AIRVILLE STATE SCHOOL

Always your best in a caring community campus

Responsible Behaviour Plan
based on *The Code of School Behaviour*

1. Purpose

Airville 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,

We acknowledge that if students are to become self-motivated learners, happy and confident individuals and socially responsible citizens who are able to make appropriate choices after considering consequences or possible consequences for their actions school personnel, parents, carers and students must work together as a team to consistently model and maintain acceptable standards of behaviour by all. This includes understanding, acknowledging and respecting the rights of all students to learn and the rights of all teachers to teach without disruptive behaviours hindering success and enjoyment of learning and teaching.

School personnel, parents, carers and students have a joint responsibility in promoting respect, courtesy, honesty and trustworthiness as well as encouraging students to take responsibility for their actions. Essentially, good discipline comes from the students themselves.

This Responsible Behaviour Plan for Students (RBPS) 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

Airville State School's original plan in 2006 was developed in collaboration with the school community. Broad consultation with parents, staff and students was undertaken through survey distributions and community meetings. After further community consultation and a review of school data relating to achievement, behaviour incidents, attendance and school disciplinary absences in April 2009 and February 2010 the plan was updated in 2010. This same established process has been and is continuing to be implemented to establish the current 2013 version of the Responsible Behaviour Plan for Students. Consideration has been given to the move of Year 7 students to secondary schooling in 2015.

This 2013 plan has been endorsed by the Principal and *the President of the P&C, Anna Bugeja, and the Assistant Regional Director, Kim Fredericks.*

An ongoing cycle of review and updates will occur as required in legislation. This Responsible Behaviour Plan for Students will be reviewed and adjusted in 2016.

3. Learning and behaviour statement

All areas of Airville State School are learning and teaching environments. We consider behaviour management to be an opportunity for valuable social learning as well as a means of maximising academic success. We believe that every child has the ability to learn and should be able to demonstrate progress not just academically but socially and emotionally as well.

Our practices and beliefs are influenced by the following expectations:

- Students, staff, parents and the wider community expect a high standard of behaviour and achievements of Airville students.
- Students expect that they will be actively engaged in a wide variety of inclusive and challenging intraschool, interschool and extracurricular activities. (intellectual, social and cultural)
- Children are able to play, work and communicate safely, confidently and competently across all year levels within the whole school environment . (social, intellectual & physical)
- Responses to inappropriate student behaviour must be consistent and fair while considering the rights and responsibilities of all.

School beliefs about behaviour and learning are outlined below:

- The actions of and interactions between staff, parents, other adults and students influence student behaviour and learning outcomes.
- Education is a life- long process.
- Children learn at different rates and employ different learning styles to achieve success.
- Students, parents & teachers work together to maximise educational opportunities & achievements
- A safe, comfortable, attractive environment enhances learning.
- Personal safety is a high priority.
- Appropriate behaviours must be consistently modelled, encouraged, developed and embedded in all aspects of daily life both within and outside the school environment.
- Parental consultation, support and involvement are essential components in establishing, maintaining and improving student achievements as well as a supportive school environment.
- All actions must occur within a framework of accountability.
- Individual student support plans targeting persistent and/or problematic behaviours must be consistent with the School's Plan while providing a framework to enhance the student's ability to succeed as well as maintaining a safe working environment for all.
- Students must accept responsibility for and be accountable for their actions.
- Good choices in learning and behaviour are to be rewarded, praised, recognised and celebrated.
- Every child can change.
- Behaviour is seen as separate from the child.
- All children need guidance to achieve positive change.
- The School's Code of Behaviour and rules to have the following principles embedded in it as a guide to best practices:
  - o Appendix1: Code of Behaviour
  - o Appendix2: School Rules
  - o Appendix3: Use of personal technology devices
  - o Appendix4: Cyber Bullying

Our school community values:

Honesty	Trustworthiness	Tolerance	Respect for self & others	Self-motivation
Care and compassion	Safety	Fairness	Supportiveness	Integrity
Upholding these values is achieved by: • giving others a 'fair go'. • being supportive of others. • putting in your best effort at all times. • being responsible for all you do and say. • consistently modelling, using and expecting acceptable social behaviour practices from all.				

Our Responsible Behaviour Plan outlines our system for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours. Through our school plan, shared expectations for student behaviour are plain to everyone, assisting Airville State School to create and maintain a positive and productive learning and teaching environment, where ALL school community members have clear and consistent expectations and understandings of their role in the educational process.

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

- Be safe
- Be respectful
- Be responsible

These are reflected in Airville State School's Code of Behaviour:

AIRVILLE STATE SCHOOL CODE OF BEHAVIOUR		
I WILL TREAT OTHERS AS I WOULD LIKE THEM TO TREAT ME.	- I will make sure my behaviour respects and considers others. - I will take responsibility for what I do and say. - I will be honest with myself and others. - I will give all school activities my best effort. - I will cooperate with all other people in the school community.	**I DO NOT HAVE THE RIGHT TO SPOIL ANOTHER PERSON'S DAY.**

Our school rules have been agreed upon by and endorsed by all staff and our school P&C. They are aligned with the values, principles and expected standards outlined in Education Queensland's Code of School Behaviour.
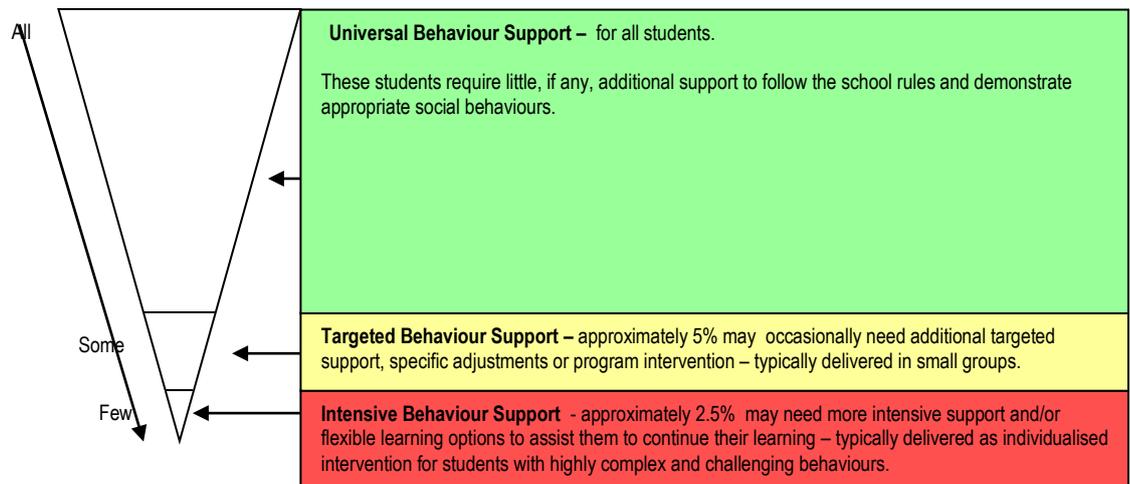
4. Processes for facilitating standards of positive behaviour and responding to unacceptable behaviour

At Airville State School, we believe that Behaviour Management should be based on being persistent, consistent and insistent. We address the behaviour support needs of all students within a whole school context. Universal Support or Primary Prevention is provided to all students at Airville State School where students are taught explicitly the expected positive behaviours as outlined in the school's Code of Conduct and School Rules.

Our School-Wide Positive Behaviour Support Program supports students at three distinct levels: universal, targeted and intensive behaviour support. Data from our school shows that approximately 90% to 95% of students will have little or no difficulty with maintaining our high standards of behaviour expectations. Approximately 5% may need some additional support and intervention on some occasions. For a variety of reasons, a small number of students (approx. 2.5%) may not respond to these early efforts and may need more intensive support to assist them to continue their learning.

Concept Map of our School Behaviour Support Plan

All

Universal Behaviour Support – for all students.

These students require little, if any, additional support to follow the school rules and demonstrate appropriate social behaviours.

Some

Targeted Behaviour Support – approximately 5% may occasionally need additional targeted support, specific adjustments or program intervention – typically delivered in small groups.

Few

Intensive Behaviour Support - approximately 2.5% may need more intensive support and/or flexible learning options to assist them to continue their learning – typically delivered as individualised intervention for students with highly complex and challenging behaviours.

Using this three-tiered approach facilitates standards of positive behaviour and responses to unacceptable behaviour
Universal, targeted and intensive behaviour support includes:

- quality learning and teaching practices
- a balanced, relevant and engaging curriculum
- supportive and collaboratively developed procedures
- the implementation of evidence-based programs
- regular monitoring an review of school procedures and programs
- professional development for all members of the school community consistent with the school's evidence based approach to promoting positive behaviour
- adoption of practices that are non-violent, non-coercive and non-discriminatory
- a continuum of whole school positive preventive action for all students.

Universal behaviour support

The first step in facilitating standards of positive behaviour is communicating those standards and expectation to all students, parents and staff. Airville State School requires the persistent and consistent support and commitment of all members of the community to work cooperatively to promote the development of positive behaviours.

At Airville State School we emphasise the importance of teaching, modelling and communicating behavioural expectations. All staff in all settings promote the development of positive behaviours. Behavioural expectations are clearly demonstrated and communicated to all students, providing all with a framework for responding to unacceptable behaviours. This universal behaviour support directed to all students is designed to prevent problem behaviours.

At the whole school level we communicate, expect, teach, model and promote the following behavioural expectations:

All areas – all the time in all places –including excursions / camps / attending school functions/ travelling on buses		
Safety	**Respect**	**Responsibility**

• Walk along walkways, paths, verandas, between buildings and in classrooms.
• Play safe, sensible, school permitted games.
• Remain within school fences at all times.
• Use equipment correctly.
• Play only in designated areas.
• Obey all bells and warning signs.
• Obey all instructions promptly.
• Keep your hands, feet and other objects to yourself at all times.
• Enter and exit rooms in an orderly manner.
• Be sun safe:
  o Wear your hat when outdoors. No hat – no play.
  o Wear a swim shirt for swimming
  o Wear sun safe clothing on free-dress days.
• Closed-in shoes to be worn. Alternative footwear is acceptable on rainy days.
• Toilets are not playing areas.
• Trees are not for climbing.
• Long hair is to be tied up or back.
• Wash hands:
  o Before eating
  o After toilet visits
• Assemble in library if arriving between 8:00am and 8:30am until dismissed by supervisor.
• No play equipment to be taken out before 9:00am or after 3:00pm.
• Wait at the bus stop at 3:00pm for parent / carer or bus transport home.
• Bike riders must wear a bike helmet.
• Bike riders must commence journey home at 3:00pm
• Banned items include: knives, matches, lighters, cigarettes, drugs, alcohol, mobile phones, Ipads, Ipods or any other objects considered dangerous or inappropriate.
	• Respect the rights of students to learn.
	• Respect the rights of teachers to teach.
	• Respect the privacy of others.
	• Respect yourself.
	• Raise your hand to speak.
	• Be a good listener.
	• Contribute appropriately to class room activities.
	• Ask permission to leave the classroom.
	• Use polite language – avoid swearing, put-downs, using insulting words, inappropriate comments.
	• Wait your turn.
	• Treat everyone with respect and courtesy.
	• Respect and protect our native animals and plants.
	• Look after and respect all property – the school's, your own and that of others.
		• Be honest.
		• Play fairly.
		• Obtain permission from class teacher before using any classroom in out-of-class times.
		• Wear the school uniform.
		• Return all borrowed equipment to their correct place.
		• Put all rubbish in bins.
		• Keep the school grounds and classrooms clean.
		• Be on time for lessons,
		• Be at the right place at the right time..
		• Be prepared for lessons.
		• Complete set tasks – including homework.
		• Use toilets appropriately.
		• Care for the environment.
		• Accept responsibility for what you do and say.
		• Follow school rules and the school's Code of Behaviour.
		• Report bullying, problems or other inappropriate behaviours to staff.
		• Sit to eat lunch in the eating area until dismissed.
		• Healthy food choices to be eaten first.
		• Bring a water bottle to school each day.
		• Wear only acceptable jewellery items to school – sleepers, studs, watches, medical bracelets, chains of religious, cultural or family significance.
		• Return all notes by the due date.
		• Attend school every day.
		• All absences must be explained by parents / carer.
		• Digital technologies and the internet may only be used for school based learning tasks.

Specific areas:

Classrooms / Learning spaces

Safety	Respect	Responsibility

• Walk .
• Obey all instructions promptly.
• Keep your hands, feet and other objects to yourself.
• Enter and exit rooms in an orderly manner.
• Be sun safe:
  ○ Wear your hat when outdoors.
  ○ Wear a swim shirt for swimming
  ○ Wear sun safe clothing on free-dress days.
• Wash hands before commencing lessons.
• Use equipment correctly.
• Wear any required safety gear.
	• Respect the rights of other students to learn.
	• Respect the rights of teachers to teach.
	• Respect the privacy of others.
	• Respect yourself.
	• Raise your hand to speak.
	• Be a good listener.
	• Contribute appropriately to activities.
	• Ask permission to leave the classroom.
	• Use polite language.
	• Wait your turn.
	• Treat everyone with respect and courtesy.
	• Look after and respect all property.
		• Be honest.
		• Take turns, include others, follow rules.
		• Obtain permission from class teacher before using any classroom in out-of-class times.
		• Return all borrowed equipment to their correct place.
		• Put all rubbish in bins.
		• Keep the classrooms clean.
		• Be on time for lessons,
		• Be at the right place at the right time.
		• Be prepared for lessons.
		• Complete set tasks – including homework.
		• Accept responsibility for what you do and say.
		• Follow school rules and the school's Code of Behaviour.
		• Report bullying, problems or other inappropriate behaviours to staff.
		• Digital technologies and the internet may only be used for school based learning tasks.

Playground / outdoor areas

Safety	Respect	Responsibility

• Walk along walkways, paths, verandas, between buildings
• Play safe, sensible, school permitted games.
• Remain within school fences at all times.
• Obey all bells and warning signs.
• Obey all instructions promptly.
• Keep your hands, feet and other objects to yourself at all times.
• Be sun safe:
  ○ Wear your hat when outdoors.
  ○ Wear sun safe clothing on free-dress days.
• Closed -in shoes to be worn to school. Alternative footwear is acceptable on rainy days.
• Trees are not to be climbed.
• No play equipment to be taken out before 9:00am or after 3:00pm..
• Use equipment correctly.
• Play in designated areas.
• Wear any required safety gear. e.g. gloves
	• Respect the privacy of others.
	• Respect yourself.
	• Be a good listener.
	• Contribute / participate appropriately to activities.
	• Use polite language.
	• Wait your turn.
	• Treat everyone with respect and courtesy.
	• Respect and protect our native animals and plants.
	• Look after and respect all property.
		• Be honest.
		• Play fairly – take turns, include others, follow rules.
		• Return all borrowed equipment to their correct place.
		• Put all rubbish in bins.
		• Keep the school grounds clean.
		• Be at the right place at the right time.
		• Care for the environment.
		• Accept responsibility for what you do and say.
		• Follow school rules and the school's Code of Behaviour.
		• Report bullying, problems or other inappropriate behaviours to staff.

Toilets		
Safety	**Respect**	**Responsibility**
• Walk • Obey all instructions promptly. • Enter and exit in an orderly manner. • Toilets are not play areas. • Wash hands: o After toilet visits • Use equipment correctly.	• Respect the privacy of others. • Respect yourself. • Wait your turn. • Treat everyone with respect and courtesy.	• Use toilets appropriately. • Accept responsibility for what you do and say. • Report any damage. • Report any inappropriate behaviours.

Bus stop / After 3:00pm pick –up area		
Safety	**Respect**	**Responsibility**
• Remain within school fences until parent / carer arrives. • Prep students to wait for parent / carer to collect them from the gate. • Obey all bells and warning signs. • Obey all instructions promptly. • Keep your hands, feet and other objects to yourself at all times. • No play equipment to be taken out. • Bike riders must wear a bike helmet when riding. • Bike riders must commence journey home at 3:00pm	• Respect the privacy of others. • Respect yourself. • Be a good listener. • Contribute appropriately to conversations. • Use polite language. • Treat everyone with respect and courtesy. • Look after and respect all property.	• Be honest. • Put all rubbish in bins. • Accept responsibility for what you do and say. • Follow school rules and the school's Code of Behaviour. • Report bullying, problems or other inappropriate behaviours to staff.

Early arrival area – Library 8:00 am- 8:30am or until dismissed by supervisor.		
Safety	**Respect**	**Responsibility**
• Walk along walkways, paths, verandas, between buildings and in library. • Obey all bells and warning signs. • Obey all instructions promptly. • Keep your hands, feet and other objects to yourself at all times. • Use equipment correctly. .	• Respect the privacy of others. • Respect yourself. • Be a good listener. • Contribute appropriately to activities. • Ask permission to leave the library. • Use polite language. • Treat everyone with respect and courtesy. • Look after and respect all property.	• Be honest. • Play fairly.. • Return all borrowed equipment to their correct place. • Put all rubbish in bins., • Be at the right place at the right time.. • Accept responsibility for what you do and say. • Follow school rules and the school's Code of Behaviour. • Report bullying, problems or other inappropriate behaviours to staff.

Eating area – healthy snack time, morning tea, lunch time.		
Safety	**Respect**	**Responsibility**

• Walk along walkways, paths, verandas, between buildings and in classrooms.
• Obey all bells and warning signs.
• Obey all instructions promptly.
• Keep your hands, feet and other objects to yourself at all times..
• Wash hands:
   o Before eating
   o After toilet visits
• No play equipment to be taken out
	• Respect the privacy of others.
	• Respect yourself.
	• Be a good listener.
	• Contribute appropriately to conversations.
	• Use polite language.
	• Treat everyone with respect and courtesy.
	• Look after and respect all property.
		• Be honest.
		• Put all rubbish in bins.
		• Be at the right place at the right time...
		• Accept responsibility for what you do and say.
		• Follow school rules and the school's Code of Behaviour.
		• Report bullying, problems or other inappropriate behaviours to staff.
		• Sit to eat in the eating area until dismissed.
		• Healthy food choices to be eaten first.

Our behavioural expectations, listed above, are communicated to students via a number of strategies, including:

- behaviour lessons conducted by classroom teachers.
- reinforcing of expectations on school assemblies.
- reinforcement of expectations during supervision by staff during classroom and non-classroom activities.
- publication of expectations and the Code of School Behaviour on the school website, in school newsletters, on posters in the classrooms as inserts for their work books.

Airville State School implements the following proactive and preventative processes and strategies to support student behaviour. We strive towards enhancing a shared understanding of, commitment to and support for the school's processes, practices and procedures associated with our Responsible Behaviour Plan for Students through:

- Implementing procedures that reflect the values of the wider school community.
- Identifying environmental factors that may trigger negative student behaviours and make appropriate changes.
- Ensuring that all staff actions and interpersonal interactions with students, other staff and parents model and promote the development of positive behaviours and are fair, just and consistent.
- Ensuring that school rules are communicated to all parents, students and staff with reminders also given on parades and in newsletters**.**
- Ensuring that the school's expectations for behaviour and learning are repeatedly reinforced by all staff and consequences are implemented consistently and fairly when correcting students.
- Using visual cues, verbal cues, prompts or gestures during structured and unstructured situations to reinforce expected positive behaviours.
- Ensuring that school rules are reflected in expectations of class rules.
- Communicating the Code of School Behaviour and the School's Responsible Behaviour Plan for Students to members of the community. (newsletters, website, interviews, classroom posters)
- Celebrating success and presenting awards via:
  - Newsletters
  - class and school assemblies
  - Student awards
  - media releases
  - Photographs
  - communications with parents
  - community celebrations.
- Encouraging and supporting students to negotiate learning tasks, processes and procedures and to provide parents with views of student work in celebrations and special events.
- Providing parents, students and staff with access to and explanations of, their rights, roles and responsibilities as active members of our community via newsletters, school brochures, P&C meetings, school website information.
- Ensuring that all staff are kept up to date about behaviour issues, harassment, bullying and violence and understand and are able to apply appropriate prevention, support and response strategies.
- Encouraging and welcoming positive parental involvement in the classroom and with extra-curricular and interschool activities.
- Making contact with parents when problems persist, using a polite & positive approach to maintain a productive partnership.
- Developing individual support profiles for students with high behavioural needs, enabling staff to make the necessary adjustment to consistently support these students within all school settings.

To facilitate the development of acceptable standards of behaviour we also:

- schedule the explicit teaching of rules, behavioural expectations and values.
- have an induction process for new students, staff and parents.
- have a school wide system of positive reinforcement.
- are aware of and implement programs to address bullying and inappropriate online behaviour.

- provide opportunities for parents to be involved with activities that promote and reinforce acceptable behaviour.

To encourage the development of positive aspirations, relationships and values we:
- establish effective classroom management systems that encourage acceptable behaviour
- implement procedures that provide students with rapid access to assistance for learning problems.

To encouraging all students to take increasing responsibility for their own behaviour and the consequences of their actions we:
- recognise that students have individual needs when developing social competencies and that not all students develop these competencies at the same pace.
- making reasonable adjustments for students as required to facilitate the development of social competencies.
- Implement procedures that emphasise teaching students new skills to meet their needs in the school environment.
- Implement procedures which recognise the importance of positive reinforcement in the teaching and learning process.

Quick reference guides have been established to support the implementation of practices and procedures. These are included as appendices to this document and include:
- The use of Personal Technology Devices at School.
- Preventing and Responding to Cyber Bullying:

A staff reference book has also been established as a quick reference guide. This booklet includes information and guidelines on:
- How to deal with bullying.
- A workable solution to bullying in schools.
- How to maintain and enhance a supportive school environment
- Procedures to Uphold the Code of Behaviour & School Rules
- Steps to better classroom management.
- Behaviour Benchmark – a checklist of expectations used to inform decision making & comments on report cards
- Infringement types, possible strategies to use and consequences. Minor / Moderate / Severe
- Notice of Behaviour Infringements and Possible Consequences: - Completed by Principal, given to parents with a request for an interview to complete a behaviour plan to support student to change behaviours.
- Behaviour Reflection Sheet: -completed & signed by student.
- Investigation of an incident or complaint: - Completed by person investigating complaint – copy to Principal– copy in student office file- information recorded on ONE SCHOOL.
- Development of Student Behaviour Plan: - Collaboratively negotiated between school, parent, child. Guidance Office and Behaviour Support Teacher may be involved – must provide opportunities for positive success, / improvement.

Other useful documents for quick reference, information and recording are:
- Notice of a student's suspension delivered to parents:
- Principal responsibility.
- Follow procedures as set out in EQ Guidelines – ONE SCHOOL
- Notice of intention to implement an exclusion: - Instigated by Principal - Processes implemented as per ONE SCHOOL.
- Staff are required to record the student's behaviour on ONE SCHOOL with the targeted support given. This is a chronological list of actions and provides information for decision making when more targeted support or action is required.

Reinforcing expected school behaviour:
At Airville State School, communication of our key messages about behaviour is supported through reinforcement which provides students with feedback for engaging in expected school behaviour. A formal recognition and monitoring system is under development. This recognition system will be implemented to increase the quantity and quality of positive interactions between students and staff. All staff members will be trained to give consistent and appropriate acknowledgement and rewards.

Students who have consistently followed the rules will be recognised at the weekly School Assembly where they will receive a certificate and have their photo taken for the newsletter.

Our school reward system consists of:
- recognition and celebration of student successes in newsletters, on parade, on the school website, media releases, communications with parents and in other school and class publications.
- a student of the week system – the process for deciding on a student of the week is currently under review and it will be re-established utilising the updated process for selection.
- stickers / high 5s / positive feedback to students.
- a system of issuing certificates will be implemented in the future.
- The One School student behaviour profile will be utilised to record positive student behaviours and achievements.

Responding to unacceptable behaviours:
Students come to school to learn. Behaviour support represents an important opportunity for learning how to get along with others and follow school rules.

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.
- Ask them to change their behaviour to reflect the school's rules and expectations

Our preferred way of re-directing low-level problem behaviour is to:
- Ask how they might have been able to act more safely / respectfully or responsibly.
- Encourage them to reflect on their behaviours and evaluate it against the school expectations.
- Collaboratively plan how their behaviour could be changed to reflect the school's plan.

Targeted behaviour support

Targeted behaviour support is implemented when students consistently breach the school's Responsible Behaviour Plan for Students. Less than 5% of Airville State School's students may occasionally need additional targeted support, specific adjustments or program intervention to ensure compliance with school behaviour expectations of safety, respect and responsibility. 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. These are identified through a referral process and data analysis.

- All staff are involved in the support of students who may require more targeted behaviour support.
- Staff meeting forums involve all staff in assisting with :
  - identifying students who may require targeted support .
  - formulating strategies for implementation.
- Teachers and other staff keep a record (ONE SCHOOL) of the student's behaviour and the targeted support to determine when more intensive support is required. (Guidance Officer, Behaviour Management Teacher, Principal, Parents, Other Government Agencies may be involved in the targeted behaviour process as well as the intensive behaviour support program.)
- Teachers implement planned and incidental strategies to teach effective work habits, develop social skills and build rapport with students.
- Contact is made with parents when problems persist with the aim being to build a productive partnership that can provide the student with opportunities to address the issues and to achieve success.
- Pre-requisites for success include:

Mutual understanding of expectations	Quality curriculum	Trust	Support	Respect	A supportive environment	Consistency

- Strategies for targeted behaviour support include:

FOCUS	STRATEGIES
Curriculum Modification	- Adjusted class work. - Working with peer support. - Working with teacher aide / learning support teacher /parent volunteer.
Verbal Reinforcements	- Positive responses and praise to compliance and improvements. - Clarification of student's understanding of expectations. - Give clear, precise instructions . - Expect positive responses to instructions.
Non-verbal Reinforcements	- Body language - Facial expressions - Gestures - Work area or desk placement within the room. - Teacher or staff position within the work or play environment.
Communication with parents	- Face to face conversations and meetings. - E-mails, phone calls or letters to parents by Principal. - Collaboration with parents to: - Formulate strategies that can be used both at home and at school to ensure consistency of approach. - Reflect on success of strategies and to modify current plans and practices.

Provide student with opportunities to improve self-esteem through taking on responsibilities within the school environment.

When a student's minor infringements continue to be reported or disruptive to classes and activities, or when minor breaches move to more serious breaches of the plan, more intensive support is put in place. Documentation to support decision making would be gained from Behaviour Profiles on ONE SCHOOL. Parents are informed of their child's behaviour record and subsequent failure to improve via personal contact or letter - if personal contact with Principal is not possible.

In consultation with the class teacher, Principal, Behaviour Support Teacher and Guidance Officer (if available) and parent an Individual Behaviour Support Plan is developed. This plan outlines support strategies, timing, personnel involved, review dates and assessment .

This support plan could include:
- Referral to Guidance Officer for assessment or counselling
- Use of a teacher aide to mentor or encourage positive behaviours within the classroom or in the playground
- Direction to the "Green Chairs" for time out thinking
- Structured break time play
    - Modification of daily timetable.
    - Daily "check-ins" with the Principal or class teacher and parent to review positive behaviours achieved as per devised Positive Behaviours Checklist.
    - Alternative timetable
    - Targeted small group social skilling.

Parental involvement and consultation must continue throughout.

The Rock and Water program will be implemented to empower students with the skills to reach a level of self-awareness, self-confidence and self-respect so they can effectively interact and adapt to the dynamic nature of today's society. Rock and Water helps students make strong individual decisions so they may develop the respect for self and others that will allow them to be worthwhile and contributing members of our society. The Rock and Water program has two main elements: Rock symbolises standing up for yourself, being strong when needed, inflexible and unmoving. Rock and Water is designed to enhance the individual's physical, psychological and emotional strengths and is achieved by concentrating on the totally non-aggressive aspects of the art form such as fitness, coordination, etiquette, goal setting, relationship management, self-discipline and protective behaviour.

Students whose behaviour does not improve or whose previous behaviour indicates a need for specialised intervention, are provided with intensive behaviour support.

Intensive behaviour support

Airville State School is committed to educating all students, including those with the highest behavioural support needs. We recognise that students with highly complex and challenging behaviours need comprehensive systems of support.

The Intensive Behaviour Support Team will:
- work with other staff members to develop appropriate behaviour support strategies.
- monitor the impact of support for individual students through continuous data collection.
- make adjustments as required for the student.
- Work with the School Behaviour Leadership Team to achieve consistency and continuity.

The Intensive Behaviour Support Team has a quick and simple referral system in place. Following referral, a team member contacts parents and any relevant staff members to form a support team and begin the assessment and support process. In many cases, the support team also includes individual from other agencies already working with the student and their family, a representative from the school's administration and district-based behavioural support staff. Referrals are kept on record on One School.

Intensive behaviour support is required for students who:
- demonstrate chronic or severe and challenging behaviours.

- are at risk of learning disengagement due to the frequency and intensity of their inappropriate behaviours.
- are at risk of causing severe injury to themselves or others.
- have had targeted support but are still at risk of significant educational underachievement due to their inappropriate behaviours.
- have needs that require him/her to have an Education Adjustment Profile as well as an Individual Behaviour Support Plan.

This level of support would occur when less intensive support strategies being used have not fully met the student's learning support needs. A collaborative consultation process will be facilitated, involving the appropriate teachers, the student, the parents/caregivers and relevant school and District support personnel such as the Guidance Officer.

A Functional Behavioural Assessment may be required as part of the process of developing, reviewing and revising the student's individual management plan. Identifying significant, pupil-specific social, affective, cognitive and/or environmental factors associated with the occurrence or non-occurrence of specific behaviours would be the focus of this Functional Behavioural Assessment. The services of interagency groups such as Disability Services Queensland, Child and Youth Mental Health, Queensland Health, Department of Communities, Child Safety and Disability Services, Queensland Police Service and Education Queensland District Office may be required to coordinate services to support the needs of the student/s. Other specialist support may also include:
- Medical Specialists as recommended by the Student's General Practitioner. e.g. – Paediatrician, Psychiatrist, Dietician, Ophthalmologist.
- Ancillary services: e.g. Speech Therapy, Occupational Therapy, Physiotherapy
- STLaNs, Head of Special Education Services, Guidance Officer, Community Education Counsellor.
- Specialist teacher aides.
- Positive Learning Centre

Intervention and support strategies that may be put in place in the Individual Support Plan may include:
- adjustments to classroom learning programs.
- regular consultation / counselling with the Guidance Officer and other specialists as required.
- work with the Advisory Visiting Teacher – behaviour / Autistic Spectrum Disorder
- access to peer support / mentoring
- support by specially designated Teacher Aides and Support Teachers Literacy and Numeracy.
- consultation and partnerships with parents / carers.
- modified timetables or attendance
- recommendations to parents to access outside agencies such as Child Youth and Mental Health Services or their General Practitioner.
- consultations and intervention with appropriate outside agencies as required.

Strategies used within this plan will be:
- Preventative which include:
  - Effective teaching and learning practices.
  - Classroom organisation.
  - Positive modelling.
  - Use of appropriate content and curriculum materials.
  - Adopting practices that are non-violent, non-coercive and non-discriminatory
  - A continuation of whole school positive prevention action for all students.
- Supportive which include:
  - Providing support for the class teacher as well as the student.
  - Accessing district, regional and state behaviour support

- Corrective which include:
  - Teacher actions when disruptive behaviour occurs.

- Positive correction actions being used consistently by all members of the community.
- Aligning home and school practices. (Made possible with the cooperation of parents in negotiating strategies to implement)

The Support Plan will :
- Have a clear statement of goals that are achievable by the student
- Provide opportunities for scaffolding for success.
- Be reviewed and modified as required.
- Involve the support of parents, staff and other support personnel.
- Contain clear guidelines of consequences for non-compliance with requirements.
- Include strategies to reintegrate the student into less intensive support programs.

Students who are considered to be at risk and have experienced a range of severe management strategies such as suspension or exclusion should proceed through a systematic assessment procedure.

This may include:
- Collation of data (ONE SCHOOL) for an overview of type and frequency of problematic behaviours and consequences. e.g. detentions, suspensions etc.
- Referral to Behaviour Support Teacher / Guidance Officer / Mental Health etc. – for assessment and preliminary support.
- Referral to Advisory Visiting Teacher Challenging Behaviours for consultation on support strategies – preventative, supportive or corrective.

5. Emergency responses or critical incidents

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, 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. It must be noted, that a consequence of severe problem behaviours may be a Suspension or Exclusion from Airville State School.

Basic defusing strategies:
- Avoid escalating the problem behaviour by:
  - shouting.
  - cornering the student.
  - moving into the student's space.
  - touching or grabbing the student.
  - making sudden responses.
  - using sarcasm
  - becoming defensive
  - communicating anger & frustration through body language.

- Maintain calmness, respect and detachment by modelling the behaviour you want the child to adopt::
  - Stay calm and controlled.
  - Use a serious measured tone.
  - Choose your language carefully.
  - Avoid humiliating the student.
  - Be matter of fact.
  - Avoid responding emotionally.

- Approach the student in a non-threatening manner:
    - Move slowly & 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.
    - Identify acceptable decision options for future situations.

Physical Contact and 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 Airville 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
- 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 on ONE SCHOOL .
- Incident report provided to the Principal
- Health and Safety Incident Recording
- Debriefing report for student and staff
- Risk Management (HLS-PR-012) Managing Risks in School Curriculum Activities.

It is important to note that at Airville State School, we know and understand that all children can benefit from appropriate physical contact with each other and adults. Touching children appropriately is a part of personal safety training for them. From time to time during the course of their duty of care, staff will make physical contact with children in affirming ways such as handshakes, pats on the shoulder, holding hands with small children when walking, providing comfort when a child is distressed. We recognise some particular cultural groups are especially tactile and we do not discourage them to show their affection in appropriate ways. At the same time, we also recognise that other children are not tactile and we interact with them accordingly.

Training:
- Suitable training will be offered to staff when it becomes available and practicable to attend or participate.
- All staff are provided with annual training in the following areas:
  - Code of Conduct
  - Student Protection
  - Workplace Health and Safety

Debriefing:
Debriefing will occur after a critical or emergency situation. It is for staff and students. The school's Guidance Officer would be contacted to assist with the debriefing process.
The purpose of the debriefing would be to:
- Reverse or minimise the negative effects of physical intervention.
- Prevent the future use of physical intervention.
- Address organisational problems and make appropriate changes.

6. Consequences for unacceptable behaviour

Airville 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. The Behaviour Incident Report in One School is used to record all minor, and major incidents. The recording of three minor behaviours constitutes a Major behaviour.

Parents will be contacted in writing or verbally or both by the class teacher or the Principal at any time when there are concerns about a student's behaviour.

Minor and Major Behaviours:

When responding to problem behaviour the staff member determines if the problem behaviour is a 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 a part of a pattern of behaviours.
- do not require involvement of a 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 the student is displaying.
  2. asks student to name the expected behaviour.
  3. states and explains expected school behaviour if necessary.
  4. gives positive verbal acknowledgement for expected school behaviour.

The staff member could also ask the following questions: What did you do?   Which rule / rules did you not follow?   What can you do to fix it?   What could you do next time?

- Record in One School as an incident report or in playground incident form to be handed to teacher.

Major behaviours are those that:

- Significantly violate the rights of others.
- Put others / self at risk of harm.
- Require the involvement of school Administration.
- Require the involvement of parents, BMST (Behaviour Management Support Teacher), GO (Guidance Officer) or Principal.

Major behaviours result in an immediate referral to Administration because of their seriousness.

When major problem behaviours occur staff members calmly state the major problem behaviour and remind the student of expected school behaviour. The staff member fills out the incident referral form and escorts the student to the Administration area. The staff member immediately informs the Principal of the incident. The staff member then completes a Behaviour Incident Record in One School.

Major problem behaviours may result in the following consequences:

- **Level 1:** time out in the Administration office, removal or withdrawal from the room, alternate lunchtime activities, loss of privileges, restitution, loss of break-time privileges, contact made with parents / carers, formal warning regarding future consequences for repeated offence.

AND / OR

- **Level 2:** parent contact, referral to Guidance Officer, referral to Intensive Behaviour Support team, suspension from school. Students who engage in verbal abuse of staff or physical assault of others can expect to be suspended.

- **Level 3:** Students who engage in very serious problem behaviours such as major violent assault, or the use or supply of weapons or drugs can expect to be recommended for exclusion from the school following an immediate period of suspension.

The following table outlines examples of minor or major problem behaviours:

Focus	Area	Minor behaviour	Major behaviour
Being safe	Movement around the school	• Running on cement • Running on verandas • Running around buildings	
	Play	• Incorrect use of equipment • Not playing school approved games • Playing in toilets	• Throwing objects with the intent to harm. • Possession of weapons
	Physical contact	• Minor physical contact such as pushing and shoving	• Serious physical aggression • Fighting
	Correct attire	• Not wearing a hat in the playground • Not wearing shoes	
	Other		• Possession or selling of drugs • Possession of knives or other weapons • Inappropriate behaviours in toilets.
Being responsible	Class tasks	• Refusing to work • Not completing set tasks at an appropriate level	• Accessing inappropriate web pages • Persistent and consistent refusal to participate.
	Being in the right place	• Not being punctual – e.g. lateness after breaks • Not in the right place at the right time	• Leaving class without permission e.g. out of sight • Leaving school grounds without permission
	Follow instructions	• Low intensity failure to respond to adult request • Non-compliance • Unco-operative behaviour	• Persistent and consistent refusal to comply with instructions
	Accept outcomes for behaviour	• Minor dishonesty	• Major dishonesty
	Rubbish	• Littering	
	Mobile phone	• Mobile phone switched on in any part of the school at any time without authorisation (Authorisation is written permission from an authorised staff member)	• Use of mobile in any part of the school for voicemail, email, text messaging or filming purposes without authorisation.
Being respectful	Language	• Inappropriate language (written or verbal) • Calling out • Poor attitude • Disrespectful tone	• Offensive language • Aggressive language • Verbal abuse / directed profanity
	Property	• Petty theft • Lack of care for the environment	• Stealing / major theft • Wilful property damage • Vandalism
	Others	• Not playing fairly • Minor disruption to class • Minor defiance • Minor bullying / harassment	• Major bullying / harassment • Major disruption to class • Blatant disrespect • Major defiance

Airville State School Responsible Behaviour Plan for Students.

Consequences for Minor Behavioural Breaches:

- Restitution
- No sport
- No play
- Environment duties
- Time out on the "Green Chairs" – up to 15minutes under staff supervision
- Class teacher sanctions

Consequences for Major Behavioural Breaches:

- Suspension 1-5 days
- Suspension 6 – 20 days
- Exclusion

Applying a School Disciplinary Absence, suspension or exclusion, is very serious and these consequences are applied as a last resort for serious behaviours. Before applying a suspension or exclusion a range of other appropriate school based sanctions are considered to address inappropriate student behaviours. One such example is to withdraw the student and provide him/her with a program to complete in another setting.

School Disciplinary Absences will only be used after the unique circumstances of the situation and all other responses have been considered. However, it is acknowledged and understood that certain types of behaviour would/could be serious enough to warrant a more serious consequence such as a proposal or recommendation for exclusion.

Relate problems to expected school behaviours:

When responding to problem behaviours, staff members ensure that the 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 the expected school behaviour.
- describe the likely consequences if the problem behaviour continues. e.g. loss of privileges, loss of playtime, parent notification etc.
- 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 but simply remind the student of the consequences of their problem behaviour.

Ensuring consistent responses to problem behaviours:

At Airville 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 when consequences are applied to problem behaviour.

Inappropriate Behaviour Flow Chart:

Minor inappropriate behaviours: ⟶   tactical ignoring   ⟶   rule restatement ......What are you doing?..... What should you be doing? ⟶   If no response prompt with ....I noticed you…. Now what should you be doing? ⟶   Expect a response. Maintain self-control. Avoid using a raised voice. Elicit a response. ⟶   Make a success plan with the student…….We've got to work this out….. We have to come up with a plan to change…….What can we do? ⟶   Get a commitment from the child…e.g..I'll remember to walk here in the future.
These behaviours are dealt with by teachers and other staff members.

Repeat / higher level infringements: ⟶ rule restatement process as above ⟶ apply consequences e.g. time out, environment duties, making restitution ⟶ record on incident slip ⟶ record on Student Profile on One School.

These behaviours are dealt with by teachers and other staff with referral to Principal for further action.

Habitual Offender or Serious offence: ⟶ record incident ⟶ student referred to Principal … staff member provides Principal with incident details⟶ parents notified ⟶ incident recorded on One School Student Profile⟶ involved student and parents / carers participate in a behaviour modification process ⟶ evaluate strategies used to date ⟶ identify further strategies to be tried ⟶ involve Behaviour Management Support teacher and Guidance Officer and Behaviour Support Team ⟶ Give due consideration for any underlying circumstances⟶ Set a time for review / Moderation …… Outside involvement may be required ⟶ monitor change ⟶the decision to implement a negotiated withdrawal, suspension or exclusion may have to be made.

These are dealt with by the Principal.

It must be noted that the steps outlined above are not necessarily sequential and that steps can be and will be missed as deemed appropriate by the Principal. Immediate suspension can be invoked if the conduct of the student concerned is deemed to warrant such action.

Temporary confiscation of student property:
There are occasions when school staff may be required to temporarily remove items from students. These items may have been used inappropriately, used to disrupt learning and/or threaten the safety of students and staff. Examples may include but are not limited to mobile phones, toys, jewellery, magazines, electronic games.

Confiscated items of a serious or valuable nature will be stored in the Principal's office and parents will be contacted requesting an interview prior to the return of the items. All other confiscated items may be stored in the administration office or in a secure location in the teacher's room e.g. locked in a drawer in the teacher's desk.

Return of confiscated property:
Confiscated items are to be returned to the student at the end of the day or within a reasonable time period with teacher/other staff member or Principal reminding the student that these items are not permitted at school.   Property made available for collection must be in the same condition as when the property was removed.

Circumstances where confiscated property need not be made available for collection:
There may be occasions when circumstances prevent items from being returned as stated above:
- If the property is illegal to possess, threatens the safety or wellbeing of students or staff or is reasonably suspected to have been used to commit a crime the Principal must:
  - Notify the police about the removal of the property (http://ppr.det.qld.gov.au/education/community/Pages/Disclosing-Student-Personal-Information-to-the-Police-Services.aspx)
  - If police state that they will come to the school to investigate matters relating to the property, the property need not be made available for collection until they do so
  - Or
  - If the police seize the property under the Police Powers and Responsibilities Act 2000 (Qld) the property need not be made available by the school for collection. (http://www.legislation.qld.gov.au/LEGISLTN/CURRENT/P/PolicePoweResA00.pdf)
  - If police decide not to seize the property, it must be made available for collection as soon as practicable thereafter.

o Where staff have made reasonable efforts to notify the student or the student's parents that the property is available for collection but has not been able to make contact, then staff need not make the property available for collection.

o Where staff reasonable suspect that the student is not the lawful owner of the property, staff need not make the property available for collection. In this instance, staff must make reasonable efforts to ascertain the ownership of the property.

Deciding a reasonable time to make property available for collection:
Consideration must be given to the following when deciding on a reasonable time to make confiscated property available for collection:

- the condition, nature and value of the property.
- the circumstances surrounding the decision to confiscate the property.
- the safety of the students from which the property was removes as well as the safety of other students and staff members.
- the good management, administration and control of the school.

Related Policies:

- Police Powers and Responsibilities Act 2000 (Qld)
- The Code of School Behaviour
- Safe, Supportive and Disciplined School Environment
- Appropriate Use of Mobile Telephones and Other Electronic Equipment by Students
- Police Interviews and Police or Staff Searches at State Educational Institutions
- Disclosing Student Personal Information to the Queensland Police Service.

7. Network of student support

Students at Airville State School are supported through positive reinforcement and a system of universal, targeted and intensive behaviour supports which may include but is not limited to:

SCHOOL BASED	DISTRICT OFFICE & OTHER EQ SERVICES	COMMUNITY SERVICES
▪ Teachers ▪ Support staff ▪ Parents ▪ Guidance Officer ▪ Specialist Education Teacher ▪ Learning Support teacher Literacy & Numeracy ▪ Behaviour Management Support teacher ▪ Speech language pathologist ▪ Advisory Visiting Teachers – language, intellectual impairment, vision, hearing, physical impairment, autism, early childhood. ▪ School nurse ▪ Bowen Health Services ▪ Peer tutors ▪ Senior students. ▪ Buddy program ▪ Peers ▪ Technology programs e.g. Ollie Up ▪ Access to Emotional Intelligence programs e.g. You	▪ AVT – Behaviour ▪ Technology support – learning place. ▪ Learning & Engagement centre ▪ Occupational Therapy ▪ Speech Language Pathologist ▪ Gifted and Talented support group ▪ Access to Behaviour Management funds ▪ Education Support Plans and Funding ▪ Alternative Education Plans ▪ Principal Education Officer Student Services ▪ Positive Learning Centre ▪ Technology support – e.g. Learning Place, search for specific information via the internet ▪ ISEP funding ▪ Alternative Educational Plan ▪ RREAP funding	▪ Department of Education and Science ▪ Police ▪ Community Liaison Officers ▪ Kids Helpline ▪ Qld Health ▪ Burdekin Community Association ▪ Rural Health ▪ Disability Specific Services ▪ Juvenile Aid ▪ Family Services ▪ Qld Ambulance ▪ Beyond Blue ▪ Mind Matters ▪ Qld Health ▪ Aboriginal and Torres Strait Islander Hearing ▪ CYMHS ▪ Disabilities Services Qld ▪ Spectronics ▪ Department of Communities, Child Safety and Disabilities Services ▪ Doctors and Paediatricians

Can Do It, Games Factory ▪ Speech Language Pathologist ▪ Student Leaders.		▪ Adopt –a-cop ▪ Adopt –an-ambo

A collaborative approach to behaviour support necessitates the involvement of school administrators, staff, students, parents, members of the wider community and personnel from other agencies as listed above.

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 the school community members are considered at all times.

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

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 2011Right to Information Act 2009*
- *Information Privacy (IP) Act 2009*

10. Related procedures

- *Safe, Supportive and Disciplined School Environment*
- http://ppr.det.qld.gov.au/education/learning/Pages/Safe,-Supportive-and-Disciplined-School-Environment.aspx
- *Inclusive Education*
- http://ppr.det.qld.gov.au/education/learning/Pages/Inclusive-Education.aspx
- *Enrolment in State Primary, Secondary and Special Schools*
- http://ppr.det.qld.gov.au/education/management/Pages/Enrolment-in-State-Primary,-Secondary-and-Special-Schools.aspx
- *Student Dress Code*
- http://ppr.det.qld.gov.au/education/management/Pages/Student-Dress-Code.aspx
- *Student Protection*
- http://ppr.det.qld.gov.au/education/community/Pages/Student-Protection.aspx
- *Hostile People on School Premises, Wilful Disturbance and Trespass*
- http://ppr.det.qld.gov.au/corp/governance/Pages/Hostile-People-on-School-Premises,-Wilful-Disturbance-and-Trespass.aspx
- *Police and Child Safety Officer Interviews with Students, and Police Searches at State Educational Institutions*
- http://ppr.det.qld.gov.au/corp/governance/Pages/Police-and-Child-Safety-Officer-Interviews-with-Students,-and-Police-Searches-at-State-Educational-Institutions.aspx
- *Acceptable Use of the Department's Information, Communication and Technology (ICT) Network and Systems*
- *http://ppr.det.qld.gov.au/corp/ict/management/Pages/Acceptable-Use-of-Departments-Information-Communication-and-Technology-(ICT)-Network-and-Systems.aspx*
- *Managing Electronic Identities and Identity Management*
- http://ppr.det.qld.gov.au/corp/ict/management/Pages/Managing-Electronic-Identities-and-Identity-Management.aspx
- *Appropriate Use of Mobile Telephones and other Electronic Equipment by Students*
- http://ppr.det.qld.gov.au/education/learning/Pages/Appropriate-Use-of-Mobile-Telephones-and-other-Electronic-Equipment-by-Students.aspx
- *Temporary Removal of Student Property by School Staff*

- http://ppr.det.qld.gov.au/education/management/Pages/Temporary-Removal-of-Student-Property-by-School-Staff.aspx

11. Some related resources

Schools should list any related resources they have identified. This could include:

- *National Safe Schools Framework*
- *National Safe Schools Framework Resource Manual*
- *Working Together resources for schools*
- *Cybersafety and schools resources*
- *Take a Stand Together*
- *Bullying No Way   http://bullyingnoway.gov.au/*
- *Safe, Supportive and Disciplined Learning Environments http://education.qld.gov.au/studentservices/behaviour/index.html*
- *Code of Conduct for School Students Travelling on Buses   http://www.tmr.qld.gov.au/Travel-and-transport/School-transport/Code-of-conduct.aspx*
- *Code of School Behaviour: http://education.qld.gov.au/studentservices/behaviour/bm-codebehav.html*
- *School Wide Positive Behaviour Support   http://www.education.nt.gov.au/teachers-educators/students-learning/safe-schools-nt/swpbs*
- *Mind Matters: http://www.mindmatters.edu.au/default.asp*

Airville State School Responsible Behaviour Plan for Students.

Endorsement:

Endorsement:

- Principal: _____
- P&C President: _____
- Assistant Regional Director: _____KPFredericks_____

Effective Date: 2013 to 2016

Effective Date: 2013 to 2016

APPENDICES :

1. School rules and expectations
2. Other rules and expectations that impact on student behaviour and the good order of the school.
3. Use of Personal Technology Devices at School by Students - includes mobile phones
4. Cyber bullying
5. Procedures for Preventing and Responding to Incidents of Bullying (including cyber bullying)
6. The use of knives at school
7. Physical Intervention Incident Report.
8. Student behaviour reflection sheet
9. Incident or complaint investigation form
10. Notice to parents of student behaviour infringement and possible consequences.
11. Debriefing Report

APPENDIX 1:

All areas – all the time in all places –including excursions / camps / attending school functions/ travelling on buses		
Safety	**Respect**	**Responsibility**
- Walk along walkways, paths, verandas, between buildings and in classrooms. - Play safe, sensible, school permitted games. - Remain within school fences at all times. - Use equipment correctly. - Play only in designated areas. - Obey all bells and warning signs. - Obey all instructions promptly. - Keep your hands, feet and other objects to yourself at all times. - Enter and exit rooms in an orderly manner. - Be sun safe: - Wear your hat when outdoors. No hat – no play. - Wear a swim shirt for swimming - Wear sun safe clothing on free-dress days. - Closed-in shoes to be worn. Alternative footwear is acceptable on rainy days. - Toilets are not playing areas. - Trees are not for climbing. - Long hair is to be tied up or back. - Wash hands: - Before eating - After toilet visits - Assemble in library if arriving between 8:00am and 8:30am until dismissed by supervisor. - No play equipment to be taken out before 9:00am or after 3:00pm. - Wait at the bus stop at 3:00pm for parent / carer or bus transport home. - Bike riders must wear a bike helmet. - Bike riders must commence journey home at 3:00pm - Banned items include: knives, matches, lighters, cigarettes, drugs, alcohol, mobile phones, Ipads, Ipods or any other objects considered dangerous or inappropriate.	- Respect the rights of students to learn. - Respect the rights of teachers to teach. - Respect the privacy of others. - Respect yourself. - Raise your hand to speak. - Be a good listener. - Contribute appropriately to class room activities. - Ask permission to leave the classroom. - Use polite language – avoid swearing, put-downs, using insulting words, inappropriate comments. - Wait your turn. - Treat everyone with respect and courtesy. - Respect and protect our native animals and plants. - Look after and respect all property – the school's, your own and that of others.	- Be honest. - Play fairly. - Obtain permission from class teacher before using any classroom in out-of-class times. - Wear the school uniform. - Return all borrowed equipment to their correct place. - Put all rubbish in bins. - Keep the school grounds and classrooms clean. - Be on time for lessons, - Be at the right place at the right time.. - Be prepared for lessons. - Complete set tasks – including homework. - Use toilets appropriately. - Care for the environment. - Accept responsibility for what you do and say. - Follow school rules and the school's Code of Behaviour. - Report bullying, problems or other inappropriate behaviours to staff. - Sit to eat lunch in the eating area until dismissed. - Healthy food choices to be eaten first. - Bring a water bottle to school each day. - Wear only acceptable jewellery items to school – sleepers, studs, watches, medical bracelets, chains of religious, cultural or family significance. - Return all notes by the due date. - Attend school every day. - All absences must be explained by parents / carer. - Digital technologies and the internet may only be used for school based learning tasks.

Specific areas:

Classrooms / Learning spaces		
Safety	**Respect**	**Responsibility**

• Walk .
 • Obey all instructions promptly.
 • Keep your hands, feet and other objects to yourself.
 • Enter and exit rooms in an orderly manner.
 • Be sun safe:
    o Wear your hat when outdoors.
    o Wear a swim shirt for swimming
    o Wear sun safe clothing on free-dress days.
 • Wash hands before commencing lessons.
 • Use equipment correctly.
 • Wear any required safety gear.
	• Respect the rights of other students to learn.
	 • Respect the rights of teachers to teach.
	 • Respect the privacy of others.
	 • Respect yourself.
	 • Raise your hand to speak.
	 • Be a good listener.
	 • Contribute appropriately to activities.
	 • Ask permission to leave the classroom.
	 • Use polite language.
	 • Wait your turn.
	 • Treat everyone with respect and courtesy.
	 • Look after and respect all property.
		• Be honest.
		 • Take turns, include others, follow rules.
		 • Obtain permission from class teacher before using any classroom in out-of-class times.
		 • Return all borrowed equipment to their correct place.
		 • Put all rubbish in bins.
		 • Keep the classrooms clean.
		 • Be on time for lessons,
		 • Be at the right place at the right time.
		 • Be prepared for lessons.
		 • Complete set tasks – including homework.
		 • Accept responsibility for what you do and say.
		 • Follow school rules and the school's Code of Behaviour.
		 • Report bullying, problems or other inappropriate behaviours to staff.
		 • Digital technologies and the internet may only be used for school based learning tasks.

Playground / outdoor areas		
Safety	**Respect**	**Responsibility**

• Walk along walkways, paths, verandas, between buildings
 • Play safe, sensible, school permitted games.
 • Remain within school fences at all times.
 • Obey all bells and warning signs.
 • Obey all instructions promptly.
 • Keep your hands, feet and other objects to yourself at all times.
 • Be sun safe:
    o Wear your hat when outdoors.
    o Wear sun safe clothing on free-dress days.
 • Closed-in shoes to be worn to school. Alternative footwear is acceptable on rainy days.
 • Trees are not to be climbed.
 • No play equipment to be taken out before 9:00am or after
	• Respect the privacy of others.
	 • Respect yourself.
	 • Be a good listener.
	 • Contribute / participate appropriately to activities.
	 • Use polite language.
	 • Wait your turn.
	 • Treat everyone with respect and courtesy.
	 • Respect and protect our native animals and plants.
	 • Look after and respect all property.
		• Be honest.
		 • Play fairly – take turns, include others, follow rules.
		 • Return all borrowed equipment to their correct place.
		 • Put all rubbish in bins.
		 • Keep the school grounds clean.
		 • Be at the right place at the right time.
		 • Care for the environment.
		 • Accept responsibility for what you do and say.
		 • Follow school rules and the school's Code of Behaviour.
		 • Report bullying, problems or other inappropriate behaviours to staff.

- 3:00pm..
- Use equipment correctly.
- Play in designated areas.
- Wear any required safety gear. e.g. gloves

Toilets

Safety	Respect	Responsibility
• Walk • Obey all instructions promptly. • Enter and exit in an orderly manner. • Toilets are not play areas. • Wash hands: ○ After toilet visits • Use equipment correctly.	• Respect the privacy of others. • Respect yourself. • Wait your turn. • Treat everyone with respect and courtesy.	• Use toilets appropriately. • Accept responsibility for what you do and say. • Report any damage. • Report any inappropriate behaviours.

Bus stop / After 3:00pm pick –up area

Safety	Respect	Responsibility
• Remain within school fences until parent / carer arrives. • Prep students to wait for parent / carer to collect them from the gate. • Obey all bells and warning signs. • Obey all instructions promptly. • Keep your hands, feet and other objects to yourself at all times. • No play equipment to be taken out. • Bike riders must wear a bike helmet when riding. • Bike riders must commence journey home at 3:00pm	• Respect the privacy of others. • Respect yourself. • Be a good listener. • Contribute appropriately to conversations. • Use polite language. • Treat everyone with respect and courtesy. • Look after and respect all property.	• Be honest. • Put all rubbish in bins. • Accept responsibility for what you do and say. • Follow school rules and the school's Code of Behaviour. • Report bullying, problems or other inappropriate behaviours to staff.

Early arrival area – Library 8:00 am- 8:30am or until dismissed by supervisor.

Safety	Respect	Responsibility
• Walk along walkways, paths, verandas, between buildings and in library. • Obey all bells and warning signs. • Obey all instructions promptly. • Keep your hands, feet and other objects to yourself at all times. • Use equipment correctly. .	• Respect the privacy of others. • Respect yourself. • Be a good listener. • Contribute appropriately to activities. • Ask permission to leave the library. • Use polite language. • Treat everyone with respect and courtesy. • Look after and respect all property.	• Be honest. • Play fairly.. • Return all borrowed equipment to their correct place. • Put all rubbish in bins., • Be at the right place at the right time.. • Accept responsibility for what you do and say. • Follow school rules and the school's Code of Behaviour. • Report bullying, problems or other inappropriate behaviours to staff.

Eating area – healthy snack time, morning tea, lunch time.

Safety	Respect	Responsibility
• Walk along walkways, paths, verandas, between buildings and	• Respect the privacy of others. • Respect yourself.	• Be honest. • Put all rubbish in bins.

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in classrooms.
• Obey all bells and warning signs.
• Obey all instructions promptly.
• Keep your hands, feet and other objects to yourself at all times..
• Wash hands:
  ○ Before eating
  ○ After toilet visits
• No play equipment to be taken out
	• Be a good listener.
	• Contribute appropriately to conversations.
	• Use polite language.
	• Treat everyone with respect and courtesy.
	• Look after and respect all property.
		• Be at the right place at the right time...
		• Accept responsibility for what you do and say.
		• Follow school rules and the school's Code of Behaviour.
		• Report bullying, problems or other inappropriate behaviours to staff.
		• Sit to eat in the eating area until dismissed.
		• Healthy food choices to be eaten first.

APPENDIX 2:

Other rules and expectations that impact on student behaviour and the good order of the school

OUT OF BOUNDS AREAS:
- Back oval unless under supervision of teacher, teacher aide or parent.
- Bike racks.
- Car parking area behind the hall.
- Forestry plot.
- Side fences closest to Ey's Road

DANGEROUS GAMES (must not be played):
- Red, Red, Rover
- Tackle Rugby
- Piggy back fights
- Brandy

BEFORE SCHOOL:
- If arriving before 8:30am All students to assemble in the library.
- After 8:30am children may play quiet, safe games – no play equipment to be taken out.
- Children not to be left unsupervised by parent or carer if teaching staff, teacher aides or administration assistant are not present at school.
- Preparatory school students must be delivered to their classroom and handed over to the class teacher by their parent or carer between 8:30am and 8:45am.
- First bell to ring at 8:45am for students to unpack ports etc. in preparation for commencement of daily activities.
- All lessons commence at 9:00am
- All students must be in attendance no later than 8:45am.
- A written note from parent or personal contact by parent with teacher is required to explain late arrivals.

HEALTHY SNACK BREAK: 10:00 – 10:05am
- Students remain under the supervision of class teacher.
- Wash hands prior to eating.
- Must consume only healthy choice items.
- Water is the only acceptable drink.

MORNING TEA BREAK: 11:30 – 11:45
- Children move directly from classrooms to eating area.
- Wash hands prior to eating.
- Sit quietly while eating.
- Healthy choice foods must be consumed.
- Children visit toilets – teacher permission to move to toilets is not required.
- All rubbish to be placed in bins.

LUNCH BREAK: 1:00 – 1:45pm

- Children move quietly from classrooms to eating area.
- Wash hands prior to eating.
- Sit quietly while eating lunch – healthy food choices first.
- Bell rings at 1:15 – children wait for permission to be given before leaving eating area for free play session.
- Eating area to be tidy and clean.
- Play time extends to 1:40pm
- Classroom teacher to supervise any children working on tasks / computers in classrooms.
- Bell rings 1:40pm. - All play equipment returned, children have a drink, visit toilets, wash hands, line up ready to re-enter classrooms at 1:45pm

WHOLE SCHOOL PHYSICAL ACTIVITY SESSION: 2:30pm – 3:00pm
- Activity teacher and teacher aide to provide organised activity for students until 2:45pm
- 2:45pm – 3:00pm – students engage in free choice physical activity.

AFTER SCHOOL 3:00 – 3:30pm:
- Departure point for all students is the front gate.
- Children to leave the school grounds promptly.
- Preparatory school students must be collected from within the school grounds by parent/carer who must also notify the supervising staff member that their child is leaving the school grounds.
- All students must be picked up by 3:30pm
- Bus Duty supervisor waits with students until departure of last bus – locks gate – directs remaining children to proceed to the steps leading to the library. Students wait in this location for parent arrival – Parents will be contacted if student has not been picked up by 3:45pm

GENERAL:
- Children require healthy food choices on their school lunches.
- Children may only leave the school grounds prior to 3:00pm on receipt of notification from parent /carer and if Principal agrees to this application by parent or carer.
- Children must have a written explanation from parent / carer if student is not in correct uniform at school.
- All absences must be explained by parent or carer. Formats may be: e-mail, phone call, written note, personal visit.
- Thongs may be worn on wet days of the year.
- After school pick-up point is the bus stop area except on rainy days when the side gate is the most appropriate pick-up area.
- Non-participation in any Physical Activity must be for a genuine medical condition. School must be in receipt of written notification from parent is child is unable to participate in PE activities. (Swimming is a compulsory component of our Health and Physical Education Key Learning Area.)
- Children cannot self administer medications. (prescription or non-prescription) except Ventolin. Non-prescription includes items such as cough lozenges, cough medications, asprin, panadol, creams etc.
- Analgesics or non-prescription items, as above, cannot be administered by staff.
- All prescription medication must be handed in at the office, by parent/carer. Medication must be in the original container with doctor's name and dosage clearly readable. A medical form to be completed by parent/carer before medication can be administered.
- Children must report concerns or issues to class teacher in a timely manner.
- Child related concerns/issues are always discussed with the class teacher in the first instance prior to a visit to the Principal.
- Child safety and protection is a high priority: - All visitors, parents, volunteers must report to the office to sign the visitors book before proceeding to classrooms or engaging with students between the hours of 9:00am and 3:00pm.
- Personal Insect repellent – if necessary - to be applied as required- Class teacher to supervise application.
- Sunscreen is available for application prior to participating in outdoor activities.

APPENDIX 3:

THE USE OF PERSONAL TECHNOLOGY DEVICES AT SCHOOL BY STUDENTS

This policy reflects the importance the school places on students displaying courtesy, consideration and respect for others whenever they are using personal technology devices.

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

Personal Technology Devices Banned from school:
- mobile phone, cameras, digital video cameras or MP3 players

Consequences for bringing to school:
- Items will be confiscated by staff.
- May only be collected from Principal by parent / carer.
- May be kept for purposes of disciplinary investigation / investigation of inappropriate use.
- Devices potentially containing evidence of criminal offences may be reported to the police - Police may hold the device as evidence. In this case parents are to contact Police directly.

Confiscation:

Personal technology devices used contrary to this policy on school premises will be confiscated by the school staff. They will be made available for collection from the school office at the end of the day unless required to be kept for purposes of disciplinary investigation when it will be returned in the presence of a parent. Devices potentially containing evidence of criminal offences will be reported to police. In such cases the police may take possession of the device for investigation purposes and students and parents will be advised to contact Queensland Police Services directly.

Rule:

Students are not permitted to bring personal technology devices to school at any time because of the potential for theft, general distraction and/or disruption associated with them.

Recording voice and images:

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

The right to privacy is upheld at Airville State School. The use of personal technology devices to record inappropriate behaviours or incidents for the purpose of dissemination among the student body or outside the school by any means builds a culture of distrust and disharmony.

Students must not record images anywhere that recording would not reasonably be considered appropriate. Recording of events in class is not permitted without the consent of the class teacher.

A student of the school who uses a personal recording device to record private conversations, ordinary school activities or violent, illegal or embarrassing matter capable of bringing the school into public disrepute is considered to be in breach of this policy.

Even when consent is obtained for such recordings, the school will not tolerate images or captured sounds by personal 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 or for the purpose of bullying or harassment including sexual or racial harassment or where without such intent a reasonable person would conclude that such outcomes may 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 this policy and may be subject to discipline which may include suspension and recommendation for exclusion.

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 referral to QPS.

Consequences of Inappropriate recording of voice and images – includes but is not limited to text messages, e-mails, blogs, face book

- Disciplinary action will be taken in response to the recording of inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks etc) for the purpose of displaying it among the student body or outside the school, by any means (including distribution by phone or internet posting
- Parents will be contacted.
- Police may need to be notified.
- May result in suspension or exclusion.
- The recording or the sending of images that are considered indecent is against the law and if detected by the school will result in a referral to QPS.
- The sending of texts messages that are threatening, harassment or bullying in content will result in school disciplinary action and may result in referral to Police.

Inappropriate use includes but is not limited to:

- Recording images anywhere not considered to be appropriate (e.g. in change rooms, toilets or any other place of privacy)
- Recording of class events unless express consent is provided by the class teacher.
- Recording of private conversations.
- Recordings of ordinary school activities (apart from social functions like graduation ceremonies) or violent, illegal or embarrassing matters capable of bringing the school into public disrepute.
- The sending of school centred images or sounds captured on personal technology devices to others for the purpose of:
  - Embarrassing individuals or the school
  - Bullying
  - Harassment – including racial/sexual/emotional
- Text messages, containing obscene language and/or threats of violence may amount to bullying and or harassment or even stalking.

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.

Personal Protection:

- Students receiving inappropriate text messages, e-mails etc at school, should ensure they keep the message as evidence and bring the matter to the attention of their class teacher and the Principal.

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 for the purpose of the assessment. 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 and 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 she/he is not a party to, to publish or communicate the substance or meaning of the conversation to others.

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
In some special circumstances students may require the use of a personal technology device. If this device is to assist with a medical condition or other disability, parents are required to inform the Principal of this matter.
It is understood that from time to time children may be required to use specialised technology devices to complete projects. The class teacher must approve use of these devices and while at school the item must remain in a secure area, designated by the teacher, until such time as it is required for class activities.
APPENDIX: 4

CYBER BULLYING:

This is where people use electronic communication to harm others. Cyber bullies can use text messages, phone calls, emails, 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 words and comments
- **Harassment**: Repeatedly sending nasty, mean or insulting messages.
- **Denigration:** Posting or sending gossip or rumours about a person to damage his/her reputation or friendship.
- **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: 5

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

1. Airville 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 Airville 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 will not be tolerated. Examples of bullying behaviours: 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. 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 behaviour. In some instances, the matter may need to be referred to the Police.

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

responses 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 Airville State School are an addition to our positive behaviour support processes. All students are being explicitly taught the expected school behaviours and receiving high levels of social acknowledgement for doing so. Adding lessons on bullying and how to prevent and respond to it is a subset of procedures that our students are already accustomed to.

Prevention

8. Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, our 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 school rules and have been taught the expected behaviours attached to each rule in all areas of the school
   - All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines.
   - A high level of quality active supervision is a permanent staff routine in the non classroom areas. 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. Classrooms will implement lessons and strategies from the "Bullying – No Way" Kit.

CYBER BULLYING:

Staff have a responsibility to ensure that:
- All forms of cyber bullying are prohibited
- They are all aware of cyber bullying
- They are able to identify and look for signs of occurrence among the students.
- Students are aware of the consequences of cyber bullying.
- A code of conduct is in use for technology access and usage while on school premises.
- All instances of cyber bullying are promptly reported to the Principal.
- There is adequate monitoring of technology usage to deter cyber bullying.

Students have a responsibility to ensure that they:
- Do not participate in cyber bullying.
- Do not use any technology devices for any use other than as part of their curriculum program.
- Follow the school's policy on use of technology use and mobile phones.
- Do not invade or breach the privacy of others – students, staff or members of the school community.
- Do no disseminate inappropriate information through digital media or other means.
- Promptly report incidences of cyber bullying to a staff member.
- Advise students being victimised by cyber bullying to talk to an adult.

Staff will monitor student social, emotional wellbeing by being aware of and making observations of the following indicators:
- Decline in academic performance
- Decline in social interaction
- Dislike / avoidance of school – increased rate of absenteeism
- Complaints of feeling unwell though parents report no specific illness
- Increased social exclusion – peer rejection
- Consistent failure to complete homework

- Decline in physical health.
- Increased levels of tiredness
- Increased negative self-perception
- Increased reluctance to participate in school activities including discussions.
- Withdrawn
- Appearing depressed or anxious.
- Increased mood swings
- Crying for no reason / getting angry for no reason
- Suicidal thoughts – this should be reported to Administration and parents/carers immediately for immediate appropriate action to be taken.

There's no excuse for bullying:

If in class, in the playground or anywhere where bullying is witnessed staff are to get the students to fill out a report on the incident or the staff member is to fill out the report. Teachers are to deal with the issue where possible. Teachers or other staff are to complete all details of the incident. A form for recording same has yet to be devised.

The staff member must speak to the student and complete a record of the interview. They are to make sure that they are aware of what bullying is. They are to discuss with the student the unwanted behaviours they are displaying towards others. They are to instruct the student to discontinue their unwanted behaviour. They must report the incident to the Principal as well as record the incident on One School. The Principal will consider further action in relation to the matter after interviewing the child and reviewing the information. Parents may need to be contacted. Involvement with the Behaviour Support Teacher and Guidance Officer may also occur. If the behaviour continues suspension will follow.

In relation to the victim:

The Principal will meet with the victim and discuss the incident. The importance for them to report any unwanted behaviour especially from the above student will be stressed. Contact with the victim's parents may also be required. Staff are to monitor further interactions between the bully and the victim.

It is important to stress that we do not make judgements on the seriousness of the bullying. Any continued, unwanted behaviour is bullying. We do not ignore it. Staff at Airville State School will make the time to deal with any incidents of bullying.

APPENDIX 6:

THE USE OF KNIVES AT SCHOOL:

Working together to keep Airville State School Safe:
We can work together to keep knives out of schools. At Airville State School:
- Every student has the right to feel safe and be safe at school.
- No knives are allowed to be brought 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 a complaint or criminal charges filed with police. Longer jail sentences can be given to young people if someone is injured with a knife during an assault.

What are the facts?
- 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 a particular subject or vocational course, the school will provide information for the procedures for carrying and storing these at school.
- The Principal will take disciplinary action against a student who brings a knife to school.
- If a student has a knife at school, Principals may inform the police.
- 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 jail or a fine.
- School property such as desks or lockers may be searched if the Principal suspects that a student has a knife on school property.
- If the Principal suspects that a 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 Airville 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 the school's Principal if you believe your child is being bullied or threatened at school.
- If you want to talk about students and knives at school, please contact the Principal.

APPENDIX 7:

PHYSICAL INTERVENTION INCIDENT REPORT

Physical Intervention Incident Report
Name: **Date:**
Name: PROBLEM BEHAVIOUR
Date of incident: Time incident started: Time incident ended:
Where was the student when the incident occurred?
Who was working with the student when the incident occurred?
Where was the staff member/s when the incident occurred?
Who else was in the immediate area when the incident occurred?
What was the general atmosphere like at the time of the incident?
What was the student doing at the time of the incident?
What occurred immediately before the incident? Describe the activity, task and event.
Describe what the student did during the incident?
Describe the level of severity of the incident. (e.g. damage, injury to self / others)
Describe who or what the incident was directed at?
What action was taken to de-escalate or re-direct the problem? Briefly give your impression of why the student engaged in the above described incident. (e.g. was angry because I asked him/her to stop teasing)

APPENDIX 8

STUDENT BEHAVIOUR REFLECTION SHEET

Student Use
BEHAVIOUR REFLECTION SHEET
A self–reflection tool to be completed by student.
Name: .... Year Level: .... Date:..........................

What did you do?	What rule did you break?
Who did it affect?	**How did it affect them?**
What should you do now?	**If something like this happens again what should you do?**

Student signature:	Teacher signature:	Principal and parent signature:

APPENDIX 9:

INCIDENT OR COMPLAINT INVESTIGATION FORM

Teacher or Principal use:

INCIDENT or COMPLAINT INVESTIGATION FORM

Investigated by: …………………….……   Signature: …………….………   Date: …………….…

Relevant information attached: Yes / No

Nature of incident:	

After reviewing the relevant information available, the following findings were arrived at:

  •

Actions to be taken:

  •

Information to be shared with:

  •

Consequences of any further breaches of the Responsible Code of Student Behaviour:

  •

Principal's / Teacher's Signature:

Has the complainant been informed of your findings: Yes / No

APPENDIX 10:

NOTICE TO PARENTS OF STUDENT BEHAVIOUR INFRINGEMENT AND POSSIBLE CONSEQUENCES

NOTICE OF BEHAVIOUR INFRINGEMENT & POSSIBLE CONSEQUENCES			
Date:	Student's name:	Year Level:	Parent's name:

Dear:

This is a written notice to draw your attention to your child's current behaviour patterns at Airville State School.   Your child has persistently show a disregard for:

- The rights of others.
- The school's code of behaviour and rules.
- He/She is unwilling to accept responsibility for his/ her actions.

The school's code of conduct and explanation of a student's rights and responsibilities is attached for your perusal.   Your child's breaches of these codes have been highlighted.

Incidents dating from .... to .... have prompted the need for your child to be put on notice that should this behaviour pattern continue, he / she will be suspended without further notices being issued.   It is necessary that your child understands the consequences of his / her continuation of unacceptable actions.   It is necessary for behaviour modification to occur.

Your child has been given several opportunities to:

- State his / her case.
- Understand that this behaviour is inappropriate and will not be tolerated.
- Modify his / her behaviour.
- To date there has been minimal attempts by your child to modify his behaviours.

Your assistance and support to address your child's issues would be greatly appreciated. We will now be organising a Behaviour Plan for your child.   The aim of this plan is to bring about desirable changes in your child's behaviour. For this plan to be successful we will need the cooperation and support from a number of people including the parents and class teacher. Please make an appointment with the Principal to discuss your child's behaviour.   School contact number: 47907333

Should inappropriate behaviour continue, your child may be suspended without further notice. Should this occur you will be informed immediately.

Yours Sincerely

Principal
Airville State School

Attachments:
A copy of:

- Students roles, rights and responsibilities.
- School's code of behaviour.

Airville State School Responsible Behaviour Plan for Students.

| | School rules. |
| | A list of current inappropriate behaviours. |

APPENDIX 11:

DEBRIEFING REPORT

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

- **Revers or minimise 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 the staff and students involved. E.g. names, dates, 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 we 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 students:

- What was it that you needed?
- What upset you the 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.

The Code of
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Better Behaviour
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