



Barcaldine Prep-12 State School - 2018

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

1.0 Rationale

Education Queensland is committed to provisions that ensure all young Queenslanders have a right to and receive a quality education. Barcaldine Prep-12 State School has committed to School-wide Positive Behaviour Support to allow all students to achieve their potential socially and academically, and particularly to display behaviours supportive of the school improvement agenda.

The philosophy of Education Queensland is embedded in the belief that all students should be able to reach their full potential in an educational setting that nurtures them, whilst providing solid and clear expectations of each individual, within a safe school environment.

This belief is based on the delivery of a quality and holistic education for all students and the provision of a learning environment that fosters care and consideration for oneself and for others. At Barcaldine State School, the provision of a quality and holistic education is embedded in the belief and practice of:

- Connect
- Protect
- Respect

Excellence in the attainment of one's potential is strongly encouraged and fostered within the context of a learning environment that is challenging, caring, safe and above-all; educationally sound in the delivery of learning and teaching practices. This is possible through the excellent partnerships that exist within the school context and the relationships that co-exist with the school and families and within the support that the wider community offers.

Whilst responsible behaviour is the expectation, Barcaldine Prep-12 State School, within the context of the Responsible Behaviour Plan also clearly defines appropriate and acceptable practices, to ensure that all students, staff, parents/carers and visitors to its grounds have the capacity to 'maximise learning outcomes'. This is embedded in Barcaldine Prep-12 State School's

Mission Statement: To provide a warm, supportive and safe learning environment where the school and community work together to cater for the individual and encourage the pursuit of excellence in all endeavours.

Whilst individuals are responsible for choosing their own path in life, it is Barcaldine Prep-12 State School's belief that the Responsible Behaviour Plan for Students will provide a solid framework to achieve a safe and supportive environment for all of the school community.

The foundation for the Responsible Behaviour Plan for Students is based on effective learning and teaching practices and the development of academic, social, physical and cultural skills and diversity – which underpin the philosophy of Barcaldine Prep-12 State School's Code of Behaviour.

2.0 Purpose

Barcaldine Prep-12 State School is committed to providing a safe, respectful and responsible learning environment for students and staff, where students have opportunities to engage in quality learning experiences and develop values supportive of their lifelong wellbeing.

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

3.0 Consultation and data review

Barcaldine Prep-12 State School developed this plan in collaboration with our school community. Broad consultation with parents, staff and students was undertaken through meetings, P & C consultation held during Term in 2016. A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents from 2014-2016 also informed the development process.

The plan was endorsed by the Principal, the President of the P&C, and Regional Executive Director Schools Improvement in 2017, and will be reviewed in 2018 as required in legislation. This plan will be reviewed annually and updated as required.

4.0 Learning and behaviour statement

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

- Be responsible
- Be respectful.
- Be safe

Barcaldine Prep-12 State School offers quality, holistic education to all students. We stress excellence in the attainment of quality educational outcomes. This is achieved in the context of a caring environment where partnerships of staff, students, parents/carers and community, share the responsibility for the management and ongoing review of our practices.

This is embedded in the following beliefs:

Quality Education

- To identify appropriate learning paths and to provide a set of learning experiences appropriate to student abilities, aspirations and vocational intent
- To ensure that curriculum is relevant and addresses barriers that limit student opportunities and beliefs about schooling
- To engage students in meaningful learning experiences by developing cooperative learning partnerships in the school community and using differences productively
- To further enhance pleasant, well planned environments
- To cooperate with other local educational facilities
- To continue to maintain a high standard of resourcing.

Excellence

- To develop a committed, professional teaching staff through the encouragement of professional development
- To stress the growth of students as independent learners
- To encourage self-discipline and self-esteem
- To encourage positive student behaviours through clearly defined counselling and self-managing practices.

Care

- To refine and monitor a structured care program that has the capacity of referral within the school context and to external government agencies
- To encourage group identity and cooperation within the school community
- To ensure that all members of the school community feel safe and valued

Partnerships / Shared Responsibility

- To foster a consistent, supportive, informed and involved school community
- To maintain and develop processes for student decision-making
- To determine and utilise effective school decision-making processes (a continuum of action from the proactive response to the reactive response)
- To develop an awareness of acceptable standards of behaviour by all members of the school community
- To foster a consistent approach to ensure Barcaldine Prep-12 State School's dress code is actively promoted and abided by.

All areas of Barcaldine Prep-12 State School are learning and teaching environments. We consider behaviour management and support to be an opportunity for valuable social learning as well as a means of maximising the success of academic education programs.

Our Responsible Behaviour Plan outlines our system for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours. Through our school plan, shared expectations for student behaviour are plain to everyone, assisting Barcaldine Prep-12 State School to create and maintain a positive and productive learning and teaching

environment, where all school community members have clear and consistent expectations and understandings of their role in the educational process.

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

5.0 Processes for facilitating standards of positive behaviour and responding to unacceptable behaviour

Universal Behaviour Support

A whole school approach means that the school community (staff, students and parents/carers) and the wider community have a relationship that fosters one of respect and fulfilment of the common goals of maximising learning potential and to succeed to the best of one's ability.

The school and the wider community work together to encourage and foster a sense of self belief that enables all students and staff to have the ability to achieve to their potential. If assistance or intervention is required, then the community and the school itself endeavour to assist students and staff to reach their potential.

Barcaldine Prep-12 State School is a **Schoolwide Positive Behaviour Support School** and policies and processes are aligned to this philosophy and process.

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



BARCALDINE STATE SCHOOL SCHOOL EXPECTATIONS MATRIX

	ALL SETTINGS	CLASSROOM	TRANSITIONS AROUND SCHOOL	TUCKSHOP/ EATING AREAS	ALL OUTSIDE PLAYING AREAS
SAFE	<ul style="list-style-type: none"> • Follow WPH&S (uniform, playground and behaviour) • Wear full uniform with pride • Use equipment/ technology carefully and for intended purpose. • Report any problems (people, equipment and school) • Keep hands, feet and objects to self • Follow staff directions at all times. 	<ul style="list-style-type: none"> • Use equipment/ technology carefully and for intended purpose • Line up and wait patiently before entering the classroom • Enter and exit all rooms in an orderly manner • Only enter a room with specific permission to do so • Walk calmly in all rooms • Follow teacher instruction immediately and without debate • Keep hands, feet and objects to self 	<ul style="list-style-type: none"> • If catching bus, wait in the designated bus area • Follow all bus rules • Only use your own bike/scooter • Walk your bike/scooter on school pathways • Use footpaths when walking to and from school • Enter the school through the correct gate, do not enter through the driveway • Sign out at the office to leave during school hours • Walk calmly with hands and feet to self • Keep pathways clear • Use pathways at all times, 	<ul style="list-style-type: none"> • Line-up in orderly fashion, in one line only • Wait your turn patiently • Students do not enter the Tuckshop. 	<ul style="list-style-type: none"> • Practice Sun Safety • Participate in school approved activities only • Follow rules of the game/activity • Hands and feet to self.

	ALL SETTINGS	CLASSROOM	TRANSITIONS AROUND SCHOOL	TUCKSHOP/ EATING AREAS	ALL OUTSIDE PLAYING AREAS
RESPONSIBLE	<ul style="list-style-type: none"> Everyone is responsible for being a learner <ul style="list-style-type: none"> be on time be prepared follow instructions Everyone is responsible for their own behaviour Permission must be obtained to leave any setting Care for each other Care for personal property and the schools environment Use spaces for intended use eg. The toilets are not a play area The use of school equipment and technology is to be used only under the direction of staff Mobile phones, and any other personal electronic devices are prohibited at all times unless specifically directed by staff 	<ul style="list-style-type: none"> Be prepared and ready with all requirements to participate fully in class Complete set tasks to the best of your ability Meet all set timeframes for set work Participate appropriately in all class activities Keep your work space tidy Work without disturbing others Be responsible in managing your time to ensure that you meet all work commitments 	<ul style="list-style-type: none"> Be a responsible road user If catching bus wait patiently in designated bus area Early arrivals to school need to wait in the designated areas Late arrivals and students returning to school must sign in at the office Contact with non-school staff must be made through the office Senior students with driver licences must abide by all road rules and licence conditions Students are not to transport other students without authority through school administration. Prepare for class 5 mins before Get a drink and go to the toilet 5 mins before class. 	<ul style="list-style-type: none"> Place rubbish in bins Place your order before 9.00am Buy only for yourself and not for others Eat your own food Ensure you have money to pay for your food When play bell rings wait in silence for further staff instruction (Primary). 	<ul style="list-style-type: none"> Take care of and use schools equipment appropriately Display good sportsmanship at all times Move around the school in a quiet and orderly manner at all times Cease play at the first bell Port racks are out of bounds during class and play time.
RESPECT	<ul style="list-style-type: none"> Be courteous and polite at all times Accept others are different and individual Respect and accept other people's opinions Respect individual's rights Follow ALL staff directions without debate. 	<ul style="list-style-type: none"> Respect other's right to learn Raise your hand and wait for teacher acknowledgment before speaking Be a good listener Support and encourage others appropriately Respect and accept differences of opinion Speak to others in a calm respectful manner 	<ul style="list-style-type: none"> All students to look out for one another Always be polite to others when exiting and entering the school Respect all road users 	<ul style="list-style-type: none"> Be polite to everyone at/in the tuckshop. 	<ul style="list-style-type: none"> Play fairly – take turns, invite others to join in and follow rules Care for the environment, use the pathways, put rubbish in bins (plants, trees, shrubs etc) Stay away from wildlife Follow staff instructions at all times Use the appropriate level of voice and language.

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

- Expected behaviours are explicitly taught; modelled and practised on a formal basis, delivered by teaching staff in a series of behaviour lessons
- Reinforcement of learning from behaviour lessons on school assemblies and during active supervision by all staff during classroom and non-classroom activities.

Barcaldine Prep-12 State School Campus implements the following proactive and preventative processes and strategies to support student behaviour:

- SWPBS team members meet regularly to discuss and share information with staff and parents, and support to others in implementing evidence-based practices
- Students are explicitly taught for identified expected behaviours and staff are provided with professional development and resources to deliver behaviour lessons as required
- Individual support profiles developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings
- Development of specific policies to address:
 - The Use of Personal Technology Devices* at School (Appendix 1)
 - Procedures for Preventing and Responding to Incidents of Bullying (Appendix 2).

Reinforcing expected school behaviour

At Barcaldine Prep-12 State School, communication of our key messages about behaviour is supported through reinforcement, which provides students with feedback for engaging in expected school behaviour. A formal recognition and monitoring system has been developed. This reinforcement system is designed to increase the quantity and quality of positive interactions between students and staff. All staff members are trained to provide consistent and appropriate acknowledgement and rewards.

ACKNOWLEDGEMENT PLAN

- Praise when earned
- Merit morning tea (Student of the Month – years 8 - 12)
- Encouragement
- Champ Stamps
- Student of the Week (years P – 7)
- Positive reward system
- Letters of positive affirmation and congratulations - Happygrams
- Privileges (e.g. Senior Room)
- Inclusion in school newsletter
- Positive parent contact – via telephone, text or email
- Extra-curricular participation.

Barcaldine Prep-12 State School Champ Stamps

- Staff members award Champ Stamps daily to students whom they observe demonstrating Respectful, Responsible and/or Safe behaviours in both classroom and non-classroom settings. This reinforcement occurs continuously throughout the day
- At weekly school assemblies a random draw(s) from all submitted Champ Stamps is conducted with the identified student receiving a certificate of recognition and a prize. The name of the recipient is published in the newsletter.

Responding to unacceptable behaviour

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

Re-directing low-level and infrequent problem behaviour

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

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

Targeted behaviour support

It is important to recognise that all staff are involved in the support of students who may need more targeted behaviour support.

The Student Services meetings are used to identify students who may require targeted support, and a team approach is used to formulate and record strategies for implementation. Parents/carers are involved in the support process via the case manager.

The processes and practices utilised for targeted behaviour support at Barcaldine Prep-12 State School are embedded in the following:

- valued learning programs (planned with students, parents/carers and the appropriate staff)
- a focus on Teacher Aide support to be used in classrooms
- a focus on Indigenous Education Workers in the school and learning environment and the programming and management of support staff in school. Also, the importance that these roles play at Barcaldine Prep-12 State School Campus and in providing support for families on the home front
- the effective use of the Guidance Officer, Support Teacher Literacy and Numeracy, Head of Special Education Services and specialist staff
- the effective use of other agencies such as the Youth Support Coordinator, and Chaplain
- Administration (DP, HOD, HOSES and Principal) intervention
- parent/carer contact and interviews and informal contact.

Each year a small number students at Barcaldine Prep-12 State School are identified through our data as needing a little bit extra in the way of targeted behavioural support. In most cases the problem behaviours of these students may not be immediately regarded as severe, but the frequency of their behaviours may put these students' learning and social success at risk if not addressed in a timely manner.

Intensive Behaviour Support:

Student Services Committee

At Barcaldine Prep-12 State School, students who are considered to be at risk of not achieving to their potential (academic achievement and /or inappropriate behavioural interaction with peers or staff) are supported within a framework that encourages and assists students to maximise their learning outcomes.

A case management approach is adopted to ensure that the needs of the individual are being met and also the needs of the school community.

A support team approach is desirable, as this allows a number of individuals to have communication and interaction with the student - in particular, the class teacher.

This approach allows collaboration through the Student Services Committee, adopting a functional behavioural assessment (FBA) approach for students requiring more intensive support.

Key Staff are also trained in Non-Violent Crisis Intervention (NVCi) and Manual Handling relevant to an Individual Behaviour Plan.

The collaborative and supportive approach is based on the following practices:

- collection and collation of evidentiary data (detailing feedback and consequences to staff members)
- contact and discussion with parent/carer to support the student at both home and school
- referral to the Guidance Officer or Regional Student Services Team
- referral for discussion at Administration and/or Student Services Committee.

Through the collaborative and positive behaviour intervention approach, new skills that replace inappropriate behaviour and assist the individual to change their reactions (physically and socially) are key principles that underpin this practice.

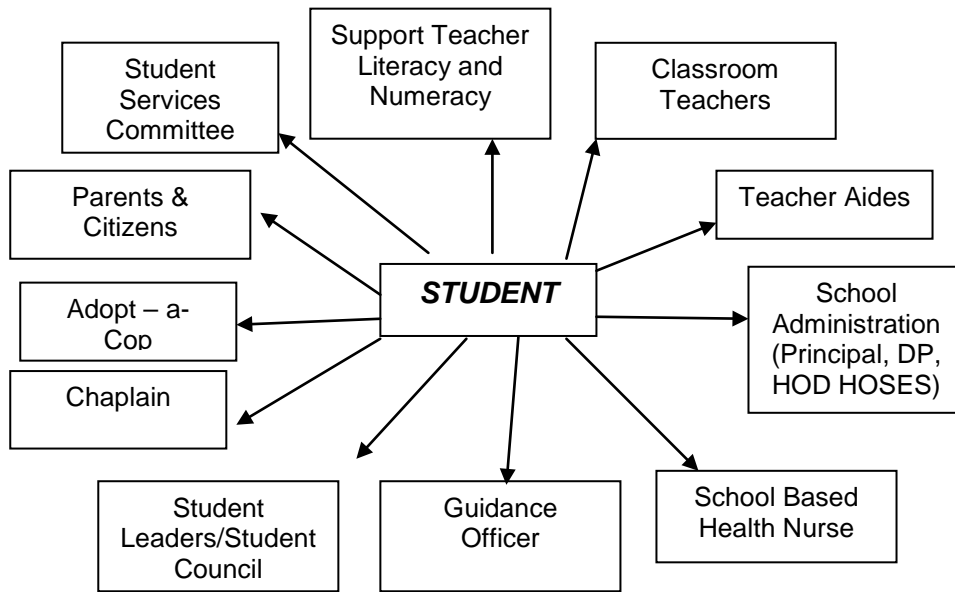
Functional Behaviour Assessment:

- is integrated, as appropriate, throughout the process of developing, reviewing, and, if necessary, revising a student's Individual Behaviour Support Plan
- looks beyond the behaviour itself and explores why a student behaves in a particular way
- identifies significant, pupil-specific social, affective, cognitive and/or environmental factors associated with the occurrence or non-occurrence of the specific behaviours.

Through a functional behavioural assessment, the purposes of specific behaviours are identified which helps teams select interventions and adjustments to directly address the problem behaviour. Strategies and processes are incorporated into Individual Behaviour Management Plans, which are developed and implemented by a network of support staff, with input from the guidance officer. The Individual Behaviour Support Plan is reviewed regularly through the collection of further data.

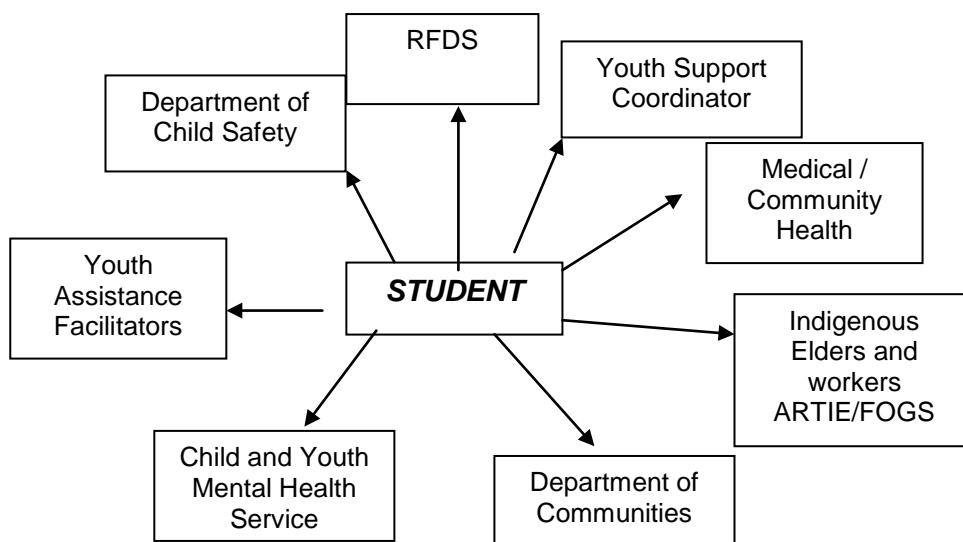
Support Personnel - Internal

Students at Barcardine Prep-12 State School are supported through positive reinforcement and whole school, targeted and intensive behaviour support by the following personnel:



Support Personnel/Agencies - External

Barcardine Prep - 12 State School is also able to access support for students through the following external networks. These government and community agencies work closely with the parents/caregivers, teacher/s and the school personnel.



6.0 Consequences for unacceptable behaviour

Barcaldine Prep-12 State School makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When unacceptable behaviour occurs, students experience predictable and logical consequences. Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour. The One School Behaviour Management data base is used to record all minor and major problem behaviour, school disciplinary absences. Major incidents will progressively be recorded on One School.

Minor and major behaviours

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

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

Minor behaviours are those that:

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

Minor problem behaviours may result in the following consequences:

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

Major behaviours are those that:

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

Major behaviours which are unsafe and/or unmanageable result in an immediate referral to administration because of their seriousness. When major problem behaviour occurs, staff members calmly state the major problem behaviour and remind the student of expected school behaviour. The student reports to a member of administration and depending on the severity of the situation may be accompanied by a staff member. Where this is not possible the member of administration will come to the area of concern. This will always occur in crisis situations and support personnel will be requested depending on Administration assessment of the situation. Parents will always be contacted.

The following table outlines some possible examples of major and minor problem behaviours

VALUE	Minor Problem Behaviours	Major Problem Behaviours
Safe	<ul style="list-style-type: none"> • No Hat • Incorrect school uniform/ inappropriate footwear • Running on concrete • Dangerous play, pushing/shoving • Not keeping hands and feet to self • Truancy 	<ul style="list-style-type: none"> • Physical Violence towards others • Repeated Truancy • Damaging School property/equipment • Possession/use of illicit and prohibited substances and weapons including knives .
Responsible	<ul style="list-style-type: none"> • Littering • Failure to complete assessment/assigned tasks (on time) • Not staying on task – repeated talking, disrupting the learning of others • Late to class • Inappropriate conduct out of school • Damaging destroying own property • Minor dishonesty (e.g. not owning up to fault) • Failure to follow mobile phone policy • Failure to participate in class activity without due reason 	<ul style="list-style-type: none"> • Damaging School or others property/equipment • Repeated failure complete assessment repeated disruption to the learning of others. • Illegal/immoral use of school ICT network • Repeated failure to follow mobile phone policy • Repeated failure to participate in class activity
Respectful	<ul style="list-style-type: none"> • Minor teasing/harassment • Using swear words • Spitting • Disrespectful tone/attitude 	<ul style="list-style-type: none"> • Swearing/rude gestures at others • Refusal of teacher direction • Bullying/harassment • Cyber bullying • Conduct that brings the name of the school into disrepute • Theft

Relate problem behaviours to expected school behaviours

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

- articulate the relevant expected school behaviour
- explain how their behaviour differs from expected school behaviour,
- describe the likely consequences if the problem behaviour continues; and
- identify what they will do to change their behaviour in line with expected school behaviour.

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

Possible Consequences of Minor Behaviours:

- Reinforcement of appropriate behaviour; e.g. explicit teaching of behaviour and practicing of appropriate behaviour
- Time out
- Buddy Class
- Make up time – detentions
- Parent contact
- Counselling
- Referral to Student Services Committee
- Referral to Admin – HoD; DP or Principal – for repeated minor behaviours
- Suspension – for repeated minor behaviours

All minor behaviour breaches and consequences are recorded on OneSchool.

Possible Consequences of Major Behaviour:

- Parent Contact
- Detention
- Alternate lunchtime activities
- Referral to Admin – HoD; DP or Principal
- Referral to Student Services Committee
- Withdrawal from class, Loss of break times
- Suspension, recommendation for exclusion, cancellation of enrolment

All major behaviours are documented on OneSchool and have documented actions.

Possession and/or use of a dangerous/prohibited objects and/or weapons will result in the following possible consequences:

- Immediate referral to Administration
- *Suspension 1 – 20 days as appropriate*
- *Recommendation for exclusion for repeat offence or for a very dangerous object*
- *Inform parents – (by Admin)*
- Referral to police if appropriate

Possession of illicit or illegal substances on school premises on school premises or any school organised activity will result in the following possible consequences:

- Immediate referral to Administration
- *Inform parents (by Admin only)*
- *Suspension 1 – 20 days*
- Recommendation for exclusion
- *Referral to Police (by Admin only)*
- Referral to Guidance Officer

In all school circumstances any item, whether prohibited or not, that disrupts the learning of others, or affects the safety and well-being of students and staff, may be confiscated by a staff member. The item will be brought to the administration office by the staff member, where it will be

held, and if appropriate, returned to the parents/carers of the student involved within a reasonable timeframe.

Ensuring consistent responses to problem behaviour

At Barcaldine Prep-12 State School, staff members authorised to issue consequences for problem behaviour are provided with appropriate professional development and/or training. Through training activities, we work to ensure consistent responses to problem behaviour across the school. All teaching staff and most teacher aides working with students are trained in the Essential Skills of Classroom Management (ESCM). All teaching staff are refreshed in ESCM each year.

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

Student disciplinary absences (Suspension and exclusion) may be considered:

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

7.0 Emergency or critical incident responses

It is important that all staff have a consistent understanding of how to respond to emergency situations or critical incidents involving severe problem behaviour. This consistency ensures that appropriate actions are taken to ensure that both students and staff are kept safe.

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

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

Basic defusing strategies

Avoid escalating the problem behaviour

Avoid shouting, cornering the student, moving into the student's space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language.

Maintain calmness, respect and detachment

Model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, avoid humiliating the student, be matter of fact and avoid responding emotionally.

Approach the student in a non-threatening manner

Move slowly and deliberately toward the problem situation, speak privately to the student/s where possible, speak calmly and respectfully, minimise body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates.

Follow through

If the student starts displaying the appropriate behaviour briefly acknowledge their choice and re-direct other students' attention towards their usual work/activity. If the student continues with the problem behaviour then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour.

Debrief

Help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations.

Physical Intervention

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

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

Appropriate physical intervention may be used to ensure that Barcaldine Prep-12 State School duty of care to protect students and staff from foreseeable risks of injury is met. The use of

physical intervention is only considered appropriate where the immediate safety of others is threatened and the strategy is used to prevent injury.

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

It is important that all staff understand:

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

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

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

Any physical intervention made must:

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

Where possible a staff member who has participated in NCVI training will intervene, however when safety is an issue reasonable restraint may be employed until the student and others are safe.

Record keeping

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

- One School Behaviour Management database entry by all staff
- Health and Safety incident record
- Student record of incident

8.0 Network of student support

Staff and students require additional support at times to best manage situations where children may be at risk of disengaging, or children need additional support in order to achieve their learning potential. There is a network of options available to help manage children with specific and special needs, both academic and social.

School procedures and approaches include:

- Alternative programs - small group or individual
- Individual Learning Support Plans

- Advisory Visiting Teachers, e.g. Behaviour support, Therapist support
- Intensive skill development program with guidance officer and/or Support Teacher – Learning Difficulties
- Teacher - 'Talk Sense to Yourself', 'Stop, Think, Do' 'Together We Can Work it Out'
- Advising all staff of the needs of particular students and of appropriate support and intervention agencies
- Peer or cross age buddies (students and staff)
- Counselling by Guidance Officer

Suspension and Exclusion procedures

- Use of fair and reasonable restitution
- Adherence to Departmental Policy, Procedures and Guidelines
- Student Disciplinary Absences will only be used after other responses considered

Referral to external agencies

- Community Learning Centre
- CYMHS – Child and Youth Mental Health Services
- Juvenile Aid Bureau
- Department of Child Safety
- Relationships Australia
- Autism Queensland

Providing additional adult or buddy support

- Daily reporting - conferencing/counselling
- Withdrawal procedures that allow for a negotiated return
- Contracts and Planning Sheets - Restitution - e.g. letters, posters, repairs (publicly)

Parent involvement

- Parental involvement/Partnerships developed early
- Maintain regular, appropriate and timely communication
- Establish joint management strategies
- If students abscond, staff will notify police and parents. Staff will not chase.

Consideration of

9.0 Consideration of individual circumstances

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

Barcaldine Prep-12 State School considers the individual circumstances of students when applying support and consequences by:

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

Related legislation

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

10.0 Related policies

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

11.0 Some related resources

- Bullying. No Way!
- Bullying in schools
- STOP The Bullying
- Schoolwide Positive Behaviour Support
- Code of Conduct for School Students Travelling on Buses

Endorsement

Principal

P&C President

Regional Executive Director or
Executive Director (Schools)

Effective Date: 1 January 2014 – 31 December 2015

Appendix 1

The Use of Personal Technology Devices* at School

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

Certain Personal Technology Devices Banned From School

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

Confiscation

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

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

Personal Technology Device Etiquette

Bringing personal technology devices to school is strongly discouraged by the school because of the potential for theft and general distraction and/or disruption associated with them. Personal technology devices should be left at the office and requested from a senior member of staff should the student need to use them.

Recording voice and Images

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

We uphold the value of trust and the right to privacy at Barcaldine Prep-12 State School. Students using personal technology devices to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks etc) for the purpose of dissemination among the student body or outside the school, by any means (including distribution by phone or internet posting) builds a culture of distrust and disharmony.

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

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

A student at school who uses a personal technology device to record private conversations, ordinary school activities (apart from social functions like graduation ceremonies) or violent, illegal or embarrassing matter capable of bringing the school into public disrepute is considered to be in breach of this policy.

Even where consent is obtained for such recording, the school will not tolerate images or sound captured by personal technology devices on the school premises or elsewhere being disseminated to others, if it is done for the purpose of causing embarrassment to individuals or

the school, for the purpose of bullying¹ or harassment, including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur.

Students involved in:

- recording; and/or
- disseminating material (through text messaging, display, internet uploading etc); and/or,
- knowingly being a subject of a recording

Breach of this policy may be subject to discipline (including suspension and recommendation for exclusion).

Students should note that the recording or dissemination of images that are considered indecent (such as nudity or sexual acts involving children), is against the law and if detected by the school will result in a referral to Queensland Police Service (QPS).

Text communication

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

Assumption of cheating

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

Recording Private Conversations and the Invasion of Privacy Act 1971

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

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

Special Circumstances Arrangement

Students who require the use of a personal technology device in circumstances that would contravene this policy (for example to assist with a medical condition or other disability or for a special project or excursion) should negotiate a special circumstances arrangement with the Deputy Principal or Principal.

** Personal Technology Devices includes, but is not limited to, games devices (such as Portable gaming devices, Tamagotchis®, laptop computers, PDAs, Blackberrys®, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile telephones, iPods® and devices of a similar nature.)*

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

Appendix 2

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

Purpose

1. Barcaldine Prep-12 State School strives to create positive, predictable environments for all students at all times of the day. The disciplined and teaching environment that we are creating is essential to:
 - achieving overall school improvement, including the effectiveness and efficiency of our student support procedures
 - raising achievement and attendance
 - promoting equality and diversity and
 - ensuring the safety and well-being of all members of the school community.
2. There is no place for bullying in Barcaldine Prep-12 State School. Research indicates that both those being bullied and those who bully are at risk for behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community's goals and efforts for supporting all students.
3. Bullying is defined as 'an act of aggression causing embarrassment, pain or discomfort to another; it can take many forms: physical, verbal, gesture, extortion and exclusion. It is an abuse of power. It can be planned and organised or may be unintentional; individuals or groups may be involved.' (Rigby 2007) Bullying behaviours that will not be tolerated at Barcaldine Prep-12 State School include name-calling, taunting, mocking, making offensive comments, kicking, hitting, pushing, taking belongings, inappropriate text messaging, sending offensive or degrading images by phone or internet, producing offensive graffiti, gossiping, excluding people from groups, and spreading hurtful and untruthful rumours.
4. Bullying may be related to but not limited to:
 - race, religion or culture
 - disability
 - appearance or health conditions
 - sexual orientation
 - relationships
 - sexist or sexual language
 - young carers or children in care.
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5. At Barcaldine Prep-12 State School there is broad agreement among students, staff and parents that bullying is observable and measurable behaviour. When considering whether or not bullying has occurred, we will therefore avoid speculation on the intent of the behaviour, the power of individuals involved, or the frequency of its occurrence. Whether bullying behaviour is observed between students of equal or unequal power, whether it occurs once or several times, and whether or not the persons involved cite intimidation, revenge, or self-defence as a motive, the behaviour will be responded to in similar fashion, that is, as categorically unacceptable in the school community.

Rationale

1. Research indicates that many problem behaviours are peer-maintained. That is, peers react to bullying in ways that may increase the likelihood of it occurring again in the future. Reactions include joining in, laughing, or simply standing and watching, rather than intervening to help the person being bullied. Whilst our school would never encourage students to place themselves at risk, our anti-bullying procedures involve teaching the entire school a set of safe and effective responses to all problem behaviour, including bullying, in such a way that those who bully are not socially reinforced for demonstrating it.
2. The anti-bullying procedures at Barcaldine Prep-12 State School are an addition to our already research-validated school wide positive behaviour support processes. This means that all students are being explicitly taught the expected school behaviours and receiving high levels of social acknowledgement for doing so. Adding lessons on bullying and how to prevent and respond to it is a subset of procedures that our students are already accustomed to.

Prevention

1. Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, our school-wide universal behaviour support practices will be maintained at all times. This will ensure that:
 - Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour
 - All students know the 3 school rules and have been taught the expected behaviours attached to each rule in all areas of the school
 - All students have been or are being taught the specific routines in the non-classroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms
 - All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the non-classroom areas of the school
 - A high level of quality active supervision is a permanent staff routine in the non-classroom areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the non-classroom areas.
2. The student curriculum modules of the anti-bullying process consist of lessons taught by all teachers in all classrooms to a schoolwide schedule of instruction. At all times simultaneous instruction is our goal, in order to maintain consistency of skill acquisition across the school.
3. An initial introductory lesson is delivered, which teaches the 3-step process to be used by all students when experiencing bullying behaviour either as a person being bullied, the person bullying or bystander.
4. The introductory lesson is followed by several shorter lessons, each of which focuses on one of the bullying behaviours that the school has identified and defined. These lessons include instruction on how to approach adults and also on what reactions and systemic responses they should expect from adults.
5. Research indicates that a common outcome of anti-bullying programming is an improvement in understanding of bullying but little change in the frequency or nature of

actual bullying behaviour. One of the reasons cited for this outcome is the lack of behavioural rehearsal in the programming. The anti-bullying process at Barcaldine Prep-12 State School takes care to combine knowledge with practice in a process of active learning, so that students understand by 'doing' as much as by 'knowing'.

6. Barcaldine Prep-12 State School uses behavioural data for decision-making. This data is entered into our database on a daily basis and can be recalled as summary reports at any time. This facility allows the school to track the effectiveness of its anti-bullying process, to make any necessary adjustments, and to identify specific bullying behaviours that may need to be revisited or revised in the instructional process.

Appendix 3

Debriefing Report

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

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

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

Debriefing should provide information on:

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

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

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

Questions for staff

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

Questions for student

- What was it that you needed?
- What upset you most?
- What did we do that was helpful?
- What did we do that got it that way?
- What can we do better next time?

- Is there anything that you would do differently?
- Would you do something differently next time?
- What could we have done to make the physical intervention less invasive?

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

