



# Caravonica State School

## ***Responsible Behaviour Plan for Students***

based on *The Code of School Behaviour*

Produced in consultation with school staff and parents/carers  
Last revised: April 2018

### **1. PURPOSE:**

Caravonica State School is committed to providing opportunities for students to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing. This Responsible Behaviour Plan for Students, guided by the regionally endorsed Positive Behaviour for Learning framework and the Code of School Behaviour, documents the systems, processes and policies that we implement to support a caring, safe and successful learning environment.

### **2. CONSULTATION AND DATA REVIEW:**

This Plan has been reviewed and updated in collaboration with our school community. Throughout 2017-2018 the Positive Behaviour for Learning team has reviewed systems, data and practices. Amendments and updates were discussed in both whole-staff meetings and within presentations on Student Free Days. Feedback was sought regarding the practical nature of elements of the plan to ensure it reflected the current needs and culture of Caravonica State School.

### **3. LEARNING AND BEHAVIOUR STATEMENT:**

The staff at Caravonica State School believe that developing our students' ability to be caring, safe and successful learners requires an understanding that:

- Productive learning and positive behaviour are inextricably linked
- Expectations need to be established, clearly defined and communicated to all
- Expected learning and social behaviours and routines need to be systematically and explicitly taught and practised
- Positive behaviour needs to be recognised and reinforced
- Inappropriate behaviour needs to be responded to in a consistent and educative manner

Our school expectations are:

- Be Caring
- Be Safe
- Be a Successful Learner

These expectations apply to all students, but we also understand that they learn in different ways and that some will require extra support to participate successfully in the school environment. The procedures we have developed within the Positive Behaviour for Learning Framework support all students [Tier 1] and provide targeted [Tier 2] and intensive [Tier 3] intervention for those who require extra support.

## 4. PROCESSES FOR FACILITATING STANDARDS OF POSITIVE BEHAVIOUR AND RESPONDING TO INAPPROPRIATE BEHAVIOUR

### Tier 1: Support for all Students

#### Defining and Communicating Behavioural Expectations

The **teaching matrix** below details what each of our school-wide expectations look like or sound like in different contexts. Some of these behaviours apply to all settings [for example, we expect that across each area of the school students will use polite language], whereas other behaviours may be more specific to a particular routine or area [for example, lining up for the bus].

#### Routines

SCHOOL WIDE EXPECTATIONS TEACHING MATRIX								
	ALL AREAS	TEACHING AREAS	WALKWAYS VERANDAS STAIRS	PLAY AREAS	ASSEMBLY	EATING AREAS	BEFORE AND AFTER SCHOOL	TOILET AREAS
C A R I N G	<b>Follow supervising adults' instructions</b>	Allow others to learn [appropriate volume; hand up; etc.]	Line up quietly while waiting	Return equipment	Sit quietly for parade	Sit quietly when eating	Line up quietly in the correct area	One person per cubicle [allow privacy]
	Use polite language	Keep the classroom tidy	Walk quietly between classes	Play inclusively	Remove hat for the National Anthem, hands by side	Eat own food	Use own bike/scooter only	Flush when finished
	Look after your own and others' property			Walk around gardens				
	Put rubbish in the bin							
S A F E	<b>Follow supervising adults' instructions</b>	Enter and exit the room in an orderly fashion	Walk, facing forward	Participate in school approved games	Walk to assembly with class	Finish eating before going out to play	Walk only, around and outside the school grounds	Wash hands
	Keep hands, feet and objects to self	Walk when inside the room	Keep left	Play by the rules		Keep areas clear by placing lunchboxes on seats when finished eating	Walk bike/scooter to the gate	
	Use equipment for its intended purpose		Bag-free zone				Wear helmet	
	Wear shoes and hat		Walk one step at a time					
S U C C E S S F U L	<b>Follow supervising adults' instructions</b>	Organise equipment required for class	Walk directly to class	Play in the correct areas	Look at and listen to all speakers	Eat in the correct areas	Have bus pass / money ready before boarding bus	Use the toilet areas for their intended purpose
	Model appropriate behaviours and routines	Show whole body listening	• returning from play	Be a problem-solver			Arrive at school prior to 9am bell	
	Be in the right place at the right time with necessary equipment	Attempt all tasks and ask for help if needed	• returning from toilet	Help others to learn the rules			Leave school grounds promptly	
	Inform an adult if a problem occurs	Take an active role in classroom activities	• going to specialist lesson					

#### Establishing Classroom Rules

Our school-wide expectations are used as a basis for all teachers to develop a set of **classroom rules** with their students in relation to behavioural and academic expectations. Although the language and phrasing of these rules will vary according to classroom, each set will be consistent with the values expressed by the school-wide expectations.

This entails that each classroom will have rules that:

- Protect and reinforce students' right to learn and the teacher's right to teach.
- Are formulated by teachers with their students to promote ownership.
- Are modelled by the staff members of the school.
- Are visually displayed in the classroom and are frequently referred to and reinforced.
- Are reviewed when necessary.

## Systematically Teaching Behavioural Expectations

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

This process involves:

- Scheduling lessons targeted at: social/emotional learning; expected behaviour; routines; and reducing bullying [see Appendix 1 for school policy]
- Informing and reminding staff of the focus of the week via OnePortal
- Introducing the focus on Parade [Principal]
- Informing parents of the focus via the school newsletter
- Delivering the lesson to students in class [teachers]
- Referring to and reinforcing the focus on a daily basis [all staff]
- Providing a bank of resources including vignettes, lesson plans, posters and support from line managers.

## Recognising and Reinforcing Positive Behaviours

The regular and consistent recognition of appropriate behaviour is essential to reinforcing what we teach. We try to ensure that this recognition is age appropriate, is achievable for all students and can be individual or group orientated.

Examples include:

- Non-verbal and verbal acknowledgement of positive behaviours
- Awarding particular responsibilities to students
- Student of the Week Award
- Positive notes, postcards or phone calls to parents/carers.
- Incidental Parent/Teacher discussions
- Parent/Teacher Evenings
- Newsletter notifications of success
- Displays in our office foyer
- 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:

<b>FREQUENCY</b>	<b>STRATEGY</b>
Frequent	Staff behaviour is consistent, firm but fair, in order to facilitate positive relationships
	Greeting and Farewell: "Great to see you here"; "Looking forward to seeing you at school tomorrow."
	Positive messages: Communicated home via postcards, SMS, email, phone call, etc.
	Descriptive encouragers for students; non-verbal feedback on behaviour and learning
	Gotchas: See below for description of our extrinsic rewards program
Short term	Principal / Deputy Principal acknowledgements [verbal; stickers; certificates; etc.]
	Awarding particular responsibilities to students
	Positive feedback given at school assemblies
	Student of the Week Award
	Attendance acknowledgement [newsletter; Class Attendance Cup]
Long term	School-wide celebrations
	Classroom culminating activities
	End of year Awards Assembly
	Student attendance award
	<b>DOCUMENTATION</b>
	Semester Report Card
	Newsletter Item: Positive messages around student achievements and goals reached
	Displays in classrooms, office foyer and front of school
	OneSchool Positive Record

## GOTCHA [School-wide system]

### Individual Awards Classroom:

Staff award points to students in class to acknowledge positive learning behaviours. The system used in the classroom will vary, and may be developed collaboratively by the classroom teacher and students. Points awarded count towards earning a Gotcha ticket in a particular school-wide expectation either caring, safe or successful [students may also receive individual Gotcha tickets from their class teacher].

### Individual Awards Non-Classroom:

Supervising adults award **WILD** cards to students in specialist / non-classroom settings to acknowledge caring, safe and/or successful behaviours. The system used here is standard across the school. Once a student has earned 5 WILD cards they can then swap them for a Gotcha of their choice.

The Gotcha system is outlined in the following table:

#### **Bands**

Caring	- student receives 10 green gotchas	- student acknowledged on parade and receives a <b>green band</b>
Safe	- student receives 10 red gotchas	- student acknowledged on parade and receives a <b>red band</b>
Successful	- student receives 10 blue gotchas	- student acknowledged on parade and receives a <b>blue band</b>

#### **Bronze Badge**

Caring	- student receives another 10 green gotchas	} student acknowledged on parade for receiving another 30 gotchas and receives a <b>bronze badge</b>
Safe	- student receives another 10 red gotchas	
Successful	- student receives another 10 blue gotchas	

#### **Silver Badge**

Caring	- student receives another 10 green gotchas	} student acknowledged on parade for receiving another 30 gotchas and receives a <b>silver badge</b>
Safe	- student receives another 10 red gotchas	
Successful	- student receives another 10 blue gotchas	

#### **Gold Badge**

Caring	- student receives another 10 green gotchas	} student acknowledged on parade for receiving another 30 gotchas and receives a <b>gold badge</b>
Safe	- student receives another 10 red gotchas	
Successful	- student receives another 10 blue gotchas	

### Group Celebration:

In addition to acknowledging milestones individually, a combined celebration will be held at the end of each term for all students who have consistently upheld the values of being caring, safe and successful and have achieved either their bands or badges. The form of celebration will be decided based on student, staff and parent feedback.

### Responding to unacceptable behaviour

If a student at Caravonica State School exhibits minor and infrequent problem behaviour, staff members [teachers, teacher-aides and support staff] will remind or question the student regarding expected school behaviour, then ask them to change their behaviour so that it aligns with our school's expectations of being caring, safe and successful.

Our preferred way of re-directing problem behaviour is to use a least-to-most-intrusive approach, therefore using low-level strategies [e.g. non-verbal redirections] for responding to minor problem behaviour, and more 'intrusive' strategies [such as time-out] for more serious infringements.

Staff will also utilise a range of consequences if these strategies prove ineffective in modifying the student's behaviour [see section 5 - Consequences].

### Positive Classroom Environments

To facilitate the development and maintenance of positive learning behaviours in classrooms, each classroom teacher will be responsible for:

- Developing environmental and curricula measures to increase the likelihood of positive behaviour and successful learning outcomes
- Developing procedures for reinforcing this positive behaviour
- Developing procedures for responding effectively to inappropriate behaviour
- Documenting the above in an individualised Classroom Behaviour Plan [CBP]

### Support for Staff

Staff at Caravonica State School are supported in the implementation of effective classroom management. Those supports include, but are not limited to:

- Peer support through staff meetings
- Peer support offered through formal mentoring partnerships with teaching staff
- Support offered through mentoring and coaching with school Leadership and with regional support staff
- Professional development team days
- Classroom Profiling opportunities provided by a trained classroom profiler
- Regional Professional Development opportunities

## **TIER 2: Targeted Intervention**

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Using behavioural data [OneSchool referrals, in-class behaviour tracking, etc.], some students are identified as requiring additional support in developing effective work habits and relevant social skills.

Caravonica State School responds to students requiring additional support through the following processes:

- In-school referral process to seek assistance in supporting students with targeted-level needs.
- Team approach to supporting students on targeted programs [e.g. involvement of parents/carers, teachers, the school's allocated Guidance Officer, school administration and other relevant stakeholders as required].
- Making adjustments to address individual students' needs e.g. curriculum tasks, routines, etc.
- Accessing appropriate support strategies such as: behaviour tracking, adult mentoring, targeted/small group social skilling
- Use of data for evaluation and exit from targeted support programs.
- The strategies are developed collaboratively, using the teacher's CBP and student data to identify the areas in which support should be provided. The class teacher documents these strategies in a Personalised Learning [PL] record on OneSchool

## **TIER 3: Intensive Intervention**

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When a student continues to have difficulty meeting behavioural expectations, despite the support offered in Tiers 1 and 2, teachers may submit a referral for Tier 3 intervention via Student Support Services. Tier 3 interventions extend on from those offered in Tier 2 to include a more formalised case management process. Stakeholder involvement [e.g. student, classroom teacher, parents/carers, administration staff and other relevant external agency personnel as required] and ongoing consultation is a necessary component for students requiring this level of support.

Strategies and supports for Tier 3 Intervention will be developed collaboratively with stakeholders. The class teacher documents these in a student's Individual Behaviour Support Plan (IBSP) and uploads the plan into Support Provisions on OneSchool.

Intensive Intervention may include one or more of the following:

<u>Classroom Environment</u>	<u>Student-Centred</u>
<ul style="list-style-type: none"> <li>• Modification to classroom practices [including curriculum and reteaching of expectations]</li> <li>• Support for the teacher to implement modified/revised Classroom Behaviour Plan</li> </ul>	<ul style="list-style-type: none"> <li>• Formal assessment</li> <li>• Counselling support</li> <li>• Individualised social-skilling</li> <li>• Alternative / modified timetable</li> </ul>

## 5. CONSEQUENCES FOR UNACCEPTABLE BEHAVIOUR

Staff at Caravonica State School makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours as noted above.

When students use inappropriate behaviour, our staff seeks to ensure that responses to this behaviour are consistent and proportionate to the nature of the behaviour.

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

- **Minor** problem behaviour is handled by staff members at the time it happens
- **Major** problem behaviour is referred to school Administration, in order to inform, provide follow-up support to previous staff actions or in some cases to provide more immediate assistance.

[See Appendix 2 for more details]

The following is a summary of the school's classroom behaviour management flowchart, outlining some strategies that staff may use to respond to inappropriate behaviour.

**REMIND:** The teacher uses the Least Intrusive approach to calmly and positively remind student of the behaviour they should be demonstrating, and reinforces the school expectation of being a Caring, Safe and Successful Learner.

This level of response may include strategies such as:

- Proximity
- Non-verbal reminder
- Quiet reminder
- Questioning to redirect student to the learning
- Giving a choice

**REFLECT:** If the student needs further assistance to demonstrate the desired behaviour, the teacher may send the student to a nominated space in the classroom for a brief period [students must be given the opportunity to rejoin the class in 10 minute intervals]. Incident is recorded in classroom behaviour tracking log.

This level of response includes written or verbal reflection by:

- The student [What happened? Which expectation did you break? What can you do to fix it? What might you do differently next time? What will happen if you do it again?]
- The teacher [What am I doing? How do I react to misbehaviour? Is it working? What else can I try? Who else could I talk to?]. Teacher refers to Essential Skills for Classroom Management.

**RELOCATE:** If a student's behaviour continues to be disruptive to the learning environment, the teacher may give the student time out of class in a 'support classroom' [buddy class] for 10 minute intervals.

This level of response includes the following guidelines:

- The goal is successful return to class
- Support class teacher is notified prior to student's arrival
- Appropriate work is provided
- Time spent in support classroom to be no more than 10 minutes
- Teacher records relocation on One school, copies to school administration and if a pattern develops contacts parents

**REMOVE AND RING:** If a student’s behaviour continues to be disruptive, or is deemed to be unsafe [major], the teacher refers the student directly to administration.

This level of response includes the following guidelines:

- Appropriate work is provided
- Teacher and student meet to discuss re-entry
- Teacher records full details on One school, copies to school administration and contacts parents

**REMOTE HOME:** For very serious [e.g. unsafe and threatening] behaviours, the Principal may implement a school disciplinary absence [short or long term suspension] after due consideration has been given to all other responses. A student may also be suspended with a proposal/recommendation to exclude, but the student's actions must be so serious that the suspension of the student is considered inadequate to deal with the behaviour.

## 6. EMERGENCY OR CRITICAL INCIDENTS RESPONSES

An emergency situation or critical incident is defined as an occurrence that is sudden, urgent, and usually unexpected, or an occasion **requiring immediate action**. This may involve behaviour of such intensity, frequency, or duration that the physical safety of the student or others is likely to be placed in serious jeopardy.

In the event of a critical incident such as an evacuation, lockdown or medical emergency, students are expected to follow staff instructions and school protocols. It is important that all staff have a consistent understanding of how to respond to emergency situations or critical incidents involving severe problem behaviour.

<b>Basic defusing strategies</b>	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.
<b>Maintain calmness, respect and detachment</b>	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.
<b>Approach the student in a non-threatening manner</b>	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.
<b>Follow through</b>	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.
<b>Debrief</b> [ONLY when CALM – may be same day or a following day]	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

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 or intrusive 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. Incident reports in One School must be maintained.

## Lockdown procedures

Staff at Caravonica State School have developed a schoolwide Lockdown procedure in the unlikely event of a situation posing an immediate threat to staff, students or other persons on the school grounds.

## 7. THE NETWORK OF STUDENT SUPPORT

Caravonica State School is able to access support both through community resources and within the Department of Education and Training. These include:

<u>Caravonica State School</u>	<u>Cluster and Regional Services</u>	<u>Community Services</u>
<ul style="list-style-type: none"><li>• Guidance Officer</li><li>• Head of Special Education</li><li>• Support Teachers [Literacy and Numeracy; Disabilities]</li><li>• Social Worker</li></ul>	<ul style="list-style-type: none"><li>• Regional Coordinator, Positive Behaviour for Learning [Behaviour Support]</li><li>• Speech/Language Therapist</li><li>• English as an Additional Language/Dialect Teacher</li><li>• Regional Wellbeing Coach</li><li>• Senior Guidance Officer</li><li>• Autism Coach</li></ul>	<ul style="list-style-type: none"><li>• Department of Child Safety</li><li>• Queensland Health Services</li><li>• Police Liaison Officer</li><li>• Smithfield Community Health Centre</li><li>• Child Youth &amp; Mental Health Service [CYMHS]</li><li>• Act for Kids, RAATSIC, etc.</li><li>• Family and Child Connect</li></ul>

## 8. CONSIDERATION OF INDIVIDUAL CIRCUMSTANCES

Staff at Caravonica State School endorse the need to apply equitable, rather than equal, consequences for inappropriate behaviour. 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.

This consideration entails recognising and taking into account:

- Age of the child
- Medical, disability and emotional wellbeing
- Cultural background
- Family care arrangements
- Impact on learning outcomes
- Function of the behaviour
- Severity of the incident
- Amount of reliable evidence
- Degree of provocation
- Perceived intent of the action
- Previous behaviour record
- Workplace Health and Safety Regulation

This process also entails recognising the rights of *all students* to express opinions in an appropriate manner, to work and learn in a safe and caring environment, and to receive adjustments appropriate to their learning needs.

## 9. RELATED LEGISLATION

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

## 10. RELATED POLICIES AND PROCEDURES

- Statement of expectations for a disciplined school environment policy
- 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
- Supporting Students Mental Health and Wellbeing

## 11. SOME RELATED RESOURCES

- Safe, Supportive and Disciplined Schools
- National Safe Schools Framework
- Working Together resources for schools
- Cybersafety and schools resources
- Bullying. No way!
- Take a Stand Together
- Safe Schools Hub
- Autism Hub
- Student Learning and Well-Being Framework

**CARAVONICA STATE SCHOOL POLICY ON BULLYING PREVENTION AND INTERVENTION****Definition**

Bullying is intentional repeated behaviour by an individual or group of individuals that causes distress, hurt or undue pressure. It often involves the use of power in relationships.

Bullying can involve humiliation, domination, intimidation, victimisation and all forms of harassment including that based on gender, ethnicity, religion, culture, disability, sexual orientation or transgender. Bullying can occur between adults, between students, and between students and adults in the setting of a school.

Bullying behaviour can be:

- Verbal [e.g. name calling, teasing, threats, being rude]
- Physical [e.g. hitting, spitting, tripping, making rude gestures]
- Social or psychological [e.g. ignoring, alienating, spreading rumours, dirty looks, malicious SMS and email messages]

Conflicts or fights between equals, or single incidents of disagreement between friends are not defined as bullying.

**Purpose**

There is no place for bullying in Caravonica State School. Every member of the Caravonica State School community, both adults and students, has the right to expect that he or she will spend the school day free from bullying and intimidation.

Our aim as a school community is:

- To promote positive conversations and collaboration around the issue of bullying
- To provide opportunities for students, parents, caregivers and staff members to develop the skills to deal with bullying behaviour
- To promote respectful relationships within the whole school community

**Rationale**

Research indicates that those who are bullied are more likely to experience impaired social and emotional adjustment, poor academic/work achievement, anxiety, depression, poorer physical health, higher absenteeism, increased loneliness and low self-esteem. Those who repeatedly bully others often have the same symptoms as those experiencing the bullying.

These outcomes are in direct contradiction to our goals and efforts to support all students and adults in our school community.

Research also 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 [or reporting] to help the person being bullied.

Whilst our school would never encourage anyone to place themselves at risk, our anti-bullying procedures, which form part of our research-validated Positive Behaviour for Learning processes, involve explicitly teaching the entire school a set of safe and effective responses to all problem behaviour, including bullying, in such a way that those who bully are not socially reinforced for demonstrating it.

Students, staff, parents and caregivers all have a shared responsibility to refrain from, respond to and prevent bullying behaviour.

**Prevention**

Caravonica State School Positive Behaviour for Learning processes will always remain the primary strategy for preventing problem behaviour, including bullying behaviour. That is:

- All students and adults know and understand the expectations of being Caring, Safe and Successful
- All teachers have explicitly taught the behaviours attached to each expectation in all areas of the school
- All teachers have explicitly taught specific routines in non-classroom areas [e.g. exiting the classroom, appropriate playground behaviour, re-entering classrooms, transitions]
- All students are receiving high levels of positive reinforcement, from all staff, for demonstrating expected behaviours
- Staff exhibit a high level of quality active supervision in all areas at all times.

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.

## **Responsibilities**

### **The Principal has a responsibility to:**

- Maintain a positive climate of respectful relationships where bullying is less likely to occur
- Develop and implement programs for bullying prevention
- Embed anti-bullying messages into each curriculum area and in every year level
- Develop and implement early intervention support for students identified by the school as being at risk of developing long term difficulties with social relationships
- Develop and implement early intervention support for those students who are identified at or after enrolment as having previously experienced bullying or engaged in bullying behaviour
- Empower the whole school community to recognise and respond appropriately to bullying, harassment and victimisation and behave as responsible bystanders
- Develop and publish clear procedures for reporting incidents of bullying to the school
- Respond to incidents of bullying that have been reported to the school quickly and effectively
- Match a planned combination of interventions to the particular incident of bullying
- Provide support to any student or adult who has been affected by, engaged in or witnessed bullying behaviour
- Provide regular updates, within the bounds of privacy legislation, to parents or caregivers about the management of the incidents
- Identify patterns of bullying behaviour and respond to such patterns
- Monitor and evaluate the effectiveness of the Plan
- Report annually to the school community on the effectiveness of the Plan

### **School staff have a responsibility to:**

- Respect and support students
- Model and promote appropriate behaviour
- Have knowledge of school and departmental policies relating to bullying behaviour
- Respond in a timely manner to incidents of bullying according to the school's Anti-Bullying Plan

### **Students have a responsibility to:**

- Behave appropriately, respecting individual differences and diversity
- Behave as responsible digital citizens
- Follow the school Anti-Bullying Plan
- Behave as responsible bystanders – be upstanders
- Report incidents of bullying according to their school Anti-Bullying Plan

### **Parents and caregivers have a responsibility to:**

- Support their children to become responsible citizens and to develop responsible on-line behaviour
- Support their children to take responsibility for their own behaviour
- Be aware of the school Anti-Bullying Plan and assist their children to understand bullying behaviour
- Support their children in developing positive responses to incidents of bullying consistent with the schools Anti-Bullying Plan
- Report incidents of school related bullying behaviour to teachers/administration and allow the school to manage the incidents
- Work collaboratively with the school to resolve incidents of bullying when they occur

### **All members of the school community have the responsibility to:**

- Model and promote positive relationships that respect and accept individual differences and diversity in the school community
- Support the school's Anti-Bullying Plan through words and actions
- Work collaboratively with the school to resolve incidents of bullying when they occur

**IDENTIFY**

Is it bullying? Refer to definition in bullying policy.

Signs that *may* identify students who have been bullied, or those who bully others, include:

- Does not want to go to school
- Suddenly unable to sleep
- Becomes moody
- Frequently sick with vague symptoms
- Unexplained bruises
- School performance falls

**REPORT**

All cases of bullying, which are reported, will be followed up. Members of the School community are encouraged to report bullying.

- Students – report to teachers, Principal, other students/friends, parents
- Parents – report to class teacher and/or Principal
- Bystanders – report to teachers, Principal, other students/friends, parents

**RESPOND**

Reported cases can be dealt with in several ways. We recognised that each case is different and may require a special approach. In all cases it is important to ensure that:

- Those being bullied are believed and made safe
- All reports are investigated and documented – who; what; when; where; how often
- Agreed-upon lines of communication are established between stakeholders [e.g. team meetings]
- Those identified by others as demonstrating bullying behaviours are informed of the allegations
- Both those bullying, and those being bullied, are offered support

**MONITOR AND EVALUATE**

- Keep accurate records of incidents and their management
- Record all contacts and conversations with students and adults involved
- Monitor bullying incidents on OneSchool, Rethink and class behaviour records
- Evaluate responses based on data
- Evaluate anti-bullying plan in conjunction with RBPS yearly review
- Survey school community regularly to monitor bullying and cyberbullying rates

**REVIEW STRATEGIES AND INTERVENTIONS**

- Staff training and development
- Explicit teaching
- Being an upstander
- Defining Bullying
- Friendly Five
- Diversity and Inclusivity
- Information sessions for staff and students [e.g. QPS talks around cyber-bullying]
- Sports Leaders [e.g. playground mentoring; promoting teamwork and peer support]
- Student Council
- Guidance Officer
- Student Support Services Team
- Individual Student Support Teams

## **INDIVIDUAL CONVERSATION GUIDE**

There is no place for bullying in Caravonica State School. Every member of the Caravonica State School community, both adults and students, has the right to expect that he or she will spend the school day free from bullying and intimidation.

### **Students have a responsibility to:**

- Behave appropriately, respecting individual differences and diversity
- Behave as responsible digital citizens
- Behave as upstanders
- Report incidents of bullying

### **Is it bullying?**

- Intentional
- Repeated
- Imbalance of power

### **Who is involved?**

- Are you normally friends?
- Are there any witnesses?

### **What is involved?**

- Verbal [e.g. name calling, teasing, threats, being rude]
- Physical [e.g. hitting, spitting, tripping, making rude gestures]
- Social or psychological [e.g. ignoring, alienating, spreading rumours, dirty looks, malicious SMS and email messages]

### **When is it happening?**

### **Where is it happening?**

<b>You are being bullied ...</b>	<b>You are bullying ...</b>	<b>You are a bystander ...</b>
How long has this been happening?	How long has this been happening?	How long has this been happening?
How many times has this happened?	How many times has this happened?	How many times has this happened?
Have you reported anything before? To whom?	Have you been spoken to about this before? By whom?	Have you reported anything before? To whom?
What was the outcome when you reported it?	What does the expectation of Be Respectful mean?	What was the outcome when you reported it?
Do you feel you can speak up at the time?	What does the expectation of Be Safe mean?	Do you feel you can speak up at the time?
Please report any incidents like this as they happen, so we can help.	How can you change your behaviour to show respect and safety? What help do you think you need in order to do this?	Please report what you see/hear to an adult so we can help. You can do this quietly, without anyone knowing.

***ALWAYS RECORD*** conversations with students and adults in OneSchool [in **CONTACTS**] and ***ALWAYS REFER*** this contact to Line Manager.

## APPENDIX 2

### MINOR BEHAVIOURS – ALL SETTINGS

Behaviours that can be handled by the teacher/supervising adult and do not warrant a referral to the admin team. No intent to harm.

If the behaviour of concern is a *secondary behaviour* [behaviour shown in response to a correction] continue to focus your response on the primary behaviour.

	Behaviour	Definition	Examples	Possible Responses
C A R I N G	Disrespect	Student responds to teacher instruction or correction by using words and tone of voice that indicates contempt.  Does not show due respect for the classroom or other part of school environment.	Rolls eyes Sulks Raises voice Turns away Lies Refuses to communicate Litters	Reteach Apology Written apology Pick up own papers Litter duty w/ supervising adult
	Disruption	Student engages in low intensity but inappropriate disruption, interrupting learning of others and impeding their own learning.	Talks out of turn Interrupts others Makes unnecessary noise	Reteach Time-in to complete work
	Verbal misconduct	Student engages in low-intensity use of inappropriate language.	Calls other students names [low level teasing/ribbing/mockery] Swears but not directed at others.	Reteach Reminder of school expectations regarding respectful language Apology [words/actions] Suggest alternative words
S A F E	Physical misconduct	Student engages in non-serious but inappropriate physical contact [without intent of harm], without causing overt injury to others.	Touches Pushes/Bumps Spits e.g. on hand/foot Pulls shirt	Reteach Sit out of play [time out] Apology [words/actions]
	Inappropriate games	Student engages in games/rules that are not allowed at school for their potential to cause harm.	Tackling in games Climbing trees Playing in toilets	Reteach Rule reminder Sit out of play [time out]
S U C C E S S F U L	Refusal to participate in the program of instruction	Students engages in behaviours that avoid the task or activity.	Off task [drawing, reading, sharpening pencil, ongoing toilet breaks or drink breaks] Fails to complete set task	Reteach Finish work in own time Consider function – is the student capable of doing task?
	Non-compliance	Student engages in <b>brief or low intensity</b> failure to respond to adult requests or directions.	Says “no” Says “I’m not doing that” Doesn’t begin task or stop activity when asked/directed. Plays in out of bounds area.	Reteach Repeat direction then walk away [to give take up time] Give choice Sit out of play [time out]
	Property misconduct	Student engages in low intensity misuse of their own or others’ property.	Breaks pencils Tears paper Drops books Drops or throws equipment [without intent of hurting others]	Reteach Apology Clean/repair, or replace misused property Parent contact
	Late – attendance	Student is late to class [with no justifiable reason].	Student is not in the classroom or with the class when the bell rings.	Reteach Make up time at lunch
	Late – school work	Student is persistently late submitting classwork or homework.	Homework is not completed and handed in.	Reteach Complete in own time Parent contact
	IT misconduct	Student uses IT at inappropriate time [see Appendix 3]	Logs in without permission	Reteach Rule reminder

## MAJOR BEHAVIOURS – ALL SETTINGS

**Major:** Incidents of severity that warrant administrative support and follow up. Intent behind action is to deliberately cause undue distress or harm.

**Crisis:** Incidents that require immediate response from administration.

	Behaviour	Definition	Examples	Possible Responses
C A R I N G	Disruption	Repeated behaviour causing an interruption to teaching and learning.	Sustained loud talk, yelling, making unnecessary noise Continued out of seat behaviour	Reteach Apology letter in own time Admin referral to rethink Parent contact
	Verbal misconduct	Engages in aggressive swearing directed at others.	Swears at peers or teacher	Reteach Apology letter in own time Parent contact Admin action – suspension if directed at teacher, further investigation if directed at student
	Bullying/ Harassment	Teasing, physical and/or verbal intimidation [repeated/targeted] of a student, where there is an imbalance of power between students.	Calling someone names Using derogatory language Threatening with gestures, words or actions Cyber bullying	Reteach Shared Method of Concern Contact parents Admin action – suspension if ongoing
S A F E	Physical misconduct	Student engages in actions [including fighting] involving serious physical contact where injury may occur. Acts with intent to harm.	Hits/Punches Kicks Trips Spits – e.g. intentionally in face Bites – esp. older students Inappropriate touching	Reteach Loss of play/class time Contact parents Admin action – investigate to see if suspension warranted
	Physical misconduct with an object	Student engages in actions [including fighting] involving serious physical contact where injury may occur – with an object. Acts with intent to harm.	Throws objects e.g. chair, other equipment Hits others with object	Reteach Loss of play/class time Parent contact Admin action – investigate to see if suspension warranted
	Unauthorised absence; failure to comply with instructions	Student leaves class/school without teacher's knowledge or permission.	Student leaves the area of instruction or school grounds and does not return despite redirection.	Reteach Parent contact Admin referral to rethink Admin action – investigate to see if suspension warranted
	Possess prohibited items  Substance misconduct	Student is in possession of items that may cause bodily harm and/or property damage.	Knives Guns [real or look alike with intent] Alcohol Drugs Tobacco	Removal of prohibited substance/item Parent contact External agency contact <i>If endangering the safety/ well-being of others/self then suspension will be applied immediately.</i>
S U C C E S S F U L	Non-compliance	Student repeatedly engages in a failure to respond to adult requests or directions	Says “No, you can't make me” Continues to engage in alternative activity. Refuses to go to buddy class. Walks away from adult.	Reteach Apology letter in own time Admin referral to rethink Parent contact
Property misconduct	Student participates in an activity that results in theft, loss, destruction or disfigurement of property.	Graffiti Stealing Breaking a window	Reteach Loss of play/class time Replace property Parent contact Admin action – investigate to see if suspension warranted	
IT misconduct	Student engages in inappropriate use of mobile phone, tablet, camera, and/or computer [not exhaustive] [see Appendix 3]	Sends an inappropriate text or image/photo.	Reteach Contact parents Admin follow up referral to rethink/suspension <i>May be Student Protection concern</i>	

## CRISIS INCIDENTS

CRISIS	Any behaviour that immediately threatens the safety of students or adults.	<u>Student</u> Threatens with a weapon Extreme physical violence Arson Student on roof of building  <u>Others</u> Intruder on school grounds Adult posing a threat to staff or student/s	Admin action - suspension Parent contact <i>When endangering the safety/ well-being of others then suspension will be applied immediately.</i>  Lockdown procedures are typically initiated if the situation is deemed to compromise the safety of students and staff.
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## APPENDIX 3

### CARAVONICA STATE SCHOOL POLICY FOR USE OF PERSONAL TECHNOLOGY DEVICES

*'Personal Technology Devices' includes, but is not limited to, portable gaming devices, laptop computers, cameras, voice recording devices [including those integrated with a mobile phone or MP3 player], mobile telephones, iPods®, USBs, smart watches and devices of a similar nature.*

This policy reflects the importance the school places on students displaying caring, safe and successful behaviours for others whenever they are using personal technology devices.

#### Personal Technology Devices Banned From School

Students must not bring valuable personal technology devices such as cameras, digital video cameras or MP3 players to school as there is a risk of damage or theft. Children found with these devices at school will be required to deliver them to the office for safe keeping. Parents will also be contacted to discuss this. No responsibility will be taken for the loss or theft of these devices.

#### Process for Students Who Require a Mobile Phone at School

The school is aware that parents, at times, will need children to have access to a mobile phone out of school hours for routine or emergent contact. To support students and parents in this regard, children who NEED to bring a phone to school, for out of hours use, must deliver it to their class teacher at the beginning of the school day where it will be stored securely and safely in the classroom.

Any contact required during the school day can be managed via our school landlines – messages taken to children or children given access to phones when necessary.

#### 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 a period of time deemed necessary by the Principal.

#### Recording Images and Voice

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

We uphold the value of trust and the right to privacy at Caravonica 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 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 that is in 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.

### 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.

### Text communication

A student involved in the sending of text messages that contain obscene language and/or threats of violence may amount to bullying, harassment and/or stalking, will be subject to disciplinary action, 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.

### 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 Principal.

**ENDORSEMENT**

**Principal**

**P&C President**

**ARD**

\_\_\_\_\_  
Michelle Davis

\_\_\_\_\_  
Naomi Hogan

\_\_\_\_\_  
Ken McLean

Date: \_\_\_\_\_

Date: \_\_\_\_\_

Date: \_\_\_\_\_