SERVICETON SOUTH STATE SCHOOL

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

1. Purpose
Serviceton South 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.

At Serviceton South State School we believe that all members of our community have the right to work in a safe and supportive environment free from disruption, abuse and threat. To enable productive teaching and learning to occur, we believe that different learning styles and abilities must be catered for and appropriate behaviours need to be taught, modelled, encouraged and developed. Ultimately each individual must be responsible for their actions. The behaviours we foster and promote include giving your best effort, being respectful and safe. We respect the importance of the individuals’ intellectual, social, emotional and physical growth whilst maintaining that the exercise of individual rights and responsibilities must contribute to a positive community spirit. Parental consultation, support and involvement are essential to the supportive school environment at this school.

2. Consultation and data review
Serviceton South State School developed this plan in collaboration with our school community. It is our intention to participate in the School Wide Positive Behaviour Support program early in 2013 and as part of this program we will have close consultation with our school community in its development and implementation. However this current plan has been developed in collaboration with our school community.

A review of the following important data sets for this school relating to attendance, unexplained absences, suspensions and exclusions, behaviour incidents including bullying and cyber bullying. Other inappropriate online behaviour including inappropriate use of mobile phones or other electronic devices from 2009-2012 also informed the development process.

The Plan was endorsed by the Principal, the President of the P&C and Assistant Regional Director in October 2012, and will be reviewed in 2013 and again in 2016 as required in legislation.

3. Learning and behaviour statement
All areas of Serviceton South 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 Serviceton South 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.

As part of the ongoing development of school policy and procedures, the following sections are an updated version, July 2014, from that endorsed in 2012 and reviewed in 2013, and reflect the adoption of the School Wide Positive Behaviour Support program foreshadowed in section 2, above, of the original document.

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

At Serviceton South:-

- We Learn
- We Care
- We Are Team Players

At Serviceton South we have chosen the “Sapphire” as our school icon. We are the Serviceton South Sapphires.

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

**Universal Behaviour Support**

The first step in facilitating standards of positive behaviour is communicating those standards to all students. At Serviceton South State School we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school. Communicating behavioural expectations is a form of universal behaviour support - a strategy directed towards all students designed to prevent problem behaviour and provides a framework for responding to unacceptable behaviour.

*An example* of behavioural expectations in specific settings has been attached to each of our three school expectations. The Schoolwide Expectations Teaching Matrix below outlines our agreed rules and specific behavioural expectations in all school settings.

<table>
<thead>
<tr>
<th></th>
<th>Whole school</th>
<th>Playground</th>
<th>Transitions</th>
<th>Classroom</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Caring</strong></td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td></td>
<td>• Keep hands and feet to yourself</td>
<td>• Leave sticks and stones on the ground</td>
<td>• Allow personal space</td>
<td>• Use equipment with care and respect</td>
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<tr>
<td></td>
<td>• Follow adults directions at all times</td>
<td>• Care for the environment</td>
<td>• Pack up equipment and return it to the right place</td>
<td>• Keep our classroom clean and tidy</td>
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<tr>
<td></td>
<td>• Use polite language</td>
<td>• Pick up rubbish</td>
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<td>• Allow others to have a say</td>
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<tr>
<td><strong>Team player</strong></td>
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<tr>
<td></td>
<td>• Encourage and support others</td>
<td>• Wear school hat and shoes at all times</td>
<td>• Line up in two straight lines in designated area</td>
<td>• Work cooperatively</td>
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<tr>
<td></td>
<td>• Wear uniform with pride</td>
<td>• Take turns</td>
<td>• Walk quietly in two lines</td>
<td>• Walk in classrooms</td>
</tr>
<tr>
<td></td>
<td>• Be in the right place at the right time</td>
<td>• Be a good winner/loser</td>
<td>• Raise your hand and wait to speak</td>
<td>• Raise your hand and</td>
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<tr>
<td><strong>Learner</strong></td>
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<tr>
<td></td>
<td>• Be an active listener</td>
<td>• Learn and follow rules</td>
<td>• Return to the class as soon as possible</td>
<td>• Be an active, engaged learner</td>
</tr>
<tr>
<td></td>
<td>• Give things a go even when things are hard.</td>
<td>• Accept referee’s decisions</td>
<td>• Move around the school quietly so others can continue learning</td>
<td>• Listen with attention when others are talking</td>
</tr>
<tr>
<td></td>
<td>• Be prepared at the start of each day/session</td>
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</table>

These expectations are communicated to students via a number of strategies, including:

- Weekly behaviour lessons conducted by classroom teachers;
- Reinforcement of learning from behaviour lessons on School Parade and during active supervision by staff during classroom and non-classroom activities.
Serviceton South State School implements the following proactive and preventative processes and strategies to support student behaviour:

- School Behaviour Leadership team members’ regular provision of information to staff and parents, and support to others in sharing successful practices
- Comprehensive induction programs in the Serviceton South State School Responsible Behaviour Plan for Students delivered to new students as well as new, returning and relief staff. Also for pre-service teachers.
- Individual support profiles developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings.
- Development of specific policies to address:
  - The Use of Personal Technology Devices* at School (Appendix 1)
  - Procedures for Preventing and Responding to Incidents of Bullying (Appendix 2).

Reinforcing expected school behaviour
At Serviceton South State School, communication of our key messages about behaviour is backed up through reinforcement, which provides students with feedback for engaging in expected school behaviour. A formal recognition and monitoring system has been developed. This reinforcement system is designed to increase the quantity and quality of positive interactions between students and staff. All staff members are trained to give consistent and appropriate acknowledgement and rewards.

Reinforcing Positive Behaviour - “Gems”
Staff members hand “Gems” out each day to students they observe following school expectations in both classroom and non-classroom areas. This reinforcement occurs continuously throughout the day. When they ‘catch’ a student following the expectations they can choose to give them a “Gem”. When students are given a “Gem” they drop the card in the Gem box in front of the office. Here they can put their “Gem” in the slot that corresponds with their choice of desired item (eg coloured pencils/toy/hair ties etc) Each week, on parade, students with a “Gem” have the chance for their Gem to be drawn out of the Gem box to win the desired prize. When announced, the student’s name is read out along with the expectation that was met and the referring staff member. Student success is recognised weekly awards on parade and twice a term celebration for positive behaviour.

Responding to unacceptable behaviour
Students come to school to learn. Behaviour support represents an important opportunity for learning how to get along with others. Each class teacher follows the school expectations at the commencement of the school year in line with SWPBS. Three levels of “Sapphires” are given to each class for use as a visual reminder for students progressing up or down the sapphires. All students start on the darkest sapphire (it is the most valuable) and follow the behaviour flowchart for movement and use of chill zone and reflection class. These are then explicitly taught in the class. Classroom management strategies include proactive and reactive processes for Reflection Class and Chill Zone systems. Students are encouraged to take responsibility for their own behaviour and understand that their actions lead to consequences. The three school expectations are reinforced in the classroom and enacted throughout the school environment.

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

Our preferred way of re-directing low-level problem behaviour is to ask them to think of how they might be able to act more safely, more respectfully or more responsibly. This encourages students to reflect on their own behaviour, evaluate it against expected school behaviour, and plan how their behaviour could be modified so as to align with the expectations of our school community. The use of the “Chill Zone” and “Reflection Class” allows for students to consider their behaviour, how they are feeling and ways in which they can appropriately re-join the class group.
Targeted behaviour support: Responsible Thinking Room

Each year a small number of students at Serviceton South State School are identified through our data as requiring additional, targeted behavioural support. In most cases the inappropriate or unacceptable behaviour may not be immediately regarded as severe, but the frequency of their behaviours may put these students’ learning and social success at risk if not addressed in a timely manner.

Students referred to the District Behaviour Team attend their normal scheduled classes and activities with appropriate adjustments if required. However, they have increased daily opportunities to receive positive contact with adults, additional support from check-in/check-out coaches and increased opportunities to receive positive reinforcement. Where required, adjustments are made to the plan through academic support, adult mentoring, goal setting, or intensive social skills training.

The Responsible Thinking Room is coordinated by a school-based team with active administrator support and staff involvement. All staff members are provided with continuous professional development consisting of an overview of the program, the referral and response process, and the reporting responsibilities of staff and of the students being supported.

Students whose behaviour does not improve after participation in the Responsible Thinking Room whose previous behaviour indicates a need for specialised intervention, may be provided with intensive behaviour support.

Intensive behaviour support: Behaviour Support Team

Serviceton South 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 Acacia Ridge Behaviour Support Team – District Behaviour Team:

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

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

5. Consequences for unacceptable behaviour

Serviceton South 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. An Office Referral form is used to record all minor and major problem behaviour.

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 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. Office Referral form may then be issued if the behaviour continues.

Ensuring consistent responses to problem behaviour At Serviceton South State School staff members authorised to issue consequences for problem behaviour are provided with appropriate professional development and/or training. Through training activities, we work to ensure consistent responses to problem behaviour across the school.

Students also receive training about how to respond when other students display problem behaviour, and the courteous way to respond when a staff member re-directs their behaviour or consequences are applied for problem behaviour.

Major and Minor Behaviours
When responding to behaviour incidents, the staff member determines if the problem behaviour is a minor or major, with the following understanding:

- **Minor** behaviour incidents are dealt with by staff at the time it happens
- **Major** behaviour incidents are referred directly to the school Administration team

Minor behaviours are those that:

- Are minor breaches of the school expectations
- Do not harm others or cause you to suspect that the student may be harmed
- Do not violate the rights of others in a serious way
- Are not a pattern of inappropriate behaviours
- Do not require involvement from Administration staff

Major behaviours are those that:

- Significantly violate the rights of others
- Put others/self at harm
- Require the involvement of school Administration

Major behaviours result in an immediate referral to school Administration because of their seriousness. When major unacceptable behaviour occurs, staff members calmly state the behaviour and remind the student of expected school behaviour. The staff member then escorts the student to Admin / or send for Admin support. A report of the student’s behaviour is then recorded on Oneschool.

Major unacceptable behaviours may result in the following consequences;

- Warning regarding further consequences for repeated or persistent inappropriate behaviour
- Parent contact, Guidance Officer referral, behaviour team referral
- Before or after school detention
- Loss of privilege
- Restitution
- School Disciplinary Absence – suspension or recommendation for exclusion
- Behaviour Improvement Condition (BIC)

Examples of major and minor definitions:-

<table>
<thead>
<tr>
<th>Behaviour</th>
<th>Definitions</th>
<th>Examples of Major Behaviour</th>
<th>Examples of Minor Behaviour</th>
<th>Non-examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abusive language/profanity</td>
<td>Disrespectful messages including negative comments related to religion, race, gender, ethnicity, appearance, sexuality disabilities or other personal matters</td>
<td>Swearing or curse words (deliberate, directed and derogatory) Repeated name calling, directed swearing and personal attacks about self, peers and family members Saying, “F.... you” Saying “F..... off” Racial taunts</td>
<td>Swearing in conversation Swearing that is not directed at someone</td>
<td>Saying “stupid” or “ugly” and it is not directed at others</td>
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<tr>
<td>Bullying/harassment</td>
<td>Student delivers disrespectful messages (verbal or gestures) to another person that includes: threats or intimidation, obscene gestures, texts, emails, pictures or written notes (Disrespectful messages include negative comments based on race, religion, gender, appearance, ethnicity, disabilities or other personal matters)</td>
<td>Repeated and/or escalating verbal abuse Inappropriate touching of others Sexual comments / pictures which are used to intimidate Repeated verbal and physical threats to harm another person Encouraging/supporting inappropriate behaviour in other people (bystander behaviour)</td>
<td>Teasing or taunting low level comments unwanted verbal or emotional advances name calling</td>
<td>One off comments / physical incidents not resulting in harm</td>
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<td>Combustibles</td>
<td>Student is in possession of substances/objects capable of causing bodily harm or property damage</td>
<td>Matches, lighters Firecrackers Gasoline Lighter fluids Aerosol sprays (including deodorants), spray paint</td>
<td>Finding a combustible item in the school grounds and surrendering it to the office</td>
<td>Refusal to follow directions due to skill deficit ie inability to complete task/direction Culturally sensitive behaviours Scan &amp; wait time</td>
</tr>
<tr>
<td>Defiance Disrespect</td>
<td>Persistent refusal to follow directions combined with a rebellious attitude</td>
<td>Persistently yelling at an adult Leaving class without permission Continuing to walk away when addressed by an adult (after being instructed to come back) Overt; “I’m not f..ing doing this”. “No, &amp; you can’t f…ing make me” Repeatedly refusing to follow directions Failure to adhere to school policy</td>
<td>Rolling eyes Smirking Making faces Walking away when addressed by an adult Saying “I’m bored” “Do I have to”? Student engages in brief or low intensity failure to respond to adult request but eventually responds</td>
<td>Refusal to follow directions due to a skill deficit ie inability to complete task/direction Culturally sensitive behaviours Scan &amp; wait time</td>
</tr>
<tr>
<td>Disruption non-compliance work refusal</td>
<td>Persistent behaviour causing an interruption to learning causing the teacher to stop teaching Yelling/ screaming/persistent talking over others Persistent calling out non curriculum related issues Turning over furniture/property damage Student does not respond to redirection Persistent disruption to game</td>
<td>Inappropriate, non-related comments Touching other people or their property Throwing objects without intent Calling out Leaving chair without permission Tapping on the classroom window/door Saying, “This is stupid”; “I’m not doing it”; “You can’t make me”; “I don’t care”</td>
<td>Making loud noises which are disability related ie tics Calling out answers to questions through enthusiasm Not arriving with materials due to factors outside their control Students who have difficulty maintaining focus due to medical, emotional or educational needs. Not completing work due to a</td>
<td></td>
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<tr>
<td>Section</td>
<td>Description</td>
<td>Examples</td>
<td></td>
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</tbody>
</table>
| **Fighting/physical aggression**     | Physical contact with intent or outcome of causing injury or harm to others | The following actions are done with intent;-  
  Hitting  
  Punching, choking  
  Kicking  
  Spitting, scratching  
  Hitting using an object  
  Actions using sharp/dangerous objects | The following actions are done in a non-serious but inappropriate physical manner  
  Shoving others when lining up  
  Pushing someone who then falls over  
  Play fighting  
  Pushing and shoving in a game  
  Horseplay that does not escalate  |
| **Non-verbal Aggression**            | Non-verbal physical aggression including targeted gestures and body actions (e.g. throat slashing, sexual gestures, inappropriate gestures) | Targeted physical gestures towards another, aimed at intimidating or causing distress  
  Repeated targeted sexual gesturing towards another with the intent of causing distress or intimidation | One off physical gestures without targeting an individual or the intent to cause distress |
| **Property damage/vandalism**        | Students participating in an activity that results in destruction or disfigurement of property | Breaking classroom items with intent  
  Throwing desks, chairs, classroom equipment and breaking these items  
  Throwing rocks, sticks, objects with intent to damage  
  Computer misuse resulting in breakage  
  Graffiti  
  Damaging school property with intent | Accidental breakage through rough behaviour  
  Throwing items with intent that do not break or hurt  
  Ripping work  
  Kicking/throwing other people’s property | Kicking ball into a window during a game |
| **Substance misuse**                 | Student is involved in a process of consuming (past, present); dealing or in possession of alcohol, tobacco, drugs or paraphernalia | Any alcoholic products or illegal drugs, brought into the school grounds  
  Attending school seemingly under the influence of alcohol or a drug  
  Misuse of prescribed/non-prescribed medication  
  Child brings cigarettes to school  
  Child smokes at school | Drinking energy drinks eg; V, Mother  
  Prescribed medication accompanied by a doctor’s letter and with parent consent – this is to be kept at the office  
  Where a medical condition exists  
  Asthma puffer, cough lozenges | |
| **Theft**                            | The acquisition of other’s property without permission and with intent to permanently deprive | Knowingly taking or receiving another’s property without the owners’ permission  
  Removing property from another’s school bag or desk and hiding or keeping item | Having knowledge of stolen property and not disclosing  
  Accidental taking someone’s property through (joking around) and returning without prompting | |
| **Truancy**                          | Unexplained absence/s without parent’s knowledge | Leaving school without permission  
  Repeated failure to attend classes  
  Repeated absence from school without parent permission | Deliberate failure to return to class after an acceptable amount of time eg after breaks or going to the toilet during class time.  
  Authorised cool down time  
  At an official school appointment eg. Guidance Officer  
  Absence due to health/medical reasons or |
Unsafe behaviour

<table>
<thead>
<tr>
<th>Reason</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Behaviour which endanger self or others</td>
<td>Climbing on structures to an unsafe height and refusing direction to get down. Repeated use of equipment unsafely eg, inappropriate use of power points, fans, scissors.</td>
</tr>
<tr>
<td>Riding skateboards/scooters/bikes in grounds</td>
<td>Running on the cement</td>
</tr>
<tr>
<td>Being in 'out of bounds' areas</td>
<td>Climbing on the outside of the stair railing</td>
</tr>
<tr>
<td>Pushing to get into line</td>
<td>Making unintentional contact with peers as part of a game – bumping into someone</td>
</tr>
<tr>
<td>Sitting on the port racks</td>
<td>Playing ball games out of the designated areas</td>
</tr>
</tbody>
</table>

Weapons

<table>
<thead>
<tr>
<th>Reason</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student is in possession of knives, guns (real or look alike) or other objects presumed to be or capable of causing bodily harm</td>
<td>Bringing guns, knives, other potentially dangerous items to school</td>
</tr>
<tr>
<td>Using an item as a weapon to harm or threaten to harm</td>
<td>Bringing a non-dangerous knife to school for the purpose of cutting up lunch or a cooking task</td>
</tr>
<tr>
<td>Bringing a cultural item (which could be considered a weapon) to school for a curriculum task.</td>
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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. Staff members are trained in non-violent crisis intervention strategies.

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).

**Reinforcement and Correction Strategies**

- 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 unacceptable behaviour then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour.

**Follow Up Strategies**

- Restore normal school operations as soon as possible.
- Provide post incident opportunities that include:
  - Assisting any distressed student/s to access appropriate support, e.g. Guidance Officer.
  - Assisting the individual 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.
  - Recording a reflection or individual learning plan to assist the student to develop a personal framework of expectations and appropriate actions.

**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 Serviceton South 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:
• School Incident Report (optionally Appendix 4) or on OneSchool providing sufficient detail to enable judicial review
• Student Record of Incident (as per process for Natural Justice) either in the school report with reference to student statements, or separately by student report, as appropriate.

7. Network of student support
Students at Serviceton South 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
• School Chaplain
• Community Engagement Officer

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 & PCYC
• 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.

Serviceton South 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:
  o express opinions in an appropriate manner and at the appropriate time
  o work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation, and
  o receive adjustments appropriate to their learning and/or impairment needs,
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
Weapons Act 1990
Work Health and Safety Act 2011
Work Health and Safety Regulation 2011
Right to Information Act 2009
Information Privacy (IP) Act 2009

10. Related procedures
- Safe, Supportive and Disciplined School Environment
- Inclusive Education
- Enrolment in State Primary, Secondary and Special Schools
- Student Dress Code
- Student Protection
- Hostile People on School Premises, Wilful Disturbance and Trespass
- Police and Child Safety Officer Interviews with Students, and Police Searches at State Educational Institutions
- Acceptable Use of the Department's Information, Communication and Technology (ICT) Network and Systems
- Managing Electronic Identities and Identity Management
- Appropriate Use of Mobile Telephones and other Electronic Equipment by Students
- Temporary Removal of Student Property by School Staff

11. Some related resources
- Schoolwide Positive Behaviour Support
- Code of Conduct for School Students Travelling on Buses
- National Safe Schools Framework
- Working Together resources for schools
- Cybersafety and schools resources
- Bullying. No way!
- Take a Stand Together

12. Endorsement

Principal
P&C President or Chair, School Council
Assistant Regional Director

Effective Date: …………………. to …………………..
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 disciplinary consequences.

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 Serviceton South State School. Students using personal technology devices to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks etc) to disseminate to others (including distribution by phone or internet posting) build 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 school student who uses a personal technology device to record private conversations, ordinary school activities (apart from social functions like graduation ceremonies) or violent, illegal or
embarrassing matter capable of bringing the school into public disrepute is considered to be in breach of this policy.

Even where consent is obtained for such recording, the school will not tolerate images or sound captured by personal technology devices on the school premises or elsewhere being disseminated to others, if it is done for the purpose of causing embarrassment to individuals or the school, for the purpose of bullying\(^1\), 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 proposal/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 the Queensland Police Service.

**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.

\(^1\) Education Queensland does not tolerate bullying behaviour at schools. This includes bullying conducted by electronic means.
Special Circumstances Arrangement
Students who require the use of a personal assistive 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.

Inappropriate behaviour outside of school hours
Students may receive disciplinary consequences for bullying or cyberbullying or other inappropriate online behaviour that occurs out of school hours, and affects the good order and management of the school.

* Personal Technology Devices include, but are not limited to the following devices: portable gaming devices, the IPhone, IPod, IPod Touch or IPad, Tamagotchi® and similar games, laptop computers, PDAs, Blackberries®, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile telephones and devices of a similar nature.
Appendix 2

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

**Purpose**

1. Serviceton South State School strives to create positive, predictable environments for all students at all times of the day. The disciplined 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 Serviceton South 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 Serviceton South State School include name-calling, taunting, mocking, making offensive comments, kicking, hitting, pushing, choking, 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 Serviceton South 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 Serviceton South 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 3 school expectations and have been taught the expected behaviours attached to each rule in all areas of the school
   - All students have been or are being taught the specific routines in the non-classroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms
   - All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the non-classroom areas of the school
   - A high level of quality active supervision is a permanent staff routine in the non-classroom areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the non-classroom areas.

9. Cyberbullying often does not occur at school. Students are explicitly taught Cybersafety for example how to safely conduct and internet search, what cyberbullying is and what they should do if they receive unwanted messages including for example:
   - Not to respond to messages but keep them to report to parents and/or teachers immediately
   - Report any instances they see as a bystander of cyberbullying to parents and/or teachers immediately.

Serviceton South State School will then investigate and respond to any incident of cyberbullying.

10. 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.
11. 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.

12. 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.

13. Serviceton South State School will take part in the National Day of Action Against Bullying and Violence on the third Friday of March each year. This is to highlight the importance of bullying issues within our school community and what our school is doing to prevent this.

14. 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 Serviceton South 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’.

15. Serviceton South 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.
WORKING TOGETHER TO KEEP SERVICETON SOUTH STATE SCHOOL SAFE

We can work together to keep knives out of school. At SERVICETON SOUTH STATE SCHOOL

- Every student has the right to feel safe and be safe at school.
- No knives are allowed to be taken to school by students.
- There is no reason for a student to have a knife at school, and it is against the law for a student to have a knife at school.

If a student has a knife a school, they can expect serious consequences, such as fines and possibly jail. Longer jail sentences can be given to young people if someone is injured with a knife during an assault.

What kinds of knife are banned?

- No knives of any type are allowed at school, including flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives or craft knives, or any item that can be used as a weapon, for example a chisel.
- Knives needed for school activities will be provided by the school, and the use of them will be supervised by school staff.
- In circumstances where students are required to have their own knives or sharp tools for particular subjects or vocational courses, the school will provide information about the procedures for carrying and storing these items at school.

The Principal can take action against a student who brings a knife to school.

- If a student has a knife at school, principals can inform the police.
- Possessing a knife at school may result in serious disciplinary consequences such as short or long term suspension.
- Police can search a student and their property at school if they suspect a student has a knife.
- A student may be charged with a criminal offence and may face serious consequences if convicted, including a fine or jail.
- School property such as desks or lockers may be searched if the principal suspects that a student has a knife on or in school property.
- If the principal suspects the student has a knife in their bag, the bag may be temporarily confiscated until police arrive.
- If the student does have a knife at school, it can be confiscated by the principal and given to the police.

How can parents help to keep Serviceton South State School safe?

- Make sure your child knows what the laws and rules are about knives.
- Do not include knives or knife tools in children’s lunch boxes, pencil cases or craft kits.
- Contact your school principal if you believe your child is being bullied or threatened at school.
- If you want to talk about students and knives at school, please contact the Principal.
# Appendix 4

## Incident Report  
(optional)

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