WALLANGARRA STATE SCHOOL

Responsible Behaviour Plan for Students

Based on ‘The Code of School Behaviour’
Revised 2017

Queensland Government
Education Queensland
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1.1 Purpose

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

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

1.2 Consultations and Data Review

Wallangarra State School developed this plan in collaboration with our school community. Consultation with parents, staff and students was undertaken through meetings. A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents from 2013-2016 also informed the development process.

The Plan was endorsed by the Principal, the President of the P&C and the Executive Director Schools in Term 1 2017, and will be reviewed in 2018 as required in legislation.

1.3 Learning and Behaviour Statement

All areas of Wallangarra 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 Wallangarra State School to create and maintain a positive and productive learning and teaching environment, where ALL school community members have clear and consistent expectations and understandings of their role in the educational process.

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

- Be safe
- Be respectful
- Be responsible
- Be a learner

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

Wallangarra State School uses a three-tiered approach to facilitating standards of positive behaviour and responding to unacceptable behaviour, through the provision of universal, targeted and intensive supports.

**Universal Behaviour Support**

Wallangarra State School implements the following proactive and preventative processes and strategies to support student behaviour:
- Explicit teaching of expectations to all students weekly
- Comprehensive induction programs delivered to new students at enrolment as well as ALL new and relief staff.
- Development of specific policies to address:
  - The Use of Personal Technology Devices at School
  - Procedures for Preventing and Responding to Incidents of Bullying

**Targeted Behaviour Support**

Wallangarra State School implements the following processes and strategies to respond to students demonstrating higher than average rates of problem behaviour:
- Use of behavioural data to accurately identify students requiring targeted support
- In-school referral process for teachers seeking assistance to support students with targeted-level needs
- Use of data-based criteria for evaluation and exit from targeted support program
- Making adjustments as required to address individual students’ needs (e.g. curriculum modifications, possible social skills programs, adult monitoring)

**Intensive Behaviour Support**

Wallangarra State School implements the following processes and strategies to respond to chronic problem 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. In-school referral process for teachers seeking assistance to support students with intensive-level needs
- Use of functional behaviour analysis process to investigate patterns of behaviour
- Flexible and or alternative learning options
- Use of district, regional and state behaviour support options
- Liaison with external agencies as required (e.g. Child Safety, Child Youth Mental Health, Autism Queensland)

**Rewarding Positive Behaviour**

Wallangarra State School believes positive and preventative strategies are a priority in managing behaviour in a supportive school environment. For this to happen, each classroom will display classroom and school rules to encourage proactive behaviour.
The table below outlines examples of possible unacceptable behaviours at three levels and some possible consequences for students who choose to behave inappropriately. Teachers are able to deal with many of the Low Level Inappropriate Behaviours using individual methods outlined within their Classroom Management of Behaviours.

<table>
<thead>
<tr>
<th>Level</th>
<th>Possible Behaviours</th>
<th>Possible Consequences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minor Infringements (GREEN DOT)</td>
<td>Inappropriate student behaviours (Continuous behaviours) to be dealt with at this level include: Inappropriate language Defiance with routine Disrespect to adults or peers Disruption Rough play Missing Detention Lying/Cheating Littering Dress Code violation IT misuse Failure to bring required equipment Ignoring instruction Lateness to class Littering Behaving badly in school grounds or on the way to or from school.</td>
<td>Teacher initiated actions could include: Verbal negotiation Reminder of classroom expectations Explicit teaching of expectation In-class separation or isolation Removal from classroom for one-on-one resolution Send student to buddy class Accompany teacher on playground duty Assign student a lunchtime detention (weeding, cleaning, litter duty) Contact with parents Record in incident diary If the repeated applications of the above actions produce no improvement in the student’s behaviour, then the student should be referred to the principal for action.</td>
</tr>
<tr>
<td>Major Infringements (RED DOT)</td>
<td>Inappropriate student behaviours (Continuous behaviours) to be dealt with at this level include: Inappropriate language Defiance with routine Disrespect to adults or peers Disruption Rough play Missing Detention Lying/Cheating Dress Code violation IT misuse Failure to bring required equipment Ignoring instruction Lateness to class Littering Behaving badly in school grounds or on the way to or from school.</td>
<td>Teacher initiated actions could include: Verbal negotiation Reminder of classroom expectations Explicit teaching of expectation In-class separation or isolation Removal from classroom for one-on-one resolution Send student to buddy class Accompany teacher on playground duty Assign student a lunchtime detention (weeding, cleaning, litter duty) Contact with parents Record in incident diary If the repeated applications of the above actions produce no improvement in the student’s behaviour, then the student should be referred to the principal for action.</td>
</tr>
<tr>
<td>Suspension</td>
<td>Inappropriate student behaviours to be dealt with at this level include: Abusive/inappropriate interactions with peers and adults. Fighting/physical aggression Physical assault on school personnel Inappropriate sexual contact Harassment/bullying Deliberate disruption/defiance Property misuse Property damage/vandalism Forgery/theft Use/possession of tobacco, drugs or alcohol Bomb threat/false alarm Possession of a dangerous weapon Truancy Continued minor offences</td>
<td>The Principal, in consultation with the class teacher and students will initiate actions which could include: Record incident on One School Monitoring program Resolution meeting as required between coordinator, aggrieved party and student peer mediation or restorative conference. Referral for assessment and specialist support – Guidance Officer, Behaviour Support, Student Service Officer. Individual Behaviour Support Plan Lunch time detention Parent contact Loss of privileges (sport, alternate play) Recommend (internal – external) suspension by Principal Restorative conference on return from suspension Police notification Exclusion</td>
</tr>
</tbody>
</table>
Process for Re-try to School Following Suspension

A child will not be placed back in the classroom until the following process occurs:

- Parent/Guardian must accompany child to school on the day of re-entry.
- At a meeting of Parent, Child, Teacher and Principal
  - The principal re-states and explains the reasons for suspension
  - The child is counselled as to behaviour that is required in the school
  - The child then lists behaviours that have to be corrected
  - With the help of the Principal, Teacher and Parent the child draws up an action plan to be followed.
### 2.1 Whole School Expectation Teaching Matrix

A set of behavioural expectations in specific settings has been attached to each of our three school rules.

<table>
<thead>
<tr>
<th>SCHOOL WIDE</th>
<th>CLASSROOM</th>
<th>LUNCH</th>
<th>PLAYGROUND</th>
<th>TRANSITIONS</th>
<th>TOILETS</th>
<th>DISMISSAL/ BUS DUTY</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>RESPECTFUL</strong></td>
<td><strong>USE KIND WORDS AND FACES</strong></td>
<td><strong>SPEAK QUIETLY</strong></td>
<td><strong>CLEAN AREA WHERE YOU ARE SITTING</strong></td>
<td><strong>SHARE EQUIPMENT</strong></td>
<td><strong>WALK QUIETLY THROUGH THE SCHOOL</strong></td>
<td><strong>USE OWN BIKE/SCOOTER AT A TIME</strong></td>
</tr>
<tr>
<td><strong>RESPECT OTHERS’ PERSONAL SPACE AND PROPERTY</strong></td>
<td><strong>RAISE YOUR HAND TO ASK/ ANSWER QUESTIONS IN WHOLE GROUP SITUATIONS</strong></td>
<td><strong>PUT RUBBISH IN THE BIN</strong></td>
<td><strong>TAKING CARE OF EQUIPMENT</strong></td>
<td><strong>WALK QUIETLY THROUGH THE SCHOOL</strong></td>
<td><strong>WAIT INSIDE THE GATE UNTIL THE BUS/CAR STOPS</strong></td>
<td><strong>WASH YOUR HANDS</strong></td>
</tr>
<tr>
<td><strong>LISTEN TO THE SPEAKER AND WAIT YOUR TURN TO SPEAK</strong></td>
<td><strong>SHOW WHOLE BODY LISTENING</strong></td>
<td><strong>RETURN EQUIPMENT TO APPROPRIATE PLACE</strong></td>
<td><strong>RETURN EQUIPMENT TO APPROPRIATE PLACE</strong></td>
<td><strong>BE IN YOUR DESIGNATED AREA ON TIME</strong></td>
<td><strong>USE TOILET PAPER TO Wipe YOUR BOTTOM</strong></td>
<td><strong>WEAR A SEATBELT</strong></td>
</tr>
<tr>
<td><strong>FOLLOW ADULT INSTRUCTIONS</strong></td>
<td><strong>USE HELLO, GOODBYE, PLEASE, THANK-YOU</strong></td>
<td><strong>PLACE LUNCH BOXES AWAY WHEN DISMISSED</strong></td>
<td><strong>EAT YOUR OWN FOOD</strong></td>
<td><strong>WALK IN TWO LINES WITH GROUP</strong></td>
<td><strong>WASH HANDS WITH SOAP</strong></td>
<td><strong>SIT IN THE DESIGNATED AREA UNTIL DISMISSED</strong></td>
</tr>
<tr>
<td><strong>USE HELLO, GOODBYE, PLEASE, THANK-YOU</strong></td>
<td><strong>RETURN EQUIPMENT TO APPROPRIATE PLACE</strong></td>
<td><strong>PLAY SAFELY IN THE BROAD BRIMMED HAT AREA</strong></td>
<td><strong>WEAR SHOES AND A BROAD BRIMMED HAT</strong></td>
<td><strong>CARRY EQUIPMENT SAFELY</strong></td>
<td><strong>WALK ON CONCRETE</strong></td>
<td><strong>WASH YOUR HANDS</strong></td>
</tr>
<tr>
<td><strong>RESponsible</strong></td>
<td><strong>KEEP HANDS AND FEET TO YOURSELF</strong></td>
<td><strong>RAISE YOUR HAND TO SPEAK</strong></td>
<td><strong>EAT YOUR OWN FOOD</strong></td>
<td><strong>WALK IN TWO LINES WITH GROUP</strong></td>
<td><strong>USE TOILET PAPER TO Wipe YOUR BOTTOM</strong></td>
<td><strong>WEAR A SEATBELT</strong></td>
</tr>
<tr>
<td><strong>STAY IN SCHOOL GROUNDS UNLESS DIRECTED BY STAFF</strong></td>
<td><strong>RESPECT OTHERS’ RIGHT TO LEARN</strong></td>
<td><strong>RAISE HAND WHEN THE BELL RINGS TO BE RELEASED</strong></td>
<td><strong>WEAR SHOES AND A BROAD BRIMMED HAT</strong></td>
<td><strong>CARRY EQUIPMENT SAFELY</strong></td>
<td><strong>ASK A TEACHER ON DUTY BEFORE YOU LEAVE</strong></td>
<td><strong>ASK A TEACHER ON DUTY BEFORE YOU LEAVE</strong></td>
</tr>
<tr>
<td><strong>LEAVE PERSONAL VALUABLE DEVICES AT HOME</strong></td>
<td><strong>USE EQUIPMENT AS REQUESTED</strong></td>
<td><strong>WASH YOUR HANDS</strong></td>
<td><strong>WALK IN TWO LINES WITH GROUP</strong></td>
<td><strong>CARRY EQUIPMENT SAFELY</strong></td>
<td><strong>LOOK FOR TRAFFIC WHEN CROSSING THE ROAD</strong></td>
<td><strong>ASK A TEACHER ON DUTY BEFORE YOU LEAVE</strong></td>
</tr>
<tr>
<td><strong>ASK QUESTIONS AND REQUEST HELP WHERE NEEDED</strong></td>
<td><strong>COMPLETE SET TASKS</strong></td>
<td><strong>EAT MOST NUTRITIONAL FOOD IN YOUR LUNCH BOX TO FUEL YOUR BRAIN</strong></td>
<td><strong>ESTABLISH AGREED RULES OF THE GAME</strong></td>
<td><strong>WAIT IN THE DESIGNATED AREA FOR YOUR NEXT CLASS</strong></td>
<td><strong>USE TOILET PAPER TO Wipe YOUR BOTTOM</strong></td>
<td><strong>WEAR A SEATBELT</strong></td>
</tr>
<tr>
<td><strong>ACCEPT FEEDBACK AND LEARN FROM EXPERIENCES</strong></td>
<td><strong>ACCEPT CONSEQUENCES</strong></td>
<td><strong>EAT MOST NUTRITIONAL FOOD IN YOUR LUNCH BOX TO FUEL YOUR BRAIN</strong></td>
<td><strong>USE WORDS TO SOLVE PROBLEMS</strong></td>
<td><strong>WAIT IN THE DESIGNATED AREA FOR YOUR NEXT CLASS</strong></td>
<td><strong>USE TOILET PAPER TO Wipe YOUR BOTTOM</strong></td>
<td><strong>WEAR A SEATBELT</strong></td>
</tr>
</tbody>
</table>

These expectations are communicated to students via a number of strategies, including:
- Learning episodes conducted by classroom teachers;
- Reinforcement of learning from behaviour lessons at School Meeting and during active supervision by staff during classroom and non-classroom activities.
2.2 Explicit Teaching of Behaviour Expectations

The explicit teaching of each expectation will be delivered on parade. A 15 minute lesson will be explicitly taught and teachers are required to further discuss the skill during the week.

<table>
<thead>
<tr>
<th>Week</th>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduce School wide Expectations Matrix</td>
<td>Review School Wide Expectations</td>
<td>Review School Wide Expectations</td>
<td>Review School Wide Expectations</td>
</tr>
<tr>
<td></td>
<td>Be Respectful</td>
<td>Be Respectful</td>
<td>Be Respectful</td>
<td>Be Respectful</td>
</tr>
<tr>
<td></td>
<td>Be Responsible</td>
<td>Be Responsible</td>
<td>Be Responsible</td>
<td>Be Responsible</td>
</tr>
<tr>
<td></td>
<td>Be Safe</td>
<td>Be Safe</td>
<td>Be Safe</td>
<td>Be Safe</td>
</tr>
<tr>
<td></td>
<td>Be a Learner</td>
<td>Be a Learner</td>
<td>Be a Learner</td>
<td>Be a Learner</td>
</tr>
<tr>
<td>2</td>
<td>Be Respectful</td>
<td>Be Responsible</td>
<td>Be Safe</td>
<td>Be a Learner</td>
</tr>
<tr>
<td></td>
<td>Use kind words and actions</td>
<td>Have equipment ready</td>
<td>Wear shoes and a broad brimmed hat</td>
<td>Use toilets before class or during breaks</td>
</tr>
<tr>
<td></td>
<td>Give others’ personal space and property</td>
<td>Keep work space tidy</td>
<td>Play safely in the correct areas</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Be Responsible</td>
<td>Sit on your chair correctly</td>
<td>Use words to solve problems</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Be in the right place at the right time</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Pick up your belongings</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Be Safe</td>
<td>Be a Learner</td>
<td>Be Respectful</td>
<td>Be Responsible</td>
</tr>
<tr>
<td></td>
<td>Keep hands and feet to yourself</td>
<td>Complete set tasks</td>
<td>Share/Care for equipment</td>
<td>Report problems to teachers</td>
</tr>
<tr>
<td></td>
<td>Walk on concrete</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Be a Learner</td>
<td>Be Respectful</td>
<td>Be Responsible</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ask questions and request help where needed</td>
<td>Raise your hand to ask/answer questions in whole group situations</td>
<td>Play approved activities</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Accept feedback/consequences</td>
<td>Show whole body listening</td>
<td>Be in your designated area on time</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Be Respectful</td>
<td>Be Responsible</td>
<td>Be Safe</td>
<td>Be a Learner</td>
</tr>
<tr>
<td></td>
<td>Listen to the speaker and wait your turn to speak</td>
<td>Follow timetable/daily schedule</td>
<td>Walk in two lines with group</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Follow adult instructions straight away</td>
<td>Use ICTs as requested</td>
<td>Carry equipment in your hands</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Be Responsible</td>
<td>Be Safe</td>
<td>Be a Learner</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Return property where it belongs</td>
<td>Eat your own food</td>
<td>Wait in the designated area for your next class</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Leave personal/valuable devices at home</td>
<td>Raise hand when the bell rings to be released</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Be Safe</td>
<td>Be a Learner</td>
<td>Be Respectful</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Stay in school grounds unless directed by staff</td>
<td>Eat most nutritional food in your lunch box to fuel your brain</td>
<td>Care equipment</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Walk quietly through the school</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Be a Learner</td>
<td>Be Respectful</td>
<td>Be Responsible</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Establish agreed rules of the game (before play and when new members enter)</td>
<td>Clean area where you are sitting</td>
<td>Turn off taps</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Be Respectful</td>
<td>Be Responsible</td>
<td>Be Safe</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Speak quietly</td>
<td>Sit to eat until instructed to move</td>
<td>Wash hands with soap</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Use hello, goodbye, please, thank-you</td>
<td>Place lunch boxes away when dismissed</td>
<td>Walk</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Use toilet paper to wipe your bottom</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>* Lesson sequence may change depending on data (discussed at staff meetings) and needs of students</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## 2.3 Collection and Use of Data

Wallangarra State School uses data to inform decision making. Behaviour Data is discussed at staff meetings and informs teacher’s planning and practice. The below table identifies Wallangarra State School’s data collection tools.

<table>
<thead>
<tr>
<th>Data Collection Tool</th>
<th>Purpose</th>
<th>Who</th>
<th>Data Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>Incident Diary</td>
<td>Recording of unacceptable behaviour made during class, break times and specialist/support lessons</td>
<td>Teachers, Teacher aides, Support teachers, Specialist teachers</td>
<td>Discuss with class teacher, Refer to principal (if MAJOR behaviour), Contact parent (if behaviour warrants), TIME OUT or MAJOR incidents MUST then be recorded on OneSchool, Weekly discussion at staff meetings – informs behaviour lessons</td>
</tr>
<tr>
<td>OneSchool</td>
<td>Major incidents MUST be recorded on OneSchool, Positive behaviours (Expectation milestones)</td>
<td>Teachers, Teacher aides, Support teachers, Specialist teachers, Principal</td>
<td>Refer to Principal, Contact parents, Guidance/Student Services Officer, Referral (if behaviour warrants)</td>
</tr>
</tbody>
</table>

## 2.4 Student Achievement of Behaviour

On Semester report cards, students receive a behaviour grade and an effort grade for each subject. The below criteria is used by teachers when allocating the students to a rating for behaviour and effort.

<table>
<thead>
<tr>
<th></th>
<th>A: Excellent</th>
<th>B: Very Good</th>
<th>C: Satisfactory</th>
<th>D: Needs Attention</th>
<th>E: Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effort</td>
<td>Always focused on task. Does not need redirection. Always uses and seeks feedback to improve work. Works effectively in whole class, group and individually. Reflects and self-assess, setting and goals independently to improve.</td>
<td>Occasionally needs teacher redirection to task (few/term). Uses most feedback to improve work. Mostly works effectively in whole class, group and individually. Reflects and self-assess, setting goals for improvement with some guidance.</td>
<td>Minimal (daily) teacher feedback to improvement. Works satisfactorily in whole class, group and individually. Reflects and self-assess when requested, setting goals for improvement.</td>
<td>Regular (sessions) teacher feedback to redirection to task. Will sometimes comply. Listens to but doesn’t use feedback to improve work. Sometimes works effectively in whole class, group and individually. Occasionally reflects and self-assess, setting goals.</td>
<td>Regular (All lessons) teacher feedback to redirection to task. Will frequently not comply. Doesn’t seek or use feedback. Rarely work effectively in whole class, group and individually. Needs significant guidance to reflect and self-assess to set goals.</td>
</tr>
<tr>
<td>Behaviour</td>
<td>Student always shows respect for teachers and peers during interactions. Always listens to, shares with, and supports the efforts of others. Tries to keep people working well together. Awa re of and displays appropriate behaviour to ensure safety of self and others.</td>
<td>Student almost always shows respect for teachers and peers during interactions. Usually listens to, shares with, and supports the efforts of others. Tries to keep people working well together. Awa re of and displays appropriate behaviour to ensure safety of self and others.</td>
<td>Student regularly shows respect for teachers and peers during interactions. Usually listens to, shares with, and supports the efforts of others. Tries to keep people working well together.Aware of and displays appropriate behaviour to ensure safety of self and others.</td>
<td>Student shows limited respect for teachers and peers during interactions. Usually listens to, shares with, and supports the efforts of others. Demonstrates awareness of appropriate behaviour on few occasions. Positive or incidents recorded on One School. Inclusion in FUN DAY.</td>
<td>Student is usually disrespectful when interacting with peers and teachers. Rarely listens to, shares with, and supports the efforts of others. Often is not a good team player. Has hurt of injured others. Teacher and Principal consistently supports behaviour and communicated with parents. Incidents recorded on One School. Individual behaviour plan in place. Referral to outside agents (Student services, police).</td>
</tr>
</tbody>
</table>
3.2 Emergency Responses to 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 him/her 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 Wallangarra’s duty of care to protect students and staff from foreseeable risks of injury is met. The use of physical intervention is only considered appropriate where the immediate safety of others is threatened and the strategy is used to prevent injury.

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

It is important that all staff understand:
Physical intervention cannot be used as a form of punishment;
- Physical intervention must not be used when a less severe response can effectively resolve the situation; and
- The underlying function of the behaviour.

Physical intervention is not to be used as a response to:
- Property destruction;
- School disruption;
- Refusal to comply;
- Verbal threats; and
- Leaving a classroom or the school, unless student safety is clearly threatened.

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

Record Keeping
Each instance involving the use of physical intervention must be formally documented in OneSchool.
3.3. Network of Student Support

To further support staff and students with regards to issues relating to school behaviour, Wallangarra State School is able to access support both within the Department of Education and Training and through the community. An outline of some of these include:

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<td>District &amp; Other EQ Services</td>
<td>Disability Services Queensland – Granite Belt Support Services</td>
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<td>Parents</td>
<td>District Advisory Visiting Teacher for Behaviour Support (BAT Team)</td>
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<td>Teachers</td>
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<td>Parents</td>
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</tbody>
</table>

The various levels of support generally reflect the needs of individual students. In most cases, support for a student demonstrating inappropriate behaviours is usually managed through consultation with the student’s teachers, a member of the administration team (Principal or Guidance Officer) and depending on the circumstance, the student’s parents/caregivers. In cases where a student demonstrates severe inappropriate behaviours, as soon as practical, a meeting will be called involving parents/caregivers, Administration representative and/or teacher/s.

In instances where initial proactive strategies have not been successful or where the student is demonstrating ongoing inappropriate behaviour, then a referral will usually be made to the schools Personalised Support team (PST). The PST will then make a recommendation on the best support agency (either EQ or Community) to refer the student.

3.4 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.

Wallangarra 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 and is inclusive—establishing procedures for applying fair, equitable and nonviolent 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
3.5 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

Workplace Health and Safety Act 1995
Workplace Health and Safety Regulation 1997
Right to Information Act 2009
Information Privacy (IP) Act 2009

3.5 Related Policies and Procedures

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

3.7 Some Related Resources

Bullying. No Way!

Schoolwide Positive Behaviour Support
Code of Conduct for School Students Travelling on Buses

Endorsement

Scott Koch
Principal

Don Grobe
P&C President

Assistant Regional Director
The Use of Personal Technology Devices* at School

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

Certain Personal Technology Devices Banned From School
Students must not bring valuable personal technology devices like cameras, mobile phones, I Pods digital video cameras or MP3 players to school as there is a risk of damage or theft. Such devices will be confiscated by school staff and may be collected at the end of the day from the school office. Breaches of this prohibition may result in discipline.

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

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

Students who have a personal technology device confiscated more than once will not be permitted to have a personal technology device at school if deemed necessary by the Principal.

Personal Technology Device Etiquette
Bringing personal technology devices to school is not encouraged by the school because of the potential for theft and general distraction and/or disruption associated with them. However, if they are brought to school, they must be handed in to the office.

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 Wallangarra 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) build a culture of distrust and disharmony. They will be suspended from school for this behaviour.

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.

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

**Assumption of cheating**
Personal technology devices may not be taken into or used by students during class lessons or assessment unless expressly permitted by staff. Staff will assume students in possession of such devices during assessments are cheating. Disciplinary action will be taken against any student who is caught using a personal technology device to cheat during exams or assessments.

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

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

**Special Circumstances Arrangement**
Students who require the use of a personal technology device in circumstances that would contravene this policy (for example to assist with a medical condition or other disability or for a special project) should negotiate a special circumstances arrangement with the 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.*
Procedures for Preventing and Responding to Incidents of Bullying (including Cyber bullying)

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

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

7. The anti-bullying procedures at Wallangarra State School are an addition to our already schoolwide positive behaviour support processes. This means that all students are being explicitly taught the expected school behaviours and receiving high levels of social acknowledgement for doing so. Adding lessons on bullying and how to prevent and response to it is a subset of procedures that our students are already accustomed to.
Prevention
8. Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, our schoolwide universal behaviour support practices will be maintained at all times. This will ensure that:
   - Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour
   - All students know the 3 school rules and have been taught the expected behaviours attached to each rule in all areas of the school
   - All students have been or are being taught the specific routines in the 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 positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the non classroom areas of the school
   - Active supervision is a permanent staff routine in the non classroom areas. This means that duty staff members 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 use of the resources and information gained from the http://www.bullyingnoway.com.au website. Teachers are encouraged to make themselves familiar with the website and to use it when guiding their classes.

10. Research indicates that a common outcome of anti-bullying programming is an improvement in understanding of bullying but little change in the frequency or nature of actual bullying behaviour. One of the reasons cited for this outcome is the lack of behavioural rehearsal in the programming. The anti-bullying process at our 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’.