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

1. Purpose

Education Queensland is committed to provisions that ensure all young Queenslanders have a right to and receive a quality education.

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.

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 at P&C meetings and considered further with the P&C Association. It is important to note that the P&C has a significant Staff representation and therefore 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 thyself
Let us remember that as many hands make a house, as many hearts make a school.

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

Our Responsible Behaviour Plan outlines our system for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours. Through our school plan shared expectations for student behaviour are plain to everyone, assisting 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;
- Through use of procedures outlined in this plan, all avenues of management are employed prior to use of suspension and exclusion;
- Students, parents and staff are part of a team.

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:

- Responds to the needs of all;
- Fosters full participation;
- Achieves effective outcomes;
- Provides equal opportunity for all;
- Occurs within a framework of accountability;
- Promotes socially acceptable behaviour as the norm of all school members;
- Improves continually through reflection and review of practices and procedures.
4. Processes for facilitating standards of positive behaviour and responding to unacceptable behaviour

- Universal behaviour support

Toogoolawah State School is typical of other schools in that we tend to have a spread of support needs. A whole school approach shapes, supports and recognises appropriate behaviours in all students. However a small percentage may need additional support and intervention on some occasions, while an even smaller percentage may need more intensive support and/or flexible learning options to assist them to continue their learning.

Our whole school approach provides a supportive learning environment through:

- Open communication with the school community on The Code of School Behaviour and the school’s Responsible Behaviour Plan for Students;
- Shared school values and a positive, inclusive culture;
  - facilitate the development of acceptable standards of behaviour to create a caring, productive and safe environment for learning and teaching
  - promote an effective learning and teaching environment that allows positive aspirations, relationships and values to develop
  - foster mutual respect
  - encourage all students to take increasing responsibility for their own behaviour and the consequences of their actions.
- Establishment of agreed programs and procedures that are known and understood by all members of the school community;
- Staff, student and parent access to professional development, education or training;
- Managing of incidents through clear and well-understood processes;
- Supporting students and building strong community relationships.

A crucial component of Toogoolawah State School’s whole school approach to positive behaviour is the “You Can Do It” program across all year levels enhanced through the Game Factory social and emotional resilience activities. Our school community supports the nine values set out in the National Safe Schools Framework and the National Values Framework as listed below. These values are embedded in the plan.

Values: National Values Framework

Care and Compassion
Care for self and others.

Doing Your Best
Seek to accomplish something worthy and admirable, try hard, pursue excellence.

Fair Go
Pursue and protect the common good where all people are treated fairly for a just society.

Freedom
Enjoy all the rights and privileges of Australian citizenship free from unnecessary interference or control and stand up for the rights of others.
Honesty and Trustworthiness
   Be honest, sincere and seek the truth.

Integrity
   Act in accordance with principles of moral and ethical conduct ensure consistency between words and deeds.

Respect
   Treat others with consideration and regard, respect another person’s point of view.

Responsibility
   Be accountable for one’s own actions, resolve differences in constructive non-violent and peaceful ways, contribute to society and to civic life, take care of the environment.

Understanding, Tolerance and Inclusion
   Be aware of others and their cultures, accept diversity within a democratic society, being included and including others.
A WHOLE SCHOOL APPROACH – Values Education for Australian Schooling

School Community
Partnerships Engagement Consultation

Students
Self knowledge Empowerment Well being

School policies and Programs
Co-curricular programs Curriculum framework School governance organisation

Classroom teaching and learning
Professional learning Curriculum content Pedagogy KLAs

Global Context
National Local

School Vision

integrity Fair go

Care and compassion Honesty and trustworthiness

responsibility freedom

School Community

Students

Classroom teaching and learning

School policies and Programs

Global Context
National Local

School Vision

Doing your best

Understanding, tolerance and inclusion

The Code of School Behaviour
Better Behaviour Better Learning

Queensland Government Education Queensland
Through the application of the principles set out above, we will:-
- Develop a supportive and productive school environment for all students and staff;
- Assist students to develop improved self-esteem through getting to know and understand themselves better;
- Assist students and the school community to develop a more productive means to determine appropriate human responses to real-life situations.

The “You Can Do It” program is the cornerstone of our Code of Behaviour and a filter when considering processes we intend to action. It promotes
- Confidence
- Organisation
- Persistence
- Resilience
- Getting Along

This program will build upon foundational skills taught through the Game Factory program. There is a strong agreement in the school that such programs with integrated with the Values Framework will have a significant impact upon students behaviour as well as the development of student self-esteem.

A behaviour focus is promoted each week on Assembly, in the newsletter, through weekly awards and in class lessons.

**Procedures for upholding The Code of School Behaviour and Responsible Behaviour Plan for Students.**

**Encouraging and maintaining positive behaviours**
- Whole school rules and expectations
- Embody the key messages and common language (see appendix for a full explanation of the rules)
  - RESPECT OTHERS
  - ACCEPT RESPONSIBILITIES
  - ACT SAFELY
  - CARE FOR OUR SCHOOL
- Recognise and focus on positive practices and behaviours
- Implementation of programs (“You Can Do It”, “Game Factory”)
  - Principles are fair, clear and framed in a positive way
  - Behaviour focus taught in class and continually revisited
  - Modelled by staff
  - Implemented in a consistent, fair and just manner
  - Class rules developed collaboratively with the class and continually revisited

**Understanding Expectations Process**
The process for developing an understanding of the expected behaviours involves:
- Working collaboratively with the whole school community’
- modelling of expected behaviours by all staff at all times
- systematically teaching and reinforcing the expectations at the whole school level (Assemblies, newsletters, special events etc) and at the classroom level (focussed lessons on relevant topics and using a common teaching framework along with incidental but focussed learning situations)
- all staff repeatedly re-teaching the expectations and correcting students as part of their everyday practice.
Systematic Teaching of Expectations across the whole School

- An integral facet of Toogoolawah State School is the explicit teaching of expected behaviours. Our common values have been and will continue to be related to our school creed and motto.

Teaching Framework

A teaching framework has been developed using the ‘You Can Do It’ program. This will ensure consistency of approach across the whole school.

Series of lessons around the ‘habits of the mind’ and the ‘pillars’ have been developed which are developmentally appropriate (Preschool, Years 1&2, Years 3&4 and Years 5,6 & 7).

The weekly Assembly will be where the weekly focus is introduced and followed up in:

- class lessons;
- newsletter to a) inform parents and b) provide parents with the focus language to assist with consistency of approach and
- weekly awards

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

In addition Toogoolawah State School implements the following proactive and preventative processes and strategies to support student behaviour:

- Individual support profiles developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings.
- Development of specific policies to address:
  - The Use of Personal Technology Devices* at School (see Appendix)
  - Procedures for Preventing and Responding to Incidents of Bullying (see Appendix).

POSITIVE REINFORCEMENT

We acknowledge that it is extremely important to identify, acknowledge and encourage appropriate behaviours. Our goal is to develop a strong intrinsic work and social ethic which promotes consistent positive behaviour patterns for individuals.

The following outlines some general actions staff may use:

“YOU CAN DO IT” AWARDS

“You Can Do It” Awards are encouraged to be used in the playground and in the classroom for recognition of appropriate student behaviour.

“You Can Do It” Awards will be kept in the classroom and in the playground duty folder and will be completed in full by the class teacher/teacher on duty. There is no limit to the number of awards that can be handed out in class, at break times or before or after school.
The Procedure for the “You Can Do It” Awards is as follows:
1. staff member completes the award and gives it to the student
2. student places the award in the ‘You Can Do It’ Box outside the
   staffroom if the award is for behaviour outside the classroom or places
   it in the class ‘You Can Do It’ Box if the awards is for behaviour in
   class
3. ‘You Can Do It’ awards are drawn on Assembly each week (one from
   each class, as well as one from the Lower school box and one from
   the Upper school box). Chosen students are given an fruit ice-block.
4. After the weekly draw all ‘You Can Do It’ awards are stamped, then
   returned to the appropriate teachers’ pigeon hole. These are stored in
   the classroom (through a process organised by each teacher) until the
   end of term.

End of Term Tally
At the end of each term, the class teacher will tally up the total amount of
‘You Can Do It’ awards for each student. The student with the most will
receive a special prize.

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YOU CAN DO IT!
Name: ______________________
Class: ________  Date: __________

AWARDED FOR (tick the box)
- Being Resilient
- Being Confident
- Getting Along with Others
- Being Organised
- Being Persistent
- Caring For Our School

Teacher’s Signature: ______________

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ANZ CITIZENSHIP AND ACHIEVEMENT AWARD
This initiative is designed to recognise each week, a student who is
consistently demonstrating active citizenship and academic achievement.
Staff will make weekly nominations with the decision announced at each
Assembly. These nominations relate to collective classroom and playground
behaviour.

Nominations will be made on the following basis:
1. consistently following the rules
2. positive role model to fellow students
3. demonstrated initiative in either a) classroom b) playground
4. involvement in community activities/functions

The student selected for the ‘ANZ Citizenship and Achievement’ award will
receive a certificate and a prize which has been kindly donated by the ANZ
Bank and will have their nomination and photograph published in the weekly
newsletter and local paper.
BEHAVIOUR TASK AWARD
Each week on Assembly a behaviour focus will be introduced. This will be followed up

- in class – teachers will use the lessons and resources provided by the “You Can Do It” program. (resources organised and provided within a developmental framework as mentioned previously).
  - Class work will be discussed at the following Assembly.
  - A student who has demonstrated attributes of the chosen behaviour focus consistently throughout the week will be selected from each class to receive a prize on the next Assembly. Student names and photographs will be acknowledged in the weekly newsletter.
- A regular article in the weekly newsletter informing parents of the topic, including examples of the language used and main teaching points.

WEEKLY CERTIFICATES
Certificates of Merit are also an incentive for students to follow school and classroom rules. During the weekly Assembly selected students will receive a certificate. Any adult from our school community may award students with a merit certificate, however, it is the classrooms teachers who are largely responsible for filling out weekly certificates. The Principal will counter sign all certificates prior to being presented on Assembly. Student names and photographs will be acknowledged in the weekly newsletter.

Structure is in place to support those students who struggle to act in a responsible and appropriate manner. Procedures for classroom and playground behaviour management are as follows:
SPECIFIC PROCEDURES FOR ENCOURAGING APPROPRIATE BEHAVIOURS

TARGETED BEHAVIOUR SUPPORT

All staff are involved in the support of students who may need more targeted behaviour support. Contact is made between the students and the members of staff every day, in the playground, the classrooms and in the local community. Various forums are used to identify and plan support of identified students. For example:

- Staff meeting
- Special Needs Committee
- Curriculum adjustment
- Verbal and/or non-verbal cues
- Quality time/increased attention
- Team approach – communication with the school community

### Curriculum Adjustment

Staff determine whether a student may need further support in curriculum related areas and adjustments are made where necessary. This may involve:

- Working with a teacher aide or learning support teacher
- Adjusted class work and assessment expectations
- Working with a peer or older student

### Verbal

Verbal reinforcement, used every day in both the classroom and playground includes:

- Specific reinforcement eg. *Thank-you for sitting down*
### Targeted direction giving eg. *Remember your plan*

- Negotiation of plan (Think Sheet)

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<th>Non-verbal</th>
<th>Non-verbal reinforcement, used every day in both the classroom and the playground includes:</th>
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<td>- Body language – <em>smile, thumbs up</em></td>
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<td>- Goal charts</td>
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<td>- Privately understood signals</td>
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<td>- Proximity to the student</td>
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<td>- Awards</td>
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<td>- Think sheets</td>
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<th>Increased Attention/ Quality time</th>
<th>Students require increased attention for either curriculum needs or to reinforce acceptable behaviour. This may occur through:</th>
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<td>- one on one support with an adult – non curriculum based</td>
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<td></td>
<td>- one on one curriculum support</td>
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<td>- teacher aide support either in class or in the playground</td>
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<td>- work with another member of staff</td>
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<td>- curriculum support through another student</td>
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<th>Team approach – communication with the school community</th>
<th>Communication with the parents/carers occurs when there is an identified need for support. This includes:</th>
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<td>- Intervention meetings</td>
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<td>- Phone calls either to address concerns or to express positives</td>
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<td>Communicating with staff. This includes proactive and reactive responses and problem solving.</td>
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<td>- Student plans</td>
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<td>- Enlisting additional ideas/considerations/solutions</td>
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| Special Needs Committee | This area works in conjunction with Curriculum adjustment. It operates with teacher referrals to the Support Teacher: Learning Difficulties, Guidance Officer, Regional Behaviour Management Team, Special Education Class, Advisory Visiting Teachers, Speech Pathologist |

| Staff meetings | This provides the staff with a forum for communication, discussion of issues, review and problem solving as required. |
|                | - Weekly review of referrals to Responsible Thinking Room |

As mentioned previously throughout this plan for The Code of School Behaviour, positive and negative reinforcement are integral components.

**PROCEDURES FOR CLASSROOM BEHAVIOUR MANAGEMENT**

Behaviour management in the classroom is the professional responsibility of the classroom teacher. Teachers will use strategies for positive behaviour management. Classroom rules will be clearly displayed and referred to when necessary. School rules will also be clearly displayed and referred to. 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 classrooms rule/s violated will be made clear to the student with a reminder of the first incident. The student will be reminded that this is the 2nd step with an explanation of the consequences if there is a 3rd infringement. In some cases, the teacher may use a ‘thinking chair’ or ‘time out’ at this stage.

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’ which will list the 3 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.

The teacher needs to take into account the seriousness of the infringement/s and the student’s history of inappropriate behaviours before deciding if the principal needs to intervene or parents need to be contacted.

PROCEDURES FOR PLAYGROUND BEHAVIOUR MANAGEMENT

Behaviour management in the playground is the professional responsibility of the teacher on duty. Teachers will use strategies for positive behaviour management in the playground. School rules will be clearly displayed in all areas of the school and referred to when necessary. 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 playground environment, fully aware of the rules 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 teacher on duty will ask the student the questions and will talk with them to determine consequences for their actions. The teacher on duty may ask the student to ‘walk with them’ or ‘sit out in a designated spot’ for a short period. Once again the rules/s violated will be made clear to the student with a reminder of the first incident. The student will also be reminded this is the 2nd step with an explanation of the consequences if there is a third infringement. The teacher on duty will record information about the incident in the Playground Duty Folder in the same section the first incident was recorded.

**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. This is done to work towards an understanding of the seriousness of the issues at stake and a commitment to re-entering the playground in a safe and co-operative manner.

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.

N.B. Should an incident be serious in nature, determined by the intent to harm another in a serious manner (eg fight), teachers will mark the incident in the duty folder and will directly refer the student to RTR.
It is also considered appropriate for students to be directly referred to RTR if the students have been given many opportunities to understand expectations (eg keeping shoes on at all times, even when playing football) and the student continually fails to follow instructions.

Playground Duty Record Sheets will be collected weekly recorded and analysed in order to determine if there are any students who are continually having difficulty managing safe/ appropriate behaviour in the playground. Depending upon the severity and the number of incidences the student may be required to either

a. Talk with the teacher on duty in the RTR regarding the occurrences
b. 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 rule/s they broke. 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 supporting them in making 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.

Consideration will be given to the seriousness of the infringements and the student’s history of inappropriate behaviours before deciding if the Principal needs to intervene or parents need to be contacted. This decision will also involve discussions with the student’s class teacher.

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

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

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 STLD assessment/appraisal, 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 stakeholders) 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 Regional 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.

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

**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.

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

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

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

**Major** behaviours are those that:
- significantly violate the rights of others
- put others / self at risk of harm
- require the involvement of school Administration.

**Major** behaviours result in a referral to Administration due to their seriousness. When major problem behaviour occurs, staff members calmly state the major problem behaviour and remind the student of expected school behaviour.
Consequences for unacceptable behaviour

RESPONSE FLOWCHART

GOAL SETTING: measured against standards
(Always, Most of the Time, Sometimes, Seldom, Never)

Rules Broken/ Referral

Questions asked
3 step process followed

Repeated Referrals
(Frequent Flyer)

• Discussions with Student,
  Class teacher, Principal
• Class teacher/ Principal
  contacts parents

Continual Repeated
Referrals
(Frequent Flyer)

Intervention Meeting with all
relevant stakeholders to
discuss related issues, support
to date, problem solve future
support

Continual Referrals /
Severe Breach of
Code

• Parents contacted by Principal
• Disciplinary action considered on
  individual basis eg. Suspension/
  Internal suspension/ Restitution
  plan/ referral to Behaviour
  Support Team/ Exclusions/
  possible Individual Behaviour
  Management Plan
5. Emergency responses or critical incidents

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

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

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

Basic defusing strategies

Avoid escalating the problem behaviour
(Avoid shouting, cornering the student, moving into the student’s space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language).

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

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

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

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

Physical Intervention
Staff may make legitimate use of physical intervention if all non-physical interventions have been exhausted and a student is:
• physically assaulting another student or staff member
• posing an immediate danger to him/herself or to others.

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

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

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

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

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

6. 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>
</table>
| • School teaching and ancillary staff | • Advisory Visiting Teachers  
  o Behavioural  
  o Specialist Areas | • Department of Child Safety |
| • School Administration | • Senior Guidance Officer | • Police (local and Juvenile Aide Bureau) |
| • Parents | | • QLD Health Services |
| • (ST:LD) Support Teacher: Learning Difficulties | | • (CYMHS) Child, Youth Mental Health Services |
| • Special Education Class | | |
| • Guidance Officer | | |
| • Speech Pathologist | | |
| • Chaplain | | |
7. 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,

8. 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

9. Related policies

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

**Endorsement**

| Principal | P&C President or Regional Executive Director or Chair, School Council (Schools) |

Date effective:

From: 1 January 2010 - 31 December 2013
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 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.

**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.

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1 *Education Queensland does not tolerate bullying behaviour at schools. This includes bullying conducted by electronic means.*
**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, Tamagotchi®, 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.
## Appendix 3

### Incident Report

Name:        Date:  
Person Completing Form:

<table>
<thead>
<tr>
<th>Name PROBLEM BEHAVIOUR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date of incident</td>
</tr>
<tr>
<td>Where was the student when the incident occurred?</td>
</tr>
<tr>
<td>Who was working with the student when the incident occurred?</td>
</tr>
<tr>
<td>Where was staff when the incident occurred?</td>
</tr>
<tr>
<td>Who was next to the student when the incident occurred?</td>
</tr>
<tr>
<td>Who else was in the immediate area when the incident occurred?</td>
</tr>
<tr>
<td>What was the general atmosphere like at the time of the incident?</td>
</tr>
<tr>
<td>What was the student doing at the time of the incident?</td>
</tr>
<tr>
<td>What occurred <em>immediately</em> before the incident? Describe the activity, task, event.</td>
</tr>
<tr>
<td>Describe what the student did during the incident.</td>
</tr>
<tr>
<td>Describe the level of severity of the incident. (e.g. damage, injury to self/others)</td>
</tr>
<tr>
<td>Describe who or what the incident was directed at.</td>
</tr>
<tr>
<td>What action was taken to de-escalate or re-direct the problem?</td>
</tr>
<tr>
<td>Briefly give your impression of why the student engaged in the above-described incident. (e.g. was angry because I asked him/her to stop teasing).</td>
</tr>
</tbody>
</table>
Appendix 4

Debriefing

The goals of debriefing are to:

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

Notes on the discussion that occurs during the debriefing report are not required to be documented.

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

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

**Questions for staff**

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

**Questions for student**

- What was it that you needed?
- What upset you most?
- What did we do that was helpful?
- What did we do that got it that way?
- What can we do better next time?
- Is there anything that you would do differently?
- Would you do something differently next time?
- What could we have done to make the physical intervention less invasive?

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

RESPECT OTHERS

ACCEPT RESPONSIBILITIES

ACT SAFELY

CARE FOR OUR SCHOOL
Appendix 5

RESPECT OTHERS

Respect all staff members and other adults

Follow this rule by:
✓ Listening to any adult who is known in the school
✓ Follow any instruction given to you by adult who is known in the school
✓ Speak to staff members and adults politely

Respect fellow students

Follow this rule by:
✓ Being courteous and considerate – avoid name calling, teasing and put downs
✓ Allow others their own personal space
✓ Avoid injury and embarrassment to others
✓ Move and work quietly in consideration of others
✓ Maintain appropriate noise levels

Respect all property

Follow this rule by:
✓ Put your name on your personal property
✓ Put your property in its correct place
✓ Take lost property to the lost property area
✓ Ask before borrowing property and return it promptly to the owner in good condition
✓ Leave all areas tidy
ACCEPT RESPONSIBILITIES

Learn all you can

Follow this rule by:
✓ Stay on task
✓ Be involved in school activities
✓ Try to develop your skills with the help of your teacher
✓ Co-operate with others
✓ Work consistently

Get along with others

Follow this rule by:
✓ Being helpful when working in a group
✓ Listening to others and not interrupting when someone else is talking
✓ Be tolerant of others
✓ Think first before acting
✓ Play by the rules

Have confidence

Follow this rule by:
✓ Accept yourself
✓ Take risks – keep on challenging yourself
✓ Be independent
✓ Believe you can do it
ACCEPT RESPONSIBILITIES

Be organised

Follow this rule by:
✓ Set goals to help you do your very best
✓ Be committed to achieving your goals
✓ Plan your time so you have enough time to research
✓ Keep track of when work tasks are due
✓ Hand set work in on time
✓ Have a tidy desk
✓ Have all your required equipment
✓ Organise your equipment at the start of the day

Be persistent

Follow this rule by:
✓ Giving effort – the harder you try the more successful you will be
✓ Working tough – not everything you do will be easy or fun
✓ Don’t give up even when things are hard or not going your way
✓ Practice
✓ Think encouraging thoughts – positive thoughts will help you keep on going
ACT SAFELY

Be in the right place at the right time

Follow this rule by:
✓ arrive at activities and class on time
✓ stay in designated areas
✓ make sure you have adult supervision
✓ play ball games on the oval, except handball
✓ leave the play areas when you hear the first bell

Keep hands and feet to yourself

Follow this rule by:
✓ play sensible games that everyone can enjoy
✓ tell the teacher on duty of accidents and dangerous incidents
✓ use your ‘calming down’ strategies

Wear hat and shoes

Follow this rule by:
✓ wear a sunsafe hat, sunscreen and closed in shoes when outdoors – NO HAT, NO PLAY

Move about safely

Follow this rule by:
✓ walk around buildings and when you are on concrete
✓ walk on the left hand side of steps and pathways
✓ enter and leave the school by the correct entry and exit points
✓ walk your bike in the school grounds, on the pathway to the crossing, on the crossing
✓ use the school pedestrian crossing and follow the crossing supervisor’s instructions
CARE FOR THE SCHOOL

Keep the environment clean

Follow this rule by:
- Help keep everything clean and tidy
- Eat in the correct areas – tuckshop food, food not finished from class eating time
- Put all rubbish in the bins

Take care of school property and equipment

Follow this rule by:
- Take care of buildings, furniture, grounds and other property
- Avoid playing in or running through gardens
- Take care when using equipment and resources provided by the school.