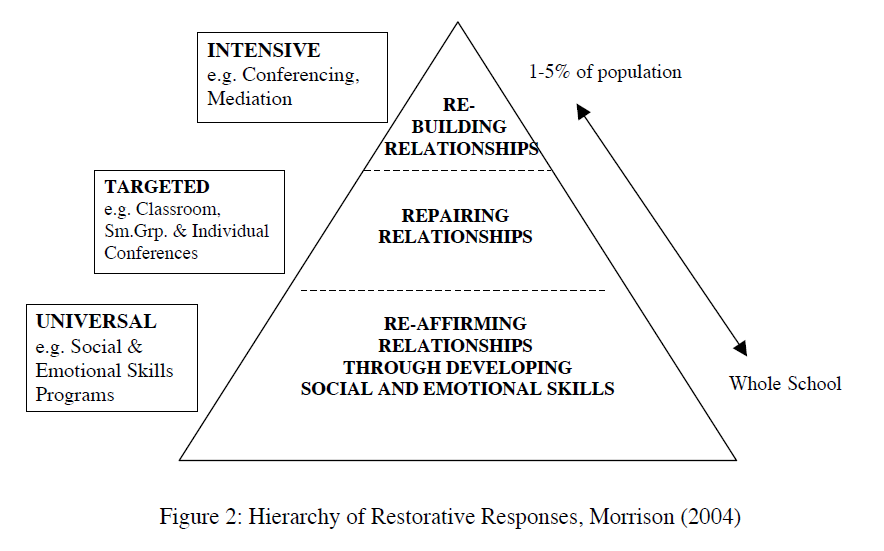
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| Introduction |

School Vision Statement

At Charnwood-Dunlop School we will build and sustain a community where everyone belongs and learns together in a predictable, safe and consistent environment based on respectful, inclusive relationships with a healthy smattering of fun!

Restorative Practices

The focus of the restorative process is about reconnecting and nurturing relationships within the school community. The conference process provides a way for individuals to be accountable for their behaviour through opportunities to repair harm, have harm repaired and find a way forward. Students learn about the restorative process by participating in conferences and circle time social skills sessions. In Circle Time students have the opportunity to learn the skills of listening and responding thoughtfully when seeking solutions to social problems as they develop an understanding of and empathy for others. They acquire skills that assist them to participate successfully in restorative conferences and develop a sense of belonging to the school community.



FISH! Philosophy

FISH Philosophy is based on four simple, interconnected practices or principles that support Restorative Practices. Through FISH Philosophy, we build stronger relationships with all members of the school community, students, staff and families.

The four principles are:

**Be There:** When people need you, they need all of you. Setting aside distractions and judgments to be fully present is a sign of respect. It improves communication and strengthens relationships.

**Play:** You can be serious about your work without taking yourself so seriously. Play is a mindset more than a specific activity. It allows you to throw yourself with enthusiasm and creativity into whatever you are doing, in a way that is natural, not forced. "Playing” with ideas helps you find solutions to everyday challenges.

**Make Their Day:** Simple gestures of thoughtfulness, thanks and recognition make people feel appreciated and valued. When you make someone else feel good, you feel good too.

**Choose Your Attitude:** To actually choose how you respond to life, not just react, you must be intentional. When you get up, decide who you want to "be" today. Moment-to-moment awareness is key. Ask yourself throughout the day, "What is my attitude right now? Is it helping the people who depend on me? Is it helping me to be most effective?"

To help students choose a positive attitude, Charnwood-Dunlop promotes REACH attitudes. These reflect staff and community values and are informed by the National Framework for Values Education in Australian Schools. The REACH attitudes are:

**R** Respect

**E** Excellence

**A** Acceptance

**C** Commitment

**H** Honesty

Behaviour Support Principles

**Types of Behaviour Support**

**Targeted**

3-5%

**Selected**

10 – 20%

Prevention and Early Intervention

**Universal**

75-85%

Promotion and Prevention

**Universal interventions** are strategies used across the school to support a positive teaching and learning environment for all members of the school community. The strategies presented at this level are part of the core business of all teachers. For 75-85% of students, this whole school approach provides the structures needed to develop appropriate behaviour responses and to succeed at school.

**Selected Interventions** build on the foundations of the universal interventions to respond to an identified need in a select group of the student population. Selected interventions focus on developing social, emotional or the academic skills of an individual through participation in structured group learning. Careful consideration is given to identifying the students and the additional skills needed by the group. 10-20% of the student population need both universal and selected strategies in place to achieve positive behaviours in school setting.

**Targeted interventions** are intense individual strategies used to support students to participate positively in the school community and achieve academic success. Only 3-5% of a student population requires this level of additional support. Careful thought and planning is need by the team of adults who support the student. Identification of behavioural and academic goals, together with highly structured interventions encourages positive behaviour change.

**Key Dimensions of Behaviour Support**

**Curriculum**

**Relationships**

**Organisation/Teaching**

**Curriculum** is ‘all learning that is planned, guided and implemented by schools’ (Every chance to learn 2007, p7) which includes the content of learning but is also complemented by Quality Teaching and assessment.

**Relationships** are central to good practice at Charnwood-Dunlop School. Sustained and positive relationships between staff, students and the community lead to a safe and supportive learning environment and facilitate improved student outcomes in all areas of learning.

**Organisation/Teaching** are grouped together. Organisation at school level is how we plan and structure things and Teaching at the classroom level is how we go about delivering our curriculum (pedagogy).

**Behaviour Support Protocols**

*Everyone Matters: Behaviour Support Protocols* is a guide for best practice

behaviour support for students in ACT Public Schools. The protocols are based on current understandings that student behaviour is affected not only by their personal temperament, background, and age but also by the quality of the relationships others have with them, their physical environment and the quality of the teaching they receive. They provide a comprehensive, but not exhaustive, bank of strategies for teachers and school leaders at Charnwood-Dunlop School to refer to when planning to meet the behaviour support needs of students.

**Curriculum**

**Relationships**

**Organisation/**

**Teaching**

**Universal**

**Selected**

**Targeted**

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| Supporting Productive Behaviours and Student Wellbeing |

**Targeted**

3-5%

**Selected**

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Prevention and Early Intervention

**Universal**

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Promotion and Prevention

Universal Strategies

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Whole School Awards

We actively seek opportunities to celebrate and congratulate both students and staff. CDS recognises the value of clear and positive feedback to enhance student’s social development, academic achievements and behaviour.

CDS has five whole school awards presented at assemblies. They are:

* Artist of the Month Award
  + Artist of the Month is an award to celebrate students achievements in visual arts. Each month one artist and accompanying artwork is selected per class. This artwork is framed by the teacher in a frame supplied by the P&C which are kept in the front office, a label is also filled out, printed and placed in the frame. This label can be found on the G drive. G:CHWP/Admin/Artistofthemonth/Artist of the month label. The finished framed artwork is then placed in the fishbowl facing the wall on Friday morning awaiting the whole school assembly presentation of the works.
  + Parents are then given the option of purchasing their child's framed artwork. In order to do this they collect an order form from the front office. These are pink and the template is kept in the same folder as listed above. The parents then return this slip before the end of the month with payment. The front office staff keep the money in an envelope for the P&C to collect and send the slip to the classroom teacher so that the frame can be sent home with the child.
* LJ Hooker Award
  + Community Spirit / Citizenship Award
  + 1 senior and 1 junior recipient per term
* McDonalds Sportsmanship Award
  + 1 recipient per house each term/year/assembly?
  + Sports captains

Class teachers are responsible for inviting parents of students receiving dolphin and orca awards to the assembly. Professional Learning Teams need to discuss and agree on recipients of Dolphin awards.

House Tickets

House tickets is a whole school incentive program that rewards positive behaviour in and outside of class. All school staff can give out house tickets whenever they witness a student demonstrate a positive, pro-social or productive behaviour. Specific behaviours are chosen each week to promote school values, such as respecting school property, respecting others or being in the right place at the right time.

All students are placed in one of three houses and those houses compete against each other to earn the most house tickets. Tickets are collected and counted by year 6 house captains daily and the winning house is presented with the House Cup trophy during weekly House Cup assemblies. Students from winning houses are rewarded with a special whole house prize.

Playshed

Play is what children do, when afforded the independence, opportunity, time and space to determine their own behaviour. Every child fosters a natural desire to play. It is considered by children to be the most important thing they do each day, and therefore critical to the promotion of their holistic wellbeing… Play often surpasses any societal barriers such as age, ability, gender, race, religion and social standing, so therefore can be inclusive to all children. (*Source: Playforlife.org.au)*

The Play Shed is filled with loose parts such as tyres, pipes, blankets to facilitate imaginative play at break time. In 2013, the Play Shed was open at break 1 and It is supervised by a teacher on duty. Leadership is also provided by year 5/6 students, who are rostered on to manage resources and provided peer coaching for students with limited play skills. There may be scope to open the playshed at both breaks in the future.

Lunchtime Clubs

Lunchtime clubs provide structured activities at break time that allow students to participate in an activity of their interest while engaging with students across year levels. It has been teacher led and the emphasis is on providing opportunities to practice social skills and pro-social interactions with peers, whilst having fun. In 2014, there is scope for the clubs program to also provide an opportunity for student leadership. Interested senior students will be offered training to lead an activity group whilst a teacher will still provide supervision and guidance for social skills. The activities in 2013 have included:

* Basketball
* Soccer
* Softball
* Skipping
* Photography
* Choir
* Circus skills
* Touch football
* Craft projects
* Board games
* Knitting
* Gross motor activities
* IT
* Nintendo DS
* Card games
* Numero

The options for activities are dynamic and subject to change in order to follow student interests.

3 Way Interviews

Three way interviews are booked with the teacher, parent and student at the beginning of the school year. The teacher, parents and student are vital keys to student learning and progress, so it is important to include all parties in the interview. These interviews are to discuss student strengths, and areas for improvement. During the interview all members participate in creating goals and strategies for the student that are positive and encourage success. The goals will focus on the three main areas of Literacy, Numeracy and social skills and/or work habits. During the year meetings can be held to review the goals and recreate suitable goals as well as discussing the progress. (Three way interview template attached, appendix #1)

Kidsmatter

KidsMatter Primary is a flexible, whole-school approach to improving children's mental health and wellbeing for primary schools.

Through KidsMatter, we will plan and take action to enhance our positive school community. We will work to further our strong foundation that is based on respectful relationships and a sense of belonging and inclusion. KidsMatter will also provide us with a framework to promote:

* social and emotional learning (including evidence-based social and emotional learning programs)
* working authentically with parents, carers and families
* support for students who may be experiencing mental health difficulties.

Social and Emotional Learning

Charnwood-Dunlop School acknowledges the importance of Social and Emotional Learning (SEL) to improve students’ positive behaviour and reduce negative behaviour, to achieve significant improvements in students’ academic performance and attitudes toward school and to prepare young people for success later in life. It is important for SEL curriculum to provide coordinated school-wide, sequential and developmentally appropriate instruction towards the outcomes and elements of the personal and social general capability described in the Australian Curriculum. SEL programs need to be informed by a strong evidence base.

At Charnwood-Dunlop School, all teachers are expected to deliver two lessons of designated SEL instruction per week, using CircleTime delivery and PATHS teaching materials.

**PATHS**

PATHS (Promoting Alternative Thinking Strategies) is a SEL curriculum package that provides all the materials for teachers to deliver the lessons. It is structured, sequential and developmentally appropriate with a depth of evidence showing that its implementation results in improved outcomes for students. It provides a whole-school approach to building the personal and social capabilities of students. Some of the educational objectives of PATHS curriculum are:

1. To establish and reinforce basic classroom rules
2. To strengthen self-control and encourage reflective thinking in the classroom
3. To improve children’s communication skills with adults and peers
4. To use literature to discuss and promote prosocial responsible behaviour
5. To increase children’s abilities to identify, understand and discuss the variety of feelings people experience in their daily lives
6. To enhance children’s abilities to recognise and interpret similarities and differences in the feelings, reactions and points of view in themselves and others

Charnwood-Dunlop School has purchased a full set of PATHS kits that cover all ages and year groups, and provide all teaching and learning materials required.

Learning Journeys

Learning Journeys are a whole school initiative held in Term 3 at Charnwood Dunlop to celebrate student achievement and learning. Parents, carers and family members are invited to attend their child’s Learning Journey at school. During this time, students follow a ‘passport’ or ‘guide’ to share their portfolio, selected work and then do an activity in the class with their guests. This is a positive experience for the students to be proud of their achievements and guests are encouraged to provide a compliment for their work. Examples of learning journeys templates can be found on the G drive.

Engaging Pedagogy

The most enduring form of behaviour support is engaging pedagogy. Class teachers at Charnwood-Dunlop School are responsible, with the full support of the executive team, for engaging students in learning and planning engaging delivery of curriculum content to do so. Some of the initiatives that support this are:

**Cooperative Learning** is highly valued as a powerful tool for promoting deep learning, engagement and cooperative skills that students will need throughout their lives. Many teachers at Charnwood-Dunlop School have undertaken ***Kagan Cooperative Learning*** training and this professional learning will continue to be provided for staff when available. Other types of cooperative learning tasks are also valued as long as they promote engagement and incorporate high student accountability for learning.

**CircleTime** is a valuable pedagogical structure that promotes a sense of community and cohesion in the group. It can be used for successful delivery of all types of curriculum content but teachers at Charnwood-Dunlop School are asked to use CircleTime for delivery of their SEL/PATHS lessons twice a week.

**SURF maths** is a differentiated approach to teaching maths that breaks curriculum outcomes down into four areas: problem solving, conceptual understanding, mathematical reasoning, and procedural fluency. Each SURF maths unit is planned around an ‘I can statement’ that provides students with the expected prior knowledge, the focus outcome, and how students can demonstrate  their understanding on an extension level. The activities can include a warm up game, story maths, SURF group activities, individual maths packs, buddy activities, whole class or individual reflection.

**S** (Problem Solving)

**U** (Conceptual Understanding)

**R** (Mathematical Reasoning)

**F** (Procedural Fluency)

**Daily 5** is a literacy approach that structures planning into 5 areas: having students read to self, buddy reading, listening to reading, working on writing, and word work. Students choose books based on the IPICK (I pick, Purpose, Interest, Comprehension, Know all the words) method to provide students with engaging, authentic texts that can be used in reading, as well as writing and spelling activities. Explicit strategies for reading are taught and displayed through CAFÉ (comprehension, accuracy, fluency, and expand vocabulary) and incorporated into the five areas of Daily 5.

**The Big Write** is a strategy employed at Charnwood Dunlop School to develop students success with and attitude towards writing. Classes focus on building vocabulary, connectives, openers and punctuation in short interactive activities and every Friday participate in the Big Write a session of up to 45 minutes of writing. Families are encouraged to talk with their children about what they are going to write and to offer positive feedback. Writing produced during The Big Write is celebrated at junior, senior and whole school assemblies, where students of all abilities share their work.

**Hot Reads** is a strategy for encouraging reading for pleasure. Numerous studies have concluded a positive correlation between time spent reading and improvements in vocabulary development, fluency and comprehension. The first 15-20 minutes of every school day all students and teachers engage in reading self-selected books. Teachers and students are encouraged to share books they enjoy with one another through displaying ‘hot reads’ on book stands, reading favourite books or parts of books at assemblies and promoting their favourite books for borrowing through the library.

Differentiated Curriculum

At Charnwood-Dunlop School, we offer a differentiated curriculum that is targeted to meet student learning needs in a rich classroom environment where differentiated instructional practice is at the centre of learning. Our students select their own individual learning goals at the beginning of each year and teachers plan programs to assist students to reach their goals. Classroom teachers adapt the classroom curriculum to include manipulatives, visual aids, ICT and explicit instruction and expectations, while also offering an enriched curriculum to gifted students. Teachers select from a variety of strategies and may use a tiered model, flexible grouping for example in Mathematics, inquiry learning, student choice of learning tasks, independent reading time that we call Hot Reads and access to a variety of texts through the Daily 5 program. Teachers ensure the curriculum requirements are met and accessed by all students.

Differentiated practices include using effective classroom management procedures; promoting student engagement and motivation; assessing student readiness; responding to learning styles; grouping students for instruction; and teaching to the student's *zone of proximal development* (the distance between what a learner can demonstrate without assistance and what the learner can do with assistance) (Allan & Tomlinson, 2000; Ellis & Worthington, 1994; Vygotsky, 1978).

**Targeted**

3-5%

**Selected**

10 – 20%

Prevention and Early Intervention

**Universal**

75-85%

Promotion and Prevention

Selected Strategies

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School Parliament

School Parliament provides an opportunity for student voice, participation in school governance and decision making. It is a leadership initiative for year 6 students whereby they:

* demonstrate leadership
* foster co-operation
* become active citizens
* promote democracy
* show initiative
* develop a sense of pride and school spirit.

Year 6 students undertake nomination and campaign activities for their preferred positions. Students in years 2-6, as well as staff, are involved in the election of student representatives, facilitated by the Australian Electoral Commission. Representatives are appointed to a range of portfolios. These include:

* Prime Minister and Deputy Prime Minister
* House (sport) Representatives
* Education, Environment, Fundraising, Finance, Community, Arts, Technology

They are supported by administrative positions such as:

* Speaker
* Sergeant at Arms
* Hansard Reporters
* Clerk

The year 6 students elect form the House of Representatives. Issues are raised at a classroom level and conveyed through representatives to the parliament. Students hold caucus meetings where they propose and write bills. During parliament sittings the students debate and vote on bills presented. Once passed, the bills go to the senate (staff) for amendment or approval. A bill becomes school law once the Governor General (Principal) gives approval. The school parliament supports the curriculum through teaching students about the process of government and representative democracy.

Class Rules / Classroom Expectations

At the beginning of each year all students will be involved in the design of class/unit rules that align with the school vision and philosophy. These will clearly articulate and provide explicit quality criteria for appropriate classroom behaviours. They will be displayed in classrooms and will be revisited and reinforced frequently, particularly at the start of each term. When establishing classroom rules and expectations, teachers should:

1. Develop them in consultation with the students, either by presenting rules that can be discussed in CircleTime and asking the class why these have been chosen, are any others needed etc, or by brainstorming together to develop the rules that will support teaching, learning and wellbeing in the classroom.
2. Keep expectations short, simple and clear: As a guide, no more than 5 rules with no more than 5 words each.
3. Use positive language highlighting desired behaviours for example “Respect others” rather than “No teasing”.
4. Publish and display the rules where they can be referred to frequently.
5. Have consistent expectations of students and model desired behaviours yourself.

Class Rewards & Incentives

All teachers are encouraged to develop a scheme for rewards and incentives that is developmentally appropriate and suits their teaching style. Whatever the system, the children should be given specific praise and incentives frequently for exhibiting desired behaviours. The best systems also incorporate life skills learning, literacy and/or numeracy skills and positive group cohesion. Please see your supervising executive if you would like guidance or examples to help you get started.

Buddy Programs

Senior and junior classes are buddied up to provide additional social support for younger students, while giving senior students leadership opportunities. Buddy classes meet once a week to read, complete learning tasks, play social skills games or simply talk and eat together. Students are paired with another student who becomes their partner for all of the buddy activities, allowing them to get to know each other, feel comfortable and build rapport. Junior students are encouraged to seek the help of their buddy on the playground.

English as an Additional Language or Dialect

EALD support is provided for children who are from a non-English speaking background, to facilitate their improved engagement with learning. The aim of the program is to provide opportunities for students to develop skills and strategies in using written and spoken English, as well as to enhance self-confidence, build better relationships and have a positive approach to learning.

The EALD teacher works in consultation with class teachers to set learning goals based on the individual needs of the students. EALD support is flexible and dynamic, responding to the needs of identified students, and so may incorporate individual withdrawal, working in small groups, assistance in class activities, and scaffolding of explanations, expectations and instructions.

The EALD teacher can also work collaboratively to support the practice of classroom teachers. They can provide feedback and suggestions, cultural information and linguistic strategies and conduct assessment and reporting protocols that support the mainstream assessment and reporting processes in the school.

Transition Programs

Charnwood-Dunlop School views transition as a process where students are supported to move from one set of circumstances to another, that may include changes to environments, relationships, behaviours, routines, roles and expectations. We consider it our responsibility to plan for and implement transition programs that reduce students’ anxiety and stress, and promote a smooth transition to fulfil the highest possible outcomes in their new circumstances.

**Transition to a new teacher**

Sometime in January, all students will receive a postcard from their new teacher for the year. This is an attempt to reduce anxiety for students and allow them the best chance of a successful start to the year. Individual students, especially those who suffer from extreme anxiety, may require a transition plan which includes getting to know their new teacher at the end of the previous year. This need will be identified and evaluated on a case by case basis, by class teachers.

**Special Needs Transitions**

For some students with special needs, the regular transition processes that schools have in place may be sufficient. For others a transition may require substantial preparation, planning, adjustment and support. These needs are evaluated as part of the ILP and ILP Review processes. Some students may need a team approach where student, class teacher, parents/carers, SN coordinator, DECO, school psychologist, ETD central office staff and other agencies can all be called upon to ensure the best possible outcome for that student. Transition planning will be conducted on a case by case basis and will be guided by the document *Transition Guidelines Students with disability in ACT Public Schools appendix to Individual Learning Plan Guidelines* which can be accessed through the SN coordinator for your team. Transition action plans for students with complex needs should be developed with 4 phases in mind:

* Preparation
* Transfer
* Induction
* Consolidation

In each of these phases, team members should consider whether or not action is required in the following areas:

* Administration
* Environment
* Curriculum
* Teaching, learning, assessment, reporting
* Personal and social

**Transition from Preschool to Kindergarten**

To facilitate a smooth transition for students moving from preschool to kindergarten at Charnwood-Dunlop School:

* Preschoolers are offered many opportunities to visit the kindergarten classrooms and meet the kindergarten teachers, both with (Term 3) and without (Term 4) their preschool teachers accompanying them.
* Preschool staff complete a skills checklist that allows identification of students requiring a more comprehensive transition plan and that the receiving teachers can use to cater for the students’ individual needs.
* Discussions and planning for the transition needs of individual students.
* Kindergarten parent information session.

These processes begin in term 3 and are led by the kindergarten teachers, in consultation with the preschool staff.

**Transition from year 6 to High School**

Transition for year 6 students begins at the start of term 3 and is led by the year 6 class teachers. Transition profiles are completed for all students and forwarded to their receiving schools. As Charnwood-Dunlop School falls into the drawing area for Melba Copland Secondary School (MCSS), the bulk of transition activities are conducted with MCSS. These include:

* Visits to CDS from prospective MCSS year 7 coordinator and other teaching staff
* Inclusion in and invitation to various MCSS school events such as special assemblies, performing arts programs and community gatherings
* Orientation days spent at MCSS undertaking ‘taster’ activities in preparation for year 7
* Parent information night

Parents of students transitioning to other high schools and settings are responsible for liaison with schools to arrange transition programs. CDS staff are supportive and assist where needed.

**IEC transitions**

Students attend the IEC for approximately 20 weeks. Once ready to graduate and attend a local mainstream school, students participate in orientation visits to their new school over two days. This allows students to familiarise themselves with their new environment and meet their teachers. The IEC teacher supports this process through attending the initial visit with the family, helping them to engage with the new school and ensure they receive all the required information to facilitate a smooth transition. This initial meeting also provides an opportunity to introduce the student and impart important information to the EALD and class teachers.

Alternative Programs

A number of alternative programs are offered throughout the year in order to meet the specific needs of various groups of students within our school community. These groups may be students who require extension or remediation, language development, have trauma backgrounds or suffer with chronic absconding behaviours. They may be students who are at risk of becoming disengaged with school or require focused development of specific social skills. Some of the programs that have been developed and implemented in the past include:

* Circus Skills
* Meccano
* Choppers
* Literacy Club
* ABC Café
* Homework Club
* Kulture Break
* Therapy ACT programs
* Bungee programs

Programs to be offered for each calendar year and the timing of their delivery may vary, as they are implemented in response to student need.

**Targeted**

3-5%

**Selected**

10 – 20%

Prevention and Early Intervention

**Universal**

75-85%

Promotion and Prevention

Targeted Strategies

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Positive Behaviour Support

Charnwood-Dunlop seeks to maximize opportunities for students to achieve academic, social and emotional competence to support their participation, contributions, and success in schools and the wider community. Successfully addressing challenging or unproductive behaviour requires an increased emphasis on proactive approaches in which expected and more socially acceptable behaviours are directly taught, regularly practiced in the natural environment, and followed by frequent positive reinforcement. Students with high behaviour support needs may require a planned system of reward and incentive for desired behaviours that is separate to or additional to their class’ reward system. They may include rewards provided by the school or class teacher and/or rewards negotiated with parents/carers. Class teachers are responsible for the development and implementation of these incentive schemes but should discuss with their supervising exec if they are unsure how to proceed.

ILPs and SN Processes

All processes for identifying, assessing and catering for the needs of students with a disability or additional learning needs are outlined in the ***Special Needs Operating Manual***, which is provided for all members of the Special Needs Team and can be accessed through them. Teachers need to be aware of their responsibilities as outlined in the following documents:

* ILP/PLP Processes: Instructions for Classroom Teachers, attached appendix#2
* ILP/PLP Review Processes, attached appendix#3
* SN referral process, attached appendix#4
* SN referral form, attached appendix #5

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| Responding to Unproductive Behaviours |

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3-5%

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Promotion and Prevention

Universal Strategies

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IT Guidelines

**Acceptable Use of ICT**

Students at Charnwood-Dunlop School must have an acceptable use of ICT form signed by their caregiver before they are allowed to access the SCHOOLSnet network. All students are given an account where they are able to access Internet Explorer, the Microsoft suite, and the Adobe suite. Within their account they are able to save documents they have been working on in class, as well as access a class folder where resources are saved. At all times, students are expected to behave responsibly when using computer resources. In the event they behave inappropriately a Misuse of IT assets flowchart (attached, appendix #9), has been developed to ensure transparency and consistency with consequences involving issues of non-compliance, sharing of passwords, accessing inappropriate content, mistreatment of assets and cyber bullying. A register is kept of students who behave inappropriately with computer assets and when online.

**Cyber Safety**

Charnwood-Dunlop School recognises the need to be proactive in educating students to be safe when using the internet and on how to identify and recognise inappropriate conduct. Each year officers from the Australian Federal Police visit students in years five and six to talk about the possible dangers of the internet and how to stay safe online. Think u Know presentations for parents are also booked to ensure the school community is informed on cyber safety issues.

**Cyber Bullying**

If students are found to be engaging in cyber bullying at Charnwood-Dunlop School they will have their network account suspended until the issues are resolved. Should cyber bullying occur outside of school hours it is important that students feel comfortable to report the issue to a responsible adult. Should issues of cyber bullying be reported to staff at Charnwood Dunlop School, they will contact the parents/carers of students involved. If required, restorative practices may be employed to resolves issues between students.

Protective Action Plan

When students are demonstrating unsafe or violent behaviour that puts their safety or the safety of others at risk, all staff are expected to follow the ***Protective Action Plan*** attached, appendix #6. The primary objective of this response plan is to de-escalate students and maintain safety using the least invasive method possible. Staff should avoid physical intervention if possible and when it is required, only use approved Team Teach techniques that are reasonable, proportionate, necessary and in the best interests of the child. Staff who are not trained and authorised in Team Teach techniques should not be involved in the use of a physical intervention. All staff at Charnwood-Dunlop School are expected to have current Team Teach qualifications or be enrolled to update these qualifications.

Classroom Behaviour Support:

Stage System

Charnwood-Dunlop School employs a uniform approach across the school to respond to unproductive classroom behaviours. Students are involved in the design of class/unit rules that align with the school vision and philosophy, at the start of the year. These are displayed in classrooms and should be revisited and reinforced frequently, particularly at the start of each term. Consequences for unproductive behaviours and recognition for productive behaviours will be explicitly explained to students and communicated with parents/carers.

**Responses to Unproductive Behaviours**

Teachers are responsible for engaging students in their class and following up with consequences for unproductive or disruptive behaviours. They have the full support of the executive team to do so. All staff at Charnwood-Dunlop School are given the opportunity to undertake training in *Essential Skills for Classroom Teachers* and are expected to utilise these techniques as a proactive and preventative approach to managing low level behaviours. If students persist with low level behaviours or display higher level behaviours, teachers should follow the stage system as outlined below:

Playground Behaviour Support

Students are responsible for their own behaviour on the playground by following school rules to ensure that all school members are kept safe and can play without interference or harassment. Students behaving inappropriately will be spoken to by the duty teacher and RP process followed. Students will be made aware of playground rules and consequences at the beginning of each school term.

Executive Referral

Class teachers are responsible for engaging the students in learning. When students are unable to exhibit productive behaviours, class teachers may need to refer to the executive team for additional support. Before this referral, the expectation is that class teachers should have considered the strategy suggestions that can be found on the reverse of the executive referral form.

Referrals to the executive team may be for:

* unauthorised student absence
* continued inappropriate behaviour in Stage 2
* refusal to got to Stage 2
* demonstration of violent, dangerous or extreme unproductive behaviour
* physical or verbal abuse
* threats of harm or violence
* persistent non-compliance.

Forms for executive referral are included in appendix #7.

Students who enter Stage 3 may require additional support to manage their behaviour and parents may need to be consulted. They may require a behaviour response plan, a formal behaviour contract or a comprehensive behaviour management plan.

Repeated Stage 3 referrals may require more intensive follow up by executive staff or more serious consequences appropriate to the developmental level and individual needs of the student.

Reporting Student Behaviour

When incidents of student behaviour require documenting for follow up, the *Record of Student Behaviour* form (attached, appendix #9) should be used. As outlined in the Safe and Supportive Schools Policy, all cases of bullying, racial harassment and sexual harassment should be documented and referred to the supervising executive teacher plus a copy given to one of the REDCOs. If any student is in possession of a weapon designed to inflict bodily harm, then this should also be reported to the police, and the school executive team. If a student reports, or a teacher is aware of any form of sexual assault, this should be reported to the police and school executive team.

**Targeted**

3-5%

**Selected**

10 – 20%

Prevention and Early Intervention

**Universal**

75-85%

Promotion and Prevention

Selected Strategies

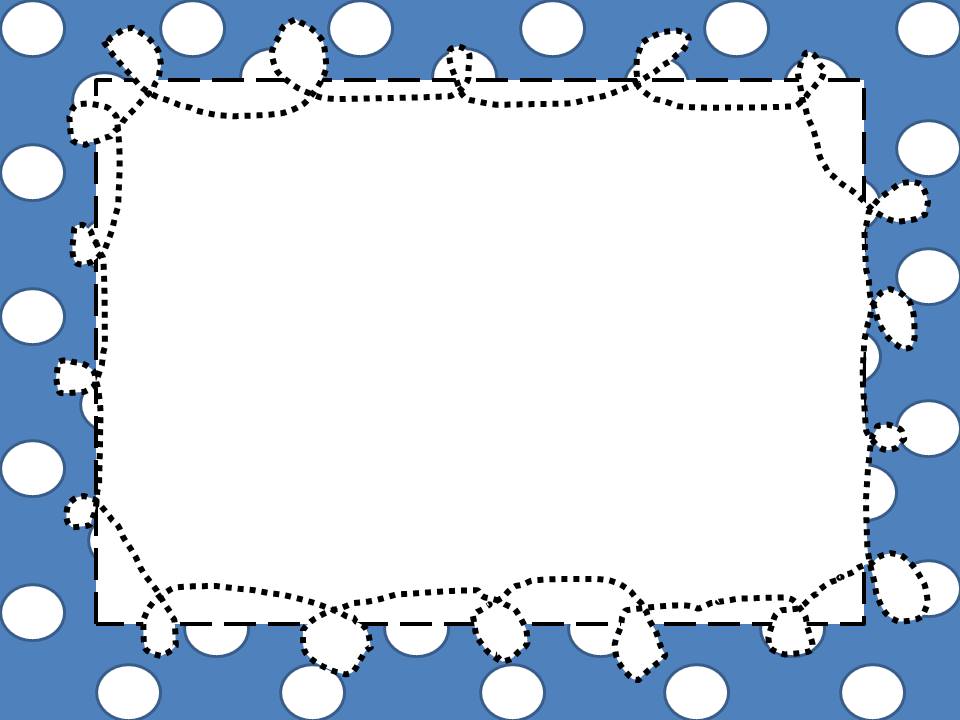
Selected Strategies

|  |  |
| --- | --- |
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| Cool down / Reflection areas in classrooms | 35 |
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Responses to Absconding Behaviours

Charnwood-Dunlop School employs a uniform approach across the school to respond to students who leave the classroom without permission. Class teachers apply consequences for leaving the classroom without permission, according to the student’s individual behaviour support plan (if they have one), their established classroom expectations and positive behaviour support systems.

Students are required to have a pass from their teacher if they have a legitimate reason to be away from their class such as going to the toilet or taking a note to the front office. Students who do not have a pass will be returned to their classroom as per the “Response Plan for Students out of Class,” attached (Appendix #10). Students who refuse to return to class or run away from the staff member who is directing them to do so, will be referred to absconder recovery as outlined in the response plan.



**Absconder Recovery**

Students who are referred to absconder recovery are required to complete a reflection sheet (attached, Appendix #11) in order to consider the events that led them to exit the classroom and refuse to return. The teacher on duty will discuss the questions and help them write their answers as well as formulate a plan to help them make better choices in the future. Once they have done so satisfactorily, the duty teacher will dismiss them for the remainder of the break, with a slip outlining where they should play for that break.

**Failure to attend Absconder Recovery**

Students who fail to attend absconder recovery at the designated time will be given one chance, in case they genuinely forgot. They will be expected to attend the next absconder recovery. Students who leave absconder recovery without teacher permission will not be given this chance.

Students who fail to attend this 2nd chance and students who leave absconder recovery without permission will be required to complete two sessions in absconder recovery to make up for it.

Students who fail to complete their two designated sessions of absconder recovery will be placed on a playground plan for one week. It will include one session of absconder recovery each day and one session of clubs and the student must get it signed by the teacher on duty in those areas to show they have completed successfully. They will not have choice regarding which clubs they attend. They will not be permitted to have free play during that 5 school day period.

Should a student fail to meet the commitments of the playground plan, they will be referred to senior exec. They will, in consultation with the student’s parents/carers, provide one or more of the following opportunities to learn from their mistake, as appropriate to meet the individual behaviour support needs of that particular student:

* Suspension
* In-school suspension
* Formal behaviour contract
* Restorative Justice Formal Conference
* After school catch up on learning time

Students who demonstrate a repeated pattern of absconder recovery referrals may require an individual behaviour support plan, which would be developed in consultation with their parents/carers. Students who show improvement in this area may be eligible for a Marlin Award.

Responses to Bullying, Harassment, Violence and Verbal Abuse

**Violence and Verbal Abuse**

**Violence** is the intentional use of physical force, threatened or actual, against another person(s) that results in harm to that person(s) or their property.

**Verbal Abuse** is offensive or foul language directed at a person or persons, or used to disrupt school routines.

Charnwood-Dunlop School considers both violence and verbal abuse to be extreme behaviours that require a consistent response.

**Bullying and Harassment**

**Bullying** is repeated verbal, physical, social or psychological behaviour that is intended to cause harm, distress and/or create fear in a less powerful individual or group. Conflict and single incidents are not defined as bullying.

**Harassment** involves unwelcome words that are offensive, abusive, belittling or threatening behaviour directed at a person or group because of a particular characteristic(s) of that person or group. It includes sexual and racial harassment. If harassment is repeatedly directed at the same person(s) it is considered to be bullying.

One male and one female **Respect, Equity and Diversity Officer (REDCO)** will be identified to students and will respond to complaints from and provide support to students who have experienced bullying, racial and sexual harassment. They will undertake REDCO professional learning offered by the directorate and share with staff appropriate ways to identify and respond to harassment and bullying. They will provide information to students to increase awareness on how to create a safe and supportive school environment that is free of discrimination and harassment. At the end of each term they will conduct an audit of incidents and offenders and will deliver a program of learning to repeat offenders in week 10. There will be a regular space in the newsletter for a REDCO Report, which should be used to raise awareness in the school community about issues of bullying and harassment and supportive responses from parents/carers. Some of this material can be drawn from the Family Links Toolkit in Friendly Schools Plus: Evidence for Practice.

**Procedures for reporting incidents of bullying, harassment or sexual harassment**

Incident of bullying, harassment or sexual harassment is witnessed by or reported to a teacher. Teacher should determine if there are any safety issues and address them immediately

Teacher fills out *Record of Student Behaviour* form (attached, appendix #) and gives a copy to both their supervising executive teacher and the appropriate REDCO.

**Executive teacher** follows up with investigation of the incident. A statement should be taken from the victim and alleged offender and it may be necessary to take witness statements from other students or staff. Appropriate school responses to unproductive behaviour should then be applied, which may include removal from the playground, a playground plan, ineligibility for special school events and excursions or other consequences including suspension. Parents of both students should be informed. REDCO may be called on to discuss the behaviours if needed. A restorative conference may be offered but the victim has the right to accept or decline. Teachers of both students should be notified of the incident and the victim should be notified of what action has been taken.

**REDCO** files the *Record of Student Behaviour* ready for the end of term audit and offers the victim a chance to debrief and provide any further information about their experience of bullying or harassment. Student should be made aware of the services offered by the School Psychologist and Student Welfare Officer. An information brochure should be provided for parents to support their child. In 2014, a separate register will be developed in consultation with the directorate, to record incidents of bullying and harassment.

In week 9 of each term, REDCOs will be released to conduct an audit of reports of bullying, harassment and sexual harassment. Students with more than one incident of bullying or harassing others will be withdrawn to meet with the REDCOs, who will explain:

* The seriousness of this pattern of behaviour
* The seriousness of the consequences for future incidents
* A specialised program of learning in week 10 for those students who have bullied or harassed others three or more times in one term. This program of learning will be conducted in a withdrawal model and during break times and will therefore require them to be off the playground for all of week 10. It will include exposure to case studies, victim stories and empathy exercises to understand the impact of their bullying.

Cool Down / Reflection areas

A safe and quiet place for reflection should be set up in each classroom. Teachers should clearly explain to students that they can self-refer to this place when they need to and that it is also a place they will be directed to if they have reached stage one for unproductive behaviours. In your reflection area there are two options for students. They can either use the 'cool down' box when they self-refer or the 'reflection' box when they are directed to go there. In the 'cool down' box students are provided with a range of fiddle toys, emotions cards and cool down prompts. In the 'reflection' box students are provided with a sheet to fill in to reflect on their behaviour and come up with a way to repair the harm.

Teachers should decide on a developmentally appropriate period of time for reflection, according to the age of the students in their class. Students who have completed their reflection time are welcomed back to re-join the class. The teacher should use a minimal verbal or non-verbal acknowledgement that they have handled the situation appropriately and are a valued member of the class. The expectation is that they will not display appropriate/continue to display inappropriate behaviour once they return to the group.

These procedures should be explained to students at the beginning of the year and reiterated every term or more often as necessary to ensure understanding. Some teachers may choose to have more than one safe/quiet spots in their classroom for students to self-refer, but only one place should be designated as the reflection desk for stage one.

Restorative Justice: Corridor Conferences

Charnwood-Dunlop School uses Restorative Practices to focus on repairing the harm done to people and relationships rather than on punishing offenders. The corridor conference process involves all parties affected and all have a say. They acknowledge what happened, who had been affected by their behaviour and focus on repairing the harm that had been done. All staff are provided with training to conduct corridor conferences and can shadow a member of the executive team if they would like to see one conducted by someone else.

**Corridor Conferencing Questions:**

Questions provide a way to repair harm, restore relationships and to find a way forward:

What happened?

What were you thinking?

Who has been harmed? How?

What needs to be done to repair the harm?

Does that seem fair?

Conclusion: *Can you ‘Make someone’s day?”*

Targeted Strategies

**Targeted**

3-5%

**Selected**

10 – 20%

Prevention and Early Intervention

**Universal**

75-85%

Promotion and Prevention

|  |  |
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Behaviour Management Plans

Students with high behaviour support needs may require a behaviour support plan or holistic individual learning plan (ILP). This would be developed in consultation with the student, their parents/carers, executive staff and, when necessary, with staff from Student Wellbeing and Behaviour Support section of the directorate. It may include any or all of the following:

* A response plan for specific behaviours, attached appendix #12
* A behaviour contract, example attached appendix #13
* Individualised positive behaviour support (rewards systems)
* Visual Cues to support the student’s retention of the strategies and their goals
* Specialised training for staff

Playground Plans

It may be necessary, in some circumstances, to restrict the choice of play areas for a student at break time. This may be necessary in order to ensure their safety, to support their social and emotional learning goals for unstructured play skills, or as a consequence for behaviour. When this is used as a consequence, students will be issued with a *Playground Pass Plan* (attached, appendix #14).

Restorative Justice: Formal Conferences

Charnwood-Dunlop School uses Restorative Practices to focus on repairing the harm done to people and relationships rather than on punishing offenders. The formal conference process can be used to address serious incidents, a pattern of repeated behaviours or bullying/harassment. They are similar in structure to corridor conferences but include key stakeholders such as parents/carers and are usually conducted by the executive team.

Suspension

Suspension is the process of temporarily withdrawing a student from attending school as a response to specific behaviours identified in the Education Act of 2004. The purpose of suspension is to:

* Restore a safe working environment
* Allow the school time to review their practice and establish support plans for the student, and
* Communicate the significance of the behaviour and for the student to accept the responsibility for behavior change.

Once an incident is reported that may result in suspension, staff will investigate the incident and report it to the principal or executive staff immediately. The student in question will be given a reasonable opportunity to respond to the allegations.

When suspension is necessary, the school will notify parents as soon as possible, explaining what has happened, what action has been taken and why a suspension is necessary. The school will also provide to parents, a copy of the suspension record, suspension letter and appeal guide along with some school work for the student to complete while suspended.

Suspension procedures at Charnwood-Dunlop School are aligned with the Directorate’s *Suspension, Exclusion or Transfer of Students in ACT Public Schools* policy, 2010.

Partial Attendance

In some circumstances, it may not be possible or desirable for a student to attend school full time. In these cases, a plan for their gradual return to full time attendance should be considered and their parents should complete, with the help of school staff, an application for an exemption certificate, exempting them from full time attendance.

Re-Entry Procedures

If a student has been suspended at Charnwood-Dunlop, it is a requirement to book a re-entry into the school before entering the classroom. This is a meeting with the student, parent, executive and teacher present. During the meeting the ‘Post Suspension Contract’(attached, appendix #15) is filled out to discuss what happened, what could be done differently next time, who was harmed and what actions will be taken by the student to show improvements and effort. The contract is then agreed upon and signed by all parties before the student can re-enter the classroom.

This process clearly identifies the behaviour that caused the suspension, who was harmed and how to avoid this from reoccurring again. It also means that if the student does not follow the conditions stated in the contract, they may be suspended again.

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| Leadership & Review |

Student Engagement and Wellbeing Leadership Team

This group is a representative group responsible for overseeing the school’s safety and wellbeing initiatives. It will be chaired by the deputy and include both REDCOs, a representative from both junior and senior sections and other interested staff. This team will meet at least once a term and will be responsible for the annual review of the policy and regular audits of school processes such as term by term analysis of recovery, absconder recovery and suspension data. They will also lead community consultation included in annual review every 3rd year.

Policy Review

**Annual Review**

Each year the Student Engagement and Wellbeing Leadership Team will lead an annual review that includes:

* Staff survey on school developed initiatives
* Student bully map and bully audit
* Analysis of recovery, absconder recovery and suspension data
* Kidsmatter parent survey for one component, completed at learning journeys
* Safe Schools Hub school audit tool completed by executive team

**Triennial Review**

Every three years, the Student Engagement and Wellbeing Leadership Team will lead a full review process that includes all of the measures undertaken for the annual review, plus:

* Student and staff survey from Friendly Schools Plus
* Community survey on school developed initiatives
* Parent focus group(s)
* Consultation with P&C
* Policy ratified by school board

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| Appendices |

1. Three Way Interview Template
2. ILP/PLP Processes: Instructions for Classroom Teachers
3. ILP/PLP Review Processes
4. SN referral process
5. SN referral form
6. Protective Action Plan & CALM script
7. Executive Referral forms
8. Record of Student Behaviour form
9. Misuse of IT Assets
10. Response Plan for Students Out of Class
11. Absconder Recovery Reflection Sheet
12. Response Plan
13. Behaviour Contract examples
14. Playground Pass Plan
15. Post Suspension Contract



Three Way Interviews

|  |  |  |  |
| --- | --- | --- | --- |
| **Student Name** |  | **Parent/Carer** |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Class:** |  | **Date:** |  |

|  |  |
| --- | --- |
| **Areas of strength** | **Areas Needing Improvement** |
|  |  |
|  |  |
|  |  |

|  |
| --- |
| **Educational Goal/s** |
|  |

|  |  |  |
| --- | --- | --- |
| **Student will** | **Teacher will** | **Parent/carer will** |
| *Signed:* | *Signed:* | *Signed:* |

|  |
| --- |
| **Social Skills / Work Habits** |

1 = Always 2= Most of the time 3 = Sometimes

|  |  |
| --- | --- |
| I accept responsibility for my own behaviour |  |
| I demonstrate helpful and considerate behaviour |  |
| I work cooperatively with a variety of people |  |
| I complete quality work in a reasonable amount of time |  |
| I am organised with the equipment needed to complete tasks. |  |
| **Other Notes** | |
|  | |

ILP/PLP Processes: Instructions for Classroom Teachers

Timeframe:

* ILP should take place as soon as a student has been identified with having specific needs.
* For students who already have an ILP it should take place at the beginning of each year. ILP’s to be conducted during 3–way–goal interviews at the beginning of the year.
* For students in care, it would be expected that an ILP is prepared 4 weeks after the school is notified that they are in care, with a minimal review period of six months.

Prior to the meeting:

1. Seek support from the special needs team if you have not coordinated ILP processes before.
2. Prioritise students who are required to have an ILP, eg students in care or students on Inclusion Support Program funding. Notify SN coordinator of meeting date and time.
3. Book meeting time with parents/carers. Invite SN coord, supervising exec or senior exec, to support with ideas for strategies and goals.
4. Generate letter confirming the meeting time, a copy of a Guide for parents/carers and a parent planning sheet to look at before the meeting. Give to front office for posting home. Decide on venue, and book a room if necessary. Classroom will be appropriate for many. Other possible venues include teacher resource room, the beach, principal’s or deputy’s office.
5. Gather information prior to the meeting such as previous ILP, information about the student strengths, interests and areas of need. Include any other relevant documentation which may assist with goals and strategies. Ensure there are copies for each participant.

During the meeting:

1. Set warm and welcoming atmosphere. Always discuss student’s interests and strengths before moving on to setting goals for their challenges. Some students will be mature enough to participate. Others will not be or will not last the whole time, so it’s a good idea to have some colouring, computer games or craft that they can entertain themselves with while they’re waiting.
2. Discuss plans for the student’s goals, ensuring that you use the smart goal process

* Specific - Establish priority focus areas linked to the curriculum.
* Measurable - Establish and prioritise short and/ or long term learning outcomes.
* Attainable - Identify interventions, strategies, resources and personnel necessary to achieve the learning outcomes.
* Relevant - Identify monitoring processes during the ILP implementation
* Time – bound – Set a time for the ILP to be reviewed

1. Save the ILP in the special needs folder on the G drive.
2. If possible, get the parents/carers to sign off while they are in the meeting as signatures can be hard to secure later. It is fine to hand write changes or additions on the original, or type as you go and print and sign before they leave.
3. If no parents are at the meeting, draft the ILP and send a copy home for parent input and signature

After the meeting:

1. Ensure Parents are given a copy of the ILP.
2. Give signed copies to front office for addition to student permanent files.
3. Keep a copy handy in your daybook or classroom, so that you can refer to it often. The student should know and understand the goals they are working towards and you will probably need to refer to them often, too.

ILP/PLP Review Processes

Timeframe: ILP review meetings should be conducted in **weeks 6, 7 & 8 of term 3**, unless the initial ILP meeting was less than a term ago. In that case, see your SN coord for advice.

Prior to the meeting:

1. Prioritise students who are required to have an ILP, eg students in care or students on Inclusion Support Program funding, but review processes need to be undertaken for every student whose ILP has been planned in consultation with parents/carers. Notify SN coordinator of meeting date and time.
2. Book meeting time with parents/carers. Invite SN coord, supervising exec or senior exec to support with ideas for strategies, evaluation of ILP goals or attendance at the meeting as required.
3. Generate letter confirming the meeting time and copy of ILP for parents/carers to look at before the meeting. Give to front office for posting home. [This document [ILP Review Processes.docx](file:///\\evsstfg.actedu.net.au\staff\stfG\CHWP\Teaching\Special%20Needs\ILP%20Processes\ILP%20Review\ILP%20Review%20Processes.docx) can be found on the G drive in Teaching – Special Needs – ILP processes – ILP Review]
4. Decide on venue, and book a room if necessary. Classroom will be appropriate for many. Other possible venues include teacher resource room, the beach, principal’s or deputy’s office.
5. Evaluate (informally is fine) student’s progress against goals set in ILP term 1. Plan your thoughts for transition for all students. For students transitioning to high school, another school or a special education unit placement, transition planning will need to be detailed and written into the review document.

During the meeting:

1. Set warm and welcoming atmosphere. Always discuss student’s successes and achievements before moving on to setting goals for their challenges. Some students will be mature enough to participate. Others will not be or will not last the whole time, so it’s a good idea to have some colouring, computer games or craft that they can entertain themselves with while they’re waiting.
2. If possible, get the parents/carers to sign off while they are in the meeting as signatures can be hard to secure later. It is fine to hand write changes or additions on the original, or type as you go and print and sign before they leave. Do not save review documents over originals. Eg a file *called ILP Victoria Margrain* should be followed by a file *called ILP Victoria Margrain – review*.

After the meeting:

1. Give signed copies to front office for addition to student permanent files.
2. Keep a copy handy in your daybook or classroom, so that you can refer to it often. The student should know and understand the goals they are working towards and you will probably need to refer to them often, too.

Special Needs Referral Process

Teacher notices student is having difficulty accessing the curriculum, is not developmentally appropriate or is significantly behind age peers in academic progress.

You believe that the student may be eligible for Special Needs resourcing or may benefit from a referral to the SN team, on the basis of:

* Intellectual Deficit
* Language Delay
* Gross Motor Delay
* Fine Motor Delay
* Sensory Processing Dysfunction
* Hearing Impairment
* Vision Impairment
* Chronic Medical Condition
* Developmentally Inappropriate Behaviours
* Mental Health

For more information, please see the ***Teacher Guide for SN referrals***.

Discuss your concerns with parents/carers and provide information about any immediate steps they could take to support their child’s learning.

For example, if you suspect a hearing or vision problem, please suggest a hearing or vision test to the parents while you await SN referral processes. The sooner this assessment is completed, the faster the SN Team can determine what sort of support for the student may be required and available.

Information about Therapy ACT Drop-in Clinics for Speech/Language or Physiotherapy (gross motor) can be found at:

[www.dhcs.act.gov.au/therapy\_act/drop\_in](http://www.dhcs.act.gov.au/therapy_act/drop_in)

To progress a SN referral, you will then need to:

* discuss with your supervising exec and seek their approval for a SN referral.
* complete the SN referral form, ensuring the form is filled out completely with date of referral, student/family details, central ID no and student date of birth.
* Make contact with the parents/carers and inform them that you are referring their child to the school’s Special Needs Team for extra support.
* Provide as much relevant evidence as you have available to support the referral and attach. For example, a writing sample would be necessary to accompany a referral for fine motor delay, but would be irrelevant for a speech referral.
* Get the signature of your supervising exec and pass the referral form and attached evidence on to your SN coord – either junior or senior.

Your SN coord will action the referral in consultation with the SN Team, school psychologist and Disability Education Section. They may liaise with you for any further input that is required or provide suggestions for classroom practice to support the student. They will notify you of any significant outcomes from the referral but please discuss with them if you need an update of the referral’s progress or status.

Once the referral has been actioned and an outcome for the student finalised, the referral will be considered closed. Teachers are free to re-refer at any time if they have new concerns about the student. Ongoing monitoring of the effectiveness and appropriateness of support and strategies for the student are the responsibility of the class teacher in consultation with their supervising exec.

|  |
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| For students who are not a candidate for SN referral, but you are concerned about their progress, either academic or social/emotional, or both. |

If you are seeing other behaviours and indicators of concern, discuss with your supervising exec who may recommend a SN referral, but can support with strategies and may consult with SN coordinator for ideas. These may include but are not exclusive to:

* Response plan for specific behaviours
* Cool down plan and structured activities
* Behaviour Management Plan
* Individual Learning Plan
* Support for liaison with parents/carers
* Ideas for classroom practice
* Coaching or demonstration teaching
* Referral to network BSP when required
* Support with implementation of social & emotional learning curriculum

You will certainly need to discuss with your exec and may consider a mandated report if you are concerned about:

* Family relationships
* Physical health
* Relationships with peers/adults
* Problem behaviours
* Safety
* Sexualised behaviour

|  |
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| Teacher Guide for SN referrals: |

Indicators that a student may require support from the SN Team or may be eligible for resourcing may include:

**Intellectual Deficit** – student’s academic progress is significantly impaired and noticeably delayed compared with age peers. There may be accompanying social and developmental ramifications presenting.

**Language Delay** – difficulties with expressive or receptive language are causing a significant impact on their learning.

**Gross Motor Delay** – significantly impaired and noticeably delayed compared with age peers.

**Fine Motor Delay** – significantly impaired and noticeably delayed compared with age peers.

**Sensory Processing Dysfunction** – unusually noticeable tendency to seek or avoid sensory stimulation of one or more of the following: tactile (touch), vestibular (movement), proprioception (position, weight, pressure, stretch), auditory (sounds & hearing), oral (mouth), olfactory (smell) or sight (vision & light sensitivity)

**Hearing Impairment** – classroom participation indicates there may be a hearing loss that could impact on speech, language, auditory processing, cognition or social development.

**Vision Impairment** – classroom participation indicates they may be having trouble seeing things, either distant or near, and it is impacting significantly on the student’s learning.

**Chronic Medical Condition** – has been reported to teacher by student or family.

**Developmentally Inappropriate Behaviours** – parents may have indicated to teacher that they are seeking paediatric intervention or a diagnosis for Autism, Asperger’s or other Pervasive Developmental Disorder. Teacher may have noticed that student is inclined to repetitive behaviour sometimes taking the form of a persistent, intense preoccupation. They may also have noticed an inability to interpret gestures and facial expressions, difficulty seeing things from another person's perspective, and pervasive impairment in reciprocal social interaction skills and communication. The student may be distinctly below their age appropriate developmental level and exhibit behaviours associated with much younger children, particularly when upset or stressed, or when unexpected changes to routine occur.

**Mental Health** – significantly disturbed behaviours seriously affecting their educational functioning.

Charnwood Dunlop School - Special Needs Referral form

**Private and confidential**



The information on this form will be used to assess the support required by the student

Student’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Gender: M / F DOB: \_\_\_\_\_\_\_\_\_\_\_\_\_

Year \_\_\_\_\_\_\_\_\_\_\_\_ Class \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Teacher/s \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Address \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent/carers name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Phone contact \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**❒** Parent informed of Special Needs referral prior to meeting

**❒** Exec Teacher approval

**Signature of Executive teacher: ­­­­­­­­­­­­­­­­­­­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**❒** Special Needs Coordinator approval

**Signature of SN Coordinator: ­­­­­­­­­­­­­­­­­­­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: ­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Major reasons for referral:**

**□** Academic progress/ intellectual deficit

**□** Language or speech delay

**□** Fine motor

**□** Gross motor

**□** Sensory Processing

**□** Hearing

**□** Vision

**□** Chronic Medical Condition

**□** Developmentally inappropriate behaviours

**□** Mental Health

**□** 0ther:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Academic Assessments:**

Please attach copies of assessment recorded on Student Achievement lists if applicable. For example:Running Record, Morrison McCall Spelling, I Can Do Maths (2), PIPS (K), NAPLAN results (3 & 5), SENA (K-1), PAT MATHS (3-6), Writing samples, work samples etc.

**□** Work samples attached

**The child is accessing support through**:

**□**ATSI student engagement team

**□** Student Wellbeing and Behaviour Support

**□** Counselling

**□** Transition support

**□** EALD/ESL

**□** LA

**□** Inclusion Support Program

**□** LSA support

**□** Targeted Support Team

**□** Other i.e. CAHMS, CARHU: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**□** Therapy ACT for \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Is the student a:**

**□** Student in care

**□** Young Carer

**□** Child of Parents with Mental Illness (COPMI)

**Does the student have a:** (Please attach)

**□** Current ILP

**□** Current PLP (indigenous students)

**□** Behaviour Management Plan

**□** Response Plan

**□** Medical Management Plan

Briefly summarise your observations in the following areas:

|  |  |
| --- | --- |
| Academic Skills (levels compared with age peers) | |
|  | |
| Self-care (such as toileting and eating) | Motor Skills (fine and/or gross) |
|  |  |
| Behaviour | Communication Skills |
|  |  |
| Classroom Impact – what effect do the needs of this student have on teaching, learning and wellbeing in your classroom? | |
|  | |

List/describe successful strategies employed so far:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |
| --- | --- |
| **Action Item** | **Person Responsible** |
|  |  |
|  |  |
|  |  |
|  |  |
| **Feedback to referring teacher** |  |

**Protective Action Plan**

***For intervention when a student’s behaviour is putting their own, or another person's physical safety at risk***

De-escalate using the CALM script

Call for assistance

-Red Card

-Walkie Talkie

Continue to de-escalate using the CALM script

Child Calms

Eliminate dangers and manage bystander behaviour until assistance arrives

Child continues to escalate

Person 1:

Clears/evacuates the area

Person 2:

Continues to de-escalate

Eliminate dangers and manage bystander behaviour until assistance arrives

Re-assess the situation

Is there still a safety risk?

Follow normal behaviour management procedure

Use the least invasive method to ensure everyone's safety. Physical interventions should only be considered if necessary, reasonable, proportionate, in the best interests of the student, and should only be applied for the minimum time possible.

**Calm Script:**

|  |
| --- |
| 1. ‘I can see…something has happened…we have a problem…something is up’ 2. ‘I’m here to help’ 3. ‘Talk and I’ll listen’ |

* Remember to pause and assess the safety risk, to make a considered response. This also allows ‘take up time’ for the student to make their own choices.
* Remember that you are inviting the student to share their problem and trying to ensure they can get out of their situation with dignity and without further safety risk.

**C**ommunication

**A**ssessment and awareness

**L**ooking and listening

**M**aking Safe

**De-escalation Tips:**

* Try to connect
* Find something to praise
* Offer limited choices
* Divert away from confrontation
* When safety allows, provide a ‘get out with dignity’ – ‘I’ll come back and speak to you when things have cooled down a bit” (Take up time)
* Start sentences with I rather than you
* Express honest feelings in a calm and constructive manner
* Repeat simple clear directions
* Be aware of your own triggers
* Try not to take the behaviour personally
* Think of what might be the function of the behaviour
* Avoid the conflict cycle
* Control your own emotions and model self-regulation
* Take a step back, both physically and mentally
* Read the body language and behaviours – be proactive and intervene early
* Use appropriate humour to defuse anger
* Talk low and slow and quietly
* Offer reassurance (but don’t make promises you can’t keep)
* Divert and distract with another activity or topic
* State desired behaviours clearly
* Set clear, enforceable limits
* Offer alternatives and options
* Allow them to save face in front of their peers
* Consider making the environment safer – assess hazards
* Remove furniture and weapon objects
* Use help protocol to support colleagues and change the person they are dealing with

Appendix #7: Executive Referral Forms

|  |  |
| --- | --- |
| **Unauthorised student absence** | |
| **STUDENT NAME:** | **CLASS:** |
| * has not returned promptly from break time * has absconded from class * has not attended a stage 2 referral as instructed | |
| * current location is unknown * current location is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | |

|  |  |
| --- | --- |
| **Unauthorised student absence** | |
| **STUDENT NAME:** | **CLASS:** |
| * has not returned promptly from break time * has absconded from class * has not attended a stage 2 referral as instructed | |
| * current location is unknown * current location is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | |

|  |  |
| --- | --- |
| **Unauthorised student absence** | |
| **STUDENT NAME:** | **CLASS:** |
| * has not returned promptly from break time * has absconded from class * has not attended a stage 2 referral as instructed | |
| * current location is unknown * current location is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | |

|  |  |
| --- | --- |
| **Unauthorised student absence** | |
| **STUDENT NAME:** | **CLASS:** |
| * has not returned promptly from break time * has absconded from class * has not attended a stage 2 referral as instructed | |
| * current location is unknown * current location is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | |

|  |  |
| --- | --- |
| **IMMEDIATE ASSISTANCE REQUIRED** | |
| **STUDENT NAME:** | **CLASS:** |
| * is in danger of harming either **themselves** or **others** (circle one of the underlined choices) * I **have** / **have not** evacuated my class to a safe location | |
| **TEACHER NAME:** | |

|  |  |
| --- | --- |
| **IMMEDIATE ASSISTANCE REQUIRED** | |
| **STUDENT NAME:** | **CLASS:** |
| * is in danger of harming either **themselves** or **others** (circle one of the underlined choices) * I **have** / **have not** evacuated my class to a safe location | |
| **TEACHER NAME:** | |

|  |  |
| --- | --- |
| **IMMEDIATE ASSISTANCE REQUIRED** | |
| **STUDENT NAME:** | **CLASS:** |
| * is in danger of harming either **themselves** or **others** (circle one of the underlined choices) * I **have** / **have not** evacuated my class to a safe location | |
| **TEACHER NAME:** | |

|  |  |
| --- | --- |
| **IMMEDIATE ASSISTANCE REQUIRED** | |
| **STUDENT NAME:** | **CLASS:** |
| * is in danger of harming either **themselves** or **others** (circle one of the underlined choices) * I **have** / **have not** evacuated my class to a safe location | |
| **TEACHER NAME:** | |

|  |  |
| --- | --- |
| **Exec Referral** | |
| **STUDENT NAME:** | **CLASS:** |
| In response to student behaviour, the teacher requests:   * support with a parent meeting * support to conduct a student conference * a meeting time to discuss the student’s behaviour support needs * follow up for harassment that is racial or sexual in nature * other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | |
| **DESCRIPTION OF THE UNPRODUCTIVE BEHAVIOURS:** | |
| **ACTIONS ALREADY TAKEN IN RESPONSE TO THIS BEHAVIOUR INCLUDE:**   * Student conference * Class meeting/no-blame classroom conference * Stage system used * Parents contacted * Informal agreement with student * Behaviour contract * Consequences applied (give detail) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   * Other (give detail) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | |
| **TEACHER NAME:** | |

Before this referral, the expectation is that class teachers should have considered the following strategy suggestions:

* Utilisation of skills covered in *Essential Skills for Classroom Teachers*, such as:
* Establishment of clear classroom rules and expectations
* Signal to attend has been taught and used
* Active and frequent scanning
* Clear and simple instructions
* Positive body language and tone of voice. Non-verbal acknowledgement.
* Specific and frequent praise for productive behaviours from the referred student and other students in the class
* Selectively attending to productive behaviours and giving minimal attention to unproductive behaviours, in a planned and deliberate way, as long as safety is not an issue
* Redirect to learning
* Giving a choice
* Following through with consequences and rewards
* Reviewed the student’s file
* Discuss the student’s learning needs with parents/carers
* Reviewed the suggestions outlined in *Everyone Matters: Behaviour Support Protocols*
* Inquired with the school psychologist about the student’s needs
* Differentiated the curriculum where necessary
* Informal chat and behaviour agreement
* Provide choice or student directed activities for student to feel some sense of control
* Reinforce class rules and expectations and highlight how they apply to specific incidents
* High interest activities
* Consider seating arrangements, social dynamics and environmental factors in the classroom
* Break tasks down into achievable chunks
* Scaffold the learning tasks
* Teach classroom transitions and routines
* Referral to structured playground activities such as clubs or playshed
* Give responsibility
* Pre-warning for changes to routine and contingency plans for situations that may be challenging
* Visual timetables and explicit quality criteria (learning intentions)
* Teach social skills/gambits
* Agree on a signal for when the child is not coping or feels the urge to exhibit unproductive behaviours. Choose one that is unobtrusive and doesn’t shame the student
* Consider an exit card if appropriate
* Use social stories to reduce anxiety and teach and reinforce appropriate responses
* Watch for and record early indicators, triggers and results of behaviour
* Develop peer relationships with good role models – both age peers and student mentors
* Establish communication protocols with home eg communication book
* Personalised reward and reinforcement scheme

**Student Code of Conduct**

**To ensure our school is a safe and happy place for everyone all students are expected to adhere to this code of conduct.**

Students are expected to:

* Participate actively in their education and engage positively in learning
* Take responsibility for their behaviour and conduct
* Demonstrate respect for themselves, other members of the school community and their learning environment
* Interact with others in a courteous and cooperative manner
* Respect and comply with requests made by school staff
* Agree to abide by the requirements for access and acceptable use of ICT.

 **Charnwood - Dunlop School**

Bettington Circuit Charnwood 2615

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Email: info@charnwoodps.act.edu.au

ABN: 78 397 545 977

**Restorative Practice Agreement Letter**

Dear

Your child\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ was involved in the following behaviour incident/s:

Your child has taken part in a restorative conference and has agreed to the following:

We ask that you discuss this with your child.

Should this behaviour continue and the restorative agreement not be met a behaviour plan will be written with your child. We will contact you if this happens and encourage you be a part of this process with the school.

Students who do not follow the behaviour plan will be suspended in accordance with the ACT ETD policy ‘Suspension, Exclusion or Transfer of Students in ACT Public Schools’ and Charnwood-Dunlop School’s ‘Engagement and Well Being’ policy. A copy of these policies can be found on the school website or at the front office of the school.

We look forward to your continued support in maintaining a safe and happy school for all students, staff and families.

Principal

[](http://www.charnwoodps.act.edu.au/)Record of Student Behaviour

|  |  |  |  |
| --- | --- | --- | --- |
| Student Name: | | Reporting Staff member: | |
| Day: | Date: | Time: | Activity: |
| Other students/staff present during incident: | | | |

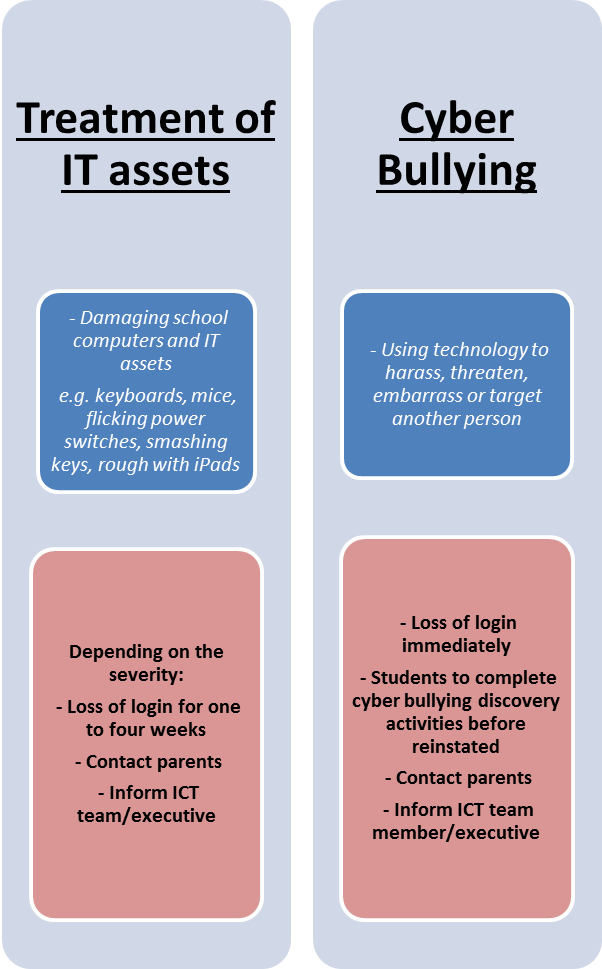
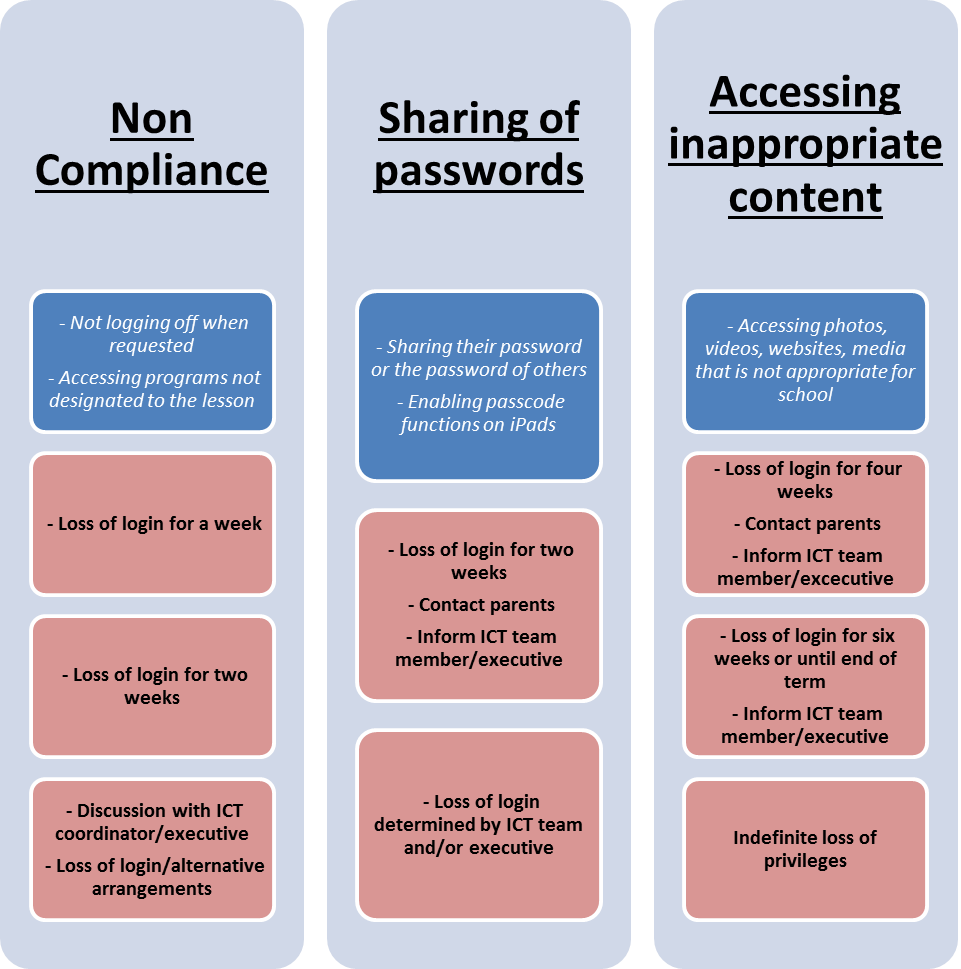
**Description of behaviour:**

* Non-compliance with teacher directions – persistent over time.
* Dangerous behaviour.
* Violence or fighting.
* Stealing / damaging property.
* Harassment of another student [Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ ].
* Verbal abuse (directed at someone) or foul language (language not appropriate but not directed at someone).
* Sexualised language or behaviour.
* Bullying – repeated behaviour over time with intent to cause fear, distress or harm. May be physical, verbal and /or psychological. Conducted by more powerful individual or group against a less powerful individual or group.
* Contraband or dangerous items (not willing to surrender them to staff when directed)
* Inappropriate use of technology.
* Other

|  |
| --- |
| Please provide further detail: |

|  |
| --- |
| **ACTION TAKEN:** Please describe the strategies or consequences you have already put in place. |

**Misuse of IT Assets**



Appendix #: Response Plan for Students Out of Class

Student is found out of class during lesson time. Teacher asks, “Do you have a pass to be out of class?”

Student shows pass

Reward student with a smile and some genuine, specific praise eg “Thank you so much for making sure you have your pass when you leave the classroom.” Or “Thank you for following my instructions so well.”

Does not show pass

Teacher gives direction, “You need a pass to be out of class. Who is your teacher? We need to get you back there.”

Student complies

(Check that they go)

Student ignores teacher or does not comply.

Student runs away.

Rule reminder: Do you remember what the consequence is for leaving class without permission? You have a chance to go back to class now or I will have to report you as out of class without a pass. I’ll give you a minute to decide.

Notify a member of the executive team

Exec follow up with implied choice. You have chosen to leave class without permission and so you’ve chosen absconder recovery. You need to come with me now and you will be off the playground next break. [Students who have been referred to absconder recovery 3 or more times may require more intensive behaviour support, such as a behaviour contract and involvement of parents/carers.]

Student ignores teacher or does not comply

Inform the student that you now need to refer to exec, “You have chosen not to follow my directions, so now I will need to tell and executive teacher.

Absconder Recovery Reflection Sheet

Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Class:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Conference Teacher:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What happened that made you want to leave the classroom?

|  |
| --- |
| Why didn’t you ask your teacher for permission to leave? |

How were you feeling?

MCj04257920000[1]MCj04238560000[1]MCj04244560000[1]MCj04244520000[1]MCj04244620000[1]

happy sad confused angry surprised upset tired

other:

Who has been harmed by your actions?

🞎 myself – I have missed out on class activities

🞎 my teacher – who might be feeling disrespected

🞎 the people who care about me – who want what’s best for me and want me to be in class, safe & learning.

🞎 other:

What needs to happen to make up for the class time you have missed?

What needs to happen to make things right with your teacher?

|  |
| --- |
| What will I try next time to help me make a better choice?  🞎 Ask the teacher for permission before leaving the classroom  🞎 Wait for a while (doing my work) and then ask again  🞎 Wait until the teacher is not busy before I ask for permission to leave the classroom  🞎 With my teacher, decide on a signal to let them know I’m having trouble staying in the room  🞎 Clench my fists 20 times and then decide if I need to leave or not  🞎 Go to a quiet spot inside the classroom instead of leaving  🞎 Wait until break time to do things like get a drink, go to the toilet, see my friends  🞎 Other: |

Is there anything your teacher could do to help you make a better choice next time?

This agreement is signed by

Student:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Teacher:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |
| --- |
| Teacher comment: |

**Behaviour Response Plan**

**Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Strategies/Responses**

* Give behaviour specific praise and rewards e.g. “I like the way you are...”
* Be genuine with your praise and give it often
* Negotiate a reward with him
* Acknowledgement for on task behaviour may be; a thumbs up, a smile a verbal acknowledgment
* Avoid being over the top with your praise
* Model appropriate ways to communicate with people (positive, eye contact, body language)

**Strategies/Responses**

* Remind \*\*\*\* of the agreed expectations
* Remind \*\*\*\* of the task to be completed
* Give two clear choices (preferred choice first)
* Once choices are given pause and give him a chance to respond appropriately
* Consider shorter, easier tasks which are specific to his interests
* Allow three warnings – visually if possible
* After three warnings – time out on the couch for 1-2 minutes
* Script: “\*\*\*\* if this behaviour continues I will have to get \_\_\_\_ (identified staff member)

**Strategies/Responses**

* Remind him of expectations whilst at school and any rewards he may be working for. If he is working towards a reward don’t take it away from him at this point but acknowledge that you want him to have the reward and will help him to achieve it.
* Send for assistance earlier rather than later
* Don’t intervene physically
* Remain calm
* Continue to give choices, allow time for \*\*\*\* to respond.
* Don’t engage in conversation with adults about \*\*\*\* behaviour where he can see/ hear you

**Strategies/Responses**

* At this stage containment and the safety of other students and staff are a priority
* Seek Executive support by... and have a plan for when members of the Executive are away
* Remain calm and avoid physical contact with \*\*\*\*
* Remove objects in close proximity which may be used as a weapon
* Be aware of your own emotions in these situations: ask for a break if needed
* Ensure two adults are present at all times. Don’t engage in conversation
* Encourage \*\*\*\* to calm down speaking in low tones with little emotion
* After everyone is calm or at the end of the day it is important to document the incident
* Suspension at the discretion of the Principal. Contact family, if family are unavailable and his behaviour is continuing to be violent the police and/or Care and Protection may be notified.



**Teacher Planning Form for Behaviour Contract**

**Target Behaviour: eg absconding from class**

**Student Name:** Student Citizen **Date:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Target Behaviour:** Student persistently leaves the room without teacher permission.

**Severity of target behaviour:** Student is rarely able to participate in learning activities, even with 1:1 support. He often exits immediately after being re-entered by executive staff.

**Desired Behaviours:**

|  |  |
| --- | --- |
| Long Term:  Remain in class for a whole session. | Short Term:  Reduce the number of times Student leaves class to 3 or less times each session. |

**Positive Behaviour Support: Rewards and Incentives**

When Student stays in class for a few minutes, he will earn a sticker. Every time he gets 5 stickers, he will get to choose from the reward menu.

|  |
| --- |
| Reward Menu:   * 10 mins on ipad * Choose a buddy to show work to exec or another teacher * 10 mins library monitor * 10 mins construction time * Choose another toy/activity to play with * Drawing on the whiteboard * Reading in the pillow corner |

Early indicators:

Staff have observed early indicators such as asking to go to the toilet, crawling around, getting his bag, leaving his seat and standing near doorways, that occur immediately before Student absconds. When these behaviours are observed, teachers will reward Student for still being in the room, allowing him to choose a sticker and asking him to return to his seat to put it on the chart.

Bonus:

If Student stays in class for a whole session, he will get to choose a friend to join him for a special snack and drink with a teacher at the beginning of the next break.

**Monitoring and self-monitoring:**

Sticker chart on the desk will be used to monitor progress towards rewards.

Teacher will give sticker to Student to put on the chart and each time ask, “How many do you have now Student?”

A cross on the board will be added every time Student leaves without permission during a session. When Student is ready for the responsibility, he may be asked to put the cross on the board himself.

**Consequences:**

If Student leaves the classroom without permission at any time, staff will follow the response plan for classroom absconders. If he does not follow teacher direction to return to class, he will be in absconder recovery at break time.

If Student absconds more than 3 times in 1 session, the school will call his mother to take him home.

**Communication Strategy:**

A note will be sent home with Student when he leaves each day, detailing how well he has followed his behaviour contract and what rewards or consequences were used.

Student friendly version for Student.

**Replacement Behaviour:**

Teacher will explicitly teach a replacement behaviour, for example:

* Move to a quiet spot in the room
* Clench fists 5 times then decide if you need to go
* Ask the teacher for permission to leave
* Waiting strategies – count to 50 in your head
* Use a signal that you have worked out with the teacher to let them know you feel like leaving

Student’s Behaviour Contract: Example of Student Friendly version, younger students

|  |  |  |  |
| --- | --- | --- | --- |
| C:\Users\victoria_margrain\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\HE7FNU4D\MC900391724[1].wmf | **Goal** | In class for a whole session  C:\Users\victoria_margrain\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\3IXS5O1E\MC900431611[1].png |  |
| C:\Users\victoria_margrain\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\HE7FNU4D\MC900436305[1].png | **Rewards** | 5 stickers = choose from reward menu  C:\Users\victoria_margrain\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\HE7FNU4D\MC900389510[1].wmf | In class for a whole session = special snack and drink with a teacher  C:\Users\victoria_margrain\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\HE7FNU4D\MP900442481[1].jpg |
| C:\Users\victoria_margrain\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\3IXS5O1E\MM900284048[1].gif | **Consequences** | Leave class and don’t come back when I’m told to = recovery at break time  C:\Users\victoria_margrain\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\HM4ERYXC\MC900290671[1].wmf | Leave class more than 3 times in 1 session = go home  C:\Program Files\Microsoft Office\MEDIA\CAGCAT10\j0185604.wmf |

Signed: \_\_\_\_\_\_\_\_\_\_\_\_ Signed: \_\_\_\_\_\_\_\_\_\_\_\_ Signed: \_\_\_\_\_\_\_\_\_\_\_\_

Student Teacher Parent/Carer

**Student’s Behaviour Contract:** Example of Student Friendly version, older students

**Goal:**

Student will stay in class for a whole session.

**Rewards:**

When Student stays in class for a few minutes, he will earn a sticker. Every time he gets 5 stickers, he will get to choose from the reward menu.

|  |
| --- |
| Reward Menu:   * 10 mins on ipad * going with LSA to show work to exec or buddy teacher * choose from lucky dip/ prize box |

Bonus:

If Student stays in class for a whole session, he will get to choose a friend to join him for a special snack and drink with a teacher at the beginning of the next break.

**Consequences:**

If Student leaves the classroom without permission at any time, staff will follow the response plan for classroom absconders. If he does not follow teacher direction to return to class, he will be in absconder recovery at break time.

If Student absconds more than 3 times in 1 session, the school will call his mother to take him home.

Student signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent/carer signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Teacher signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |
| --- | --- | --- | --- |
| **PLAYGROUND PLAN PASS**  *To be handed to the playground teacher and collected at the end of each break* ***by the student***  *Playground teacher to date and sign in appropriate column at the end of each break*  *Student to return the pass to class teacher at the end of each break for checking* | | | |
| **Name:** | | **Class:** | |
| **Dates:** | | **Playground Area B1:** | |
| **Playground Area B2:** | |
| **Playground Teacher to sign** | | | |
| **Break 1** | | **Break 2** | |
| Date | Teacher Signature | Date | Teacher Signature |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
| Comment: | | | |

|  |  |  |  |
| --- | --- | --- | --- |
| **PLAYGROUND PLAN PASS**  *To be handed to the playground teacher and collected at the end of each break* ***by the student***  *Playground teacher to date and sign in appropriate column at the end of each break*  *Student to return the pass to class teacher at the end of each break for checking* | | | |
| **Name:** | | **Class:** | |
| **Dates:** | | **Playground Area B1:** | |
| **Playground Area B2:** | |
| **Playground Teacher to sign** | | | |
| **Break 1** | | **Break 2** | |
| Date | Teacher Signature | Date | Teacher Signature |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
| Comment: | | | |

**Charnwood - Dunlop School**

Bettington Circuit Charnwood 2615

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**Charnwood-Dunlop School Re-Entry Contract**

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| Could you explain to us in your words why you were suspended from school? |
| If you were in the same situation again, how would you act differently? |
| Who has been harmed by your actions and how are you going to repair the harm? |
| Do you understand that your behaviour was not acceptable at this school and are you able to change your behaviour so that it is suitable school behaviour? |
| How will we know that you are making a big effort to change your behaviour and/or not repeat the unacceptable behaviour? |
| Do you understand that if you continue to behave in a way that is unacceptable that you will be suspended again?  Yes/No |
| Do you and your parent/ carer agree that everything written in this contract is true?  Yes/No  Do you and your parent/carer agree that as a condition of your re-entry you will comply with requests made of you by teachers and staff and that you will comply with class and school rules and expectations? If this agreement is not kept the school may suspend you again.  Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_  Parent/Carer: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_  Principal (or Principal Nominee): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date: \_\_\_\_\_\_\_ |