Whitfield State School

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

1. Purpose

Whitfield 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.

2. Consultation and data review

Whitfield State School developed this plan in collaboration with our school community. Broad consultation with parents, staff and students was undertaken through survey distribution and community meetings held during February 2009.

In 2010, the school formed a Responsible Behaviour Reference Committee and members of this committee became the SWPBS Team. The SWPBS team conduct a yearly staff survey (EBS) to inform strategic actions, using information gained through an externally conducted auditing process which surveys parents, students and staff (SET) and OneSchool data to validate priorities for improvement. In Semester 1 2014, a fortnightly review process of our previous Responsible Behaviour Plan for Students was undertaken by representatives from our Responsible Behaviour Reference Committee and teaching staff.

This updated plan was endorsed by the Principal, the President of the P&C and the Assistant Regional Director in 2015, and will be reviewed in 2018 as required in legislation.

3. Learning and behaviour statement

We consider behaviour management to be an opportunity for teaching appropriate social skills and a positive mindset, as well as a means of maximising the academic success. For this reason our model of student management is informed by the School wide Positive Behaviour Support framework, which involves the development and implementation of evidenced-based interventions which focus on both social and academic outcomes.

Our Responsible Behaviour Plan outlines the scope of this positively-framed whole-school system for facilitating appropriate pro-social behaviour, whilst preventing problem behaviours and responding to unacceptable behaviours. This approach ensures that support and intervention focuses on all students in all settings, alongside ensuring that staff have clear and consistent expectations and understand their ongoing responsibilities in actively maintaining this framework.

Our school community has identified the following universal expectations to teach and promote our high standards of responsible behaviour. These are referred to as the Triple R expectations:

- Resilience
- Respect
- Responsibility
Our behaviour expectations have been agreed upon and endorsed by all staff and our school P&C. They are aligned with the values, principles and expected standards outlined in Education Queensland’s Code of School Behaviour.

They are aligned with the values, principles and expected standards outlined in Education Queensland’s Code of School Behaviour and the Statement of Expectations for a Disciplined School Environment (see section 10).

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

At Whitfield State School we have developed a continuum of support based on whole school positive intervention to address the needs of all of our students. The level of support which a student requires is informed by data.

- **Universal behaviour support – Level 1, 2 & 3**
  Support delivered to 100% of students through the teaching of expectations in the Whitfield State School Triple R program (Rights Respect Responsibility)

- **Targeted behaviour support - Level 2**
  Support for a smaller number of students or groups of students who frequently require redirection and intervention (typically 10-15% of the student population) delivered by school-based staff

- **Intensive behaviour support - Level 3**
  Individualised support for a small percentage of individual students who consistently engage in higher level problem behaviours (typically 2-5% of all students) delivered by school-based staff in collaboration with external personnel (e.g. other agencies).

These levels are described in more detail below:
**Universal Behaviour Support - Level 1**

At Whitfield State School we ensure that our standards of positive behaviour are actively communicated and explicitly taught throughout the school year. Teaching behavioural expectations is a form of universal behaviour support - a strategy directed towards all students which is designed to both prevent and reduce the likelihood of problem behaviour occurring.

A set of behavioural expectations in specific settings has been attached to each of our Triple R expectations. The School wide Expectations Matrix below outlines our agreed rules and specific behavioural expectations in all school settings.

<table>
<thead>
<tr>
<th>ALL SETTINGS @ ALL TIMES</th>
<th>CLASSROOM, TEACHING &amp; LEARNING AREAS</th>
<th>PLAYGROUNDS, OVALS, CAVMPEF, OUTSIDE CLASSROOMS DURING BREAK TIMES</th>
<th>TOILET BLOCKS</th>
<th>BUS TRAVEL &amp; EXCURSIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>RESPECT</strong></td>
<td><strong>Persist with tasks when faced with challenges</strong></td>
<td><strong>Follow the rules of designated play area</strong></td>
<td><strong>Follow appropriate toilet block rules</strong></td>
<td><strong>Consider the driver and other passengers travelling on the bus</strong></td>
</tr>
<tr>
<td>- Use personal and school property and equipment appropriately</td>
<td>- Accept and value the differences of others</td>
<td>- Choose safe games and behaviours</td>
<td>- Use the toilets for their intended purpose (no play/games)</td>
<td>- Use the Triple R whilst on excursion</td>
</tr>
<tr>
<td>- Be considerate of all members of the school community</td>
<td>- Accept and value the differences of others</td>
<td>- Show courtesy and consideration</td>
<td>- Use the toilets for their intended purpose (no play/games)</td>
<td>- Demonstrate pride whilst wearing Whitfield uniform's</td>
</tr>
<tr>
<td>- Accept and value the differences of others</td>
<td>- Show courtesy and consideration</td>
<td>- Care for the environment</td>
<td>- Use the toilets for their intended purpose (no play/games)</td>
<td>- Accept diverse perspectives</td>
</tr>
<tr>
<td>- Show courtesy to others</td>
<td>- Accept and value the differences of others</td>
<td>- Recognise the personal space of others</td>
<td>- Use the toilets for their intended purpose (no play/games)</td>
<td>- Accept diverse perspectives</td>
</tr>
</tbody>
</table>

| **RESILIENCE** | **Identify and participate in safe activities** | **Choose to play with people who play in a safe manner.** | **Negotiate and resolve conflict** | **Accept diverse perspectives** |
| - Represent Whitfield State School with pride and distinction | - Identify and participate in safe activities | - Choose to play with people who play in a safe manner. | - Negotiate and resolve conflict | - Accept diverse perspectives |
| - Care for all school community members and the environment | - Identify and participate in safe activities | - Choose to play with people who play in a safe manner. | - Negotiate and resolve conflict | - Accept diverse perspectives |
| - Interact appropriately with all members of the school community | - Identify and participate in safe activities | - Choose to play with people who play in a safe manner. | - Negotiate and resolve conflict | - Accept diverse perspectives |
| - Prepared to be an active learner | - Identify and participate in safe activities | - Choose to play with people who play in a safe manner. | - Negotiate and resolve conflict | - Accept diverse perspectives |
| - Demonstrate the Triple R of Whitfield State School | - Identify and participate in safe activities | - Choose to play with people who play in a safe manner. | - Negotiate and resolve conflict | - Accept diverse perspectives |

| **RESPONSIBILITY** | **Be ready to learn** | **Report inappropriate behaviour** | **Use the toilet facilities correctly** | **Wear correct school uniform including sun safe hat and shoes** |
| - Represent Whitfield State School with pride and distinction | - Take ownership of your learning | - Report inappropriate behaviour | - Use the toilet facilities correctly | - Wear correct school uniform including sun safe hat and shoes |
| - Care for all school community members and the environment | - Follow and act upon teacher directions/instruction | - Report any damage to school property and equipment | - Use the toilet facilities correctly | - Wear correct school uniform including sun safe hat and shoes |
| - Interact appropriately with all members of the school community | - Strive for the peak | - Wear a sun safe hat and covered shoes at all times | - Use the toilet facilities correctly | - Wear correct school uniform including sun safe hat and shoes |
| - Prepared to be an active learner | - Act in a safe way | - Play safely in designated play areas | - Use the toilet facilities correctly | - Wear correct school uniform including sun safe hat and shoes |
| - Be ready to learn | - Wear a sun safe hat and covered shoes at all times | - Walk on concrete | - Use the toilet facilities correctly | - Wear correct school uniform including sun safe hat and shoes |
| - Take ownership of your learning | - Sit when eating lunch | - Drink water | - Use the toilet facilities correctly | - Wear correct school uniform including sun safe hat and shoes |
| - Follow and act upon teacher directions/instruction | - Care for and return all equipment | - Use the toilet facilities correctly | - Wear correct school uniform including sun safe hat and shoes |
| - Strive for the peak | - Follow the rules of the playground areas | - Use the toilet facilities correctly | - Wear correct school uniform including sun safe hat and shoes |
| - Act in a safe way | - Keep the playground areas clean and free of rubbish | - Use the toilet facilities correctly | - Wear correct school uniform including sun safe hat and shoes |
These expectations are communicated to students via a number of strategies, including:

- Delivery of the Triple R program by classroom teachers;
- Reinforcement of learning from the Triple R program on School Assemblies;
- Reference to school wide expectations (acknowledgment and correction) during active supervision by staff during classroom and non-classroom activities.

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

- Establishment of a representative Schoolwide Positive Behaviour Support (SWPBS) team (including parent involvement) to develop and maintain the implementation of a positively-framed whole-school approach to student behaviour. This team also includes a designated Head of Curriculum (SWPBS Coach) to oversee the accurate development of the framework.
- A dedicated section of the school newsletter, enabling parents to be actively and positively involved in school behaviour expectations.
- School Leadership team members' regular provision of information and coaching to staff in order to facilitate and share successful practices.
- Comprehensive induction programs in the **Whitfield State School** Responsible Behaviour Plan for Students delivered to new students as well as new and relief staff.
- Individual support plans developed for students with high behavioural needs, enabling the necessary adjustments to support these students consistently across all classroom and non-classroom settings.
- Development of specific policies to address:
  - The Use of Personal Technology Devices* at School (see Appendix 1)
  - Procedures for Preventing and Responding to Incidents of Bullying (see Appendix 2)
  - Appropriate use of Social Media (see Appendix 5)

**Reinforcing expected school behaviour**

At **Whitfield State School**, the ongoing teaching of expected behaviours is supported by regular reinforcement, which provides students with behaviour-specific feedback for following our Triple R expectations.

A formal recognition and monitoring system has been developed. This reinforcement system is designed to increase the quantity and quality of positive interactions between students and staff. All staff members are trained to give consistent and appropriate acknowledgement and rewards.

**Whitfield State School Way to Go**

Staff members give Way to Go points/cards out each day to students they observe following school rules in both classroom and non-classroom settings. This reinforcement occurs continuously throughout the day. When staff members 'catch' a student following the rules they can choose to give them recognition through our Way to Go system. When students are given a Way to Go card in a non-classroom setting they give this card to their class teacher to add to their accumulating points.

Students accumulate Way to Go points in their online Way to Go profile. Students can monitor their progress using their individual log in code and redeem their points for rewards when they have enough points for their chosen available reward. Rewards are distributed to classroom teachers by the SWPBS coach.

Way to Go points/cards are never removed as a consequence for problem behaviour.

**Responding to unacceptable behaviour**

Students come to school to learn. Behaviour support represents an important opportunity for learning how to get along with others.
Re-directing low-level and infrequent problem behaviour
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 Triple R expectations.

Our preferred way of re-directing low-level problem behaviour is to prompt students to think of how they might be able to acknowledge the rights of others and act more respectfully or more responsibly. Our aim is to develop their capacity to reflect on their own behaviour, so that they increasingly develop self-monitoring and self-regulation skills.

**Targeted behaviour support: Level 2**
Each year a small number of students at Whitfield State School are identified through our data via the student services team referral process as requiring additional behavioural support in order to meet our Triple R schoolwide expectations.

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 who are identified as needing Level 2 support attend their normal scheduled classes and activities with appropriate adjustments, such as data-driven modifications to academic tasks, access to adult mentoring (opportunities to check-in with a significant staff member) and additional teaching of the Triple R program (e.g. in a small group). This ensures they have increased opportunities to succeed academically, obtain positive feedback on their social skills, access increased positive contact with adults and other students, and therefore engage more consistently as respectful and responsible learners.

The Behaviour Support Team is a school based team assisting teachers in designing appropriate interventions and may include:
- Deputy Principal
- Guidance Officer
- SWBPS Coach

Students whose behaviour does not significantly improve after this additional support is provided, or whose previous behaviour indicates a need for highly specialised intervention, are provided with intensive behaviour support.

**Intensive behaviour support (Level 3)**
Whitfield State School is committed to educating all students utilising the tiered level of support outlined on page 2. We recognise that targeted intervention (Level 2) may not be sufficient by itself in supporting students with the highest behavioural support needs.

As with the Level 2 process, these students may be identified through data (including records from a previous school) or through the school-based referral process to our Student Services Team.

For such students, more comprehensive systems of support are required which frequently necessitates the need for a team-based ‘wraparound’ approach. This involves the development of a more complex planning and implementation process with a wider level of stakeholders. This support team usually comprises:
- parents/carers
- relevant teaching staff
- individuals from other agencies already working with the student and their family
- representative from the school’s leadership team
- school-based Guidance Officer
- designated behaviour support staff

This team will oversee the development of a comprehensive support plan which:
- addresses the key antecedents and typical consequences of the problem behaviour
- outlines the modifications needed to increase the likelihood of success
• outlines the responsibilities of staff members and other stakeholders in implementing appropriate behaviour support strategies
• monitors the impact of support for individual students through continuous data collection

5. Consequences for unacceptable behaviour

Whitfield 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 process is used to record all minor and major problem behaviour.

**Minor and major behaviours**

When responding to problem behaviour the staff member first determines if the problem behaviour is minor or major, 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

**Minor** behaviours are those that:

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

**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.

  - Consequences may include, but are not limited to:
    - Rule Reminders
    - 1:1 Discussion
    - In class reflection
    - Buddy class
    - Community Service
    - Parent contact
    - Apology

**Major** behaviours are those that:

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

**Major** behaviours result in an immediate referral to the leadership team because of their seriousness. When a major problem behaviour occurs, staff members calmly state the major problem behaviour and remind the student of expected school behaviour.

**Major** problem behaviours may include, but are not limited to, the following consequences:

- Time Out
- U-Turn
- Expected Behaviour Agreement
- Supervised Play
- Alternative Lunch time
- Suspension

**Major** problem behaviours may result in the following actions

- Parent contact, alternate lunchtime/class activities, referral to Student Services Team and/or the school leadership team which may result in internal and/or external support.
The following table outlines examples of major and minor problem behaviours:

<table>
<thead>
<tr>
<th>Category</th>
<th>Minor Example</th>
<th>Major Example</th>
</tr>
</thead>
</table>
| Bullying/ Harassment            | Repeatedly over a period of time:                                                               | - Verbal - verbal insults, name-calling, spreading rumours, anonymous phone calls/texts, persuading someone else to insult someone.  
   |                                  | - Physical - Striking, throwing objects, stealing belonging, threatening or obscene gestures, getting someone else to assault someone.  
   |                                  | - Relational - Forming coalitions against someone / persuading others to exclude someone.        | - Relational - Forming coalitions against someone / persuading others to exclude someone.        
   |                                  | - Cyber- Derogatory comments on social media that directly effects the reputation of the school and members of the school. |--------------------------------------------------------------------------------------------------------|
| Defiant/ Threats to adults      | Verbally threatening to harm adult/s                                                               | - Verbally threatening to harm adult/s                                                                  |
|                                 | Using physical objects to threaten harm at adult/s                                                   |--------------------------------------------------------------------------------------------------------|
| Disruptive                      | - Calling out                                                                                     |--------------------------------------------------------------------------------------------------------|
|                                 | - Making noises                                                                                   |--------------------------------------------------------------------------------------------------------|
|                                 | - Off task talking to others                                                                      |--------------------------------------------------------------------------------------------------------|
| Dress Code                      | - Clothing that contains obscene/ offensive language/ imagery.                                     |--------------------------------------------------------------------------------------------------------|
|                                 | - Not wearing a hat in the playground                                                               |--------------------------------------------------------------------------------------------------------|
|                                 | - Not wearing shoes in the playground                                                               |--------------------------------------------------------------------------------------------------------|
| IT Misconduct                   | - Repeated use of assistive technology, for example, laptops, IPShones/other devices (for non-task related activities) despite correction. | - Malicious emails using school computers  
   |                                  | - Failing to hand in technological devices to office                                                   | - Accessing / displaying pornographic material using school computers  
   |                                  |--------------------------------------------------------------------------------------------------------| - Recording/ photographing student activity at school using mobile phone and uploading to website.  
   |                                  |--------------------------------------------------------------------------------------------------------| - Deregatory comments on social media that directly effects the reputation of the school and members of the school.  
   |                                  |--------------------------------------------------------------------------------------------------------|
| Late                            | Repeated instances of arriving late to class / school in which the student has arrived 10 minutes after period/school day commences without reasonable justification |--------------------------------------------------------------------------------------------------------|
|                                 | Repeated is deemed to be 3 times within 10 attending school days                                    |--------------------------------------------------------------------------------------------------------|
| Lying/ cheating                 | Plagiarism                                                                                       |--------------------------------------------------------------------------------------------------------|
|                                 | Accessing test-condition information from banned source e.g. Mobile phone                         |--------------------------------------------------------------------------------------------------------|
| Misconduct involving object     | Hat tiggy                                                                                         | - Throwing objects at other students with intent to harm  
   |                                  | Banned playground games such as Bull Rush, Brandy, Red Red Rover                                    | - Throwing objects as a result of their anger  
   |                                  | Throwing rocks                                                                                    | - Using objects to harm others  
<p>|                                  | Running with sticks                                                                              |--------------------------------------------------------------------------------------------------------|
| Non-Compatible with Routine     | Play games with sticks                                                                            |--------------------------------------------------------------------------------------------------------|
|                                 | Poking students with objects                                                                     |--------------------------------------------------------------------------------------------------------|
|                                 | Walking around the classroom                                                                      |--------------------------------------------------------------------------------------------------------|
|                                 | Lying down at assembly instead of sitting                                                          |--------------------------------------------------------------------------------------------------------|
|                                 | Not walking in lines properly with class                                                            |--------------------------------------------------------------------------------------------------------|
|                                 | Jumping up and hitting bars along walkways                                                        |--------------------------------------------------------------------------------------------------------|
|                                 | Running on concrete                                                                               |--------------------------------------------------------------------------------------------------------|
|                                 | Swinging on chairs                                                                                |--------------------------------------------------------------------------------------------------------|</p>
<table>
<thead>
<tr>
<th>Physical Misconduct</th>
<th>Possess Prohibited Items</th>
<th>Prohibited Items</th>
<th>Possess Prohibited Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rough play resulting in minor first aid</td>
<td>• Knife contained in bag / cigarettes in pocket.</td>
<td>• Students observed brandishing knife (with or without intent to harm/threaten) or handing out cigarettes to peers</td>
<td></td>
</tr>
<tr>
<td>Striking</td>
<td>• Pornographic images contained on mobile phone device, flash drive</td>
<td></td>
<td></td>
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<tr>
<td>throwing objects</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>threatening or obscene gestures</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>getting someone else to assault someone</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Pinching</td>
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<td></td>
<td></td>
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<tr>
<td>Biting</td>
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<td></td>
<td></td>
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<tr>
<td>Spitting on the ground</td>
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<table>
<thead>
<tr>
<th>Property Misconduct</th>
<th>Refusal to Participate in Program of Instruction</th>
<th>Substance misconduct involving illicit substance</th>
<th>Substance misconduct involving tobacco and other legal substances</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-permanent vandalism</td>
<td>• Verbal refusal</td>
<td>• Students observed using or distributing illicit substances.</td>
<td>• Students observed using or distributing cigarettes/alcoholic beverages.</td>
</tr>
<tr>
<td>Littering</td>
<td>• Repeated off-task talking/ distraction of other students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stealing belongings, including lunches</td>
<td>• Non-verbal refusal e.g. Scribbling on paper, folded arms, walking around room etc.</td>
<td></td>
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</tr>
<tr>
<td>intentionally kicking/ hiding/ wetting/ throwing other people’s belongings</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Third Minor Referral</th>
<th>Threats to Others</th>
<th>Truant/Skip Class</th>
<th>Verbal Misconduct</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Verbally / non verbally threatening to harm someone</td>
<td>• Leaving class for a brief period of time without permission e.g. to get a drink, to get something out of their school bag</td>
<td>• Swearing at a teacher or student</td>
</tr>
<tr>
<td></td>
<td>• Physically forcing someone to do something</td>
<td></td>
<td>• Audibly swearing about a teacher or student</td>
</tr>
<tr>
<td></td>
<td>• Using objects to threaten others with harm e.g. Holding stick like they are going to attempt to hit someone with it</td>
<td></td>
<td>• Sexually explicit language</td>
</tr>
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</tbody>
</table>

• Relates to documented school system involving agreed criteria for referring students who use repeated ‘minor’ behaviours

• Same behaviour previously recorded on OneSchool 3 out of 10 consecutive school days

• Walking around the school during learning time and not returning to class

• Leaves home but does not enter school grounds

• Exiting school grounds without permission during school hours
Relate problem behaviours to expected school behaviours
When responding to problem behaviours, staff members ensure that students understand the relationship of the problem behaviour to expected school behaviour. One method that staff members might use to achieve this is to have students:

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

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

Ensuring consistent responses to problem behaviour
At Whitfield 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.

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.

In the event of an emergency situation or critical incident the class teacher will phone the administration team to access support from the school leadership team. A member of the school leadership team will determine the response required. In an event requiring a whole of school response, the response will be actioned in accordance with the school's Emergency Evacuation and Lockdown Procedures policy.

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). (Appendix 4)

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 Whitfield State School's duty of care to protect students and staff from foreseeable risks of injury is met. The use of physical intervention is only considered appropriate where the immediate safety of others is threatened and the strategy is used to prevent injury.

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

It is important that all staff understand:

- physical intervention cannot be used as a form of punishment
- physical intervention must not be used when a less severe response can effectively resolve the situation
- the underlying function of the behaviour.

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

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

Any physical intervention made must:

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

Record keeping

Each instance involving the use of physical intervention must be formally documented. The 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.

Some witnessing students may be asked to complete an incident report (Appendix 3).

7. Network of student support

Students at Whitfield State School are supported through positive reinforcement and a system of universal, targeted, and intensive behaviour supports by:
- Parents
- Teachers
- Support Staff
- Heads of Curriculum
- Administration Staff
- Guidance Officer
- Advisory Visiting Teachers
- Flexible Learning Centre Staff
- Senior Guidance Officer
- Student Welfare Officer
- Adopt a Cop

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
- Wuuchooperen.

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.

Whitfield 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
- Statement of Expectations for a Disciplined School Environment
- Safe, Supportive and Disciplined School Environment
- The Code of School Behaviour
- 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
• Information Communication and Technology (ICT)
• Temporary Removal of Student Property

11. Some related resources
• Bullying, No Way!
• CyberSmart
• Schoolwide Positive Behaviour Support
• Release of Personal Student Information to Operators of School Bus Services - Code of Conduct for School Students Travelling on Buses

Endorsement

Principal

P&C President or Chair, School Council

Regional Executive Director or Executive Director (Schools)

Effective Date: November 2015 – November 2018.
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 (PTD) Banned From School
Students must not bring valuable personal technology devices like cameras, digital video cameras or MP3 players to school as there is a risk of damage or theft. Such devices will be confiscated by school staff and may be collected at the end of the day from the school office. Breaches of this prohibition may result in discipline.

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

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

Students who have a personal technology device confiscated more than once will not be permitted to have a personal technology device at school for at least one month, or longer if deemed necessary by the Principal. (Related Policy p12 Temporary Removal of Student Property)

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. No responsibility for lost or stolen personal technology devices is taken by the school. However, if they are bought to school, the following rules apply:

* Each device must be left at the office on arrival and collected on departure
* If a student has a PTD at school, in class or in the playground, a staff member will deliver it to the office. It is the student’s responsibility to collect the PTD on departure.

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 Whitfield 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 of students on their PTD at any time on school premises or while travelling to and from school. Recording of events in class is not permitted on PTD’s.

A student at school who uses a personal technology device to record private conversations, ordinary school activities (apart from social functions like graduation ceremonies**) or violent, illegal or embarrassing matter capable of bringing the school into public disrepute is considered to be in breach of this policy.
Even where consent is obtained for such recording, the school will not tolerate images or sound captured by personal technology devices on the school premises or elsewhere being disseminated to others, if it is done for the purpose of causing embarrassment to individuals or the school, for the purpose of bullying or harassment, including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur.

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

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

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

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

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

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

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

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

*Personal Technology Devices includes, but is not limited to, games devices (such as Portable gaming devices, Tamagotchi®, laptop computers, PDAs, Blackberries®, 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.*

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1 *Education Queensland does not tolerate bullying behaviour at schools. This includes bullying conducted by electronic means.*
Appendix 2

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

Purpose
1. **Whitfield 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 **Whitfield 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 **Whitfield 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 **Whitfield 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 **Whitfield 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. Lessons on bullying are part of our Triple R Program and how to prevent and respond to it is a subset of procedures that our students are already accustomed to.

Prevention

8. Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, our 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 3 school rules and have been taught the expected behaviours attached to each rule in all areas of the school
   - All students have been or are being taught the specific routines in the non-classroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms
   - All students are receiving 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. Our Triple R Program educates students on areas of bullying through lessons appropriate to the student’s age taught by all teachers in all classrooms to a school wide schedule of instruction. Lesson topics may include;
   - Prep onwards - Keeping myself safe/Positive Physical Contact, Bully Busting, Getting help for Bullying when I need it, Who can keep me safe in my community?, Why do people choose to bully others?, Teaching others about how to stay safe.
   - P-3 – What is student protection?, Being Friendly at school by using manners and kind words
   - Year 4 onwards – What is Bullying?, Cyberbullying

At all times simultaneous instruction is our goal, in order to maintain consistency of skill acquisition across the school.

10. Lessons teach students strategies to be used 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 Whitfield 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. Whitfield 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.
<table>
<thead>
<tr>
<th>Students involved (full names &amp; class):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Follow up actions:</td>
</tr>
<tr>
<td>Reported by: (Full name)</td>
</tr>
<tr>
<td>Signed: Date:</td>
</tr>
</tbody>
</table>
Appendix 4

Debriefing Report

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

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

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

Debriefing should provide information on:

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

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

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

Questions for staff

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

Questions for student

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

For students who have language or communication difficulties the debriefing process will need to be modified to accommodate their specific receptive and expressive needs.
Appendix 5

Appropriate use of social media

Whitfield 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.

Whitfield State School is committed to promoting the responsible and positive use of social media sites and apps.

No student of Whitfield State School will face disciplinary action for simply having an account on Facebook or other social media site.

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 Whitfield State School’s grounds or while online. Inappropriate online behaviours can have a negative impact on student learning and the good order and management of Whitfield State School, whether those behaviours occur during or outside school hours.

This policy reflects the importance of students at Whitfield 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 Whitfield 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. Remember, 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.

- Never provoking, or engaging with, another user who is displaying inappropriate or abusive behaviour. There is no need to respond to a cyberbully. Students should report cyberbullying concerns to a teacher and allow the teacher to record and deal with the online concern.

If inappropriate online behaviour impacts on the good order and management of Whitfield 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.

Whitfield 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 (Cth) 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.

Whitfield 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, Whitfield State School expects its students to engage in positive online behaviours.