TOOGOOLAWAH STATE SCHOOL

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

Responsible Behaviour Plan for Students

1. Purpose

The community of Toogoolawah State School is committed to learning, respect and optimism through a secure, supportive and co-operative environment which recognises and accepts individual differences.

Our school fosters a warm, supportive environment where students can be happy and where optimal learning can take place.

A major part of the teacher’s role is to ensure that students will learn and develop within their school environment without disruptive behaviour hindering their success and enjoyment of learning. It is also expected that students will respect the teachers’ fundamental right to teach without disruptive behaviours hindering their success and enjoyment of teaching.

We also acknowledge that if students are to become productive members of society, teachers must help them to develop responsibility for their actions by both teaching explicitly and practising problem solving skills. Our plan focuses on supporting and promoting the positive behaviours of all students whilst acknowledging that inappropriate behaviours may occur and will need to be addressed with our identified framework. It should also be read in conjunction with our Pedagogical Framework and Learning and Well-being Framework.

The establishment of good discipline in our school depends upon both school personnel and parents working towards the same goals and insisting on acceptable standards of behaviour being maintained for the enhancement of outcomes for our students and our school.

2. Consultation and data review

Consultation was completed in stages as the Staff have continually discussed and worked through components of the plan since its original inception. These staff discussions have always been followed up and considered at P&C Association Meetings. It is important to note that all decisions and communications have been based on open and transparent processes and consistency within communication channels.
3. Learning and behaviour statement

STATEMENT OF PURPOSE:
To create a safe, tolerant and disciplined environment within which young people prepare to be active and reflective Australian Citizens with a disposition to lifelong learning. They will be able to participate in and shape community; economic and political life in Queensland and the nation. They will be able to engage confidently with other cultures at home and abroad. “2010 Queensland State Education”

MISSION STATEMENT:
We aim to work together with our community to develop our student’s full potential in a caring and supportive environment. In this environment, individuals will be respected and an understanding of the rights and responsibilities of good citizens will be fostered.

SCHOOL CREED:
This is our school, Let us be proud of it
Let love abide here,
Love of one another, Love of myself
Let us remember that as many hands make a house, as many hearts make a school.

LEARNING MOTTO:
Learning through Effort

[Diagram: Responsible Behaviour Framework]
All areas of Toogoolawah State School are learning and teaching environments which provide an opportunity for valuable social learning as well as a means of maximising the success of academic education programs.

Our Responsible Behaviour Plan outlines our system for encouraging and acknowledging positive behaviours, preventing problem behaviour and responding to unacceptable behaviours. Through our school plan shared expectations for student behaviour are plain to everyone, assisting Toogoolawah State School to create and maintain a positive and productive learning and teaching environment, where ALL school community members have clear and consistent expectations and understandings of their role in the educational process.

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

- Act Safely
- Accept Responsibilities
- Respect others
- Care for our School

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

Our school community believes in:
- Education as a life long process;
- The development of respect for the safety and well-being of all its members;
- Respecting the right of everyone to either learn or teach to their potential;
- Students learning through a variety of activities accommodating different learning styles and multiple intelligences;
- The development of responsible and peaceful behaviour through problem resolution in a fair and equitable way;
- Respecting the traditions of school, state and nation;
- The adherence of routines essential to the operation of the school;
- Caring for the school environment and for one another.

These beliefs operate effectively in a supportive school environment where:
- All members feel safe and are valued;
- Quality curriculum programs, interpersonal relationships and the organisation of the school produce worthwhile social and academic outcomes for all;
- Non-discriminatory, non-violent and equitable actions are practised and reinforced;
- School policy reflects both proactive steps to encourage self worth and self discipline and reactive procedures to deal with various situations that may arise;
o Procedures outlined in this plan, where all avenues of management are employed prior to use of suspension and exclusion;
o Students, parents and staff work together as a team
o Frameworks are applied: Kids Matter and Learning and Wellbeing
o Data is recorded, analysed and fed back to staff and students

This school aims at providing an environment which maximises the educational opportunities and outcomes for all students by endeavouring to ensure that learning and teaching:
o Responds to the needs of all;
o Fosters full participation;
o Achieves effective outcomes
o Provides equal opportunity for all;
o Occurs within a framework of accountability;
o Promotes socially acceptable behaviour as the norm of all school members;
o Improves continually through reflection and review of practices and procedures.

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

A range of strategies are used for promoting positive behaviours. These strategies include whole-school approaches - applied to all and individual strategies designed specifically for some students to achieve their personalised goals as detailed in their Individual Behaviour Plan if required.

Guidelines for implementing these strategies include:

  o Recognising, valuing and celebrating individual strengths and abilities
  o Being flexible and dynamic in our approach and being responsive to review and evaluation
  o Recognising the importance of, and working constantly to create, build and maintain positive interactions amongst all members of our school community

Universal behaviour support (preventative for 100% students)

Our whole school approach provides a supportive learning environment through an effective teaching and learning environment that develops positive behaviour, aspirations, relationships and values:
o Open communication with the school community on The Code of School Behaviour and the school’s Responsible Behaviour Plan for Students;
o Shared school values and a positive, inclusive culture with:
  ▪ Clearly defined expectations
  ▪ Positive aspirations, relationships and values develop mutual respect
  ▪ Encourage all students to take increasing responsibility for their own behaviour and the consequences of their actions.
These expectations are communicated and explicitly taught to students via:
- Lessons teaching specific behaviour
  - On a needs basis – as specifics require
  - ‘You Can Do It’ has a term focus with weekly lessons linked to the Rules and Responsibilities Matrix
- Behaviour Walls in each teaching space
- Reinforcing desired behaviours during classroom and non-classroom activities

Establishment of agreed programs and procedures that are known and understood by all members of the school community. Crucial components of Toogoolawah State School’s whole school approach to positive behaviour are the Kids Matter Framework and the ‘You Can Do It’ program across all year levels enhanced through the ‘Game Factory’ social and emotional resilience activities and application of ‘High 5’ strategies. Our school community supports the nine values set out in the National Safe Schools Framework.

**Kids Matter Framework:** there are four main components to this framework. Each component requires training and analysis of application specific to our school.

1. Positive school community
2. Social and emotional learning
3. Working with parents and carers
4. Helping children with mental health difficulties

**You Can Do It** Program the core purpose is the development of social and emotional capabilities which include 5 foundational ‘Keys to Success’:

1. Organisation
2. Confidence
3. Persistence
4. Getting Along and
5. Emotional Resilience

Central to the development of these 5 foundations are the 12 Habits of the Minds

a) Accepting Myself
b) Taking risks
c) Setting goals
d) Planning my time
e) Being independent
f) Being tolerant of others
g) Thinking first
h) Self- belief – ‘I can do it!’
i) Working tough
j) Giving effort
k) Playing by the rules
l) Social responsibility including the values of respect, responsibility, caring, fairness and honesty
9 Values for Schooling – from the National Safe Schooling Framework
(These values listed below are incorporated in both of the above programs and in the Rules and Responsibilities Matrix following):

1. Care and Compassion – care for self and others
2. Doing Your Best – try hard, pursue excellence
3. Fair Go – all people are treated fairly
4. Freedom – enjoy the rights of freedom and stand up for the rights of others
5. Honesty & Trustworthiness – be honest, sincere and seek truth
6. Integrity – consistently act morally and ethically
7. Respect – treat others with consideration and regard, respecting other’s points of view
8. Responsibility – be accountable for one’s own actions, resolve differences peacefully, contribute to civic life, take care of the environment
9. Understanding, Tolerance and Inclusion – be aware of others, accepting diversity, include others

High 5
1. Ignore
   a. Pretend you did not hear
   b. Do not make eye contact
   c. Maintain positive body posture (calm & confident)
   d. Count (eg to 5) in your head slowly
   e. Take deep breaths
2. Walk away
   a. Stand tall, head up high
   b. Do not use eye contact
   c. Walk somewhere towards an area with other students or to a teacher
   d. Do not look back. Walk confidently and do not run
3. Talk Friendly
   a. Use a calm voice
   b. Maintain eye contact
   c. Use confident body language
   d. Use “I” statements
4. Talk Firmly
   a. Use an assertive voice, slightly raised
   b. Tell them to stop
   c. Re-state you “I” statement
5. Get Adult Help
   a. Walk away and tell a staff member
   b. By standers – support and report
   c. Report, report, report until somebody listens

Behaviour Expectations Matrix
(see on following page)
# TOOGOOLAWAH STATE SCHOOL: RULES & RESPONSIBILITIES MATRIX

<table>
<thead>
<tr>
<th>RULES AND RESPONSIBILITIES</th>
<th>CLASS</th>
<th>PLAYGROUND</th>
<th>TRANSITIONS</th>
<th>BUS</th>
<th>TOILETS</th>
<th>SPECIAL EVENTS INCLUDING ASSEMBLY</th>
</tr>
</thead>
<tbody>
<tr>
<td>RESPECT OTHERS</td>
<td>Allow others to learn</td>
<td>Respond to directions</td>
<td>Be aware of others and their personal space (physically, emotionally and verbally)</td>
<td>Sit quietly</td>
<td>Respect people’s privacy</td>
<td>Use manners</td>
</tr>
<tr>
<td></td>
<td>Be aware of others and their personal space</td>
<td>Stand in line and wait for my turn to borrow sports equipment</td>
<td>Answer clearly when your name is called</td>
<td>Wash hands in lunch breaks</td>
<td>Wash your hands</td>
<td>Use kind words and actions</td>
</tr>
<tr>
<td></td>
<td>Speak politely to all adults</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Listen to the speaker</td>
</tr>
<tr>
<td></td>
<td>Put my hand up and wait</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Care for venues</td>
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<tr>
<td></td>
<td>Use inside voice</td>
<td></td>
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</tr>
<tr>
<td>ACCEPT RESPONSIBILITIES</td>
<td>Keep all property and equipment tidy and in good condition</td>
<td>Wear school uniform – hat and closed in shoes</td>
<td>Follow instructions</td>
<td>Sit in the correct bus line</td>
<td>Wash your hands</td>
<td>Exercise self-control</td>
</tr>
<tr>
<td></td>
<td>Be ready to learn</td>
<td>Use equipment properly</td>
<td>Be at the right place at the right time</td>
<td>Eat only at lunch breaks</td>
<td>Use appropriate toilets</td>
<td>Be at the right place at the right time</td>
</tr>
<tr>
<td></td>
<td>Have the necessary equipment</td>
<td>Return equipment when finished</td>
<td>Have the necessary equipment ready for use</td>
<td></td>
<td>Use toilets for age group</td>
<td>Do my best to participate</td>
</tr>
<tr>
<td></td>
<td>Follow instructions</td>
<td>Play when finished eating</td>
<td>Hand in all electronic devices to the office</td>
<td></td>
<td>Use toilets in lunch breaks</td>
<td>Participate when required</td>
</tr>
<tr>
<td></td>
<td>Be in the classroom only when an adult is present</td>
<td></td>
<td></td>
<td></td>
<td>Use toilets appropriately</td>
<td>Follow site rules</td>
</tr>
<tr>
<td>ACT SAFELY</td>
<td>Walk inside classrooms</td>
<td>Walk</td>
<td>Walk down to eat</td>
<td>Walk</td>
<td>Walk</td>
<td>Walk</td>
</tr>
<tr>
<td></td>
<td>Use equipment properly</td>
<td>Play in approved areas</td>
<td>Sit down to eat</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Keep hands, feet and objects to myself</td>
<td>Play school approved games</td>
<td>Walk beside my bike, scooter or skateboard</td>
<td></td>
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<tr>
<td></td>
<td>Ask to use electrical equipment</td>
<td>Keep hands and feet to myself</td>
<td>Use the correct gates</td>
<td></td>
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<tr>
<td></td>
<td>Ask permission to leave</td>
<td></td>
<td>Use pedestrian gates</td>
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<td></td>
<td></td>
<td></td>
<td>Follow Road Crossing</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td>supervisor’s instructions</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>CARE FOR OUR SCHOOL</td>
<td>Care for school and personal equipment</td>
<td>Care for the environment</td>
<td>Care for the environment</td>
<td>Care for our gardens</td>
<td>Report problems</td>
<td>Wear school uniform</td>
</tr>
<tr>
<td></td>
<td>Use school and personal equipment correctly</td>
<td>Put rubbish in bins</td>
<td>Walk on paths</td>
<td>Walk on paths</td>
<td>Be water wise</td>
<td>Wear school uniform correctly</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Be water wise</td>
<td>Put rubbish in bins</td>
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</tbody>
</table>
### TOOGOOLAWAH STATE SCHOOL: WHOLE SCHOOL IMPLEMENTATION

<table>
<thead>
<tr>
<th>ENVIRONMENTAL STRATEGIES</th>
<th>PROACTIVE STRATEGIES SKILL DEVELOPMENT</th>
<th>FOCUSED SUPPORT</th>
<th>REACTIVE STRATEGIES MANAGEMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>The most effective and first response is to analyse the context and address for the individual/class. Interpersonal relationships are the key, but must be considered along with the physical and instructional environments.</td>
<td>It is important to understand the underlying purpose of inappropriate behaviour in order to effectively teach the appropriate strategy/behaviour skill. New skills need to be functional so must be contextual and age appropriate.</td>
<td>Behavioural change is reinforced by employing both schedules and routines as well as reinforcers.</td>
<td>The following are examples of strategies that may be used to 'react' once behaviour has occurred. Refer also to Essential Skills (see appendix)</td>
</tr>
<tr>
<td>Consider changing the physical environment</td>
<td>General Skills</td>
<td>Individual Reinforcement Systems</td>
<td></td>
</tr>
<tr>
<td>□ Rearrange furniture or materials</td>
<td>□ Strategies to transition to a new activity</td>
<td>□ Tangible items/ reinforcers</td>
<td></td>
</tr>
<tr>
<td>□ Adjust space, light, colour and sound</td>
<td>□ Strategies to transition to a non-preferred activity</td>
<td>□ Social reinforcement through schedules</td>
<td></td>
</tr>
<tr>
<td>□ Work in different locations in the room and school grounds</td>
<td>□ Anger management and coping skills</td>
<td>□ Verbal and Non-verbal reinforcers with explicit descriptors</td>
<td></td>
</tr>
<tr>
<td>□ Remove or modify items which make participation or transition difficult</td>
<td>□ Differentiated instruction within the classroom program/social-emotional plans</td>
<td>□ Working towards cards – student selected reward for completing/achieving agreed tasks or behaviours</td>
<td></td>
</tr>
<tr>
<td>□ Seating arrangements</td>
<td>Functional Skills</td>
<td>□ Use of timers</td>
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</tr>
<tr>
<td>Consider adapting the instructional environment</td>
<td>□ Development of social stories</td>
<td>□ Teacher cuing for transitions</td>
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</tr>
<tr>
<td>□ Review the differentiation required for learning (eg. Amount/sequence/use of visual and concrete materials/level of expectation and/or support)</td>
<td>□ Visual schedules</td>
<td>□ Gotchas</td>
<td></td>
</tr>
<tr>
<td>□ Student choice and discussion regarding routines and programming</td>
<td>□ Visual /auditory cues</td>
<td>□ Merit certificates</td>
<td></td>
</tr>
<tr>
<td>□ Increased Teacher/ Teacher-Aide time</td>
<td>□ Goal charts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Consider changing the interpersonal environment</td>
<td>Coping and Tolerance Skills</td>
<td>Group Reinforcement Systems</td>
<td></td>
</tr>
<tr>
<td>□ Alternate people in routines</td>
<td>□ Stop/Wait/Go cards</td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Teach correct/positive social interaction within context... reteach when necessary</td>
<td>□ Help cards</td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Provide opportunities to demonstrate responsible behaviour</td>
<td>□ Visual cues – eg. Asking for a break, asking to work in a different area, asking to spend time talking with the teacher</td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Varying/amount of auditory stimulation required - vary tone, volume, pitch</td>
<td>□ Provision for down time</td>
<td></td>
<td>□ Individual support plans including goal charts and Think Sheets plans</td>
</tr>
<tr>
<td></td>
<td>□ Individually developed plans</td>
<td></td>
<td>□ Communication with parents and other relevant staff members</td>
</tr>
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<td></td>
<td></td>
<td></td>
<td>□ Referrals to Specialist Teachers, support agencies etc</td>
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<td></td>
<td><strong>Our school adheres to the principles of Non-Violent Crisis Intervention</strong></td>
</tr>
</tbody>
</table>

2014 Edition | Page | 8

In addition to the explicit teaching and adherence to the rules and responsibilities to maintain positive behaviours; key messages and common language taught through “You Can Do It”, ‘High 5’ and emotional resiliency skill development taught through “You Can Do It” and “Games Factory”, principles are:

- Modelling of expected behaviours by all staff at all times
- Implemented in a consistent, fair and just manner
- Incorporate class behaviour agreement which are collaboratively developed with the class and continually revisited.
- Systematically teaching and reinforcing the expectations at the whole school level (Assemblies, newsletters, special events) and at the classroom level (focussed and incidental lessons on relevant behavioural expectations using the common pedagogical approach - Explicit Teaching framework). Common values continually related to our school creed, motto and rules and responsibilities.

**TERM BEHAVIOUR FOCUS** is given to everyone as a unit overview and incorporates both the **You Can Do It Focus as well as relative Rules & Responsibilities** is taught through:

- Weekly focus: discussed at weekly meeting with all staff and then introduced on Assembly and followed up through:
  - class lessons and the weekly newsletter where parents are both informed of the focus and given language and information to assist with a consistent approach
  - weekly behaviour awards

- All staff repeatedly re-teaching the expectations and acknowledge as well as correcting behaviours as part of their everyday practice. This includes the explicit teaching of replacement behaviours eg: ‘looks like, sounds like, feels like.

Essential to effective learning is a safe, supportive and disciplined environment that respects the following rights.

- The rights of students to learn
- The rights of teachers to teach
- The rights of all to be safe

To this end each member of the school community has an individual responsibility to uphold appropriate behaviour. Listed below are the expectations of each school community group, requirements of legislation such as:

- Education (General Provisions) Act 1989
- Education (General Provisions) Regulation 2000 (Part 2 & Part 9)
- Education (General Provisions) Amendment Act 2003 (Division 7)
- Education and Other Legislation (Student Protection) amendment Act 2003 (Part 4 146A)
- and Education Queensland policy including:
  - SM-06: Management of Behaviour in a Supportive School Environment - Schools and Discipline
  - SM-16: School Disciplinary Absences

*(See other relevant policies listed in the appendix)*
Gotcha cards
Weekly Draw of Gotcha cards – prize for each class and for both Upper and Lower school
Term Draw – prize for the class member with the greatest number of Gotchas
Merit Certificates presented on Assembly & published in Weekly newsletter
Student of the Week award – this is a staff nomination for citizenship and academic effort
Student of the Month award – this is a student nomination based on the current Kids Matter focus
You Can Do It weekly award – awarded to a student from each class based on demonstration of the weekly focus
Class acknowledgement of appropriate behaviour
Class rewards and celebrations

See steps outlined in the following Behaviour Continuums for both classroom and playground
Responses may also include Reactive Management Strategies as outlined in previous Whole School Implementation
Data review
  o Referral to Special Needs Committee or to Specialist Staff e.g. Guidance Officer
  o Staff forums for communication and problem solving
TOOGOOLAWAH STATE SCHOOL: BEHAVIOUR CONTINUUM

MOTTO: LEARNING THROUGH HARD WORK

Universal Prevention and Support: Classroom

<table>
<thead>
<tr>
<th>LEVEL 1</th>
<th>LEVEL 2</th>
<th>LEVEL 3</th>
<th>LEVEL 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff (On Duty) Managed</td>
<td>Staff/Colleague Managed</td>
<td>Office Managed</td>
<td>Office Managed</td>
</tr>
<tr>
<td>P: implement from Term 2</td>
<td>X3 in a term (Parent contact)</td>
<td>X1 within the Term – Internal Suspension</td>
<td>Any offence – suspension; minimum 3 days</td>
</tr>
<tr>
<td>Years 1-2: x4 Term 1/ x3 Term 2 on</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Years 3-7: x3 (Weekly)</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Data: Recorded in Playground Folder</td>
<td>Data: Recorded on One School</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Definition Guideline:**
All inappropriate behaviour which is reasonable to expect individual staff members to manage.

**Definition Guideline:**
Referral for persistent behaviours for which current management is not effective. Referral for support to buddy class for time out, Behav. Coach, AVT etc.

**Definition Guideline:**
Major inappropriate behaviour that needs to be handled by the Principal- Persistent & severe non-compliant behaviour

**Definition Guideline:**
Major behaviour incidents that require immediate response from the Principal, Crisis Team, or from the entire staff support.

<table>
<thead>
<tr>
<th>Physical or Verbal Misconduct</th>
<th>Physical or Verbal Misconduct</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indirect swearing: e.g. upset in conversation</td>
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</tr>
<tr>
<td>Inappropriate physical contact: e.g. pushing and shoving</td>
<td>Inappropriate physical contact: e.g. pushing and shoving</td>
</tr>
<tr>
<td>In c/rooms without adult supervision</td>
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</tr>
</tbody>
</table>

**Disruptive Behaviours**
- Walking around the class
- Calling out / noise making
- Talking over adults
- Late to class/late to school

**Bullying and Harassment**
- Teasing & Put downs
- Gossiping

**Non-compliance**
- Back chatting and arguing
- Refusal to follow instructions
- Leaving a room without permission

**Minor Property Damage**
- Low level vandalism e.g scratching property/breaking items
- Use of personal mobile devices
- Taking other people’s food/belongings

**Verbal / Physical Misconduct**
- Direct physical aggression to
- Direct swearing to staff or students
- Inappropriate physical behaviour
- Leaving school grounds without permission

**Disruptive Behaviours**
- Late to Class/ school
- Continual absenteeism
- Refusal to follow routine behaviour for off-campus activities

**Bullying and Harassment**
- Verbal threats
- Physical threats to others
- Racist comments

**Property damage and misuse**
- Intentional damage to property

**Technology Violations**
- Misuse of technology e.g. photographing, accessing websites
- Continual misuse of personal mobile devices
- Theft of money & personal goods

**Direct & Intentional Physical Aggression**
- Physical attack on staff/ registered volunteer including threatening proximity
- Inappropriate sexual behaviour
- Deliberate spitting at staff/students

**Direct & Intentional Verbal Aggression**
- Verbal threats to adults
- Bullying and harassment via mobile devices

**Danger to self or others**
- Dangerous actions causing harm
- Possession of weapons or other prohibited items & substances
- Use of weapons or other prohibited items

**Property damage and misuse**
- Malicious damage of school property

**Technology Violations**
- Misuse of technology e.g. photographing, accessing websites
- Continual misuse of personal mobile devices
- Continual misuse of personal mobile devices
## TOOGOOLAWAH STATE SCHOOL: BEHAVIOUR CONTINUUM

**MOTTO: LEARNING THROUGH HARD WORK**

### Universal Prevention and Support: Playground

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<td></td>
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</table>

**Data: Recorded in Playground Folder**

<table>
<thead>
<tr>
<th>Definition Guideline:</th>
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<th>Definition Guideline:</th>
<th>Definition Guideline:</th>
</tr>
</thead>
<tbody>
<tr>
<td>All inappropriate behaviour which is reasonable to expect individual staff members to manage.</td>
<td>Referral for persistent behaviours for which current management is not effective. Referral for support to buddy class for time out, Behav. Coach, AVT etc.</td>
<td>Major inappropriate behaviour that needs to be handled by the Principal- Persistent &amp; severe non-compliant behaviour.</td>
<td>Major behaviour incidents that require immediate response from the Principal, Crisis Team, or from the entire staff support.</td>
</tr>
</tbody>
</table>

#### Physical or Verbal Misconduct
- Indirect swearing: e.g. upset in conversation
- Inappropriate physical contact: e.g. pushing and shoving
- Playing in out of bounds area
- Dangerous play (self & others)
- In c/rooms without adult supervision

#### Disruptive Behaviours
- Interfering with games
- Playing without a hat/shoes

#### Bullying and Harassment
- Teasing & Put downs
- Gossiping

#### Non-compliance
- Back chatting and arguing
- Refusal to follow instructions

#### Minor Property Damage
- Low level vandalism e.g scratching property/breaking items
- Use of personal mobile devices

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#### Minor Property Damage
- Low level vandalism e.g scratching property/breaking items
- Use of personal mobile devices

#### Direct & Intentional Physical Aggression
- Physical attack on staff/ registered volunteer including threatening proximity
- Inappropriate sexual behaviour
- Deliberate spitting at staff/students

#### Direct & Intentional Verbal Aggression
- Verbal threats to adults
- Bullying and harassment via mobile devices

#### Danger to self or others
- Dangerous actions
- Possession of weapons or other prohibited items & substances
- Use of weapons or other prohibited items

#### Property damage and misuse
- Intentional damage to property

#### Technology Violations
- Misuse of technology e.g. photographing, accessing websites
- Continual misuse of personal mobile devices

#### Property damage and misuse
- Malicious damage of school property

#### Technology Violations
- Misuse of technology e.g. photographing, accessing websites
- Continual misuse of personal mobile devices
At Toogoolawah State School we recognise that the school context provides a unique environment to teach students how to respond to others in socially appropriate ways, whist forming and maintaining healthy relationships. It is important to consider ‘the whole child’ when analysing the exhibited behaviour and assess how best to support using a proactive and positive problem solving approach.

We work to prepare students for life roles as effective citizens and family members.

The following diagram outlines the differing and contextually appropriate responses.

**TIERED BEHAVIOUR SUPPORT**

**Low Level and Infrequent Problem Behaviour**
- Use of Essential Skills for Classroom Management
- Whole School Expectations Matrix and Explicit Teaching of same
- Students are encouraged to reflect on, and own their behaviour
- Explicit teaching of social skills
- Positive reinforcement for all
- Active supervision and monitoring

**Targeted Behaviour Support**
- As above, plus
- Whole school implementation of proactive and reactive management strategies
- Situational social skills training and support

**Intensive Behaviour Support**
- As above, plus
- Individual behaviour plans
- Intensive social skilling
- Intensive academic support
- Complex Case Management involving a multi-agency / multi-disciplinary approach
STUDENTS ARE EXPECTED TO:
- Participate actively in the school’s education program
- Take responsibility for their own behaviour and learning
- Demonstrate respect for themselves, other members of the school community and the school environment
- Behave in a manner that respects the rights of others, including the right to learn
- Co-operate with staff and others in authority

PARENTS/CARERS ARE EXPECTED TO:
- Show an active interest in their child’s schooling and progress
- Co-operate with the school to achieve the best outcomes for their child
- Support school staff in maintaining a safe and respectful learning environment for all students
- Initiate and maintain constructive communication and relationships with school staff regarding their child’s learning, wellbeing and behaviour
- Contribute to behaviour support plans that concern their child

SCHOOLS ARE EXPECTED TO:
- Provide safe and supportive learning environments
- Provide inclusive and engaging curriculum and teaching
- Initiate and maintain constructive communication and relationships with students and parents/carers
- Promote the skills of responsible self-management

PRINCIPALS ARE EXPECTED TO:
- Play a strong leadership role in implementing and communicating The Code in the school community
- Ensure consistency and fairness in implementing the school’s Responsible Behaviour Plan for Students
- Communicate high expectations for individual achievement and behaviour
- Review and monitor the effectiveness of school practices and their impact on student learning
- Support staff in ensuring the compliance with The Code and facilitate professional development to improve the skills of staff to promote responsible behaviour
PROCEDURES FOR CLASSROOM BEHAVIOUR MANAGEMENT

Behaviour management in the classroom is the professional responsibility of the classroom teacher. Teachers and Teacher-Aides will use strategies for positive behaviour management employing the principles of Essential Skills for Classroom Management. Classrooms will display the following and will be referred to or used to teach from when necessary:

- Class behaviour agreement
- Rules & Responsibilities Poster
- Rules & Responsibilities Matrix
- High 5 poster
- Behaviour Continuums for the Classroom
- Noise level continuum
- “At the Office” poster

Teachers also have access to Power Point presentations of the Rules & Responsibilities Matrix and the Classroom and Playground Continuums for reference and explicit lessons.

The three step process will be followed in the event of inappropriate behaviours:

**Step 1**
Students will be expected to follow intrinsic behaviour strategies, where the student works co-operatively in the classroom environment, fully aware of the classroom fully aware of the rules and consequences of infringements. If a student either disrupts the learning and/or the safety of the classroom the teacher will ask the following questions:

1. **WHAT ARE YOU DOING?**
2. **IS THAT OK?**
3. **WHAT RULE DID YOU BREAK?**
4. **WHAT WILL HAPPEN IF YOU BREAK A RULE AGAIN?**
5. **WHAT WILL YOU DO NEXT TIME?**

We believe that it is important to ask the students these questions to ensure that the student is intellectually engaged in recognising what they are doing which doesn’t automatically take place if a student is ‘told’ to stop. Asking questions also is important in the process as the student must take on ownership of what it is they were doing.

**Step 2**
If inappropriate behaviour continues then the teacher’s classroom management program is followed, where the student will work with the teacher to determine consequences for their own actions. The relevant aspect of the classroom’s agreement which was violated will be made clear to the student with a reminder of the incident in relation to the Behaviour Continuum.
Step 3
In the event the student continues to disrupt the learning and/or the safety as previously the student will be informed that they are now at step 3 which means that the teacher will complete an ‘orange slip’ referral which will list the infringements. The student will be asked to complete a ‘Think Sheet’ in relation to the occurrences. It is up to the teacher’s discretion whether this task is performed in the classroom or in another teacher’s class (a buddy class). When the student has completed their think sheet, negotiations need to take place between the student and the referring teacher to reach a common understanding on the issues, the strategies to be employed next time and how the student plans to catch-up on any missed work.

PROCEDURES FOR PLAYGROUND BEHAVIOUR MANAGEMENT
Behaviour management in the playground is the professional responsibility of the staff member on duty.

Step 1
Students will be expected to follow intrinsic behaviour strategies, where the student works co-operatively in the playground, fully aware Rules and Responsibilities and consequences of infringements. If a student either disrupts the safety or the good order of the playground the teacher will ask the following questions and will record the incident in the Playground Duty Folder. The questions are consistent with classroom procedures for the same reasons as explained previously:

1. WHAT ARE YOU DOING?
2. IS THAT OK?
3. WHAT RULE DID YOU BREAK?
4. WHAT WILL HAPPEN IF YOU BREAK A RULE AGAIN?
5. WHAT WILL YOU DO NEXT TIME?

Step 2
If inappropriate behaviour continues then the staff member on duty will ask the student the questions and will talk with them to determine consequences in relation to the Behaviour Continuum. The staff member on duty may employ management strategies as outlined in the Reactive Management Strategies. The information about the incident will be recorded in the Playground Duty Folder in the same section the first incident was recorded (if possible).

Step 3
In the event the student continues to disrupt the safety or the good order of the playground, as with previous inappropriate behaviours the teacher on duty will ask the questions and record the incident in the Playground Duty Folder – therefore completing the section. It will be explained to the student that a ‘pink slip’ will be completed for referral to the Responsible Thinking Room (RTR). The student will be asked to go to the RTR immediately and present the referral to the teacher on duty where the student will complete a ‘think sheet’ in relation to the occurrences.
When the student has completed the ‘think sheet’ they will negotiate it with the teacher on duty to reach a common understanding on the issues, the strategies to be employed next time. Once an understanding has been reached between both the teacher on duty and the student, the student will then take their plan to the referring teacher and negotiate it with them.

These steps apply to ALL students during play breaks, before and after school including students waiting for afternoon buses. The teachers on duty will carry a Playground Duty Folder.

Playground Duty Record Sheets will be collected daily, recorded and analysed in order to determine if there are any students who are continually having difficulty managing safe/appropriate behaviour in the playground. A daily report based on Level 1 of the Behaviour Continuum will be issued to the relevant class teacher for follow up. Depending upon the severity and the number of incidences the student may be referred to RTR and asked to complete a ‘think sheet’

**RESPONSIBLE THINKING ROOM**

The Responsible Thinking Room (RTR) is opened during both play breaks each day. Students who have been issued with a pink slip are required to attend the RTR until such time they have sufficiently worked through a plan to re-enter the playground. The negotiations work three ways

1. the student developing a re-entry plan
2. negotiating the plan with teacher on duty in RTR
3. negotiating the plan with the referring teacher

The students whilst in RTR will be asked to complete a ‘think sheet’ in relation to the incidents which occurred in the playground. The student will be asked to identify what they did and the Rules and Responsibilities which were breached. They will be asked to think about why their behaviour was not suitable or safe for the playground and develop a plan with a goal and strategies for dealing appropriately with the issue/s to support them be able to make better choices in the future.

This plan will be negotiated with the teacher on duty in the RTR determining the best way for the student to re-enter the playground. The student will then take their completed plan to the referring teacher. When the plan is agreed on and signed by all parties involved, the student will be able to re-enter the playground.

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

As outlined in a previous ‘Tiered Behaviour Support’ diagram this incorporated responses in relation to low level and infrequent behaviour issues as well as:

- whole school implementation of proactive and reactive management strategies
- situational social skills training and support

It is also based on data analysis of the frequency and level of disruption to the safety and well-being of others. With continual and frequent referrals the following will be considered:- Intervention Meeting with all relevant stakeholders to discuss related issues, support to date, problem solve future support.

**Intensive behaviour support**

Intensive behaviour support is required to support students who demonstrate behaviour of such frequency and intensity that there is risk of learning disengagement and/or serious injury to the student or to others. This level of support occurs when less intensive support strategies have been used but have not fully met the student’s learning support needs.

It is important to look at ‘the whole child’ when analysing the behavioural problems and assessing how it is best to support the students using a proactive problem solving approach.

**Case Management:**

A support team approach is adopted with staff working collaboratively. Students who are considered to be at risk and have experienced an array of severe management strategies such as suspension or exclusion, should proceed through a systematic assessment procedure. This may include:

- collation of data which gives an overview of a) problematic behaviours and b) consequences eg. Referrals, internal suspensions, Quality time program
- referral to Special Needs Committee for consideration regarding support alternatives eg STLan assessment/appraisement, curriculum modification
- referral to Guidance Officer for assessment/ counselling
- referral to Chaplain
- referral to Behaviour Support team
- modified timetable or attendance
- access to outside agencies
- full team (relevant stake holders) collaboration to develop an Individual Behaviour Support Plan

Strategies used will be preventative, supportive and/ or corrective

**Preventative** – the action taken to prevent or minimise unnecessary disruption. This may include effective learning and teaching practices, classroom organisation, positive modelling and the use of appropriate content and curriculum material.
Supportive – the action taken to employ support for the student and teacher. This may mean strategies teachers put in place assist students or it may mean additional support from other staff in the school or support agencies eg Behaviour Management Team, for the teacher and student.

Corrective – the actions teachers take when disruptive behaviour occurs. This includes strategies outlined in the Individual Behaviour Plan. All behaviour that is contrary to school procedures will be managed based on the individual/s involved. Parents of the student/s involved will be informed of major breaches of the behaviour code and consequences will be developed based on individual circumstances.

Behaviour Support Team
Toogoolawah State School is committed to educating all students, including those with the highest behavioural support needs. We recognise that students with highly complex and challenging behaviours need comprehensive systems of support. The Behaviour Support Team:

- Works with other staff members to develop appropriate behaviour support strategies
- Monitors the impact of support for individual students through continuous data collection
- Makes adjustments as required for the student, and
- Works with the School Behaviour Leadership Team to achieve continuity and consistency.

5. Consequences for unacceptable behaviour

Toogoolawah State School makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When unacceptable behaviour occurs, students experience predictable consequences. Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour.

We believe that some students may have difficulty understanding the consequences of their behaviour or learning from consequences when applied. We believe that it is necessary to teach and re-teach skills that can replace the socially and contextually inappropriate behaviour.

When responding to unacceptable behaviour we believe consequences should:

- Take into account the individual’s characteristics, circumstances, physical context including the social and emotional well-being of the student.
- Be meaningful to the student
- Be applied as close to the time of the behaviour incident as possible whilst avoiding any escalation in behaviour
- Be used hand-in-hand with positive reinforcement, restoration and relationship building and the continual teaching of new skills.
Minor and Major Behaviours: When responding to problem behaviour the staff member need to determine if the problem behaviour is either ‘Major’ or ‘Minor’ with the agreed understanding.

<table>
<thead>
<tr>
<th>MINOR BEHAVIOURS</th>
<th>MAJOR BEHAVIOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LEVEL 1 &amp; 2 of the Behaviour Continuum</strong> and can be handled by staff members at the time of the incident</td>
<td><strong>LEVEL 3 &amp; 4 of the Behaviour Continuum</strong> and are to be referred to the Principal</td>
</tr>
<tr>
<td>• Are minor breeches of the school Rules &amp; Responsibilities</td>
<td>These are actions which:</td>
</tr>
<tr>
<td>• Do not seriously harm others or cause any suspect that another may be harmed</td>
<td>• Significantly violate the rights of others</td>
</tr>
<tr>
<td>• Do not violate the rights of others in any serious way</td>
<td>• Put others or self at risk of harm</td>
</tr>
<tr>
<td>• Are not part of a pattern of inappropriate behaviour</td>
<td>• Require the involvement of the Principal</td>
</tr>
<tr>
<td>• Do not require the involvement of support staff of the Principal</td>
<td></td>
</tr>
</tbody>
</table>

The Behaviour Continuum explains the data decision process of moving through the levels.
Should a student be suspended a re-entry meeting will be arranged prior to recommencing their program.

6. Emergency responses or critical incidents

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 compromised.

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
Toogoolawah State School follows the principles of Non-Violent Crisis Intervention

7. Network of student support
A team approach to behaviour support includes the involvement of school administrators, staff, students, parents and members of the wider community and personnel from other agencies. This section outlines the network of personnel (school based and external) that provide support for students in this school.

<table>
<thead>
<tr>
<th>SCHOOL BASED SERVICES</th>
<th>DISTRICT &amp; OTHER EQ SERVICES</th>
<th>COMMUNITY SERVICES</th>
</tr>
</thead>
<tbody>
<tr>
<td>School teaching and ancillary staff</td>
<td>Advisory Visiting Teachers o Behavioural o Specialist Areas o Complex Case Manager</td>
<td>Department of Child Safety including Disabilities service - Evolve</td>
</tr>
<tr>
<td>School Administration</td>
<td>Senior Guidance Officer</td>
<td>Police (local and Juvenile Aide Bureau)</td>
</tr>
<tr>
<td>Parents</td>
<td></td>
<td>QLD Health Services</td>
</tr>
<tr>
<td>STLaN(Support Teacher Literacy and Numeracy)</td>
<td></td>
<td>(CYMHS) Child, Youth Mental Health Services</td>
</tr>
<tr>
<td>Special Education Class</td>
<td></td>
<td>Life without Barriers</td>
</tr>
<tr>
<td>Guidance Officer</td>
<td></td>
<td>Adopt a Cop</td>
</tr>
<tr>
<td>Speech Pathologist</td>
<td></td>
<td>Lifeline</td>
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<tr>
<td>Chaplain</td>
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</tbody>
</table>
8. Consideration of individual circumstances

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

Toogoolawah State School considers the individual circumstances of students when applying support and consequences by:

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

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 Regulation 1997
- Right to Information Act 2009
- Information Privacy (IP) Act 2009

10. 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
11. Some related resources

- Bullying. No Way!
- Kids Matter
- Learning and Wellbeing Framework
- Code of Conduct for School Students Travelling on Buses
- Parent and Community Engagement Framework

Endorsement

Principal  P&C President  Assistant Regional Director

Date effective:

From: October 2014 – October 2017
Appendix 1

The Use of Personal Technology Devices* at School

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

Certain Personal Technology Devices not to be brought to School
Students are asked not to 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 if brought to school are to be handed into the Office and may be collected at the end of the day. It must also be noted that if such devices are brought to school it is done with the understanding that the individual does so at their own personal risk. The school will not take responsibility for such risk.

Confiscation
Permitted personal technology devices used contrary to this policy on school premises can be confiscated by school staff (NB: student may choose to voluntarily take device/s to the office once reminded). They will be made available for collection from the school office by a parent/caregiver unless required to be kept for purposes of disciplinary investigation, when it will only be returned in the presence of a parent/caregiver.

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 may have further disciplinary consequences as 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 the school day. It is the school's preference that the devices are handed into the Office at the beginning of the day. See previous comments regarding personal risks and confiscation.

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

Students must not record images anywhere that recording would not reasonably be considered appropriate (e.g. in change rooms, toilets or any other place where a reasonable person would expect to be afforded privacy). Recording of events in class is not permitted unless express consent is provided by the class teacher.

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

Even where consent is obtained for such recording, the school will not tolerate images or sound captured by personal technology devices on the school premises or elsewhere being disseminated to others, if it is done for the purpose of causing embarrassment to individuals or the school, for the purpose of bullying\(^1\) or harassment, including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur.

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

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

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

**Text communication**

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

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\(^1\) *Education Queensland does not tolerate bullying behaviour at schools. This includes bullying conducted by electronic means.*
Recording Private Conversations and the *Invasion of Privacy Act 1971*

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

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

**Special Circumstances Arrangement**

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

* Personal Technology Devices includes, but is not limited to, games devices (such as Portable gaming devices, 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.
Appendix 2

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

Purpose

1. Toogoolawah State School strives to create positive, predictable environments for all students at all times of the day. The disciplined and teaching environment that we are creating is essential to:
   - achieving overall school improvement, including the effectiveness and efficiency of our student support procedures
   - raising achievement and attendance
   - promoting equality and diversity and
   - ensuring the safety and well-being of all members of the school community.

2. There is no place for bullying in Toogoolawah State School. Research indicates that both those being bullied and those who bully are at risk for behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community’s goals and efforts for supporting all students.

3. Bullying behaviours that will not be tolerated at Toogoolawah 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 Toogoolawah State School there is broad agreement 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 Toogoolawah State School are an addition to our already research-validated whole school 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 whole school behaviour support practices will be maintained at all times. This will ensure that:

- Our whole school behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour
- All students know the school rules and have been taught the expected behaviours attached to each rule in all areas of the school
- All students have been or are being taught the specific routines in the non-classroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms
- All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the non-classroom areas of the school
- A high level of quality active supervision is a permanent staff routine in the non-classroom areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the non-classroom areas.

9. The student curriculum modules of the anti-bullying process consist of lessons taught by all teachers in all classrooms to a whole school schedule of instruction. At all times simultaneous instruction is our goal, in order to maintain consistency of skill acquisition across the school. These
lessons include instruction on how to approach adults and also on what reactions and systemic responses they should expect from adults.

10. The anti-bullying process at Toogoolawah 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’.

11. Toogoolawah State School uses behavioural data for decision-making. This data is entered into our database on a daily basis and printed on a weekly basis. It can be recalled as summary reports at any time and reports on specific individuals for any given time. This facility allows the school to track individuals and issues, to make any necessary adjustments, and to identify specific behaviours that may need to be revisited or revised in the instructional process.
TOOGOOLAWAH STATE SCHOOL
is a Kidsmatter school

Rules & Responsibilities

★ Respect Others
★ Accept Responsibilities
★ Act Safely
★ Care for our School

Motto: Learning through effort
**ESSENTIAL SKILLS IN CLASSROOM MANAGEMENT**

**Essential Skills in context**

Essential Skills in classroom management are not a substitute for well-planned, innovative and engaging curriculum. Fry and Long explain that, ‘the mere use of exciting classroom materials and activities is not the answer to behaviour problems in classrooms’ (cited in MACER 2005, p 14). ‘If teachers cannot obtain student cooperation to proceed with instruction, then it is most unlikely that teaching of any level of effectiveness will ensue’ (MACER 2005, p 14).

Behaviour management fits within a broad educational context. To specifically address student learning needs, teachers must understand behavioural development as well as the range of cognitive and physical differences that influence student learning styles and abilities. When students are provided with relevant curriculum and tasks that allow them to succeed, the need for management conversations in classrooms is reduced.

<table>
<thead>
<tr>
<th>Essential Skill</th>
<th>Description</th>
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<tbody>
<tr>
<td>Establishing expectations</td>
<td>Making rules</td>
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<tr>
<td>Giving instructions</td>
<td>Telling students what to do</td>
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<tr>
<td>Waiting and scanning</td>
<td>Stopping to assess what is happening</td>
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<tr>
<td>Cueing with parallel acknowledgment</td>
<td>Praising a particular student to prompt others</td>
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<tr>
<td>Body language encouraging</td>
<td>Smiling, nodding, gesturing and moving near</td>
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<tr>
<td>Descriptive encouraging</td>
<td>Praise describing behaviour</td>
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<tr>
<td>Selective attending</td>
<td>Not obviously reacting to certain behaviours</td>
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<tr>
<td>Redirecting to the learning</td>
<td>Prompting on-task behaviour</td>
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<tr>
<td>Giving a choice</td>
<td>Describing the student's options and likely consequences of their behaviour</td>
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<tr>
<td>Following through</td>
<td>Doing what you said you would</td>
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