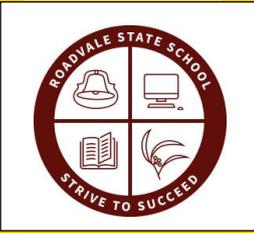


Responsible Behaviour Plan for Students



The Code of School Behaviour

Be Responsible

Be Respectful

Be An Active Learner

Be Safe

• Purpose

Roadvale 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 and our community.

• Consultation and data review

Roadvale State School developed this plan in collaboration with our school community. A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents (both positive and negative) from 2013-2017 also informed the development process.

The Plan was endorsed by the Principal, the President of the P&C and Assistant Regional Director – South East Region in November 2017, and will be reviewed in 2021 as required in legislation.

• Learning and behaviour statement

Roadvale State School is committed to providing a quality public education system that delivers opportunities for establishing strong partnerships within the school community, and in preparing students for the challenges of a changing society through dynamic curriculum and sound pedagogy.

At Roadvale State School we believe that: -

- All children can learn
- Effective teaching caters for individual needs and abilities
- Acknowledging the importance of wellbeing to the learning process
- Everyone is responsible for his or her own behaviour
- Constructive communication builds productive partnerships
- School should be a safe, supportive and disciplined environment

Rights and Responsibilities

In order to maintain a safe, supportive and disciplined learning environment, all members of the school community need to conduct themselves in a responsible manner that recognises and respects the rights of others.

Rights

Students	<ul style="list-style-type: none">• To feel safe at school• To learn in a supportive environment• To be treated with dignity and respect
Staff	<ul style="list-style-type: none">• To feel safe at school• To work in a supportive environment• To be treated with dignity and respect
Parents/Carers	<ul style="list-style-type: none">• To feel safe at school• To be kept informed of their child's progress at school• To be treated with dignity and respect

Responsibilities

Students	<ul style="list-style-type: none">• To follow the rules• To be honest• To do their personal best at all times
Staff	<ul style="list-style-type: none">• To provide a safe, supportive and orderly environment• To encourage students to do their personal best• To foster positive learning outcomes
Parents/Carers	<ul style="list-style-type: none">• To support the school's policies, programs and procedures• To work in partnership with the school to achieve the best for their child

School Rules

School and classroom rules and routines are established to protect the rights of everyone within the school community.

Be Responsible
Be Respectful
Be An Active Learner
Be Safe

- **Universal behaviour support**

Effective behaviour support includes:

Quality learning and teaching practices. Teachers at this school continually strive to improve their professional practice and reflect upon their delivery of educational services.

A balanced, relevant and engaging curriculum. Teachers at this school work collaboratively to develop integrated units of work that build on the background experiences of students and promote active investigations and learning that is connected to real life experiences.

Whole of school positive, proactive social skilling programs. The school draws on the following programs to develop positive behaviour:



Better Buddies

Helps students entering their first year of primary school to feel safe, valued and connected to the school community.

New students are paired with an older student. Younger students feel safe and cared for and older students feel valued and respected. Better Buddy sessions are held weekly with the whole school participating.

Bravehearts

Bravehearts is an age-appropriate educational program which focuses on the Prevention of Sexual Assault and Bullying. The information provided is based around body ownership and a right to be safe and helps to build self-esteem and resilience in children.

Smiling Minds

Smiling Minds is a program developed by psychologists and is based on mindfulness meditation techniques. The program is used to build, support and develop healthy minds. Students participate in meditation session as a pre-emptive mental health and wellbeing tool.

Bucket Filling

Bucket Filling is a concept used to encourage children to express kindness and appreciation by 'filling buckets'. Filling people's buckets encourages positive behaviour in students.

High 5 Problem Solving Strategy

The High 5 strategy is a school wide positive support program. This is a process for children to use when they come across a problem.

If you have a problem at school, use the High 5 and stay cool.

1. Talk Friendly
2. Talk Firmly
3. Ignore
4. Walk Away
5. Report or Tell



Positive Behaviour for Learning

Using collected data, Positive Behaviour for Learning facilitates explicit teaching of expected behaviours.

The school reinforces the positive behaviours of students through school-wide acknowledgement for positive behaviour:

- Be **R**esponsible
- Be **R**espectful
- Be An **A**ctive Learner
- Be **S**afe

Students receive verbal recognition, hand gestures, tokens, stickers, trophies, Student of the Week, newsletter recognition and sticker reward charts.

Four school-wide rules

Roadvale State School has developed the following four school-wide rules to facilitate good behaviour:

- Be **R**esponsible
- Be **R**espectful
- Be An **A**ctive Learner
- Be **S**afe

To assist the implementation of these rules, a Roadvale State School Behaviour Expectations Matrix outlining expectations for behaviour in each of the school settings has been developed and available in all classrooms.

Behaviour Management Flowchart

Roadvale State School makes systematic efforts to prevent both minor and major student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When unacceptable behaviour occurs, students experience predictable consequences through the following Roadvale State School Behaviour Management Flowchart in both the classroom and the playground: **Appendix 6**.

Student Leadership Program

At Roadvale State School, we focus on developing our student leadership skills through formal leadership opportunities and practical leadership experiences. Our approach recognises that students can be leaders across many different areas, and that leadership skills learnt in primary school can lay the foundations for future leadership opportunities.

Leadership Characteristics

- Responsibility
- Confidence
- Co-operation
- Integrity
- Resilience
- Creativity
- Organisation
- Emotional Awareness (of self and others)
- Openness (to new ideas and alternative points of view).

The following represents the leadership opportunities and the leadership experiences implemented at Roadvale State School. These are regularly reviewed.

Leadership Opportunities include:

- School Leaders
- Student Council
- Older Buddies

Leadership Experiences include:

- Leading whole school assembly
- Presenting or performing at assemblies and official functions
- Older Buddy
- Meeting and guiding visitors around the school
- Camps (Leadership, Teamwork, Resilience and Personal Responsibility)
- Curriculum involvement
- Leadership Training
- Sports Day

We expect a high standard of leadership from our student leaders. Student leadership roles are positions of responsibility and involve leading by positive example. Should a student leader not display appropriate leadership and responsibility his/her leadership badge and duties may be suspended.

• Targeted behaviour support

Targeted behaviour support

Each year, a small number of students at Roadvale State School are identified through our data as needing additional support in the form of secondary 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 may receive support from a Guidance Officer (on request), or from personnel from regional areas such as a Behaviour Support Teacher. Students receiving this support will have an Individual Plan activated, with the support of parents and staff.

At times, students receiving targeted behaviour support may require intensive behaviour support.

● **Intensive behaviour support**

Roadvale 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.

- works with other staff members to develop appropriate behaviour support strategies;
- monitors the impact of support for individual students through continuous data collection;
- makes adjustments as required for the student; and
- works with the School Behaviour Team (activated as required) to achieve continuity and consistency⁹⁸⁷
-

As a small school, Roadvale State School does not maintain a permanent School Behaviour Team. Analysis and monitoring of student behaviour data is conducted by the Principal, who elects to activate the School Behaviour Team as the need arises. The team meets on request to handle referrals made. Following referral, the Principal contacts parents and relevant staff members to form a support team and begin the assessment and support process. Once activated, the support team also includes individuals from other agencies working with the student and their family, school principal and regional behaviour support staff.

Personal Property

Temporary Removal of Student Property by School Staff

Under certain conditions, the Principal or Staff of Roadvale State School have the power to temporarily remove property from a student. If the property is illegal to possess, likely to threaten the safety or wellbeing of students or staff, or is reasonably suspected to have been used to commit a crime, the principal will retain the property for handing to police. The principal and staff do not have the authority to open, examine or otherwise deal with the property without the consent of the student or a parent of the student. For example, a principal or staff member who removes a mobile phone from a student is not authorised to unlock the phone or to read, copy or delete messages stored on the phone.

Under normal circumstances the principal and staff are not permitted to search student property (e.g. a student's school bag) unless they have the student's consent or the consent of their parents. There may, however, be emergency circumstances where it is necessary to search a student's property without consent of the student or consent of the student's parents. Emergency circumstances include where the life or welfare of a student or students is at immediate risk. The principal, or staff, do not require students consent to search school property, such as lockers or desks being used by the student.

In the case of temporary removal of student property by the principal or school staff, the property will be handed to administration staff (unless in the case the property is illegal to possess, likely to threaten the safety or wellbeing of students or staff, or is reasonably suspected to have been used to commit a crime). Parents or caregivers of the students will be informed by telephone or in writing that property has been temporarily removed is available for collection at the conclusion of the school day following removal. Only parents or caregivers of the student will be able to collect the property.

Property of students that has been removed by the principal or school staff which remains unclaimed for more than three months will be deemed as abandoned and will be disposed of or donated to charity at the discretion of the principal.

5. Emergency or critical incident responses

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

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

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

Basic defusing strategies

Avoid escalating the problem behaviour

Avoid shouting, cornering the student, moving into the student's space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language.

Maintain calmness, respect and detachment

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

Approach the student in a non-threatening manner

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

Follow through

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

Debrief

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

Physical Intervention

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

- physically assaulting another student or staff member
- posing an immediate danger to him/herself or to others

Appropriate physical intervention may be used to ensure that Roadvale 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
- take into account the age, stature, disability, understanding and gender of the student

Record keeping

Each instance involving the use of physical intervention must be formally documented. The following records must be maintained:

- [incident report \(OneSchool\)](#);
- a debriefing report (for student and staff)

6. Consequences for unacceptable behaviour

Roadvale 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. Major behaviour incidents are entered on the student's individual record on the OneSchool data system.

Minor and major behaviours

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

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

Minor behaviours are those that:

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

Minor problem behaviours may result in the following consequences:

- A minor consequence logically connected to the problem behaviour, such as complete removal from an activity or event for a specified period of time, 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 student is displaying
 2. asks student to name expected school behaviour
 3. states and explains expected school behaviour if necessary
 4. gives positive verbal acknowledgement for expected school behaviour

Major behaviours are those that:

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

Major behaviours result in an immediate referral to Administration because of their seriousness. When major problem behaviour occurs, staff members calmly state the major problem behaviour and remind the student of expected school behaviour. The staff member then completes a behaviour incident record using the OneSchool system and initiates a referral to administration staff.

Major problem behaviours may result in the following consequences:

- **Level One:** Time in office, removal to another room, alternate lunchtime activities, loss of privilege, restitution, reflection sheet, loss of break times, warning regarding future consequence for repeated offence, attend Buddy Class
- **Level Two:** Parent contact, referral to Guidance Officer, develop a behaviour plan, referral to Intensive Behaviour Support Team, School Disciplinary Absence and/or develop a Behaviour Plan
- **Level Three:** 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 a proposal to exclude the student from school.

School Disciplinary Absences (suspension and exclusion)

School Disciplinary Absences are applied after consideration has been given to all other responses and if the welfare and safety of other students and/or staff are at risk. While School Disciplinary Absences may be applied in the early, middle or senior phases of learning, the age and maturity of students, timing of the decision, individual circumstances relating to the student and the needs and rights of school community members are all considered in their application.

Grounds for suspension:

- disobedience
- misconduct
- other conduct of the student that is prejudicial to the good order and management of the school or state schools

Grounds for exclusion:

A student may be suspended with a proposal to exclude as per the grounds outlined for suspension, but the student's disobedience, misconduct or any other conduct must be so serious that suspension of the student is inadequate in regard to the misbehaviour.

The principal will only recommend the exclusion to their supervisor if they believe it would be inappropriate for the principal to make the decision in that particular instance.

Roadvale State School implements the following proactive and preventive processes and strategies to support student behaviour:

- The school newsletter, enabling parents to be actively and positively involved in school behaviour expectations, including performance data related to behaviour
- Principal's regular provision of information to staff and parents, and support to others in sharing successful practices
- Comprehensive induction programs in the Roadvale State School Responsible Behaviour Plan for Students delivered to new students and families 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.

BEHAVIOUR EXPECTATIONS MATRIX						
	ALL AREAS	CLASSROOM & LIBRARY	EATING TIME / PLAYGROUND	TOILETS	ENTERING SCHOOL/ LEAVING SCHOOL/BIKE RACKS/	ON THE BUS
BE RESPONSIBLE	<ul style="list-style-type: none"> Ask permission to enter and leave the classroom Be on time Be in the right place at the right time I follow directions given by school staff 	<ul style="list-style-type: none"> Be prepared Complete set tasks Keep work space tidy Be honest 	<ul style="list-style-type: none"> Be a problem solver Return equipment to appropriate place 	<ul style="list-style-type: none"> I report inappropriate behaviour immediately 	<ul style="list-style-type: none"> I follow the correct procedure for all correspondence I put my own lunch in the fridge I move & stay in the correct area to wait 	<ul style="list-style-type: none"> I make sure my name is marked on the bus roll I check others are being safe I am Cyber Safe
BE RESPECTFUL	<ul style="list-style-type: none"> I respect others' personal space and property I care for all equipment I clean up after myself I use polite language I wait my turn I follow directions given by school staff 	<ul style="list-style-type: none"> I sit still when I'm working at a desk I enter and exit room in an orderly manner 	<ul style="list-style-type: none"> I only eat my own food I play fairly: I take turns, I invite others to join in and I follow game rules I am a good sportsperson I care for school equipment, others' property and the environment 	<ul style="list-style-type: none"> I respect the privacy of others I wait patiently for a free toilet I leave the toilets tidy 	<ul style="list-style-type: none"> I walk my bike/scooter when I'm leaving school I talk & walk quietly around the office area 	<ul style="list-style-type: none"> I let the bus driver do their job I listen to school staff instructions
BE AN ACTIVE LEARNER	<ul style="list-style-type: none"> I am an active participant I let the teacher teach I give my full effort I am a team player I take responsibility for my own learning and behaviour I am in the right place at the right time I cooperate with school staff and other students I am prepared for activities I stop and think before I do I am accountable for the decisions I make 	<ul style="list-style-type: none"> I have a go at new activities I challenge myself and work as hard as I can I am organised and ready to learn I am on time to class and finish activities in time I focus on my own work I do my best to stay on task I think about what I'm going to do I think about what I'm going to say I keep comments and questions on topic I listen to all speakers 	<ul style="list-style-type: none"> I return to class promptly I organise required equipment I think about healthy lunch choices I am a problem solver I try new games and activities 	<ul style="list-style-type: none"> I use break time for toilets when possible 	<ul style="list-style-type: none"> I arrive at school between 8:30 and 8:50am and attend the library or undercover area I prepare for class I leave school promptly I take my homework home and bring it back on time I return library books on time 	<ul style="list-style-type: none"> I know the road safety rules I know the bus safety rules
BE SAFE	<ul style="list-style-type: none"> I use equipment properly I put things away when I'm finished using them I keep hands, feet and objects to myself I walk on hard surfaces 	<ul style="list-style-type: none"> I raise my hand to speak I respect others' right to learn I talk in turns I use my whole body to listen I walk indoors Enter and exit a room in an orderly manner 	<ul style="list-style-type: none"> I sit down to eat my lunch I only participate in school approved games I wear shoes and socks at all times I am sun safe; wear a broad brimmed hat I play in play areas 	<ul style="list-style-type: none"> I wash my hands when I'm finished I don't touch things I shouldn't I walk 	<ul style="list-style-type: none"> I only use my own bike/scooter I wear a helmet when I should Walk my bike/scooter to and from the gate I obey crossing rules I watch out for vehicles 	<ul style="list-style-type: none"> I always wear my seatbelt I only sit on a seat I keep the windows closed I enter and exit the bus when I'm instructed

These expectations are communicated to students via a number of strategies, including: Lessons conducted by classroom teachers. Reinforcement of learning from lessons on School Assemblies and during active supervision by staff during classroom and non-classroom activities.

		Examples of major and minor problem behaviours:		
Area	Minor			Major
Being Responsible	Class tasks	<ul style="list-style-type: none"> Not completing set tasks that are at an appropriate level Refusing to work 		
	Being in the right place	<ul style="list-style-type: none"> Not being punctual (e.g. lateness after breaks) Not in the right place at the right time. 	•	<ul style="list-style-type: none"> Leaving class without permission (out of sight) Leaving school without permission
	Follow instructions	<ul style="list-style-type: none"> Low intensity failure to respond to adult request Non compliance Unco-operative behaviour 	•	<ul style="list-style-type: none"> Continual non compliance
	Accept outcomes for behaviour	<ul style="list-style-type: none"> Minor dishonesty Copying 	•	<ul style="list-style-type: none"> Major dishonesty Plagiarism Cheating on exams and assignments.
	Rubbish	<ul style="list-style-type: none"> Littering 	•	•
	Mobile Phone	<ul style="list-style-type: none"> Mobile phone switched on in any part of the school at any time without authorisation (written permission from an authorised staff member) 	•	<ul style="list-style-type: none"> Use of a mobile phone in any part of the school for voicemail, email, text messaging or filming purposes without authorisation
Being Respectful	Verbal Misconduct	<ul style="list-style-type: none"> Inappropriate language (written/verbal) Calling out Poor attitude Disrespectful tone 	•	<ul style="list-style-type: none"> Offensive language Aggressive language Verbal abuse / directed profanity
	Non-verbal Misconduct	<ul style="list-style-type: none"> Using gestures or physical actions that causes a disruption to learning 	•	<ul style="list-style-type: none"> Use of gross non-verbal actions to disrupt learning or directed at an adult
	Property	<ul style="list-style-type: none"> Petty theft Lack of care for the environment 	•	<ul style="list-style-type: none"> Stealing / major theft Wilful property damage Vandalism
	Others	<ul style="list-style-type: none"> Not playing fairly Minor disruption to class Minor defiance Minor bullying / harassment 	•	<ul style="list-style-type: none"> Major bullying / harassment Major disruption to class Blatant disrespect Major defiance

Being an Active Learner	Non compliance	<ul style="list-style-type: none"> Not following the directions of an adult 	<ul style="list-style-type: none"> Persistent blatant refusal to follow the directions by an adult, resulting in severe interruption of others' learning running away 	
	Lateness	<ul style="list-style-type: none"> Being late to class with an invalid reason 	<ul style="list-style-type: none"> Student had not attended school for 1 day or more without a reasonable explanation 	
	Cheating	<ul style="list-style-type: none"> Copying another's work or answers, letting someone copy your work /answers 		
Being Safe	Movement around school	<ul style="list-style-type: none"> Running on concrete or around buildings Running on stairs and walkways Not walking bike in school grounds 		
	Play	<ul style="list-style-type: none"> Incorrect use of equipment Not playing school approved games Playing in toilets Out of bounds 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Throwing objects Possession of weapons Leaving the school grounds during school hours without permission
	Physical contact	<ul style="list-style-type: none"> Minor physical contact (e.g.: pushing and shoving) does not result in injury 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Serious physical aggression Fighting
	Correct Attire	<ul style="list-style-type: none"> Not wearing a hat in playground Not wearing shoes outside Not in compliance with school Dress Code 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Chronic violations of the School Dress Code
	Contraband Items	<ul style="list-style-type: none"> Bringing items not allowed at school 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Possession or selling of drugs or drug paraphernalia Bringing items that could be used as weapons

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 and refer to the Behaviour Expectations Matrix
- explain how their behaviour differs from expected school behaviour
- describe the likely consequences if the problem behaviour continues
- 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.

Ensuring consistent responses to problem behaviour

At Roadvale 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.

7. Network of student support

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

- Principal
- Parents
- Teachers
- Support Staff (BMT on request)
- Administration Officer
- Guidance Officer (on request)
- Community Policing Officer (Kalbar Police Station)

Support is also available through the following government and community agencies:

- Child and Youth Mental Health Services Queensland
- Department of Communities, Child Safety and Disability Services
- Parent Helpline (24hrs) - 1300 30 1300 (cost of local call) or www.parentline.com.au
- Kidshelpline (24 hrs) - 1800 55 1800 (free call) or <http://www.kidshelp.com.au>
- Lifeline (24hrs) - 13 11 14 or www.lifeline.org.au
- Headspace centres: Free Mental Health Support for 12-25 year olds – any issue
 - Ipswich - 26 East Street, Ipswich Ph: 3280 7900
 - Inala - 156 Inala Avenue, Inala Ph: 3727 5000
 - Southport - 126 Scarborough St, Southport Ph: 5509 5900
- eheadspace – www.eheadspace.org.au/ ph: 1800 650 890
 - Online and telephone counselling. 9am – 1am, 7 days a week.
 -

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.

Roadvale 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 nonviolent consequences for infringement of the code ranging from the least intrusive sanctions to the most stringent;
- recognising and taking into account students' age, gender, disability, cultural background, socioeconomic situation and their emotional state;
- recognising the rights of all students to:
 - express opinions in an appropriate manner and at the appropriate time;

- work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation; and
- receive adjustments appropriate to their learning and/or impairment needs.

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

- [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

This could include:

- [National Safe Schools Framework](#)
- [Working Together resources for schools](#)
- [Cybersafety and schools resources](#)
- [Bullying. No way!](#)
- [Take a Stand Together](#)
- [Safe Schools Hub](#)

The Plan was endorsed by the Principal and Roadvale State School staff, Assistant Regional Director (South East Region) in November 2017, and will be reviewed as required in legislation.

Endorsement

Principal

P&C President

Assistant Regional Director
(School Performance)

Effective Date: 15 November 2017

11. List of Appendices

Appendix 1 – Cyber Bullying

Appendix 2 - The Use of Personal Technology Devices* at School

Appendix 3 - Procedures for Preventing and Responding to Incidents of Bullying (including Cyberbullying)

Appendix 4 - Debriefing Report Guideline

Appendix 5 – Working Together

Appendix 6 – Behaviour Management Flowchart

Appendix 1

Cyber bullying

Cyber bullying is where people use electronic communication to harm others. Cyber bullies can use text messages, phone calls, email, instant messaging, social networking sites and web pages to embarrass others.

The main forms of cyber bullying are identified as:

- **Flaming:** online fights using electronic messages with angry or vulgar messages
- **Harassment:** repeatedly sending nasty, mean or insulting messages
- **Denigration:** Posting or sending gossip or rumours about a person to damage his/her reputation or friendships
- **Outing:** Sharing someone's secrets or embarrassing information or images online
- **Exclusion:** Intentionally and cruelly excluding someone from an online group
- **Cyber stalking:** Repeated, intense harassment and denigration that includes threats or creates significant fear.

Appendix 2

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.

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 to a parent or caregiver.

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

Students who have a personal technology device confiscated more than once 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 with express permission from school staff.

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 Roadvale State School Students using personal technology devices to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks etc.) for the purpose of dissemination among the student body or outside the school, by any means (including distribution by phone or internet posting) builds a culture of distrust and disharmony.

Students must not record images anywhere that recording would not reasonably be considered appropriate (e.g. in change rooms, toilets or any other place where a reasonable person would expect to be afforded privacy).

Recording of events in class is not permitted unless express consent is provided by the class teacher.

A student at school who uses a personal technology device to record private conversations, ordinary school activities (apart from social functions like graduation ceremonies) or violent, illegal or embarrassing matter capable of bringing the school into public disrepute is considered to be in breach of this policy.

Even where consent is obtained for such recording, the school will not tolerate images or sound captured by personal technology devices on the school premises or elsewhere being disseminated to others, if it is done for the purpose of causing embarrassment to individuals or the school, for the purpose of bullying¹ or harassment, including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur.

Students involved in:

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

Breach of this policy may be subject to discipline (including application of School Disciplinary Absence).

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 Queensland Police (QPS).

Text communication

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

Assumption of cheating

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

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

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

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

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

Special Circumstances Arrangement

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

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

Appendix 3

Procedures for Preventing and Responding to Incidents of Bullying

Purpose

1. Roadvale State School strives to create positive, predictable environments for all students at all times of the day. The disciplined and teaching environment that we are creating is essential to:
 - achieving overall school improvement, including the effectiveness and efficiency of our student support procedures
 - raising achievement and attendance
 - promoting equality and diversity and
 - ensuring the safety and well-being of all members of the school community.
2. There is no place for bullying in Roadvale 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 Roadvale State School include name-calling, taunting, mocking, making offensive comments, kicking, hitting, pushing, taking belongings, inappropriate text messaging, sending offensive or degrading images by phone or internet, producing offensive graffiti, gossiping, excluding people from groups, and spreading hurtful and untruthful rumours.
4. Bullying may be related to:
 - race, religion or culture
 - disability
 - appearance or health conditions
 - sexual orientation
 - sexist or sexual language
 - young carers or children in care.
5. At Roadvale 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 Roadvale State School are an addition to our already research-validated school-wide 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.

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 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 4 school rules and have been taught the expected behaviours attached to each rule in all areas of the school
 - All students have been and continue to be taught the specific routines in the non-classroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms
 - All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the non-classroom areas of the school
 - A high level of quality active supervision is a permanent staff routine in the non-classroom areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the non-classroom areas.
9. The student curriculum modules of the anti-bullying process consist of lessons taught by all teachers in all classrooms to a school-wide schedule of instruction. At all times a simultaneous focus is our goal, in order to maintain consistency of skill acquisition across the school.
10. An initial introductory lesson is delivered, which teaches the 5-step process to be used by all students when experiencing bullying behaviour either as a person being bullied, the person bullying or bystander.
11. The introductory lesson is followed by several shorter lessons, each of which focuses on one of the bullying behaviours that the school has identified and defined. These lessons include instruction on how to approach adults and also on what reactions and systemic responses they should expect from adults.
12. Research indicates that a common outcome of anti-bullying programming is an improvement in understanding of bullying but little change in the frequency or nature of actual bullying behaviour. One of the reasons cited for this outcome is the lack of behavioural rehearsal in the programming. The anti-bullying process at Roadvale State School takes care to combine knowledge with practice in a process of active learning, so that students understand by 'doing' as much as by 'knowing'.
13. Roadvale State School uses behavioural data for decision-making. This data is entered into our database on a daily basis and can be recalled as summary reports at any time. This facility allows the school to track the effectiveness of its anti-bullying process, to make any necessary adjustments, and to identify specific bullying behaviours that may need to be revisited or revised in the instructional process.

Appendix 4

Debriefing Report Guideline

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

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

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

Debriefing should provide information on:

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

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

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

Questions for staff

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

Questions for student

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

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

Appendix 5

WORKING TOGETHER TO KEEP ROADVALE STATE SCHOOL SAFE

We can work together to keep knives out of school. At Roadvale 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 at 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 including 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 Roadvale 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.
- To talk about students and knives at school, please contact The Principal.



Appendix 6 Behaviour Management FLOWCHART

Roadvale State School

Using Major/Minor Behaviour Definitions

Reference: DETE: 'Essential Skills for Classroom Management'

Consideration is given to developmental appropriateness, context & individual circumstances including disabilities

