



CaravonicaStateSchool

Responsible Behaviour Plan for Students

based on *The Code of School Behaviour*

Produced in consultation with school staff and parents/carers

Last revised: November 2012

PURPOSE:

Education Queensland is committed to provisions that ensure all young Queenslanders have a right to and receive a quality education. Our Responsible Behaviour Plan has been developed to help support our students to learn in a caring and safe environment. It also outlines our procedures for helping them to make the appropriate choices necessary to meet the school community's expectations in relation to positive behaviour.

This revised plan has been developed in consultation with various members of the school community over the course of this year. It is anticipated that we will continue to monitor the effectiveness of the plan, regularly review its contents and update it as necessary.

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

- Be caring
- Be safe
- Be successful

CONSULTATION AND DATA REVIEW:

This updated plan was developed in a consultation process with school staff beginning in Term 4 2012. Amendments and updates were discussed in both whole-staff meetings and within presentations on Student Free Days. Specific sections were also tabled for discussion and review at the School-wide Positive Behaviour Support Leadership team meetings. Feedback was sought regarding the practical nature of the plan and ensuring it matched the processes and procedures being developed at Caravonica State School.

LEARNING AND BEHAVIOUR STATEMENT:

The staff at Caravonica State School believe that **successful learning** takes place when **all** members of the school community – students, staff, parents and visitors – behave in a **caring, safe and successful** manner.

We believe that developing our students' ability to use positive behaviour requires these behaviours to be explicitly taught. In order to teach these expected behaviours, we need to also promote and encourage ways of thinking that enable students to get along with each other in a **socially responsible** manner.

Our expectations apply to all students, but we also understand that (a) students learn in different ways and that (b) some students will require extra support and management to help them learn the skills necessary for them to participate successfully. This is why our plan is divided into various sections – the procedures we have developed to support all students at a **whole-school** level and the procedures in place to provide **targeted** and **intensive** intervention for those who require extra support.

In line with this approach, Caravonica State School has adopted the **School-wide Positive Behaviour Support** framework. This framework promotes the following key principles:

- Successful learning and positive behaviour are strongly linked
- Positive behaviour needs to be taught
- Positive behaviour needs to be acknowledged and promoted

- Inappropriate behaviour needs to be managed in a fair and clearly understood manner
- Some students will require extra support in meeting our expectations for positive behaviour

UNIVERSAL BEHAVIOUR SUPPORT:

The first step in facilitating standards of positive behaviour is communicating those standards to all students. At Caravonica 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.

SCHOOL WIDE EXPECTATIONS TEACHING MATRIX							
C. S. S.	ALL AREAS	TEACHING AREAS	WALKWAYS VERANDAS STAIRS	PLAY AREAS	ASSEMBLY AREAS	BUS LINE/ BIKE RACKS /KISS AND DROP ZONE	TOILET AREAS
BE CARING (RESPECTFUL)	<ul style="list-style-type: none"> #Follow staff instructions #Use polite language to everyone #Look after your own belongings and respect the property of others #Use equipment appropriately 	<ul style="list-style-type: none"> #Line up quietly #Gain the teacher's attention in a polite way #Knock before entering a room #Tidy up #Walk #Sit still #Enter and exit room in an orderly manner #Use appropriate voice (volume) #Share and take turns #Respect others rights to learn #Be a good listener #Keep the wearing of hats for outside the classroom 	<ul style="list-style-type: none"> #Look out for others by facing forward #Use "manners words", when you need to move past someone #Rails are for hands #Keep passage ways clear at all times 	<ul style="list-style-type: none"> #Return equipment #Include Others #Take Turns #Participate in school approved games 	<ul style="list-style-type: none"> #Place litter in the bins #Sit quietly for parade #Remove hat for the National Anthem, hands by side #Look at and listen to all speakers #Model respectful behaviour 	<ul style="list-style-type: none"> #Be on time for the bus #Line up quietly in the area inside the fence # Wait inside the gate until instructed to leave school grounds #Use own bike only #Walk bike to the gate 	<ul style="list-style-type: none"> #One person to each toilet cubicle #Flush the toilets when you have used them #Respect privacy of others
BE SAFE	<ul style="list-style-type: none"> #Follow staff instructions #Keep hands, feet and objects to yourself #Use equipment for its intended purpose #Respect others' personal space and property #Use equipment safely #Tidy up after yourself #Use Polite language in order to get along #Wait your turn 	<ul style="list-style-type: none"> #Enter and exit the room in an orderly way #Walk when inside the room #Gain permission to leave #Respect others' right to learn #Talk in turns # Keep shoes on at all times unless directed by the teacher to remove for the lesson 	<ul style="list-style-type: none"> #Walk on the cement areas, paths and stairways #Keep verandas as a bag free zone #Walk quietly and orderly so that others are not disturbed #Keep left up and down stairs #Follow the coloured arrows on median lines to indicate direction. #Walk one step at a time #Carry items safely 	<ul style="list-style-type: none"> #Wear hats and shoes #Play fairly – take turns, invite others to join in and follow rules Care for the environment 	<ul style="list-style-type: none"> #Sit quietly when eating #Keep areas clear by placing lunchboxes on seats 	<ul style="list-style-type: none"> #Walk to the bus when instructed #Have your bus pass ready before boarding the bus #Follow crossing supervisor and bus duty staff instructions #Wait your turn #Keep your belongings nearby when waiting for the bus #Walk only at the entire frontage of school 	<ul style="list-style-type: none"> #Wash hands #Leave the toilet area clean #Walk #Keep the toilets as a play free zone
BE SUCCESSFUL (SOCIALLY RESPONSIBLE)	<ul style="list-style-type: none"> #Follow staff instructions #Be organised by having the right equipment #Help others to learn the rules #Model appropriate behaviours #Use appropriate voice/language #Be on time #Be in the right place at the right time #Ask permission to leave the area 	<ul style="list-style-type: none"> #Be a good listener #Attempt all tasks #Check if you do not understand something #Use your inside voice #Be organised for learning #Complete set tasks #Take an active role in classroom activities #Keep work space tidy #Be honest #Leave the classroom tidy at the end of the day 	<ul style="list-style-type: none"> #Model the right behaviours by playing in the correct areas #Allow adults right of first passage on the staircase and in congested areas #Respect others by moving quietly between classes. 	<ul style="list-style-type: none"> #Play in the correct areas #Follow the rules of the game #Return to class promptly #Be a problem solver #Return equipment to appropriate place at the sports bell 	<ul style="list-style-type: none"> #Sit quietly with bags in the CPA for the bell before 8:30am #Finish eating before going out to play #Walk quietly in 2 lines under your teacher's supervision to all locations at all times #Place lunch boxes under seats when finished eating #keep your area tidy 	<ul style="list-style-type: none"> #Model the right behaviour to help others learn the bus line routine #Be on time for the bus #Stay near gate ready for bus #Leave school promptly 	<ul style="list-style-type: none"> #Use the toilet areas for their intended purpose #Return to your class promptly # Use toilets during break time

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.

PROCESSES FOR FACILITATING STANDARDS OF POSITIVE BEHAVIOUR AND RESPONDING TO INAPPROPRIATE BEHAVIOUR:

Whole-school behaviour support

To provide a **caring, safe and successful** learning environment for all students, we have developed the following general procedures and strategies:

- Being consistent in our teaching and reinforcing our expected behaviours to students.
- Acknowledging and rewarding students' positive behaviour and modelling these expected behaviours ourselves.
- Providing effective professional development to staff on positive behaviour management strategies
- Developing specific policies to address the use of personal technology devices and addressing bullying behaviours (see appendices).

Teaching our expected behaviours across the whole school

A crucial component of our school's whole school approach to behaviour support is how we teach what positive behaviour *looks like* and *sounds like* to students.

A number of resources are being used and/or being developed by school staff to teach the safe and caring behaviours we want to see our students using.

One of these resources is the **You Can Do It!** Values Education Program, which is built around five key foundations of success and happiness that support successful learning. These focus on students' abilities and competencies in **getting along** with each other, **organisation**, **confidence**, **persistence** and **emotional resilience**.

As part of our School-wide Positive Behaviour Support framework, we are also developing resources which can add to and supplement the You Can Do It program.

We also feel that it is important that staff act in a consistent way with students and that our expectations apply to all settings across the school. This also means having classroom rules which match and reinforce the school rules and expectations. Although the wording of these rules may vary according to the different ages of our students, generally each classroom will have rules which:

- Protect the students' right to learn and the teachers right to teach
- Are clearly posted in the classroom so students and staff can regularly refer to them
- Are developed in consultation with students (relative to age level)

Recognising positive behaviour

The regular and consistent use of positive recognition for appropriate behaviour is crucial to the success of our Responsible Behaviour Plan. We try to ensure that this recognition is age appropriate, is achievable for all students and can be individual or group orientated. Examples at our school include:

- Appropriate praise and encouragement – individual and groups.
- Pointing out and acknowledging positive behaviours on an incidental basis - "Catching them good"
- Awarding particular responsibilities to students
- Student of the Week Award
- Parade Awards
- Positive Letters or phone calls to parents/carers.
- Incidental Parent/Teacher discussions
- Parent / Teacher Evenings
- Newsletter notifications of success
- Displays in our office foyer and library
- Earning of free time / choice of activity

- Stickers and Incentive Charts
- Celebrating student achievements in out of school activities

Implementing the School-wide Positive Behaviour Framework, we have developed a systematic method of recognising positive behaviours across the whole school for use by all staff. We try to ensure that this recognition is age appropriate, is achievable for all students and is publicly and globally orientated. Examples at our school include:

- Public acknowledgement of students in all year levels on every assembly
- “Gotcha Ticket” system – specific focus on promoting appropriate yard behaviour
- PositiveOneSchool Reports
- Positive Postcard – focussing on Caring, Safe and Successful students
- Acknowledgement 100% attendance of students at the end of the month. Public acknowledgement on assembly/newsletter.
- Extended Play

TARGETED BEHAVIOUR SUPPORT:

Support implemented by Teachers

Staff at our school use planned strategies in the classroom and playground to teach appropriate work habits and social skills. In the event of students requiring extra support to promote appropriate behaviours, staff will use one or more of the following strategies:

- Relationship building with the student - discussing any specific problems on an individual basis and setting personal goals
- Giving them verbal praise and encouragement on a more frequent basis - “Catching them good”
- One to one support from a teacher aide
- Use of the various recognition programs to encourage appropriate behaviour
- Modifying the kind of work they are given so that they achieve more success
- Working closely with the student’s parents/carers and informing them if problems persist

Extended Support

If a student’s off-task or anti-social behaviours continue to disrupt the class or the play activities of others, or when minor infringements become more serious breaches of the Code of School Behaviour, a more extensive level support is utilised. This may involve:

- Discussion with Administration staff on appropriate avenues of support
- Referral to the Student Special Needs Committee
- Specific referral to the school-based Guidance Officer for assessment and behavioural support

Specific outcomes of this referral may include:

- Modification of the students’ timetable and/or the type of work they are given
- Modifying teacher strategies to reinforce positive behaviour and/or correct inappropriate behaviour.
- Alternative break time play through organised activities
- Targeted Teacher-Aide support
- Assessments / counseling conducted by school-based Guidance Officer

CaravonicaStateSchool encourages and supports parents/carers to be involved throughout this targeted support management stage.

Targeted Policy on Prevention and Response to Incidents of Bullying (including Cyberbullying)

Purpose

1. CaravonicaStateSchoolstrives 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 CaravonicaStateSchool. 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 Caravonica 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 CaravonicaStateSchool 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 CaravonicaStateSchool 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 Caravonica 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. Caravonica 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.

Targeted Policy on 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 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 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. Personal technology devices may be used before and after school.

Recording voice and Images

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

We uphold the value of trust and the right to privacy at CaravonicaStateSchool. 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 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.

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

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, 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.*

INTENSIVE BEHAVIOUR SUPPORT: Behaviour Support Team

If the student’s unacceptable behaviours persist or they use behaviours that seriously threaten their safety and wellbeing and/or that of others, this third level of support is utilised. This level is intended to further refine the support already implemented within the school, and involves accessing community-based and specialist EQ support. These include

District and other EQ Services	Community Services
<ul style="list-style-type: none"> ▪ Support Programs offered through the Flexible Learning Centre ▪ MYCP (Managing Young Children Program) ▪ EASI Program (Encouraging Appropriate Social Interactions) 	<ul style="list-style-type: none"> ▪ Department of Child Safety ▪ Child Youth & Mental Health Service (CYMHS) ▪ Police Liaison Officer ▪ Qld Health Services (eg. Smithfield Community Health)

CaravonicaStateSchool promotes a case-management approach for students identified as “at risk”. This case manager may be the Guidance Officer, a member of the Special Needs Committee, the class teacher or an Administrator.

This case-manager works collaboratively with all major stakeholders – student, classroom teacher, parents, administration and other support staff and any relevant outside agency personnel – to create an individual support plan.

This further intervention may include refining existing support strategies (including teacher management strategies, curriculum modifications), increasing professional support for teaching staff, the referral of students and/or families to outside agencies, or modification to attendance or timetable arrangements.

CONSEQUENCES FOR UNACCEPTABLE BEHAVIOUR:

Alongside the need for **targeted support** noted above, staff at CaravonicaStateSchool also advocate the need for clear and reasonable consequences for inappropriate behaviour. We also recognise that *individual circumstances* need to be taken into account when following-up on inappropriate behaviour and implementing consequences.

Implementing consequences for inappropriate classroom and playground behaviour

This section outlines some strategies and the range of consequences frequently utilised by staff to correct inappropriate behaviour:

Classroom		
Teacher Responses This list is not exhaustive and teachers will utilise a range of strategies relevant to the age level and learning requirements of their students.	Possible Consequences This list is not exhaustive and teachers will utilise a range of strategies relevant to the age level and learning requirements of their students.	Administration follow-up Teachers refer students to Administration in the event of ongoing disruptive behaviours or highly inappropriate behaviour. This stage includes one <i>or more</i> of the following:

<ul style="list-style-type: none"> • Cueing off-task students by referring to the positive behaviour of others. • Redirecting students by giving rulereminders • Giving a simple choice (to work appropriately or move to another area/complete work in own time) 	<ul style="list-style-type: none"> • Move student in room • Student completes work in own time • Individual discussion at playbreak • Loss of specific privileges • Apologies completed • Parent Contact • Time-Out - own classroom • Time-Out - Buddy Class 	<ul style="list-style-type: none"> • Administration follow-up including time-out in Administration block • Specified period in Rethink room during playbreak period. • Parent Contact • Temporary loss of privileges – including participation in specific activities/events • Referral for targeted/intensive support
Playtime		
<p>Teacher Responses This list is not exhaustive and teachers will utilise a range of strategies relevant to the age level and learning requirements of their students.</p>	<p>Possible Consequences This list is not exhaustive and teachers will utilise a range of consequences relevant to the age level and learning requirements of their students.</p>	<p>Administration follow-up Teachers refer students to Administration in the event of ongoing disruptive behaviours or highly inappropriate behaviour. This stage includes one or more of the following:</p>
<ul style="list-style-type: none"> • Cueing off-task students by referring to the positive behaviour of others. • Redirecting students by giving rulereminders • Giving a simple choice (to play appropriately or walk with teacher / sit out in timeout area 	<ul style="list-style-type: none"> • Time out from the playground – sitting out in a covered play area • Time out from the playground - remaining with the Duty teacher • Picking up litter from the playground • Apologies completed • Loss of privileges • Parent contact 	<ul style="list-style-type: none"> • Administration follow-up including time-out in Administration block • Specified period in Rethink room during playbreak period. • Parent Contact • Temporary loss of privileges – including participation in specific activities/events • Referral for targeted/intensive support

PROCEDURES FOR MANAGING SERIOUS AND /OR PERSISTENT INAPPROPRIATE BEHAVIOUR UTILISING SCHOOL DISCIPLINARY ABSENCES:

Some students may persist in using inappropriate behaviour and/or engage in more serious unsafe or disrespectful behaviour, despite the above support processes and consequences being implemented. In this event, the Principal or their Deputy makes a decision about issuing a Disciplinary Absence (Suspension or Exclusion).

This decision will take into consideration the school's Responsible Behaviour Plan, any existing support plan already in place for the student, the Education Act, the relevant Department of Education Manual modules and school records.

Examples of more serious breaches (both in and out of the classroom) include:

- Consistent fighting with intent
- Consistent bullying (physical, emotional, verbal)
- Persistent breaches of the Code of School Behaviour despite provision of intensive behaviour support.

School Disciplinary Absences can be:

1 – 5 day suspension

6 – 20 day suspension

6 – 20 day suspension with recommendation for exclusion

If a student is put on a 6-20 day suspension, the Principal works closely with the relevant personnel (eg. staff from the Flexible Learning Centre) to provide an alternative program.

Note: Should a serious breach of the Code of School Behaviour or school rules occur, which endangers the safety/welfare of others, the use of suspension/exclusion may be considered immediately.

Behaviours that warrant this level of consequence include:

- Use of weapons
- Arson
- Prohibited substances
- Physical aggression resulting in significant harm to another person.

CONSIDERATION FOR INDIVIDUAL CIRCUMSTANCES:

CaravonicaStateSchool endorses the need for an equitable approach in decision-making processes regarding consequences. In view of this, the consequences we use for inappropriate behaviour may vary according to a number of factors including:

- Age of the child
- Severity of the incident
- Amount of reliable evidence
- Degree of provocation
- Perceived intent of the action
- Previous behaviour record
- Medical considerations

Process of natural justice must be observed. If anyone believes they have been unfairly treated there are procedures to be followed to resolve the matter. In the first instance, students should explain their view to the teacher or staff member in a polite and respectful manner.

If the student still believes they have not received fair treatment, they should put their case to another adult (parent, other staff member such as the Guidance Officer or school administrator) for further review with those involved. The final decision-maker is the Principal. In the case of an extended suspension or recommendation to exclude a student, an appeal process is available via the Executive Director of Schools

EMERGENCY OR CRITICAL 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 (school name)'s duty of care to protect students and staff from foreseeable risks of injury is met. The use of physical intervention is only considered appropriate where the immediate safety of others is threatened and the strategy is used to prevent injury.

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

It is important that all staff understand:

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

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](#) (link)
- Debriefing report (for student and staff) (Appendix 5).

THE NETWORK OF STUDENT SUPPORT:

The network for support at CaravonicaStateSchool includes the involvement of a team of personnel and agencies. This network includes, but is not limited to:

- School teaching staff
- Advisory Support staff
- School Administration
- Parents/Carers
- Guidance Officers
- Flexible Learning Centre Staff
- School-based Police Officer (SSHS)

Community agencies such as the Cairns Child Youth and Mental Health Service, Department of Communities, Queensland Health Services (including Paediatricians and Occupational Therapy personnel) also work closely with the school to provide support when necessary.

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**

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](#)

SOME RELATED RESOURCES:

- [Bullying. No Way!](#)
- [Schoolwide Positive Behaviour Support](#)
- [Code of Conduct for School Students Travelling on Buses](#)

Principal

P&C President

Regional Executive Director or
Executive Director (Schools)



Student recount – Behaviour Report of the incident

Student's Name: _____ Class: _____

Class Teacher: _____ Date of incident: _____

What happened today?

Who was there with you when this happened?

When did this incident happen?

What were you thinking when this happen?

How were you feeling?

What caused this incident to happen?

What adult was there?

What did the adult do or say?

Appendix 2

Incident Report

Person Completing Form:

Date:

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 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.