WALLUMBILLA P – 10 STATE SCHOOL

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

1. Purpose

Queensland state schools promote learning, creativity and innovation as the platform upon which to build prosperity and quality of life for all Queenslanders. State schools are strongly committed to providing a quality, futures-oriented education that enables all students to achieve their full potential. They prepare students for an active role in democratic life and society. High expectations, equity, inclusiveness and the building of social capital are key features of state schooling in Queensland. Essential to effective learning is a safe, supportive and disciplined environment that respects the following rights:

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

A supportive school environment is created by quality interpersonal relationships within and outside of the school. For this reason, all policy and procedures endorsed in this Responsible Behaviour Plan aim to build and strengthen relationships between all members of the school community (students, parents, staff and other local community stakeholders). We believe that with shared ownership and responsibility for Behaviour Support, our school community in Wallumbilla can promote and foster a caring, supportive environment where all members feel safe and welcome.

The aim of this plan at Wallumbilla P - 10 State School is to foster socially responsible behaviour in all students through an approach emphasising:

• Reinforcement of positive behaviour
• Education in socially responsible behaviour and relationships
• Role-modelling appropriate behaviours
• Restoration of relationships following problem behaviours
• Targeted and Intensive behaviour support for students displaying persistent or extremely problematic behaviours.

This plan aims to encourage responsibility, self-control and social competency in our students. When discipline is internalised rather than being imposed from outside it is more effective and energy can be directed into our core business – teaching and learning. Self – discipline can be learned, but only when all stakeholders are involved in accepting joint responsibility and encouraging students to be accountable for their behaviour. The Wallumbilla school alone cannot effectively discipline without the support of parents and the wider community. With the common goal of strengthening relationships and encouraging a socially responsible attitude, in our students, we can have a safe and supportive environment for the entire school community.

2. Consultation and data review

Wallumbilla P – 10 State School developed this plan in collaboration with our school community. Consultation with parents, staff and students was undertaken through discussions and P & C meetings held during 2012. A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents from 2010 - 2012 also informed the development process.

The Plan was endorsed by the Principal, the President of the P&C and (Regional Executive Director in December 2012, and will be reviewed in 2015 as required in legislation.

3. Learning and behaviour statement

We believe that students and adults (staff & parents) need to be involved in decisions about what is acceptable behaviour. We believe that students and adults should be responsible for their behaviour. Students and adults need to work within established rules and guidelines. We believe that we can teach and model the skills that lead to behaviour that everyone can take pride in.

Wallumbilla community believes that all the above should occur in an environment exemplified by:
• Professionalism: committing to the highest standards of accountability and performance
• Respect: treating all people with respect and dignity
• Innovation and Creativity: fostering safe environments that support innovative and creative practice
• Diversity and Inclusiveness: encouraging all Queenslanders to participate in education and cultural activities
• Excellence: supporting the pursuit of excellence
• Relationships and communication are valued
• Equity is pursued
• Where the rights of individuals are respected
• Realistic expectations are stated and everyone should feel safe
• Individual’s make “choices” both positive and negative that influence their behaviours
• Choices and Behaviours are interrelated and demonstrated in the individual’s actions

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

• Be Safe
• Be Responsible
• Be Respectful
• Be Committed to Learning

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.

**The Code of School Behaviour** defines the responsibilities that all members of the school community are expected to uphold and recognises the significance of appropriate and meaningful relationships. State schools in Queensland are committed to providing quality learning opportunities that enable all students to achieve within safe, supportive and disciplined learning environments. All members of the school communities are to abide by the code in accordance with the following standards.

**Standards**
All members of school communities are expected to:

• Conduct themselves in a lawful, ethical, safe and responsible manner that recognises and respects the rights of others.

**Parents/Carers** are expected to:

• Show an active interest in their child’s schooling and progress
• Cooperate with the school to achieve the best outcomes for their child
• Support school staff in maintaining a safe and respectful learning environment for all students
• Initiate and maintain constructive communication and relationships with school staff regarding their child’s learning, wellbeing and behaviour
• Contribute positively to behaviour support plans that concern their child
• Be a good role model at all times
• Care enough to be involved by listening to and understanding students
• Protect students by observing ‘Duty of Care’ principles
• Be consistent and fair in dealing with students
• Show respect for students and members of the school community through language and actions

**Students** are expected to:

• Participate actively in the school’s education program
• Take responsibility for their own behaviour and learning
• Demonstrate respect for themselves, other members of the school community and the school environment
• Behave in a manner that respects the rights of others, including the rights to learn
• Cooperate with staff and others in authority
• Look after the school by returning equipment
• Ask permission to enter a room or leave the school grounds
• Behave in a way that shows care and concern for other students and teachers and their property
• Keep your school clean, healthy and safe
• Show respect for others by what you say and do
• Contribute to learning by being on time, bringing equipment and doing homework

**Schools** are expected to:
• Provide safe and supportive learning environments
• Provide inclusive and engaging curriculum and teaching
• Initiate and maintain constructive communication and relationships with students and parents/carers
• Promote the skills of responsible self-management

**Teachers** are expected to:
• Have a Class Behaviour Plan.
• Make clear behaviour expectations
• Carry out consequences for inappropriate behaviour without fail
• Have a timeout spot or place in the classroom
• Communicate unacceptable behaviour to parents (Inform Principal of contact with parents)

• Provide documentation to the principal when sending a student to the office
• Record misbehaviour using One School
• Establish standards - manners, politeness and communication

**Principals** are expected to:
• Play a strong leadership role in implementing and communicating *The Code* in the school community
• Ensure consistency and fairness in implementing the school’s *Responsible Behaviour Plan for Students*
• Communicate high expectations for individual achievement and behaviour
• Review and monitor the effectiveness of school practices and their impact on student learning
• Support staff in ensuring compliance with *The Code* and facilitate professional development to improve the skills of staff to promote responsible behaviour
• Establish and monitor the School BM Policy.
• Respond as per the School BM Policy.
• Follow up referrals from the class teacher with
  * an informal chat
  * an interview
  * identify alternative approaches
  * suggest support for the class teacher
• Provide a space for ‘crisis’ timeout.
• Implement SM-16; School Disciplinary Absences

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

**ACCEPTABLE BEHAVIOUR AT WALLUMBILLA P – 10 STATE SCHOOL**

We encourage all members of our Wallumbilla school community to participate in positive behaviour through our four school rules: 1. Be Safe  2. Be Respectful  3. Be Responsible  4. Be Committed to Learning

To facilitate and teach positive, acceptable and appropriate behaviours the school has an Acceptable Behaviours Matrix. This matrix (shown below) outlines the *minimum expectations* of students at Wallumbilla P – 10 State School in a variety of environments and contexts.
**ACCEPTABLE BEHAVIOUR MATRIX:**

<table>
<thead>
<tr>
<th>BE SAFE <em>(Pink in P &gt; 3 sector)</em></th>
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<tbody>
<tr>
<td><strong>While Learning I:</strong></td>
<td>• Behave sensibly</td>
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<tr>
<td></td>
<td>• Am aware of and obey fire and lockdown procedures</td>
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<td></td>
<td>• Report damage and injuries to a staff member</td>
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<td></td>
<td>• Put away all equipment after use</td>
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<td></td>
<td>• Follow the classroom rules</td>
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<td></td>
<td>• Follow health and safety rules</td>
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<td></td>
<td>• Have a hat for sport, outdoor learning and breaks</td>
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<tr>
<td><strong>While Moving I:</strong></td>
<td>• Walk on concrete areas</td>
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<td></td>
<td>• Allow others to walk unimpeded</td>
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<tr>
<td><strong>While Eating I:</strong></td>
<td>• Wash my hands before eating</td>
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<td></td>
<td>• Sit quietly with others</td>
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<tr>
<td></td>
<td>• Follow directions of staff</td>
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<tr>
<td><strong>While Playing I:</strong></td>
<td>• Use equipment for its intended purpose</td>
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<td></td>
<td>• Wear a hat, shoes and sunscreen while in the playground or in the sun</td>
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<td></td>
<td>• Only play non-contact sports and games</td>
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<tr>
<td><strong>In the Community I:</strong></td>
<td>• Stay with the group</td>
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<td></td>
<td>• Follow the directions of the adult in charge</td>
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<td></td>
<td>• Follow the rules and policies of the organisation or business</td>
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<tr>
<td><strong>Everyday I:</strong></td>
<td>• Recognise that physical violence is never acceptable</td>
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<tr>
<td></td>
<td>• Recognise that harassment, bullying and teasing is never acceptable</td>
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<table>
<thead>
<tr>
<th>BE RESPONSIBLE <em>(Blue in P &gt; 3 sector)</em></th>
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<tbody>
<tr>
<td><strong>While Learning I:</strong></td>
<td>• Participate in all aspects of the school program</td>
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<tr>
<td></td>
<td>• Follow staff directions</td>
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<td></td>
<td>• Try my best at all activities at all times</td>
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<td></td>
<td>• Raise my hand when I wish to speak</td>
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<td></td>
<td>• Work independently when required to do so</td>
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<td></td>
<td>• Submit assessments on the due date</td>
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<td></td>
<td>• Am on time for class with all necessary equipment and materials</td>
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<tr>
<td><strong>While Moving I:</strong></td>
<td>• Walk in an orderly and safe fashion</td>
</tr>
<tr>
<td></td>
<td>• Keep noise to an acceptable maximum level</td>
</tr>
<tr>
<td><strong>While Eating I:</strong></td>
<td>• Talk quietly and positively when my mouth is empty</td>
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<tr>
<td></td>
<td>• Throw all rubbish in the bins</td>
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<tr>
<td></td>
<td>• Remain seated in my designated area</td>
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<tr>
<td></td>
<td>• Get my food and move promptly to my eating area</td>
</tr>
<tr>
<td></td>
<td>• Do not bring gum, lollies or softdrinks to school</td>
</tr>
<tr>
<td><strong>While Playing I:</strong></td>
<td>• Play safely</td>
</tr>
<tr>
<td></td>
<td>• Use positive words</td>
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<tr>
<td></td>
<td>• Cooperate with others</td>
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<tr>
<td></td>
<td>• Feel free to exchange ideas</td>
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<tr>
<td></td>
<td>• Keep my hands and feet to myself</td>
</tr>
<tr>
<td><strong>In the Community I:</strong></td>
<td>• Talk positively</td>
</tr>
<tr>
<td></td>
<td>• Am a role model for the school and to other students</td>
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<tr>
<td></td>
<td>• Cooperate with community members</td>
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<td></td>
<td>• Am considerate that my actions do not interfere with others</td>
</tr>
<tr>
<td><strong>Everyday I:</strong></td>
<td>• Do not bring prohibited items like toy guns, knives, cigarettes, drugs or alcohol into the school</td>
</tr>
<tr>
<td>BE RESPECTFUL (Green in P &gt; 3 Sector)</td>
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<tr>
<td><strong>While Learning I:</strong></td>
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<tr>
<td>• Follow teachers classroom routines and rules</td>
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<tr>
<td>• Value others' opinions and differences</td>
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<tr>
<td>• Recognise others' right to learn</td>
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<tr>
<td>• Am respectful of others' property</td>
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<tr>
<td>• Speak in a respectful manner to staff and other students</td>
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<tr>
<td><strong>While Moving I:</strong></td>
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<tr>
<td>• Respect others' right to use paths within the school</td>
<td></td>
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<tr>
<td>• Value plants and animals by leaving them alone</td>
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<tr>
<td><strong>While Eating I:</strong></td>
<td></td>
</tr>
<tr>
<td>• Respect others' right to eat their own food</td>
<td></td>
</tr>
<tr>
<td>• Do not interfere with other food or lunchbox</td>
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</tr>
<tr>
<td><strong>While Playing I:</strong></td>
<td></td>
</tr>
<tr>
<td>• Value others' ideas and input</td>
<td></td>
</tr>
<tr>
<td>• Tolerate people with different ability levels</td>
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<tr>
<td><strong>In the Community I:</strong></td>
<td></td>
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<tr>
<td>• Understand my conduct in the community reflects upon myself, the school and my family</td>
<td></td>
</tr>
<tr>
<td>• Wear my full school uniform with pride</td>
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</tr>
<tr>
<td><strong>Everyday I:</strong></td>
<td></td>
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<tr>
<td>• Speak and behave respectfully towards staff, peers and members of the community</td>
<td></td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>BE COMMITTED TO LEARNING (Orange in P &gt; 3 Sector)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>While Learning I:</strong></td>
</tr>
<tr>
<td>• Develop skills and practices that enhance my quality of life</td>
</tr>
<tr>
<td>• Work with others</td>
</tr>
<tr>
<td>• Am an effective learner</td>
</tr>
<tr>
<td>• Manage my time effectively</td>
</tr>
<tr>
<td>• Am an independent learner</td>
</tr>
<tr>
<td>• Take responsibility for my actions</td>
</tr>
<tr>
<td>• Respect the right of the teacher to teach and of other students to learn</td>
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<tr>
<td><strong>While Moving I:</strong></td>
</tr>
<tr>
<td>• Watch for others as I move through the school</td>
</tr>
<tr>
<td>• Use safe places to cross roads</td>
</tr>
<tr>
<td><strong>While Eating I:</strong></td>
</tr>
<tr>
<td>• Develop healthy eating practices</td>
</tr>
<tr>
<td><strong>While Playing I:</strong></td>
</tr>
<tr>
<td>• Work as a member of a team</td>
</tr>
<tr>
<td>• Learn to be a good sport – both at winning and losing</td>
</tr>
<tr>
<td>• Am aware of the consequences of risky behaviour</td>
</tr>
<tr>
<td>• Am a problem solver</td>
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<tr>
<td><strong>In the Community I:</strong></td>
</tr>
<tr>
<td>• Gather knowledge on our community and our nation</td>
</tr>
<tr>
<td>• Have pride in my school, myself and my family</td>
</tr>
<tr>
<td>• Participate in activities offered by the school – both curricular and extra-curricular</td>
</tr>
<tr>
<td><strong>Everyday I:</strong></td>
</tr>
<tr>
<td>• Endeavour to ‘Be the best that I can Be’</td>
</tr>
</tbody>
</table>

**BEHAVIOUR PROCESSES AND PROTOCOLS:***

**ALL STUDENTS:**
- Students at Wallumbilla P – 10 State School will be explicitly taught the behaviours expected of them during the daily form period between 1.30 – 1.40pm. These behaviours will be drawn from the matrices above and will be supported through a variety of materials.
- Emphasis will be placed on students exhibiting the preferred positive behaviours in all environments.
- There will be a specific focus for behaviour announced each week through the Monday notices for staff and the Monday whole school parade for students.

**YEARS PREP > YEAR 3**
- Students in these year levels / classes will work towards achieving Gold, Silver or Bronze awards, for exhibiting positively, the behaviours described in the matrix above.
- Students will have charts within their classroom that track the number of positive behaviour ‘citations’ they receive. Awards will be made as follows:
  - **Bronze Award** – when 10 positive behaviour citations are achieved
  - **Silver Award** – when 30 positive behaviour citations are achieved
  - **Gold Award** – when 50 positive behaviour citations are achieved
- The awards will be presented on the next weekly primary parade after the award is achieved.
• Those students who achieve (and maintain) a Gold level award will receive a negotiated end of term reward. This reward will be provided at the end of each term (4 times per year) by the school.
• Teachers will negotiate (from a provided list) the end of term Gold reward within the first 2 weeks of the term. This will be communicated to parents and students via parade notices and the newsletter.
• Awards will be tallied each Thursday so that students can inform their parents if they will achieve an award on the Friday parade. This enables parents to attempt to be present at the presentation of the award.

YEARS 4 > 10
• Gold Cards will operate for students from Year 4 – Year 10. They will represent a contractual agreement for a positive behaviour reward for individuals and groups of students at the end of:
  o Each term for students in Year 4 – Year 7
  o Each semester for students in Year 8 – Year 10
• All classes will, at the start of a specified period, negotiate a class reward for the end of that period with their teacher and the principal. This reward will be available to all students who have not received a hole punch in their ‘Gold Card’.
• Gold Card rewards will be negotiated within the first 2 weeks of each specified period from above. Students will be eligible to participate in their class reward if they do not have a hole punched in their Gold Card during the specified period (ie. term or semester).
• Punches in Gold Cards may only be made by the principal. Punches will only be made after consultation between a student’s teacher/s and the principal has occurred and where circumstances are considered reasonable to punch a student’s Gold Card. Punches will be made for major infractions of the school rules or in cases of persistent inappropriate behaviours over a significant time period.
• Immediately that a student has their Gold Card punched, the principal will contact that students’ parents to inform them of this consequence.
• A Gold Card will have 3 spaces for punches. Immediately following the first punch the student loses their eligibility to participate in or access the class reward. If a student then receives subsequent punches in their Gold Card their consequences may escalate to other levels including (but not limited to) in school suspension; placement on a behaviour tracker; referral to a behaviour support officer or suspension from 1 – 20 days.
• Extreme examples of inappropriate behaviour (including but not limited to offences involving physical violence; drugs or alcohol offences or weapons offences) may be dealt with immediately, at the principals discretion and may have very serious consequences applied without referral through the Gold Card system.
• At the end of each specified reward period the appropriate reward will be arranged and provided to eligible students.
• At the start of a ‘new’ behaviour period the following will occur:
  o A new reward will be negotiated with the class
  o All students will receive a ‘fresh’ Gold Card with no punches

Wallumbilla P – 10 State School implements the following proactive and preventative processes and strategies to support student behaviour:
• Principal’s regular provision of information to staff and parents, and support to others in sharing successful practices
• Comprehensive induction programs in the Wallumbilla P – 10 State School Responsible Behaviour Plan for Students delivered to new students as well as new and relief staff.
• 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:
  o The Use of Personal Technology Devices* at School (Appendix 1)
  o Procedures for Preventing and Responding to Incidents of Bullying (Appendix 2).
**Responding to unacceptable behaviour**

Students come to school to learn. Behaviour support represents an important opportunity for learning how to get along with others.

**Intensive behaviour support:**

Wallumbilla P – 10 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 principal will:

- work with staff members to develop appropriate behaviour support strategies
- monitor the impact of support for individual students through continuous data collection
- make adjustments as required for the student, and
- works with school staff and the P & C Association to achieve continuity and consistency.

**5. Consequences for unacceptable behaviour**

Wallumbilla P – 10 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 principal

**Minor** behaviours are those that:

- are minor breaches of the school rules
- do not seriously harm others or cause you to suspect that the student may be harmed
- do not violate 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 the principal.

Minor problem behaviours may result in the following consequences:

- a minor consequence logically connected to the problem behaviour, such as:
  - complete removal from an activity or event for a specified period of time (buddy classroom)
  - partial removal (time away)
  - individual meeting with the student,
  - apology,
  - detention for work completion
  - completion of a reflective behaviour sheet (see appendices) whilst at the buddy classroom
  - loss of play privileges and the completion of a reflective behaviour sheet

- a re-direction procedure. The staff member takes the student aside and:
  1. names the behaviour that student is displaying,
  2. asks student to name expected school behaviour,
  3. states and explains expected school behaviour if necessary
  4. gives positive verbal acknowledgement for expected school behaviour.

- Teachers may use a system of putting student names on the whiteboard as follows:
  - 1st minor problem behaviour > name on board
  - 2nd minor problem behaviour > cross next to name
  - 3rd minor problem behaviour > 2nd cross next to name

- The placing of the 2nd cross triggers a consequence such as those outlined above

**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 an immediate referral to the principal because of their seriousness. When major problem behaviour occurs, staff members state the major problem behaviour and remind the student of expected school behaviour. The staff member then informs the school principal of the behaviour problem.

Relate problem behaviours to expected school behaviours
When responding to problem behaviours, staff members ensure that students understand the relationship of the problem behaviour to expected school behaviour. One method that staff members might use to achieve this is to have students:

- articulate the relevant expected school behaviour
- explain how their behaviour differs from expected school behaviour,
- describe the likely consequences if the problem behaviour continues; and
- identify what they will do to change their behaviour in line with expected school behaviour.

Should a problem behaviour be repeated, the staff member may not repeat the discussion/explanation process but simply remind the student of the consequences of their problem behaviour.

6. Emergency or critical incident responses

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

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

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

Basic defusing strategies

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

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

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

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

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

Physical Intervention
Staff may make legitimate use of physical intervention if all non-physical interventions have been exhausted and a student is:

- physically assaulting another student or staff member
- posing an immediate danger to him/herself or to others.
Appropriate physical intervention may be used to ensure that Wallumbilla P – 10 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.

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

Physical intervention is not to be used as a response to:
- property destruction
- school disruption
- refusal to comply
- verbal threats
- leaving a classroom or the school, unless student safety is clearly threatened.

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

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

7. Network of student support
Students at Wallumbilla P – 10 State School are supported through positive reinforcement and a system of universal, targeted, and intensive behaviour supports by:
- Parents
- Teachers
- Support Staff
- Administration Staff
- Guidance Officer
- Advisory Visiting Teachers
- Senior Guidance Officer
- School Guidance Officer
- School Pastoral Care Officer
- School Based Youth Health Nurse

Support is also available through the following government and community agencies:
- Disability Services Queensland
- Child and Youth Mental Health
- Queensland Health
- Department of Communities (Child Safety Services)
- Police
- Local Council
8. Consideration of individual circumstances
To ensure alignment with the Code of School Behaviour when applying consequences, the individual circumstances and actions of the student and the needs and rights of school community members are considered at all times.

Wallumbilla P – 10 State School considers the individual circumstances of students when applying support and consequences by:
- promoting an environment which is responsive to the diverse needs of its students
- establishing procedures for applying fair, equitable and non violent consequences for infringement of the code ranging from the least intrusive sanctions to the most stringent
- recognising and taking into account students’ age, gender, disability, cultural background, socioeconomic situation and their emotional state
- recognising the rights of all students to:
  - express opinions in an appropriate manner and at the appropriate time
  - work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation, and
  - receive adjustments appropriate to their learning and/or impairment needs,

9. Related legislation
- Commonwealth Disability Discrimination Act 1992
- Commonwealth Disability Standards for Education 2005
- Education (General Provisions) Act 2006
- Education (General Provisions) Regulation 2006
- Criminal Code Act 1899
- Anti-Discrimination Act 1991
- Commission for Children and Young People and Child Guardian Act 2000
- Judicial Review Act 1991
- Workplace Health and Safety Regulation 1997
- Right to Information Act 2009
- Information Privacy (IP) Act 2009

10. Related policies
- SMS-PR-021: Safe, Supportive and Disciplined School Environment
- CRP-PR-009: Inclusive Education
- SMS-PR-027: Enrolment in State Primary, Secondary and Special Schools
- SMS-PR-022: Student Dress Code
- SMS-PR-012: Student Protection
- 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

11. Some related resources
- Bullying. No Way!
- Schoolwide Positive Behaviour Support
- Code of Conduct for School Students Travelling on Buses

Endorsement

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

Effective Date: 1 January 2013 – 31 December 2015
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 Banned From School
Students must not bring valuable personal technology devices like cameras, digital video cameras or MP3 players to school as there is a risk of damage or theft. Such devices will be confiscated by school staff and may be collected at the end of the day from the school office. Breaches of this prohibition may result in discipline.

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

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

Students who have a personal technology device confiscated more than once will not be permitted to have a personal technology device at school for at least one month, or longer if deemed necessary by the Principal.

Personal Technology Device Etiquette
Bringing personal technology devices to school is not encouraged by the school because of the potential for theft and general distraction and/or disruption associated with them. However, if they are brought to school, they must be turned off and out of sight during assemblies or classes. Personal technology devices may be used at morning tea and lunch breaks and before and after school.

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

We uphold the value of trust and the right to privacy at Wallumbilla P – 10 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 bullying1 or

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1 Education Queensland does not tolerate bullying behaviour at schools. This includes bullying conducted by electronic means.
harassment, including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur.

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

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

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

**Text communication**

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

**Assumption of cheating**

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

**Recording Private Conversations and the Invasion of Privacy Act 1971**

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

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

**Special Circumstances Arrangement**

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

*Personal Technology Devices includes, but is not limited to, games devices (such as Portable gaming devices, Tamagotchis®, laptop computers, PDAs, Blackberrys®, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile telephones, IPods® and devices of a similar nature.*
Appendix 2

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

**Purpose**
1. Wallumbilla P – 10 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 Wallumbilla P – 10 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 Wallumbilla P – 10 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 Wallumbilla P – 10 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 Wallumbilla P – 10 State School are an addition to our already research-validated schoolwide positive behaviour support processes. This means that all students are being explicitly taught the expected school behaviours and receiving high levels of social acknowledgement for doing so. Adding lessons on bullying and how to prevent and respond to it is a subset of procedures that our students are already accustomed to.

**Prevention**
8. Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, our schoolwide universal behaviour support practices will be maintained at all times. This will ensure that:
   - Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour
   - All students know the 4 school rules and have been taught the expected behaviours attached to each rule in all areas of the school
   - All students have been or are being taught the specific routines in the nonclassroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms
   - All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the nonclassroom areas of the school
   - A high level of quality active supervision is a permanent staff routine in the nonclassroom areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the nonclassroom areas.

9. The student curriculum modules of the anti-bullying process consist of lessons taught by all teachers in all classrooms to a schoolwide schedule of instruction. At all times simultaneous instruction is our goal, in order to maintain consistency of skill acquisition across the school.

10. An initial introductory lesson is delivered, which teaches the 3-step process to be used by all students when experiencing bullying behaviour either as a person being bullied, the person bullying or bystander.

11. The introductory lesson is followed by several shorter lessons, each of which focuses on one of the bullying behaviours that the school has identified and defined. These lessons include instruction on how to approach adults and also on what reactions and systemic responses they should expect from adults.

12. Research indicates that a common outcome of anti-bullying programming is an improvement in understanding of bullying but little change in the frequency or nature of actual bullying behaviour. One of the reasons cited for this outcome is the lack of behavioural rehearsal in the programming. The anti-bullying process at Wallumbilla P – 10 State School takes care to combine knowledge with practice in a process of active learning, so that students understand by ‘doing’ as much as by ‘knowing’.

13. Wallumbilla P – 10 State School uses behavioural data for decision-making. This data is entered into our database on a daily basis and can be recalled as summary reports at any time. This facility allows the school to track the effectiveness of its anti-bullying process, to make any necessary adjustments, and to identify specific bullying behaviours that may need to be revisited or revised in the instructional process.
Appendix 3

Incident Report – Incident Requiring Physical Intervention

Name:                  Date:

<table>
<thead>
<tr>
<th>Name of Person completing report:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Date of incident</th>
<th>Time incident started</th>
<th>Time incident ended</th>
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</thead>
</table>

<table>
<thead>
<tr>
<th>Where was the student when the incident occurred?</th>
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<table>
<thead>
<tr>
<th>Who was working with the student when the incident occurred?</th>
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<table>
<thead>
<tr>
<th>Where was staff member when the incident occurred?</th>
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<table>
<thead>
<tr>
<th>Who was next to the student when the incident occurred?</th>
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<table>
<thead>
<tr>
<th>Who else was in the immediate area when the incident occurred?</th>
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</table>

<table>
<thead>
<tr>
<th>What was the general atmosphere like at the time of the incident?</th>
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</table>

<table>
<thead>
<tr>
<th>What was the student doing at the time of the incident?</th>
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<table>
<thead>
<tr>
<th>What occurred immediately before the incident? Describe the activity, task, event.</th>
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<table>
<thead>
<tr>
<th>Describe what the student did during the incident.</th>
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<table>
<thead>
<tr>
<th>Describe the level of severity of the incident. (e.g. damage, injury to self/others)</th>
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<table>
<thead>
<tr>
<th>Describe who or what the incident was directed at.</th>
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<table>
<thead>
<tr>
<th>What action was taken to de-escalate or re-direct the problem?</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>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).</th>
</tr>
</thead>
</table>
Debriefing Report

Formal debriefing should be led by a staff member trained in the process who has not been involved in the event. The goals of debriefing are to:

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

Notes on the discussion that occurs during the debriefing report are not required to be documented, however a note should be made that the debriefing has occurred for both staff and students involved (e.g. names, date, time and outcomes).

Debriefing should provide information on:

- Who was involved
- What happened
- Where it happened
- Why it happened
- What we learned

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

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

Questions for staff

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

Questions for student

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

For students who have language or communication difficulties the debriefing process will need to modified to accommodate their specific receptive and expressive needs.
### Wallumbilla P – 10 State School
Beauh Pilot Gold Card

**Student Expectations**

- Be Responsible for my own behaviour and learning
- Be Respectful to myself and all other members of my learning community (staff, students, other adults)
- Be Safe within my learning environment and with my fellow learners
- Be Committed to Learning by being on time, being organised and participating actively in all learning situations.

I understand and commit to the student expectations above.

___________________________ ___/___/___

Student Name: __________________________

By ensuring that I have achieved the Student Expectations I will be rewarded with the following:

1 2 3

Student Name: __________________________
Be Reflective Sheet – Years 3 > 10

Student Name: ________________________        Date:  ____/____/____
Time Out of Class_______ am/pm     Class: __________________
Student to:          Complete Be Reflective Sheet           Complete class work
To prepare a resolution (verbal apology, apology letter/picture

**All student answers to be completed using 3 or 4 sentences.**

Which of the 4 B's did you not follow? Tick the appropriate box.

| Be Safe – e.g. Hurt someone, use of aggression, inappropriate use of equipment | Be Committed to Learning – e.g. refused to do the set work |
| Be Responsible – e.g. disrupting learning, not being prepared for class | Be Respectful – e.g. use of rude and/or offensive language to teachers and/or peers |

What were you doing to be removed from your current class?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Why is such behaviour considered unacceptable?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

What should you have done?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Write an apology to the person/s that you affected:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Student’s Signature __________________________  Teacher’s Signature __________________________
Be Reflective Sheet
Prep – Year 2

Student Name: ________________________         Date: ____/____/____
Time Out of Class______ am/pm         Class: __________________
Student to:    Complete Be Reflective Sheet    Complete class work

Which of the 4 B’s did you not follow? Tick the appropriate box.

☐ Be Safe – e.g. Hurt someone, use of aggression, inappropriate use of equipment
☐ Be Committed to Learning – e.g. refused to do the set work
☐ Be Responsible – e.g. disrupting learning, not being prepared for class
☐ Be Respectful – e.g. use of rude and/or offensive language to teachers and/or peers

What was I doing wrong?
(Draw a picture and write a sentence)

What should I have been doing?
(Draw a picture and write a sentence)

What rule did I break?
(Draw a picture and write a sentence)

Write an apology to the person/s you affected.