

Rangeville State School's

Responsible Behaviour Plan for Students

based on *The Code of School Behaviour*



1. Vision



*Rangeville State School has as its vision students who are confident, connected, and actively involved, and who will go on to be lifelong learners. **Positive Behaviour for Learning** supports our school community – leaders, teachers, students, and families – as we work towards this vision.*

2. Purpose

Rangeville 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.

3. Consultation and data review

Rangeville State School developed this plan in collaboration with our school community. Broad consultation with parents, staff and students was undertaken through P&C, Staff, Student Council and PBL meetings. Coaching and feedback from the Regional Positive Behaviour for Learning (PBL) team and a review of school data sets from 2016 – 2017 also informed the development process.

This Plan has been endorsed by the Principal, Staff and the President of the P&C.

4. Learning and behaviour statement

Our school is committed to the Positive Behaviour for Learning process (PBL). As a PBL school, we consider everyone everywhere has a right to live and work together in a safe and supportive environment. Staff and the community of Rangeville State School have set as a priority, the development and implementation of a consistent process for the management of student behaviour. We believe that:

- Behaviour is purposeful
- We can change our own behaviour
- Rules and high expectations are important to protect the rights of the individual
- Each individual must accept responsibility and be accountable for their own behaviour
- Learning is our core business and is best achieved in a safe and supportive environment

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 Rangeville State School to create and maintain a positive and productive learning and teaching environment. Our school's expectations are aligned with the values, principles and expected standards outlined in Education Queensland's Code of School Behaviour.

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

- **Be Safe**
- **Be Respectful**
- **Be a Learner**



5. 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 Rangeville 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 which is designed to prevent problem behaviour and to provide a framework for responding to unacceptable behaviour.

A set of behavioural expectations in specific settings are aligned with our three school expectations. The RSS Universal Behaviour Expectations Matrix below outlines our agreed rules and specific behavioural expectations in all school settings.

Learners are:	ALL AREAS	CLASSROOMS	WALKWAYS AND STAIRS	PARADE	AT PLAY	TOILETS	TUCKSHOP & EATING AREAS
Be SAFE	Keep hands, feet and objects to yourself.	Sit correctly.	Keep left.	Walk in and out quietly.	Wear a hat in all outdoor play areas.	Flush the toilet then wash hands with soap and water.	Line up at the tuckshop quietly.
	Use equipment and facilities as intended.	Move as directed.	Walk in straight lines.	Give others personal space.	Leave sticks and stones on the ground.	Put paper towels in the bin.	Move immediately from the tuckshop to the eating area.
	Report any problems/concern.	Ask permission to leave and enter.	Walk one step at a time on stairs.		Play school approved games.	Keep water in the sinks.	Stay seated when eating.
	Right place, right time.						Eat your own food.
	Walk on all hard surfaces.						Use your money for yourself only.
Be RESPECTFUL	Use please, thank you and address all by their name.	Listen attentively.	Walk quietly.	Sit still and listen.	Play by the rules.	Recognise and give other people privacy.	Wait patiently in tuckshop line.

	Use kind words and kind actions.	Enter and exit room quickly and quietly.		Acknowledge achievements positively.	Look after and return play equipment.	Clean up after yourself.	Place all rubbish in bins.
	Wear the school uniform.	Allow others to learn.		Use appropriate tone for greetings.	Take turns and invite others to join in.	Wait your turn patiently and quietly.	Line up quietly before the second bell and wait for teacher instructions.
	Be honest.			Stand during the National Anthem.			Follow the eating routine - lunchboxes/water bottles.
	Respect self, others and the environment.						
Be a LEARNER	Be organised and be a problem solver.	Ask for help when needed.			Manage yourself, not others.	Report any problems.	
	Follow adult instructions promptly.	Actively participate in lessons.			Use the playground High 5.	Straight there, straight back.	
	Be on time and be prepared.				Stop play on the first bell - go to the toilet and get a drink.	Use during break times.	
	Be on task and do your best.				Line up quietly before second bell.		
	Look after your own belongings.						

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

- Clear signage throughout the school;
- PBL Noticeboard reflects the weekly expectation focus;
- Behaviour lessons conducted by Principal at assemblies;
- Classroom teachers revisit Assembly PBL focus in the classroom;
- Positive reinforcement of behaviour expectations during active supervision by staff during classroom and non-classroom activities;
- Newsletter and electronic messaging

Rangeville State School implements the following proactive and preventative processes and strategies to support student behaviour:

- Consistent application of Essential Skills for Classroom Management (ESCM) across year levels
- A dedicated section of the school newsletter, enabling parents to be actively and positively involved in school behaviour expectations.
- Regular provision of information by the school Positive Behaviour for Learning (PBL) team members to staff and parents about sharing successful practices.
- Comprehensive induction programs in our 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.

Specific policies have been developed to address:

- Acceptable use of Electronic Devices (Appendix 1);
- Rangeville State School Anti-Bullying Policy (Appendix 2);
- Appropriate Use of Social Media (Appendix 3);
- Roar Rewards Overview (Appendix 4);
- Administration Referral Form (Appendix 5);
- Buddy Class Process (Appendix 6);
- Essential Skills for Classroom Management (Appendix 7);
- Behaviour Intervention Team (Appendix 8);
- Debriefing Report (Appendix 9);
- RSS Consequences for Minor and Major Behaviours (Appendix 10);
- RSS Flow Chart for Managing Behaviour (Appendix 11);
- RSS Student Re-entry Agreement (Appendix 12).

Reinforcing expected school behaviour

At Rangeville 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; Rangeville 'Positive Paws' is in place. 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.

Rangeville Roar Stamps

Staff members enact the practice of '**positive noticing**' to encourage expected behaviours. All staff will award 'ROAR Stamps' as a part of a free and frequent process where stamps are put on to 'ROAR Cards' when staff observe students following school expectations in both classroom and non-classroom areas. This short term reward and reinforcement occurs continually throughout the day. When staff 'catch' a student following the expectations they give them a 'ROAR Stamp'.

When students are given a 'ROAR Stamp', the staff member identifies the school's expectations for which they are giving the stamp. Suggested language for acknowledging positive behaviour that reinforces specific behaviour expectations;

- ✓ *You were doing a great job picking up rubbish to help make our school a **safe** place for others to play.*
- ✓ *I really like how you are ready for the day with all of your equipment. You are showing great **respect** for your **learning**.*

As part of the process for providing medium term rewards, a menu of reinforcers for the 'ROAR Shop' is in place. Completed 'ROAR Cards' are kept in the classroom to be used as 'currency' for the 'ROAR Shop'. (Appendix 4)

The long-term reward and acknowledgement for students who consistently uphold the school's expectations to a high standard will be held at the end of each school term. Clear criteria for students to be invited to this significant event will be communicated to all student, staff and families early in each term.

Responding to unacceptable behaviour

1. Re-directing low-level and infrequent problem behaviour using *Essential Skills of Classroom Management*.

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

It is important to use calm, consistent, brief, immediate, and respectful responses to minor instances of inappropriate behaviour. Staff are encouraged to use a variety of response strategies for minor problem behaviour (e.g., **prompting, redirecting, reteaching, conversing with students, and providing choice**).

Our preferred way of re-directing low-level problem behaviour is to use the **Restorative Conversation** format listed below. Staff can also ask students to consider how they might be able to act **more safely, more respectfully or how to be a learner**. 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.

Restorative Conversations: Private, calm, positive

- *Why are we having this conversation?*
- *Are you;*
 - *Being safe?*
 - *Being respectful?*
 - *Being a learner?*
- *What should you be doing?*
- *How will you do this?*
- *Can I help you to do this?*

2. Targeted behaviour support: *Behaviour Intervention Team (BIT)*

Each year a small number of students at Rangeville State School are identified through our data as needing additional assistance such as targeted behavioural support. In most cases, the problem behaviours of these students 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 *Behaviour Intervention 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. This may include additional support from 'Check-in/Check-out' teachers and coaches thereby providing increased opportunities to receive positive reinforcement. Where required, adjustments are made by the *Behaviour Intervention Team* through academic support, adult mentoring, specialist referrals or intensive social skills training.

The *Behaviour Intervention Team* is coordinated by members of the Leadership Team with active staff involvement. All staff members are provided with continuous communication and

involvement consisting of; an overview of the program, the referral and response process, the reporting responsibilities of staff and of the students that are being supported.

Students whose behaviour does not improve after referral to the *Behaviour Intervention Team*, or whose previous behaviour indicates a need for specialised intervention, are provided with *intensive behaviour support* and an Individual Behaviour Support Plan.

3. **Intensive behaviour support:** *Intensive Behaviour Support Team (BIT + staff from the DDSW Behaviour Support Team)*

Rangeville 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 *Intensive Behaviour Support Team*:

- facilitates a Functional Behaviour Assessment for appropriate students;
- works with other staff members to develop appropriate behaviour support strategies;
- monitors the impact of support for individual students through ongoing data collection;
- makes adjustments as required for the student;
- liaises with external support agencies to provide additional support options and
- works with the Leadership Team to achieve continuity and consistency.

The *Intensive Behaviour Support Team* has a simple and quick referral system in place. Following referral, teachers contact 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 regional behavioural support staff.

5. Consequences for unacceptable behaviour

Rangeville 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 (Appendix 5) may be used to record minor and major problem behaviour. Alternatively, staff may record incidents directly onto OneSchool and refer to the aligned member of the Leadership Team. The recording of three minor behaviours (of the same kind) constitutes one major 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 Leadership Team.

When determining if the behaviour falls into the Minor or Major category, staff are to reference the Rangeville State School Majors and Minors document (see page 7 & 8) that provides explicit descriptions and examples of unacceptable behaviour and also the Rangeville State School Consequences for Minor and Major Behaviours (Appendix 10) and the Rangeville State School Behaviour Support Flow Chart. (Appendix 11).

Minor behaviours are those that:

- are minor breeches of the school rules;
- do not seriously harm others or cause you to suspect that the student may be harmed;
- do not violate the rights of others in any other serious way;
- are not part of a pattern of problem behaviours; and
- do not require involvement of specialist support staff or Leadership Team.

Minor problem behaviours may result in the following consequences:

- a minor consequence that is logically connected to the problem behaviour, such as complete removal from an activity or event for a specified period of time, partial removal (time away), individual meeting with the student, apology, restitution or detention for work completion.

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

Major behaviours are those that:

- significantly violate the rights of others;
- put others / self at risk of harm; and
- require the involvement of school Administration.

Major behaviours result in a timely referral to the Leadership Team because of their seriousness. When major problem behaviour occurs, staff members calmly state the major problem behaviour to the student and remind them of the expected school behaviour. The staff member arranges transfer to the office.

Major problem behaviours will result in one or more of the following consequences:

- **Level One:** Time in office, removal to 'Buddy Class', alternate lunchtime activities, loss of privilege, restitution, loss of break times, warning regarding future consequence for repeated offence, Parent contact, referral to Guidance Officer, referral to Intensive Behaviour Support Team, suspension from school: and/or
- **Level Two:** Students who engage in very serious problem behaviours such as major violent physical assault, or the use or supply of weapons or drugs can expect to be recommended for exclusion from school following an immediate period of suspension.

The following table outlines Rangeville State School's minor and major problem behaviours:

	Area	Minor (3 minor = 1 major)	Major
Be Safe	Bullying and Harassment		<ul style="list-style-type: none"> • Repeated teasing, physical and verbal intimidation of a student, directly, indirectly or through cyberspace.
	IT Misconduct / Mobile phone	<ul style="list-style-type: none"> • Mobile phone &/or other electronic/digital device not handed in to office by 9am. Mobile phone/ electronic devices found on person during school time without authorisation. • Rough handling of computer/digital equipment / devices e.g. banging/dropping, unplugging cords, turning switches on and off. • Drawing peer attention to inappropriate content that may have appeared during searching. • Taking photos without permission on the iPad. 	<ul style="list-style-type: none"> • Use of a mobile phone and/or electronic/digital device in any part of the school for any reason/purpose without authorisation. • Inappropriate use of personal technology devices or social networking sites. • Refusal to hand phone in to the office when directed. • Researching inappropriate content. • Using the camera on the iPad to take inappropriate pictures. • Using someone else's username and password to log onto a computer. • Sharing username with others.
	Misconduct involving object	<ul style="list-style-type: none"> • Student engages in non-serious but inappropriate physical contact using an object e.g., tapping someone with a pencil to annoy them. Swinging on rafters, climbing on fencing, sliding on railings. • Incorrect use of equipment. • Playing non approved games involving object e.g. brandy. 	<ul style="list-style-type: none"> • Deliberate actions involving serious physical contact &/or aggression using an object e.g. hitting someone with an object with the intent to cause harm.
	Physical Misconduct	<ul style="list-style-type: none"> • Minor physical contact • Playing non approved games e.g. tackle football 	<ul style="list-style-type: none"> • Actions involving deliberate physical contact e.g. physical fight, hitting, punching, kicking, scratching, pushing, tripping, biting, spitting. • Student engages in frequent unsafe activities where injury may occur.

	Possess prohibited items / prohibited items		<ul style="list-style-type: none"> • Possession or selling of drugs. Possession of weapons including knives & any other items which could be considered a weapon being taken to school.
	Substance misconduct		<ul style="list-style-type: none"> • Possession or selling of alcohol/drugs
	Threat to others		<ul style="list-style-type: none"> • Serious physical aggression or assault • Weapons (including knives, medical equipment, combustibles, or dangerous objects considered to be a weapon) being taken to school
Be Respectful	Defiant / threat/s to adults	<ul style="list-style-type: none"> • Brief refusal to follow directions (low level). 	<ul style="list-style-type: none"> • Continued refusal to follow directions, talking back and / or socially rude interactions.
	Dress code	<ul style="list-style-type: none"> • Student wears clothing that is near, but not within, the dress code guidelines defined by the school as published in school calendar. • No hat in the playground. • No shoes outside. 	<ul style="list-style-type: none"> • Continual refusal to comply with school dress code.
	Lying / Cheating	<ul style="list-style-type: none"> • Student engages in minor lying/cheating not involving any other person. 	<ul style="list-style-type: none"> • Student delivers message that is untrue, deliberately violates rules, has negative impact on, or harms others. • Stealing of lunches, money and equipment. • Plagiarism / forgery of notes.
	Property misconduct	<ul style="list-style-type: none"> • Low level misuse of property e.g. writes in pencil on furniture (removable graffiti), littering. Lack of care for environment. • Petty Theft. 	<ul style="list-style-type: none"> • Student engages in an activity that results in substantial destruction or disfigurement of property or environment. Vandalism, break & enter, wilful property damage.
	Verbal misconduct	<ul style="list-style-type: none"> • Low level language e.g. shut up, idiot, swearing to self. Inappropriate language, any mode e.g. written, verbal, gestural, use of disrespectful tone or raised voice. 	<ul style="list-style-type: none"> • Verbal messages that involve swearing or use of words in an inappropriate way directed at other individual or group. • Inappropriate, abusive, sexual, racist, foul language, aggressive, with intent to defame, harm, slander, demoralise.
Be a Learner	Disruptive	<ul style="list-style-type: none"> • Low level but inappropriate disruption e.g. off-task behaviours such as talking while the teacher is talking, tapping pencil on the desk, taking other students off task. 	<ul style="list-style-type: none"> • Repeated behaviour causing an interruption in a class or playground e.g. yelling or screaming, disrupting games, sustained out of seat behaviour etc.
	Non compliant with routine	<ul style="list-style-type: none"> • Student refuses to participate in classroom and / or school routine, refuses to work, not punctual, not in the right place at the right time, low intensity failure to respond to adult request, non-compliant, unco-operative behaviour. • Behaviour that causes safety concerns e.g. running on concrete, incorrect use of equipment, playing in toilets. 	<ul style="list-style-type: none"> • Student persistently refuses to participate in classroom and / or school routine and does so without showing respect (e.g. Student may go straight out to play and refuse to sit down during eating time, Student may refuse to go to class when directed by a staff member). • Leave class / school without permission (out of sight).
	Refusal to participate in program	<ul style="list-style-type: none"> • Student refuses to participate in classroom activities, or complete set tasks that are at an appropriate level, but does 	<ul style="list-style-type: none"> • Student continually refuses to participate in classroom activities and causes disruption for the teaching and learning

	of instruction	not disrupt others e.g. student refuses to participate in class routine or activity but sits quietly by themselves.	of the class. (e.g., student repeatedly refuses to follow the routine/expectations of the classroom and may verbalise non-compliance, e.g. <i>I'm not doing that</i> , and /or move themselves away from the rest of the class.
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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. In order to achieve this, staff members might ask students to:

- 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.

Staff are asked to use the Restorative Conversation format below:

Restorative Conversations: *Private, calm, positive*

- *Why are we having this conversation?*
- *Are you;*
 - *Being safe?*
 - *Being respectful?*
 - *Being a learner?*
- *What should you be doing?*
- *How will you do this?*
- *Can I help you to do this?*

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.

Ensuring consistent responses to problem behaviour

At Rangeville 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. The Flow Chart below summarises Rangeville State School's process for responding to problem behaviours. Please see Appendix 11.

Students also receive training in how to respond appropriately 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.

Prohibited Items Statement

Students must not bring the following items to school:

- Aerosol cans
- Chewing gum/bubble gum
- Any form of knife (i.e. Stanley knife, pocket knife, pen knives, etc.)
- Laser pointers
- Steel rulers
- Alcohol/drugs and associated equipment
- Cigarettes/lighters/matches/tobacco
- Permanent marking pens
- Weapons (objects of harm) or replicas
- Skateboards

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:

1. **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.
2. **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.
3. **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.
4. **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.
5. **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; or
- posing an immediate danger to him/herself or to others.

Appropriate physical intervention may be used to ensure that Rangeville 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 and the underlying function of the behaviour.

Physical intervention is not to be used as a response to:

- property destruction;
- school disruption;

- refusal to comply;
- verbal threats; and
- leaving a classroom or the school, unless student safety is clearly threatened.

Any physical intervention made must:

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

7. School Disciplinary Absences

School Disciplinary Absences including suspensions (1-10 day and 11-20 day) and proposal/recommendation to exclude are sanctioned options for addressing serious behaviour difficulties.

A student may be suspended on the following grounds:

- Disobedience
- Misbehaviour
- Conduct that adversely affects, or is likely to adversely affect, other students enrolled at the school
- Conduct that adversely affects, or is likely to affect, the good order and management of the school

Behaviour Categories for Suspension (1–10 days or 11–20 days)
Absences
Persistently disruptive behaviour adversely affecting others
Other conduct prejudicial to the good order of the school
Other serious conduct prejudicial to the good order of the school
Specifically:
<p>Physical Misconduct:</p> <ul style="list-style-type: none"> · Involving adults not involving an object · Involving adults involving an object · Involving students not involving an object · Involving students involving an object <p>Property Misconduct:</p> <ul style="list-style-type: none"> · Involving own property · Involving other's property <p>Substance Misconduct:</p> <ul style="list-style-type: none"> · Involving tobacco · Involving other legal substances · Involving an illicit substance <p>Verbal or Non Verbal Misconduct:</p> <ul style="list-style-type: none"> · Involving Adults · Involving Students <p>Refusal to participate in the program of instruction</p>

All students will also engage in a formal re-entry process (Appendix 13) upon returning from suspension, which aims to minimise recurrence e.g. unacceptable behaviour and involves development of a plan and commitment to acceptable behaviour. Parents are required to attend this re-entry meeting before the student's return to classes.

Record keeping

Each instance involving the use of physical intervention must be formally documented. The processes can be found at <http://ppr.det.qld.gov.au/corp/hr/workplace/Pages/Health-and-Safety-Incident-Recording,-Notification-and-Management.aspx> online.

8. Network of student support

Students at Rangeville State School are supported through positive reinforcement and a system of universal, targeted, and intensive behaviour support by:

- Parents
- Teachers
- Support Staff
- Head of Curriculum/HOSES
- Leadership Team members
- Guidance Officer/SGO
- Advisory Visiting Teachers
- DDSW PBL Team
- Positive Learning Centre Staff
- Family and Child Connect
- School Chaplain/Student welfare worker
- DDSW Engagement Hub
- School Youth Health Nurse
- Youth Support Coordinator.

External 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
- PCYC

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.

Rangeville 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 Act 2011
- Workplace Health and Safety Regulation 2011
- Right to Information Act 2009
- Information Privacy (IP) Act 2009

10. Related policies and procedures

- Statement of expectations for a disciplined school environment policy
- 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

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

Endorsement

Principal

P&C President

Effective Date: November 2018 – December 2019.

Acceptable use of electronic devices

Statement of intent

This policy reflects the importance Rangeville State School places on students displaying courtesy, consideration and respect for others whenever they are using personal technology devices. Bringing personal mobile phones 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, students must follow the school's 'Acceptable Use Policy' and are **used at their owners' risk**. No liability will be accepted by the school in the event of loss, theft or damage to any device (eg. phone, laptop, ipad, tablet), and the school encourages families to arrange for personal insurance of such devices.

Acceptable use

Students' mobile phones are to be **switched off and handed into the school office** during the school day. Upon collection when leaving the school grounds, students may turn phones on to silent setting.

Teachers will instruct students if **any** electronic devices (phone, laptop, ipad, tablet) are permitted or required for a Digital Technologies lesson or as part of a student's individual differentiated learning plan or health management plan.

Unacceptable use AT ALL TIMES

- Using in-phone cameras anywhere a normal camera would be considered inappropriate, such as in change rooms or toilets
- Mobile phone or electronic devices may not be taken into or used by students during tests or during class assessment unless expressly permitted by school staff.
- Recording in class is not permitted unless express consent is provided by the class teacher
- Using 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.
- Using mobile phones or electronic devices to disseminate inappropriate material (through text messaging, display, You Tube, internet uploading); OR knowingly being a subject of such recordings
- Sending text messages or images that contain obscene language/pictures and/or threats of violence may amount to bullying/harassment or even an offence. The school encourages the involvement of the Queensland Police Service where relevant.
- Where the outside-school use of such devices affects or is likely to affect others enrolled at school or the good order and management of the school, normal processes outlined in the Responsible Behaviour Plan will be followed.

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

Consequences for unacceptable use

Step 1- The use of mobile phones and electronic devices that contravene the school's 'Acceptable Use Policy' will lead to the student being sent to the Office and device being handed in for the day. Collection/ return to occur at the end of the school day where the device is not required for further investigation.

Step 2 - If the device has been confiscated and handed in for a **second time** it will only be returned with the presence of a parent at the end of the school day.

Step 3 – The student will be considered to have directly disobeyed a member of staff and further possible consequences as outlined in the school’s Responsible Behaviour Plan.

Invasion of privacy through the recording of personal conversations or daily activities and/or the further distribution (e.g. via Multi Media Messaging Service, Bluetooth) of such material will result in disciplinary action and contravenes the *Invasion of Privacy Act 1971*;

- The sending of text messages or posting of statements to websites that defame the school, contain obscene language and/or threats of violence may amount to bullying and or harassment or even stalking, and will be subject to disciplinary action and potentially police investigation; and
- 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.

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.

Internet Use

Students who use the Internet at school must be responsible in the choice of material they access. Sites which will not be accessed at this school are those that:

- display erotic, pornographic or sexually suggestive material.
- display violent material.
- display pictures or script that promotes racist actions or thoughts.
- display or instruct people in the use of harmful materials (eg. Drugs, weapons, explosives, etc)
- allow students to download viruses or materials containing viruses.

Inappropriate use of the Internet will incur serious consequences:

- Parents will be contacted.
- Students may be denied access to the Internet for a period as determined by school.
- Students may be placed on a behaviour contract.
- A repeat offence may lead to a suspension.
- Students found deliberately putting viruses on or damaging school computers will be charged the costs incurred in cleaning and repairing the computers and may be suspended, with the possibility of exclusion depending on the seriousness of the offence.

Rangeville State School explicitly teaches students that it is inappropriate to use any electronic device (eg. to up or download images of school personnel, students, facilities or activities, messaging/communicating/chatting to any electronic site/device) that can be perceived as portraying the school, facilities, individuals or activities in a negative light. Therefore, the school reserves the right to apply disciplinary action if students contravenes these expectations.

Rangeville State School Anti-Bullying Policy (including Cyber-Bullying)

CONTEXT

Rangeville State School supports the 'Australian Student Wellbeing Framework' and the Department's [Statement of expectations for a disciplined school environment](#) as part of our commitment to a policy of anti-bullying.

COMMITMENT

The school commits to being a:

'safe and supportive school, where the risk from all types of harm is minimised, diversity is valued, and all members of the school community feel respected and included. They can be confident that they will receive support in the face of any threats to their safety or wellbeing.' MYDCEEDYA 2011

SIGNS OF BULLYING

Students who are victims of bullying may be reluctant to tell school staff and parents may be the initial confidante. Behaviour or personality change may be other signs. Parents should also notice repeated bruises or scratches; torn clothing, continued stomach aches, avoidance of school, requests for extra money or food, or tearfulness and depression.

REPORTING BULLYING

Ideally victims should report bullying to the class teacher, Deputy Principal or Principal. However, parents often receive information first and are asked to include the following in a report to the school:

1. What happened?
2. Where and when did it happen?
3. Who was involved and who were witnesses?
4. What you suggest should be done by whom?

The school will conduct an annual survey of a sample of students to gain data about bullying related issues.

BULLYING - DEFINITIONS

Bullying is repeated verbal, physical, social or psychological behaviour that is harmful and involves the misuse of power by an individual or group towards one or more persons.

Examples:

- Repeated verbal embarrassment.
 - Forced compliance by pushing or punching.
 - Exclusion from usual playground activities.
 - Threats forcing extorting of money.
 - Repeated gestures designed to demean.
- Bullying for any reason can have long-term effects on those involved including bystanders.

Harassment involves a person annoying another person repeatedly or continually.

Discrimination It is unlawful to unfavourably treat a person based upon their race, colour, religion, gender or sexual preference.

Aggression or Violence Conflict or fights between equals and single incidents are not defined as bullying. These incidents are addressed within the 'School Behaviour Code'.

Cyber-Bullying refers to bullying through information & communication technology. Cyber-bullying is usually carried out through internet and online. Events often include teasing, making fun of, sending unwanted messages, spreading rumours and defamation.

Examples:

- Email and chat room comments to tease or embarrass a student.
- Social networking sites such as 'Facebook', websites or instant messaging to display an unwanted picture or comment.
- Mobile phone to send or record messages, texts, pictures or film clips of students.

NB - Staff require students to refrain from using mobile phones to record voice or vision at school. To do so is a breach of the Telecommunications Act.

REVIEW - The Anti-Bullying Policy is reviewed by school's Leadership Team in December each year and a brief response is included in the school's PBL Annual Implementation plan for the following year.

PREVENTION

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 school-wide 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 three school expectations and have been taught the expected behaviours attached to each rule in all areas of the school (*behaviour matrix identified in the RBP document*)
- 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.
- The lessons addressing the anti-bullying process will be taught by the Leadership Team and teachers in classrooms. At all times simultaneous instruction is our goal, in order to maintain consistency of skill acquisition across the school.
- An initial introductory lesson is delivered, which teaches the Hi-5 process to be used by all students when experiencing bullying behaviour either as a person being bullied, the person bullying or bystander. PBL lessons will also address aspects of strategies to manage bullying.
- 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.
- The anti-bullying process at Rangeville 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'.
- Rangeville State School uses behavioural data for decision-making. This data is entered into our OneSchool 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.

RESPONDING TO INCIDENTS

There are varying degrees of incidents that may constitute bullying and the school response will be appropriate to cater for this range. The school response will focus on student incidents and adults should use the appropriate Departmental grievance procedures where adults are involved.

Responses seek to restore positive relationships and enable students to learn appropriate social behaviours. Responses will be age appropriate, consider the individual circumstances of the students and involve communication with parents of both parties.

RESPONDING TO BULLYING

Low Level Incidents

Responses usually address initial reports and will involve natural justice to seek an understanding of the incident and a restorative approach to assist the learning of those involved. Consequences will be applied within the spirit of the 'Responsible Behaviour Plan' and PBL Minors & Majors Matrix.

Responses involve:

1. Establishing bullying behaviour
2. Acknowledging the harm caused
3. Defining strategies to resolve the bullying
4. Commitment to repair relationship
5. Application of consequences consistent with the 'Responsible Behaviour Plan'
6. Monitoring the agreement.

Medium Level Incidents

Responses usually address repeated behaviours and will involve natural justice to seek an understanding of the incident and a restorative approach to assist the learning of those involved. More significant consequences may be applied within the spirit of the 'Responsible Behaviour Plan' and PBL Minors & Majors Matrix.

Responses involve:

1. Recording individual written statements from the victim, perpetrator and witnesses
2. Identifying to the perpetrator the concerns raised by the victim
3. Establishing a written agreement designed to reconcile the situation
4. Commitment from parties to the agreement
5. Application of the more significant consequences consistent with the 'Responsible Behaviour Plan' and PBL Minors & Majors Matrix that may include internal suspension.
6. Negotiating how the agreement will be monitored and associated timelines

High Level Incidents

Responses usually address severe and entrenched behaviour and will involve natural justice to seek an understanding of the incident and a restorative approach to assist the learning of those involved. Significant consequences will be applied within the spirit of the Department's 'Code of School Behaviour' in alignment with the school's 'Responsible Behaviour Plan' and PBL Minors & Majors Matrix.

Responses involve:

1. Recording individual written statements from the victim, perpetrator and witnesses
2. Identifying to the perpetrator the concerns raised by the victim
3. Application of significant consequences consistent with the Department's 'Code of School Behaviour' that may include suspension or exclusion
4. Establishing a written agreement designed to reconcile the situation and to clearly state non-negotiable behaviour on the part of the perpetrator.
5. Negotiating a re-Entry meeting to implement a written agreement that will be monitored within agreed timelines
6. Commitment from the perpetrator to the written agreement prior to re-commencing school.
7. Referral to Regional Support Services, external agencies and/or Allied Health Professionals will be made for High Level Incidents.

RESPONDING TO CYBER-BULLYING

It is acknowledged that all schools need to act in cases of Cyber-Bullying involving students both within and outside of school hours and off site. Rangeville State School will be guided by the Queensland Government's response to the Queensland Anti-Cyberbullying Taskforce report— *Adjust our Settings: A community approach to address cyberbullying among children and young people in Queensland* which was released in October 2018.

The school will respond to incidents in a way consistent with other forms of Bullying and within the spirit of the three-level approach outlined on page 18.

Evidence

The school requires evidence of Cyber-Bullying and will respond providing this evidence is provided. This may include screen capture, hard copy, text messages or photographic evidence.

Compounding Cyber-Bullying

As with other forms of bullying, the victim must not contribute to, or escalate, the incident. Those contributing to the incident will be subject to the responses as outlined.

Timeliness

Victims of Cyber-Bullying must report instances and provide evidence immediately. Aged evidence or information may not be able to be accepted.

RESOURCES

A variety of resources are available to support understanding and responses to bullying. These include:

- The Student Wellbeing Hub <https://studentwellbeinghub.edu.au>
- Australia's Safe and Supportive Schools Website <http://www.bullyingnoway.gov.au/>
- Positive Behaviour for Learning - <http://behaviour.education.qld.gov.au/positive-behaviour/Pages/default.aspx>
- Alannah and Madeline Foundation <http://www.amf.org.au/AboutUs/>
- BOUNCE BACK! <http://www.bounceback.com.au/>
- FRIENDS for Life www.friendsinfo.net/index.html
- Friendly Schools and Families Program <http://www.friendlyschools.com.au/about.php>
- Kids Helpline <http://www.kidshelp.com.au/>
- MindMatters <http://www.mindmatters.edu.au/default.asp>
- ReachOut <http://au.reachout.com>
- National Centre Against Bullying <http://www.ncab.org.au/about/>

Appropriate use of Social Media

Rangeville State School embraces the amazing opportunities that technology and the Internet provide to students for learning, being creative and socialising online. Use of online communication and social media sites and applications (apps) can provide positive social development experiences through an opportunity to develop friendships and shape identities. When used safely, social media sites and apps such as Facebook, Twitter and Instagram can provide positive opportunities for social learning and development. However, inappropriate or misguided use can lead to negative outcomes for the user and others.

Rangeville State School is committed to promoting the responsible and positive use of social media sites and apps. No student of Rangeville State School will face disciplinary action for simply having an account on Facebook or other social media sites. It is inappropriate for students to request to be added to any staff members social media accounts or have or request a personal contact details (e.g. Non-EQ e-mail, personal phone numbers)

As is set out in the school policy for 'Preventing and responding to incidents of Bullying (including cyberbullying)' found at **Appendix 2**, it is unacceptable for students to bully, harass or victimise another person whether within Rangeville State School grounds or while online. Inappropriate online behaviours can have a negative impact on student learning and the good order and management of Rangeville State School, whether those behaviours occur during or outside school hours.

This policy reflects the importance of students at Rangeville State School engaging in appropriate online behaviour.

Role of social media

The majority of young people use social media sites and apps on a daily basis for school work, entertainment and to keep in contact with friends. Unfortunately, some young people misuse social media technologies and engage in cyberbullying.

- Social media by its nature will result in the disclosure and sharing of personal information. By signing up for a social media account, users are providing their personal information.
- Students need to remember that the internet is a free space and many social media sites and apps, like Twitter, have limited restrictions placed upon allowable content and regulated procedures for the removal of concerning posts.
- Social media sites and apps are designed to share online content widely and rapidly. Once students place information and/or pictures online, they have little to no control over how that content is used.
- The internet reaches a global audience. Even if students think that comments or photos have been deleted, there can be archived records of the material that will continue to be searchable into the future.
- Inappropriate online behaviour has the potential to embarrass and affect students, others and the school for years to come.

Appropriate use of social media

Students of Rangeville State School are expected to engage in the appropriate use of social media. Specific examples of appropriate use of social media sites and apps include:

- Ensuring that personal information, such as full name, address, phone number, school name and location or anyone else's personal information, is not shared.
- Thinking about what they want to say or post, and how it could be interpreted by others, before putting it online.
- Remembering that once content is posted online you lose control over it. Students should not post content online that they would be uncomfortable saying or showing to their parents' face or shouting in a crowded room.

- Remembering that it can be difficult to work out whether messages typed on social media sites and apps are meant to be funny or sarcastic. Tone of voice and context is often lost which can lead to unintended consequences.
- If students think a message may be misinterpreted, they should be cautious and make the decision not to post it.
- There is no need to respond to a cyberbully. Never provoke, or engage with, another user who is displaying inappropriate or abusive behaviour.
- Students should report cyberbullying concerns to a teacher and allow the teacher to record and deal with the online concern.

Consequences for unacceptable use

- If inappropriate online behaviour impacts on the good order and management of Rangeville State School, the school may impose disciplinary consequences for that behaviour regardless of whether the behaviour occurs during or outside of school hours.
- Disciplinary consequences could include suspension and/or exclusion. In serious cases of inappropriate online behaviour, the school may also make a report to the police for further investigation.
- Rangeville State School will not become involved in concerns of cyberbullying or inappropriate online behaviour where the incident in question does not impact upon the good order and management of the school. For example, where cyberbullying occurs between a student of this school and a student of another school outside school hours. Such an incident will be a matter for parents and/or police to resolve.

Laws and consequences of inappropriate online behaviour and cyberbullying

Inappropriate online behaviour may in certain circumstances constitute a criminal offence. Both the *Criminal Code Act 1995* and the *Criminal Code Act 1899* (Qld) contain relevant provisions applicable to cyberbullying.

The Commonwealth Criminal Code outlines a number of criminal offences concerning telecommunications services. The most relevant offence for cyberbullying is “using a carriage service to menace, harass or cause offence to another person”.

The Queensland Criminal Code contains several applicable sections for cyberbullying. Potential relevant criminal offences are:

- Unlawful stalking.
- Computer hacking and misuse.
- Possession of child exploitation material.
- Involving a child in making child exploitation material.
- Making child exploitation material.
- Distribution of child exploitation material.
- Criminal Defamation.

There are significant penalties for these offences.

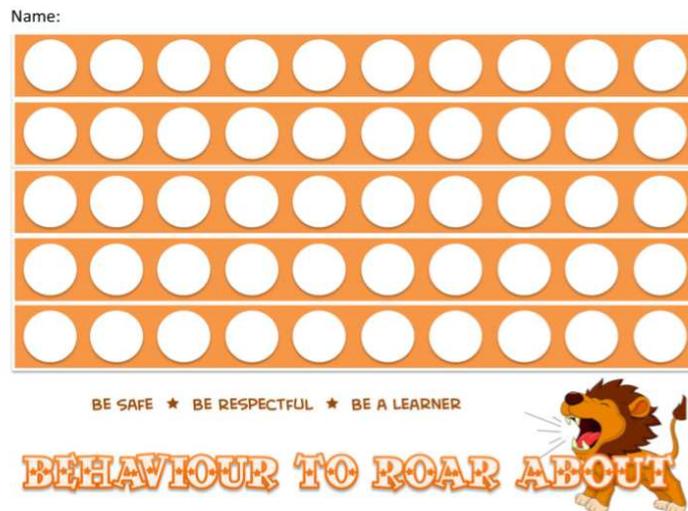
Rangeville State School strives to create positive environments for all students at all times of the day, including while online. To help in achieving this goal, Rangeville State School expects its students to engage in positive online behaviours.

Appendix 4 – Roar Rewards - Our PBL Rewards System

Our school-wide rewards system acknowledges both the whole school and individual students who have made positive progress towards displaying our school-wide behavioural expectations. The rewards system is a tiered system and has three levels which will include:

Level 1: Short Term Reward - Fast & Frequent

Roar Stamps - frequently awarded to students for displaying positive behaviour in the playground and classroom. Students who receive stamps 'collect' them on a Roar Chart which can then be redeemed at the 'Roar Shop'.



Level 2: Medium Term Reward - Roar Shop

Students can 'spend' their saved 'Roar Stamps' at the Roar Shop by referencing the Café Menu.

ROAR SHOP

MENU LIST



BRING YOUR COMPLETED
ROAR CARDS TO SPEND ON A
ROAR REWARD.



Level 3: Long Term Reward - End of term recognition at the PBL Reward Day

Students who have no more than two (2) major incidents are invited to attend the end of term PBL Rewards Day. Examples of whole school rewards include Movie & Popcorn afternoons, Whole School Picnic, Extended Play with specialised staff, Free Swimming session.

Appendix 5 – Administration Referral

Rangeville SS Administration Referral – OneSchool Guide					
Student(s): _____			Grade: _____		
Referring Staff: _____		Date: _____		Time: _____	
Location: <i>Please tick appropriate box</i>					
Toilets	Classroom	Library/Computer Lab	Playground (State Location)		
Assembly	Paved Area	Hall			
Tuckshop	P Block	Eating Area			
Front of school	Music Room	Excursion	Out of Bounds Areas		
Walkways	Covered Play Area	Pool	Other: _____		
Minor Problem Behaviour: <i>Please tick appropriate box</i>					
Not Being Safe: <input type="checkbox"/> Repeated instances of not remaining in place/on task) <input type="checkbox"/> Leaving the classroom without permission <input type="checkbox"/> Rough play (causing unintentional injury)		Not Being Respectful: <input type="checkbox"/> Repeated failure to follow adult directions/instructions <input type="checkbox"/> Minor insolence/defiance <input type="checkbox"/> Intentionally taking another students' equipment <input type="checkbox"/> Teasing/being mean/minor name calling/unacceptable language (not directed at a person)		Not Being a Learner: <input type="checkbox"/> Ongoing work avoidance <input type="checkbox"/> Non-completion of 'at level' work due to off task behaviour/ deliberate avoidance <input type="checkbox"/> Behaviour that is intended to disrupt the learning of others <input type="checkbox"/> Misuse of mobile phone	
Possible Motivation: <i>Please tick appropriate box</i>					
Avoid adults	Avoid peers	Avoid tasks / activity	Obtain adult attention	Obtain peer attention	Obtain item / activity
Staff Member's Response: <i>Please tick appropriate box</i>					
ESCM strategies	Re-directed Conferred privately with student	Time Out /Chill Out Buddy Class	Prompt -Redirect Model – Reteach - Choice	Other: (Please note)	
Major Problem Behaviour: <i>Please tick appropriate box</i>					
Not Being Safe: <input type="checkbox"/> Aggressive language & threatening peers <input type="checkbox"/> Leaving the school grounds <input type="checkbox"/> Physical misconduct causing harm (fighting) <input type="checkbox"/> Deliberate misuse of mobile phone to cause harm <input type="checkbox"/> Cyberbullying <input type="checkbox"/> School property misuse <input type="checkbox"/> Bringing weapons to school <input type="checkbox"/> Dangerous unsafe behaviour <input type="checkbox"/> Deliberate use of an object to cause harm to self/others		Not Being Respectful: <input type="checkbox"/> Continual, repeated and deliberate failure to follow a direction/ instruction/ request <input type="checkbox"/> Intentional swearing at staff and/or students/ verbal abuse <input type="checkbox"/> Intentionally taking another students' equipment <input type="checkbox"/> Harassment or Bullying <input type="checkbox"/> Vandalism <input type="checkbox"/> Elevated classroom behaviours/ violence/ <input type="checkbox"/> Theft		Not Being a Learner: <input type="checkbox"/> Truancy <input type="checkbox"/> Persistent and deliberate non-participation/refusal in a class activity <input type="checkbox"/> Persistent refusal to participate in school program <input type="checkbox"/> Major disruption <input type="checkbox"/> Consistently & intentionally late to class <input type="checkbox"/> Misuse of computers	
Possible Motivation: <i>Please tick appropriate box</i>					
Avoid adults	Avoid peers	Avoid tasks / activity	Obtain adult attention	Obtain peer attention	Obtain item / activity
Admin Response:		<input type="checkbox"/> Time Out in Office <input type="checkbox"/> Time out in Buddy room <input type="checkbox"/> Conference with student	<input type="checkbox"/> Parent Contact <input type="checkbox"/> Sent home <input type="checkbox"/> Loss of privilege	<input type="checkbox"/> Specialist referral <input type="checkbox"/> Suspension (____ days) <input type="checkbox"/> Behaviour Intervention Plan	
Parent/Carer Contact: Phone call _____ Email _____ Face to Face conversation _____ Meeting _____ Other _____					
Recorded on OneSchool: Yes / No					
Comments/Notes:					

Appendix 6

Buddy Class Process

Each class is assigned a Buddy Class with the primary purpose of building positive relationships. Having the close support of another teacher in the school has positive effects on the wellbeing of our students. It is our intention to build a sense of belonging and community across year levels

Once the teacher has tried ESCM strategies and a child has moved through the classroom management process with the problem behaviour continuing, then the staff member may send the student to Buddy Class.

- Buddy Class teacher must be phoned prior to sending a student.
- Student is sent to Buddy Class and given a Reflection Plan.
- A responsible peer or adult should accompany the student.
- Student will be sent back to class when reflection form is completed and student's behaviour has settled (not more than 20 minutes).
- If behaviour escalates or does not settle the office and class teacher must be notified.
- Reflection Plan is sent home for parent signature, returned to school, recorded on One School and **filed in student file by class teacher.**
- It is the responsibility of the class teacher to follow up non-return of paperwork.
- Reflection Plans are to be stapled to the student's letter advising the parent that they are unable to attend a PBL Reward Day or excursion/incursion or will have restrictions for the day/session.

BUDDY CLASS: PERSONAL REFLECTION PLAN

You have had three reminders and a time out in class today. Now you are required to do work and complete this plan in your buddy class.

You need to THINK about YOUR choices and what YOU have done to turn the situation around, otherwise the next step is going to the office.

Name: _____ Date: _____

What did YOU do?

What expectation did YOU choose not to follow?

Why was this choice a problem for you and others in your class?

What can YOU do to turn this situation around?

RE-ENTRY AFTER BUDDY CLASS/RESPONSIBLE THINKING

Re-entry is a CRUCIAL process to changing behaviour

Before a student re-joins the class again they must be able to articulate what they did, what they should have done, what they agree to if they re-enter and importantly what will happen if they choose the same behaviour.

Re-entry Questions:

- What did you do?
- What rule did you break?
- What can you/we do to fix it?
- What could you do instead next time?
- What should happen if this behaviour occurs again?

Only when the teacher is satisfied that the student is genuine and understands what they are to do, should they accept the student back into the class/group.

At no time should a student re-enter a class without following this process.

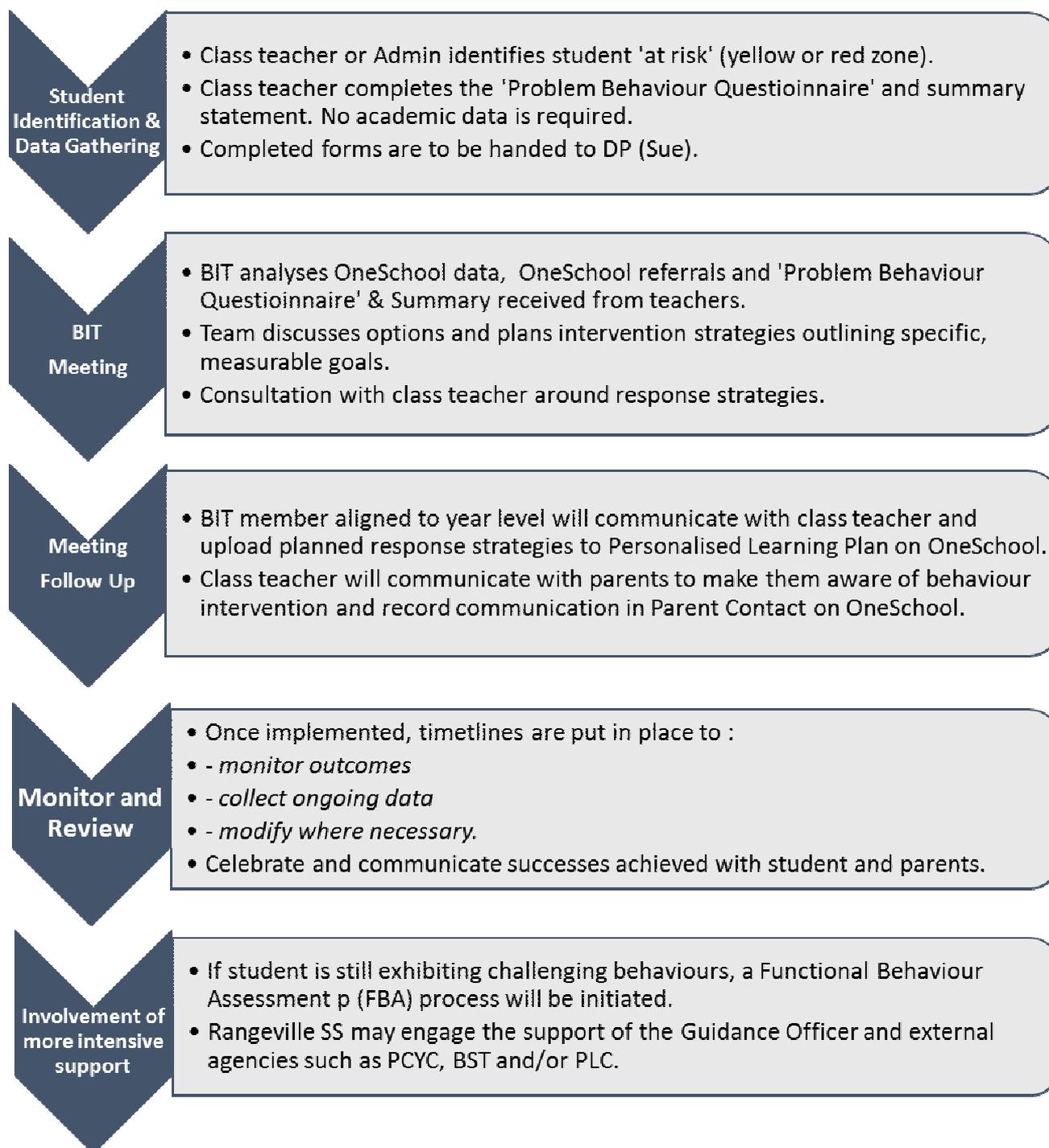
Appendix 7 – Essential Skills for Classroom Management

Focus Areas	Observable Teacher Characteristics
Skill 1: Establishing expectations	A small number of expectations are presented to students Expectations are short, simple, clear and positive Expectations are published where students can read them Expectations are referred to Expectations are modelled to students
Skill 2: Giving instructions	Non-Verbal prompts are used (e.g. attention gaining prompt) Verbal prompts are used – e.g. ‘pencils down’, ‘look here’ Instructions are clear and concise Firm, calm, measured voice is used Instructions are phrased as directions – may begin with a verb Wait and Scan is used
Skill 3: Waiting and scanning	After instruction, pause, remain quiet, scan the room Linked with descriptive encourager (on task) Linked with a redirection (clarification / off task)
Skill 4: Cueing with parallel acknowledgment	When students are off task, individual or group in close proximity and on task are acknowledged. Descriptive encouragers are used. Followed up with low key non-verbal /verbal acknowledgement when off task students become on task.
Skill 6: Descriptive encouraging	Positive student behaviour seen / heard is described exactly. Generic descriptors e.g. “Good job’, Great work’ are added Respectful, measured tone is used Used privately with individual students Used collectively to the group
Skill 7: Redirecting to the learning	Non Verbal redirection – proximity, gesture, facial expression Verbal redirection to learning ‘Joe do you need some help’? Calm, clear, firm and positive tone is used Low Level Acknowledgment is used upon return to task Redirection given again with specific instruction Take up time allowed May be linked to giving a choice

Appendix 8 – Behaviour Intervention Team

The Behaviour Intervention Team (BIT) consists of the Principal, two Deputy Principals and HOSES. The team will use OneSchool data and teacher referrals to identify and organise support for 'at risk' students. The aim of this process is to promote student learning and the formation of positive relationships at school. A response strategy will be developed by the BIT and may include both reactive and pro active responses to student behaviour. It may also include inter-agency support and support from Allied Health, medical or psychological practitioners.

The BIT will meet weekly initially, with a view to fortnightly meetings once systems are established after feedback from staff. The response strategy created by the BIT is developed in response to data and consultation. The data decision rule that will guide consideration by the BIT is **if a student has two major behaviour referrals** (as described in RSS Flow Chart) **then referral to the BIT should follow.**



Appendix 9 – Debriefing Report

Debriefing Report

Formal debriefing

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; and/or
- address organisational problems and make appropriate changes.

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

Debriefing should provide information on:

- who was involved;
- what happened;
- where it happened;
- why it happened; and
- 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?
- Would you do something differently next time?
- What could we have done to make the physical intervention less invasive?

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).

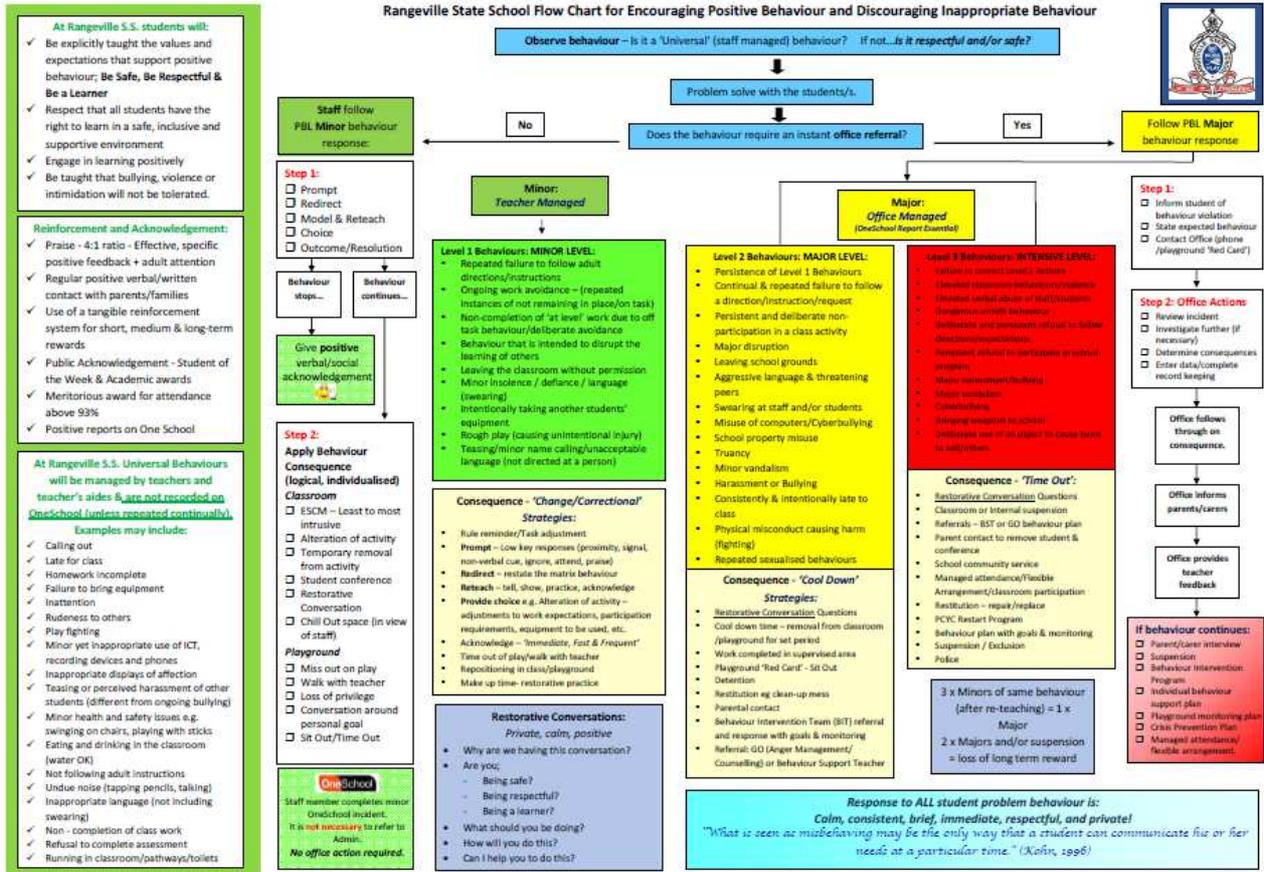
Appendix 10 – Consequences for Minor and Major Behaviours

Students come to school to learn. Behaviour support represents an important opportunity for learning how to get along with others. Listed below are some examples of behaviours and the possible consequences that may be applied. **When determining consequences, individual circumstances will always be considered.**

	Level	Example Behaviours	Possible Consequences
Universal Behaviour Support	Level 1	At this level, all students are on task and no disciplinary action is required.	<p>Positive reinforcement of appropriate behaviours and positive achievements could include:</p> <ul style="list-style-type: none"> • Verbal reinforcement • Record of achievements for formal acknowledgement (OneSchool Entry during reporting periods) • Phone calls/letters/emails to parents for good behaviours/achievements • 'Pawsitive' Postcard home • Invitation to Celebration Days
	<u>Level 2</u>	<p>Inappropriate student behaviours to be dealt with at this level may include (as an example):</p> <ul style="list-style-type: none"> • Minor incidents ignoring instruction • Lateness to class • Littering • Verbal abuse of other students • Uniform/hair/makeup/jewellery transgressions 	<p>Teacher initiated actions could include:</p> <ul style="list-style-type: none"> • Verbal negotiation • Reminder of classroom expectations • In-class separation or isolation • Removal from classroom for one-on-one resolution • Assign student to accompany you on playground duty • Assign student a lunchtime detention/duty • Contact with parents <p>If repeated applications of the above actions produce no improvement in the student's behaviour, then the student may be referred to Level 3.</p>
Targeted Support	<u>Level 3</u>	<p>Inappropriate student behaviours to be dealt with at this level may include:</p> <ul style="list-style-type: none"> • Continued level two behaviours • Repeated defiance • All forms of bullying 	<p>Deputy/Principal, in consultation with the class teacher may initiate actions which could include:</p> <ul style="list-style-type: none"> • Monitoring program • Buddy class referral – Reflection Sheet • Withdrawal from play/class • Play plan • Referral to administration • Restorative conference • Referral for assessment and specialist support – Support Teacher – Learning Difficulties, AVT, G.O. • Individual Behaviour Support Plan • Restitution/ Community Service • Parent contact • Interagency referral

Intensive Support	<u>Level 4</u>	<p>Inappropriate student behaviours to be dealt with at this level may include:</p> <ul style="list-style-type: none"> • Continued level three behaviours • Stealing • Truancy • Physical aggression • Smoking • Vandalism • Verbal abuse of teachers 	<p>Initiated actions in response to inappropriate student behaviour may include:</p> <ul style="list-style-type: none"> • Parent/carer interview • Referral to outside agency • Suspension (internal or external) • Loss of privileges • Restorative conference on return from suspension • Police notification
	<u>Level 5</u>	<p>Inappropriate student behaviours to be dealt with at this level may include:</p> <ul style="list-style-type: none"> • Possession of drugs • Possession of a knife or other weapon • Supply of drugs • Use of a knife or other weapon • Violent assault 	<p>Initiated actions in response to inappropriate student behaviour may include:</p> <ul style="list-style-type: none"> • Parent/carer interview • Police notification (if illegal behaviour) (ref: http://education.qld.gov.au/health/safety/promotion/drug-education/) • Suspension in line with Education Queensland Policy SM – 16 Student Disciplinary Absences • Recommendation for exclusion in line with Education Queensland Policy SM – 16 Student Disciplinary Absences • Targeted Tier 2 & 3 PBL Support • Physical Interventions/ Restraints

Appendix 11 – Flow Chart for Managing Behaviour





Rangeville State School Student Re-entry Agreement



Surname		Given Name	
Re-entry Date		SDA Duration	
Reason for Disciplinary Absence			
Re-entry Goal(s) (include responsibilities and timeframes)			
Agreed student actions to achieve goal (include responsibilities and timeframes)			
Responsibilities of parents in assisting achievement of agreed goals			
School based actions to support student achievement of goal. (include responsibilities and timeframes)			
Possible school based actions if student breaches Re-Entry Agreement			
Additional Comments (Documents Revisited)			
Student's Signature	Parent's Signature	Deputy/Principal's Signature	
Date:	Date:	Date:	