Burketown State School

Responsible Behaviour Plan for Students
based on *The Code of School Behaviour 2019*

1. Purpose

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

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

2. Consultation and data review

Burketown State School developed this plan in collaboration with our school community. Parents/carers were consulted as a part of the process of formulating Burketown State School's Responsible Behaviour Plan for students, and have been informed of the School Wide Positive Behaviour approach through newsletters and information bulletins.

The Plan was endorsed by the Principal and the President of the P&C in September 2017 and will be reviewed in 2019 as required in legislation.

3. Learning and behaviour statement

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

Our Responsible Behaviour Plan outlines our system for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours. Through our school plan shared expectations for student behaviour are plain to everyone, assisting Burketown 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 community has identified the following school rules to teach and promote our high standards of responsible behaviour:

- Be Respectful – Hand up to speak, Take turns, Listen to teachers
- Be Responsible – Be on time, Be Ready to learn, Be your best
- Be Safe – Hands and feet to yourself, Walk around school, Think before you act

If we are to pursue our goals and achieve quality outcomes, all individuals in the school community must accept the following responsibilities:
- Respect Yourself;
- Respect Others;
- Respect Property;
- Be a Learner.

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

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

Universal Behaviour Support

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

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

SCHOOLWIDE EXPECTATIONS TEACHING MATRIX						
	ALL AREAS	**CLASSROOM**	**PLAYGROUND**	**HALLWAY**	**TOILETS**	**BIKE RACKS**
BE RESPECTFUL	▪ Use equipment appropriately ▪ Keep hands, feet and objects to yourself ▪ Respect the schools and others property	▪ Walk ▪ Sit still ▪ Enter and exit room in an orderly manner	▪ Participate in school approved games ▪ Wear shoes and socks at all times ▪ Be sun safe	▪ Walk one step at a time ▪ Carry items ▪ Keep passage ways clear at all times	▪ Respect privacy of others	▪ Only use own bike ▪ Walk bike to the gate
BE RESPONSIBLE	▪ For your behaviour ▪ Ask permission to leave the classroom ▪ Be on time ▪ Be in the right place at the right time ▪ Follow instructions straight away	▪ Be prepared ▪ Complete set tasks ▪ Take an active role in classroom activities ▪ Keep work space tidy ▪ Be honest	▪ Be a problem solver ▪ Return equipment to appropriate place at the sports bell	▪ Move peacefully in single file	▪ Use toilets during breaks	▪ Leave school promptly
BE SAFE	▪ Respect others' personal space and property ▪ Care for equipment ▪ Clean up after yourself ▪ Use polite language ▪ Wait your turn ▪ Appropriate clothing, sun safe, jewellery and shoes.	▪ Raise your hand to speak ▪ Respect others' right to learn ▪ Talk in turns ▪ Be a good listener	▪ Play fairly – take turns, invite others to join in and follow rules ▪ Care for the environment	▪ Walk quietly and orderly so that others are not disturbed	▪ Wash hands ▪ Walk	▪ Wait your turn ▪ Keep your belongings nearby

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

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

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

- A Social and Emotional program that focussed on positive habits of the mind that influence thinking and feeling resulting in positive and appropriate behaviour. The program focuses on five key aspects including Confidence, Emotional Resilience, Organisation, Persistence and Getting Along with others.
- Positive intrinsic awards that acknowledge quality classroom and playground behaviour.
- Ongoing discussion during whole school assemblies that acknowledges and celebrates student success stories including behavioural, social and academic achievement.
- High quality feedback to students regarding their behaviour. Feedback from all school staff.
- School based excursions, camps and district sporting events that reward students for acceptable school behaviour and attendance.
- Immersing students work and play areas with posters and artwork that promotes positive behaviour.
- 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.
- Employment of the 10 micro skills for behaviour management.
- A dedicated section of the school newsletter, enabling parents to be actively and positively involved in school behaviour expectations.
- Comprehensive induction programs in the Burketown State School Responsible Behaviour Plan for Students delivered to new students as well as new staff.
- Development of specific policies to address:
  o The Use of Personal Technology Devices* at School (Appendix 1).
  o Procedures for Preventing and Responding to Incidents of Bullying (Appendix 2).

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

Burketown State School **Positive Notice**
In class and playground, teachers and teacher aides identify and acknowledge positive student behaviour by distributing Positive Notice Catch-it Slips to students that demonstrate our five foundations for positive behaviour. These include; Confidence, Emotional Resilience, Organisation, Persistence and Getting Along with others. This reinforcement occurs continuously throughout the day. In the playground, teachers and teacher aides identify and acknowledge positive student behaviour by distributing Positive Notice Catch-it Slips to students that demonstrate our five foundations for positive behaviour. Tickets and success stories are announced on parade and reported into OneSchool positive behaviours.

At the end of the week, all students with tickets place them in a raffle to be drawn on a Friday afternoon parade. Two winners from each class are announced and they each receive a reward.
Extension to Burketown State School **Positive Notice:**
Each classroom has a positive rainbow chart for identifying and acknowledging (***B.O.B.s*** = ***Burketown Outstanding Behaviour system***) daily positive behaviours in relation to **1.** Attendance **2.** Positive Behaviour and **3.** Academic Effort. Daily in every lesson students receive accolades in relation to their overall positive behaviour (Gold, Silver and Bronze awards) are related to the classroom rainbow charts and all parents/staff and teachers are notified of outcomes either via B.O.B.s classroom/whole school posters, parent positive contact and parade notices. Students on Gold level, their teacher contacts parent/s to notify of **P**ositive **B**ehaviour **S**ystem achievement for the period warranted.

<u>Responding to unacceptable behaviour</u>
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 utilise the ten essential skills for behaviour management. If this approach does not resolve the situation, the staff member is expected to remind the students of the behaviour expectation then offer the student a choice regarding their behaviour and potential consequence.

Offering a choice about student's behaviour is our preferred method, as it encourages students to take responsibility for their own behaviour as they have made a conscious decision regarding their conduct. Questioning and choice theory allows students to reflect on their own behaviour, evaluate it against expected school behaviour, and plan how their behaviour could be modified so as to align with the expectations of our school community.

Targeted behaviour support: Respond Program
Students identified as requiring additional support attend their normal scheduled classes, however, they are provided with appropriate adjustments and additional classroom support (if required). Identified students have increased daily opportunities to receive positive contact with adults and increased opportunities to receive positive reinforcement. Where required, adjustments are made to the program through academic support, adult mentoring or intensive social skills training.

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

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

Intensive behaviour support: Behaviour Support Team
Burketown State School is committed to educating all students, including those with the highest behavioural support needs. We recognise that students with highly complex and challenging behaviours need comprehensive systems of support. The *Intensive Behaviour Support program*:
- works with staff members to develop appropriate behaviour support strategies;
- monitors the impact of support for individual students through continuous data collection;
- makes adjustments as required for the student; and
- and works with the School administration to achieve continuity and consistency.

The *Intensive Behaviour Support program* has a simple and quick referral system that is in place. Following referral, the principal contacts parents and any relevant staff members to form a support team and begin the assessment and support process. In many cases the support team also includes individuals from other agencies already working with the student and their family, a representative from the school's administration and district-based behavioural support staff.

5. 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 de-escalating 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; and
- and posing an immediate danger to him/herself or to others.

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

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.

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

Physical intervention is not to be used as a response to:
- property destruction;
- school disruption;
- refusal to comply;
- verbal threats; and

- and leaving a classroom or the school, unless student safety is clearly threatened.

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

To ensure consistency, all staff are involved in compulsory training annually in relation to:
- student protection;
- Code of Conduct; and
- the Code of School Behaviour.

Record keeping
Each instance involving the use of physical intervention must be formally documented. The following records must be maintained:
- incident report (Appendix 4);
- Health and Safety incident record; and
- debriefing report (for student and staff) (Appendix 5).

6. Consequences for unacceptable behaviour
Burketown 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 consequences. Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour. An office referral form (Appendix 3) is used to record all minor and major problem behaviour. The recording of persistent minor behaviours may constitute a major behaviour.

Minor and major behaviours

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

Minor problem behaviours may result in the following consequences:
- a minor consequence logically connected to the 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 discusses:
    1. What has happened (the behaviour the student demonstrated). The student identifies their behaviour and accepts responsibility for it.
    2. The thinking and feelings behind the behaviour and weather it was a positive or negative habit of the mind.
    3. Asks student to name expected school behaviour.
    4. Gives positive verbal acknowledgement for expected school behaviour.

Burketown State School
Sequence for Student Misbehaviour
IN CLASS

All referrals and or parent contact recorded in One School

Minor to Major

ADMINISTRATION (Major behaviours)

LEVEL 3

- Continued/uncorrected minor behaviour
- Assault / Violence
- Intimidation / Harassment / Bullying
- Gross insolence, Vandalism
- Possession of major banned items e.g.: alcohol, tobacco, drugs and weapons.
- Other conduct prejudicial to the good order and management of the school
- Defiance
- Major verbal misconduct

POSSIBLE CONSEQUENCES
- Contact parent / guardian
- Detention (lunch time red seat)
- Exclusion from B.O.B. system
- Suspension/ Exclusion/ Cancellation
- Removal from class
- Referral to Administration
- Isolation/removal from class
- Advice given to teacher for follow-up
- Sent home
- Item confiscated
- Liaise with local law enforcement
- Loss of school privileges
- Loss of leadership position
- Commitment to improvement

BUDDY CLASS(continued Minor)

LEVEL 2

GROSS OR CONTINUED MINOR BEHAVIOUR
- Continuous insolence
- Continuous inappropriate verbal remarks
- Continuous denigrating comments.
- Continuous failure to follow instructions
- Continuously disturbing the learning of other students
- Continued refusal to do work.
- Continual exiting of classroom

Curriculum and/or Yr Level

POSSIBLE CONSEQUENCES
- Parents/guardians contacted
- Penalising of points for B.O.B. Shop
- Referral to Administration
- Advice given to teacher for follow up warning
- Commitment to improvement
- Buddy class (arranged by Principal)
- OneSchool report
- Item confiscated

CLASSROOM TEACHER (Minor)

LEVEL 1

SAFE
- Misconduct involving object
- Physical misconduct
- Possessing prohibited items

Examples:
- Lighters, aerosol cans, matches, Nikko pens, metal rulers
- Pushing and shoving
- Wandering around room
- Throwing objects
- Eating in class
- Failure to follow instructions
- Phone /Ipod

RESPECTFUL
- Harassment
- Defiance
- Minor threats to adults
- Disruptive
- Lying
- Property misconduct
- Threats to others
- Minor verbal misconduct

Examples
- Calling out
- Making noises
- Offensive language/name calling

RESPONSIBLE
- Dress code
- IT misconduct
- Lateness
- Non-compliance
- Refusal to participate
- Truancy

Examples
- Non-completion of homework
- Non-submission of assessment
- Not doing classwork
- Not bringing the right equipment
- Out of uniform

POSSIBLE CONSEQUENCES
- Verbal warning/re-correction
- Explain choices
- Parent/guardians contacted
- Stay after class to discuss problem
- Detention (lunchtime red seat)
- Commitment to improvement
- Loss of privileges or not attend excursions
- Change seating plan
- Make up lost time in lunchtime
- Clean up own damage
- Referral to Principal (after continual minor behaviour)
- Item confiscated
- OneSchool report

Burketown State School
Sequence for Student Misbehaviour
OUT OF CLASS
(playground, to and from school, excursions, between lessons, school events)

ADMINISTRATION

LEVEL 2

- Assault / Violence
- Persistent bullying
- Smoking
- Gross insolence (water bombs)
- Vandalism
- Possession of major banned items e.g.: alcohol, drugs, weapon
- Intimidation/harassment/ defiance
- Major misconduct involving objects (throwing rocks, water bombs)
- Bringing school into disrepute
- Stealing
- Persistent defiance

POSSIBLE CONSEQUENCES
- Incident Report
- Parents/guardians contacted
- Litter pick-up detention
- Conduct/ behaviour card
- Suspension / Exclusion /Cancellation
- Sent home

TEACHER

LEVEL 1

SAFE
- Out of bounds/out of school grounds
- Misconduct involving object (throwing rocks, using sticks)
- Possessing prohibited items (cigarettes, lighters, aerosols)
- Minor water incidents
- Physical misconduct (play fighting, tackle footy, pushing and shoving in line)
- Potentially violent situation
- Bullying

RESPECTFUL
- Harassment
- Defiance
- Lying
- Threats to others
- Verbal misconduct (swearing, inappropriate noises across the playground, name calling)
- Minor property misconduct (taking each other's bags, minor vandalism, taking others' property)
- Stealing

RESPONSIBLE
- Out of bounds/out of school grounds
- Dress code
- IT Misconduct (negative use of electronic equipment and or social media)
- Non-compliant with routine
- Refusal to participate in a planned activity (excursion)
- Loitering between classes
- in sighting violence though malicious gossip

POSSIBLE CONSEQUENCES
- Verbal warning/re-correction
- Given choices
- Detention on Red Seat at play time
- Contact parents/guardians
- Student to repair/rectify damage
- Referral to Admin
- Verbal warning / reprimand
- Item confiscated
- Loss of IT privileges
- Loss of privileges - excursions

Queensland Government

Major behaviours are those that:
- put others / self at risk of harm;
- persistently prevent other from learning within the classroom or school;
- bullying;
- significant damage to school property;
- significantly violate the rights of others;
- require the involvement of school Administration; and
- substance abuse.

Major behaviours 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 staff member then fills out the behaviour and incident referral form and escorts the student to Administration. A report of the student's behaviour is recorded on OneSchool.

Major problem behaviours may result in the following consequences:

Level One: Time in office, removal to Buddy Class, alternate lunchtime activities, loss of privilege, restitution, loss of break times, warning regarding future consequence for repeated offence, referral to support program, exclusion from extra-curricular activities.

AND/OR

Level Two: Principal conference, Parent contact and meeting with Principal, referral to Guidance Officer, referral to Intensive Behaviour Support Team, suspension from school.

Level Three: Students who engage in very serious problem behaviours such as major violent physical assault, or the use or supply of weapons or drugs can expect to be recommended for exclusion from school following an immediate period of suspension.

Burketown State School

Recognising Positive Behaviours

LEVEL 3 – PRINCIPAL Referral

AREA OF ROCOGNITION
1. Academic Achievement
2. Positive behaviour demonstrated in 3 or more classes
3. Consistent positive behaviour in a range of school settings

POSSIBLE METHOD OF RECOGNITION
1. Awards Night
2. Parent contact(OneSchool Note)
3. Principal/Term – Sem. Awards
4. Student Leadership Positions
5. Burketown SS Activity Day

LEVEL 2 – ADMINISTRATION Referral

AREA OF ROCOGNITION
- Positive behaviour demonstrated several times in a particular subject
- Consistent positive behaviour in a subject over a school term.
- Positive behaviour consistently demonstrated out of class
- Over 90% attendance rate

POSSIBLE METHOD OF RECOGNITION
- Letters of Commendation
- Teacher Awards
- End of Semester class activities
- Attendance Award
- Principal Awards
- B.O.B. Shop Awards (3-4 Weeks)
- Catch-It Slip Awards(target behaviour)

LEVEL 1 – CLASSROOM TEACHER

SAFE
- Working diligently
- Listening carefully
- Following instructions
- Completing schoolwork and homework
- Keeping hands and feet to self
- Looking out for others
- Wearing uniform

RESPECTFUL
- Respecting the rights of others and their property
- Being polite and well mannered
- Speaking positively
- Being patient
- Being tolerant of others
- Supporting others
- Return borrowed equipment

RESPONSIBLE
- Being punctual
- Being prepare for class
- Engaging in learning
- Completing tasks and activities
- Taking care of equipment
- Using appropriate language
- Maintain a clean and safe environment

POSSIBLE METHOD OF RECOGNITION
- B.O.B. Shop reward chart
- Catch-It Slip(target behaviours)
- Informal Positive Feedback
- Verbal Praise
- Smiling
- Encouraging Gestures- thumbs up
- Stickers/stamps
- Compliment good behaviour
- Positive comments written on student work

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

	Area	Minor	Major
Being Safe	Movement around school	• Running on concrete or around buildings • Running in stairwells • Not walking bike in school grounds	
	Play	• Incorrect use of equipment • Not playing school approved games • Playing in toilets	• Throwing objects • Possession of weapons
	Physical contact	• Minor physical contact (eg: pushing and shoving)	• Serious physical aggression • Fighting
	Correct Attire	• Not wearing a hat in playground • Not wearing shoes outside	
	Other		• Possession or selling of drugs
Being Responsible	Class tasks	• Not completing set tasks that are at an appropriate level • Refusing to work	
	Being in the right place	• Not being punctual (eg: lateness after breaks) • Not in the right place at the right time.	• Leaving class without permission (out of sight) • Leaving school without permission
	Follow instructions	• Low intensity failure to respond to adult request • Non compliance • Unco-operative behaviour	
	Accept outcomes for behaviour	• Minor dishonesty	• Major dishonesty
	Rubbish	• Littering	
	Mobile Phone	• Mobile phone switched on in any part of the school at any time without authorisation (written permission from an authorised staff member)	• Use of a mobile phone in any part of the school for voicemail, email, text messaging or filming purposes without authorisation
Being Respectful	Language	• Inappropriate language (written/verbal) • Calling out • Poor attitude • Disrespectful tone	• Offensive language • Aggressive language • Verbal abuse / directed profanity
	Property	• Petty theft • Lack of care for the environment	• Stealing / major theft • Wilful property damage • Vandalism
	Others	• Not playing fairly • Minor disruption to class • Minor defiance • Minor bullying / harassment	• Major bullying / harassment • Major disruption to class • Blatant disrespect • Major defiance

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
- and identify what they will do to change their behaviour in line with expected school behaviour.

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

Ensuring consistent responses to problem behaviour

At Burketown 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.

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.

7. Network of student support

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

- Parents
- Teachers
- Support Staff
- Administration Staff
- Guidance Officer
- Advisory Visiting Teachers
- Senior Guidance Officer
- Youth Support Coordinator.

Support is also available through the following government and community agencies:
- Medicare Local
- Disability Services Queensland
- Child and Youth Mental Health
- Queensland Health
- Department of Communities (Child Safety and Disability Services)
- Police
- Neighbourhood Centre.

8. Consideration of individual circumstances

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

Burketown 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
- and recognising the rights of all students to:
  - express opinions in an appropriate manner and at the appropriate time;
  - work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation; and
  - receive adjustments appropriate to their learning and/or impairment needs.

9. Related legislation

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

10. Related procedures

- *Safe, Supportive and Disciplined School Environment*
- *Inclusive Education*
- *Enrolment in State Primary, Secondary and Special Schools*
- *Student Dress Code*
- *Student Protection*
- *Hostile People on School Premises, Wilful Disturbance and Trespass*

- *Police and Child Safety Officer Interviews with Students, and Police Searches at State Educational Institutions*
- *Acceptable Use of the Department's Information, Communication and Technology (ICT) Network and Systems*
- *Managing Electronic Identities and Identity Management*
- *Appropriate Use of Mobile Telephones and other Electronic Equipment by Students*
- *Temporary Removal of Student Property by School Staff*

11. Some related resources

Schools should list any related resources they have identified. This could include:

- *National Safe Schools Framework*
- *National Safe Schools Framework Resource Manual*
- *Working Together resources for schools*
- *Cybersafety and schools resources*
- *Bullying. No way!*
- *Take a Stand Together*

Endorsement

_____   _____   _____
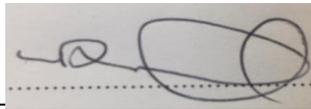
Principal   **P&C President or**
                                Chair, School Council

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 must not bring valuable personal technology devices like cameras, digital video cameras, Ipads, tablets, Mobile Phones or Ipods 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 discipline.

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

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

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

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

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 Burketown 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 bullying[1] 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 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) 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, laptop computers, PDAs, Ipad, Ipod, cameras and/or voice recording devices (whether or not integrated with a mobile phone or Ipod), mobile telephones, IPads® and devices of a similar nature.

---

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

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

Purpose

1. Burketown 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 Burketown State School. Research indicates that both those being bullied and those who bully are at risk for behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community's goals and efforts for supporting all students.

3. Bullying behaviours that will not be tolerated at Burketown 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:
   - race, religion or culture
   - disability
   - appearance or health conditions
   - sexual orientation
   - sexist or sexual language
   - young carers or children in care.

5. At Burketown State School there is broad agreement among students, staff and parents that bullying is observable and measurable behaviour. When considering whether or not bullying has occurred, we will therefore avoid speculation on the intent of the behaviour, the power of individuals involved, or the frequency of its occurrence. Whether bullying behaviour is observed between students of equal or unequal power, whether it occurs once or several times, and whether or not the persons involved cite intimidation, revenge, or self-defence as a motive, the behaviour will be responded to in similar fashion, that is, as categorically unacceptable in the school community.

Rationale

6. Research indicates that many problem behaviours are peer-maintained. That is, peers react to bullying in ways that may increase the likelihood of it occurring again in the future. Reactions include joining in, laughing, or simply standing and watching, rather than intervening to help the person being bullied. Whilst our school would never encourage students to place themselves at risk, our anti-bullying procedures involve teaching the entire school a set of safe and effective response to all problem behaviour, including bullying, in such a way that those who bully are not socially reinforced for demonstrating it.

7. The anti-bullying procedures at Burketown State School are an addition to our already research-validated schoolwide positive behaviour support processes. This means that all students are being explicitly taught the expected school behaviours and receiving high levels

of social acknowledgement for doing so. Adding lessons on bullying and how to prevent and respond to it is a subset of procedures that our students are already accustomed to.

Prevention

8. Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, our schoolwide 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 nonclassroom 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 nonclassroom areas of the school
    - A high level of quality active supervision is a permanent staff routine in the nonclassroom 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 nonclassroom areas.

9. 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.

10. 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.

11. 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.

12. 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 Burketown 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'.

13. Burketown 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.

Burketown State School
Behaviour and Incident Report

Student Name:		Date:
Teacher Name:		Class:

CLASSROOM		PLAYGROUND	
MINOR (Level 1)	MEDIUM (Level 2)		SEVERE (Level 3)

DETAILS OF INCIDENT;

CONSEQUENCE;

Teacher Signature;

Incident Report

Name: Date:

Person Completing Form:

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

Debriefing Report

Formal debriefing 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 you 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.

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).