Deception Bay North State School

Responsible Behaviour Plan for Students
**Introduction**

Deception Bay North State School has been implementing the School-wide Positive Behaviour Support Program over a two year period and this document can be viewed as the middle stage of a three year process towards this. Our goal is to fully integrate the four Positive Behaviour Support Elements outlined below and implement an evidence based approach to managing student behaviour and related complex support issues at the local community level.
Section 1 - Purpose
Deception Bay North State School is committed to provisions that ensure all young Queenslanders have a right to, and receive, a quality education.

This demands that schools work in partnership with students, parents and the local community to draw together the resources - human, financial, and physical - to meet students' individual needs within a safe and supportive environment.

To uphold this commitment to young Queenslanders and their right to a quality education, we, as a school community, have identified, in our school vision, the four major components of a quality education at Deception Bay North to be curriculum, partnerships, the school environment and building in our students the confidence to achieve. Our vision for Deception Bay North State School guides our directions and practices and affirms our claims that our school is: A great place to learn.

Our vision is as follows:
Deception Bay North State School provides a quality education by:

• Offering a curriculum based on the interests and needs of learners;
• Fostering positive partnerships between home, school and the community;
• Maintaining a safe school environment; and
• Building confidence to achieve personal best.

Our school vision takes account of the particular needs of the students at Deception Bay North at this time. The vision provides for the mix of students from a variety of cultural backgrounds and socio-economic circumstances. In particular it recognises the need to give children the confidence to achieve and the need to develop social skills that facilitate the maintenance of a peaceful, respectful society.

Section 2 - Consultation and data review
Deception Bay North State School developed this plan in collaboration with our school community. Broad consultation with parents, staff and students was undertaken through survey distribution and community meetings held during 2009. A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents from 2006-2009 also informed the development process.

The Plan was reviewed in 2013 as required by legislation and was endorsed by the Principal, the President of the P&C and the Assistant Regional Director in December 2013.

Section 3 - Learning and Behaviour Statement
Deception Bay North State School is a primary school of 585 students from Prep to Year 7 with a special education unit catering for students with disabilities from birth to year 7. Our student population is comprised of students with widely varied abilities and from a range of cultural and socio-economic backgrounds. This provides richness to the fabric of the school through the celebration of diversity and influences our approach to curriculum and our expectations of student and staff behaviours.

Our aim is to create the conditions for each learner to progress confidently towards responsible self-management, whilst learning about how and why people behave the way they do. Because we
focus on catering for individual differences, we realise that all children will move towards this goal at their own pace and that they will also have individual needs along the way.

Our practices reflect the values of:

<table>
<thead>
<tr>
<th>Respect</th>
<th>Resilience</th>
<th>Responsibility</th>
<th>Learning</th>
</tr>
</thead>
</table>

In relation to behaviour, we hold the beliefs:
• that everyone owns their own behaviour;
• that students can and will accept responsibility for this; and
• that the effort to achieve positive behaviour is a shared responsibility of the student, the home and the school.
Fundamental to this is the understanding that development of social skills and acceptable behaviours is a learning process of equal importance to the development of academic skills.

We at Deception Bay North State School operate by the following beliefs about behaviour and learning:
Students from different cultures can live and learn harmoniously in mutually respectful communities devoid of racism;
Student learning and behaviour are inextricably linked in the development of students as responsible citizens;
Students are motivated to achieve personal best in both academic and behavioural areas when they have clear goals and are supported in the attainment of these;
Mistakes are part of the learning process for all members of the school community;
The attainment of personal best is a desirable state in the learning continuum;
Effective modelling of desired behaviours is a responsibility of all members of staff; and
Effective classroom management maximises and enhances the learning opportunities of students.

**School Code of Behaviour**

At a whole school level we expect and promote socially responsible behaviours through our school rules.

• Show respect for people and property
• Stay on task and do your best work
• Follow staff directions
• Be in the right place at all times
• Play safe and sensible games
• Keep hands, feet and objects to yourself

It is accepted that each student, staff member, parent and other members of the school community have the right to feel safe and supported within our school community. This is achieved through articulation and demonstration of standards of behaviour based on the rights and responsibilities of all members of the school community as outlined below.

A set of behavioural expectations sitting alongside our school rules outlines our agreed rules and specific behavioural expectations in all school settings.
Deception Bay North State School
Behaviour Expectations Matrix

<table>
<thead>
<tr>
<th>All Settings</th>
<th>Respectful</th>
<th>Responsible</th>
<th>Resilient</th>
<th>Relationships</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Whole body listening</td>
<td>Use equipment appropriately</td>
<td>To resolve conflict with self-control</td>
<td>Supportive bystander behaviour</td>
</tr>
<tr>
<td></td>
<td>Appropriate and positive language</td>
<td>Walking not talking</td>
<td>To be responsible for my own behaviour and accepting consequences</td>
<td>Anti-bullying</td>
</tr>
<tr>
<td></td>
<td>Follow school staff directions</td>
<td>Be in the right place at the right times</td>
<td></td>
<td>Treat others the way I want to be treated</td>
</tr>
<tr>
<td></td>
<td>Show respect for people and property</td>
<td>Keep hands, feet and objects to yourself</td>
<td></td>
<td>Be a good friend</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Seek staff assistance when required</td>
<td></td>
<td>Appreciate individual differences</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Follow routines</td>
<td></td>
<td>Taking turns and sharing equipment</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Stay on task and do your best</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Toilets | Respect the privacy of others | Use toilets appropriately | | |
|         | | Speak and walk quietly in and out of the toilets | | |
|         | | Use age appropriate toilets | | |
|         | | Follow hygiene routines | | |

<p>| Curriculum (Classroom, Library, Computer Labs, Specialist Lessons, Art) | Keep classrooms clean and tidy | Follow classrooms borrowing procedures | | |
|                                                                      | Use your own headphones | Sit still on chairs | | |
|                                                                      | Follow the ICT Code of Conduct | Use specialists equipment appropriately | | |</p>
<table>
<thead>
<tr>
<th>Location</th>
<th>Respectful</th>
<th>Responsible</th>
<th>Resilient</th>
<th>Relationships</th>
</tr>
</thead>
<tbody>
<tr>
<td>Playground</td>
<td></td>
<td>- Wear shoes and your own sun safe hat</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- <em>Play safe and sensible games</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Use only school equipment</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>- Finish eating before you go to the playground</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Play only school approved games</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Leave sticks and stones on the ground</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eating areas (Classroom &amp; Undercover areas)</td>
<td></td>
<td>- Put your rubbish in the bin</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Sit down to eat</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Eat your own food</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>- Use good manners while eating</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Use bubblers for drinking only</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transitions</td>
<td>- Follow lining up procedures</td>
<td>- Walk your bike/scooter/skateboard when leaving/entering school</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Lock up your bike/scooter/skateboard in the bike compound</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Out of School</td>
<td></td>
<td>- Follow Bus Code of Conduct</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Follow road safety rules</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Rights and Responsibilities of Staff, Parents, Administrators and Students

### All Staff

<table>
<thead>
<tr>
<th>Rights</th>
<th>Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>To work with children in the school community without disruption or interference</td>
<td>To provide a supportive, challenging and stimulating learning environment that allows positive aspirations, relationships and values to develop</td>
</tr>
<tr>
<td>To expect the support of colleagues, parents and administrators</td>
<td>To communicate respectfully with colleagues, parents and administrators</td>
</tr>
<tr>
<td>To expect students will behave appropriately</td>
<td>To encourage all students to take increasing responsibility for their own behaviour and the consequences of their actions</td>
</tr>
<tr>
<td>To be informed of specific needs of students</td>
<td>To respect confidentiality of information</td>
</tr>
<tr>
<td>To be treated with honesty, openness, respect and courtesy by children and adults</td>
<td>To model honesty, openness, respect and courtesy to others</td>
</tr>
</tbody>
</table>

### All Parents

<table>
<thead>
<tr>
<th>Rights</th>
<th>Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>To be treated with respect and support from the school community</td>
<td>To support staff in maintaining a safe and respectful learning environment for all students</td>
</tr>
<tr>
<td>To receive and offer information about their children’s education, well being and behaviour</td>
<td>To show an active interest in their children’s progress within the school</td>
</tr>
<tr>
<td>To expect the school will provide a quality education for their children</td>
<td>To co-operate with the school to achieve the best outcomes for their children</td>
</tr>
<tr>
<td>To expect consistent approaches to the code of behaviour used by staff throughout the school</td>
<td>To set clear expectations for their children which support the goals of the school</td>
</tr>
<tr>
<td>To expect the school policies and procedures to be upheld</td>
<td>Contribute positively to behaviour support plans that concern their child</td>
</tr>
</tbody>
</table>

### Administrators

<table>
<thead>
<tr>
<th>Rights</th>
<th>Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>To be treated with respect and courtesy by all members of the school community</td>
<td>To provide consistency and leadership in developing a supportive school environment</td>
</tr>
<tr>
<td>To have the full support of parents, staff and students</td>
<td>To review and monitor the effectiveness of school practices and their impact on student learning</td>
</tr>
<tr>
<td>To work in a safe and supportive environment</td>
<td>To ensure consistency and fairness in implementing the school’s Responsible Behaviour Plan for Students</td>
</tr>
<tr>
<td>To expect staff and students model personal best practices</td>
<td>To communicate high expectations of individual achievement and behaviours and support the development of this</td>
</tr>
</tbody>
</table>

### All Students

<table>
<thead>
<tr>
<th>Rights</th>
<th>Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>To learn in a positive, supportive and caring environment</td>
<td>To complete work to the best of their ability and to participate actively without interfering with the learning of others</td>
</tr>
<tr>
<td>To be treated with respect</td>
<td>To behave in a way that respects the rights of others, including the right to learn</td>
</tr>
<tr>
<td>To be safe and have personal property respected</td>
<td>To act in a manner which ensures the safety of others and their property</td>
</tr>
<tr>
<td>To be able to express opinions in an appropriate manner</td>
<td>To listen to others’ points of view</td>
</tr>
<tr>
<td>To have appropriate access to the school’s facilities</td>
<td>To care for equipment and share school resources</td>
</tr>
<tr>
<td>To know what is acceptable behaviour and to know the consequences of inappropriate behaviour</td>
<td>To follow the school rules. To accept the consequences of inappropriate behaviour</td>
</tr>
<tr>
<td>To learn to make decisions</td>
<td>To accept the consequences of personal decisions and take responsibility for their own behaviour</td>
</tr>
<tr>
<td>To feel accepted and valued</td>
<td>To help others feel accepted by not harassing, teasing, bullying or hurting their feelings</td>
</tr>
</tbody>
</table>

These beliefs and standards align with the National Safe Schools Framework and The National Framework for Values Education.
Section 4 and 5 – Processes for facilitating standards of positive behaviour and responses and consequences for unacceptable behaviour

In keeping with our beliefs about learning and behaviour we believe that our students respond best to positive reinforcement and encouragement towards the attainment of personal best in both of these areas. This relies on the cooperation and contribution of all members of the school community and is best achieved through a variety of settings and circumstances, within the classroom, within the playground, in non-classroom settings for both groups and individual students.

School processes for facilitating appropriate standards of behaviour include:

- Creation of a positive whole school culture
- Quality learning and teaching practices
- A balanced, relevant and engaging curriculum
- Supportive and collaboratively developed programs and procedures
- A range of provisions that are characterised by non-violent, non-coercive and non-discriminatory practices

The School Wide Positive Behaviour Support Triangle represents tiered levels of school-wide positive behaviour support needed for students at Deception Bay North School to achieve social and academic success. The triangle represents 100 per cent of Deception Bay North’s student population.

School-wide Behaviour Support (Green Zone)

Implementation of school-wide or classroom-wide strategies will usually result in approximately 80 per cent of the student body meeting behavioural expectations. Primary prevention involves: clearly defining student expectations; teaching, modelling, practising and acknowledging expected behaviours; responding to inappropriate behaviours; collection and analysis of behaviour management data.
Student supports and reinforcements

- **The House Cup Program**
  These expectations are communicated to students as part of the House Cup Program. Students are allocated to a House Cup Family Group (approx. 10-12 students), which meets with a school staff member once a fortnight. These small group meetings reinforce the message from class teachers and provide a context for the explicit teaching of behaviour and social-emotional skills. These explicit teaching opportunities are informed by recommended programs such as the Friendly Schools Plus Program. They are then reinforced with consistency across the whole school context, focussed on for a fortnight but remaining as explicit content. This occurs in an attempt to instil school values of respect, responsibility, resilience relationships and learning. The explicit teaching is also reinforced in the House Cup Program, where awards and points are earned, building team points across the school. These are announced on alternate weeks at a whole school assembly, celebrating fortnightly winners and leading to the announcement of the annual winning House. This program is designed to install the school values, encourage a sense of belonging and motivate pro-social behaviour.

- **House Cup Awards** (Appendix 2 - p. 30)
Students who demonstrate appropriate classroom and playground behaviours may be given a House Cup Award by the supervising staff member. These awards contribute to the House Cup Program and the winning House in the progressive total is announced each fortnight on assembly, leading to the presentation of the House Cup at the end of the year.

- **Awarding House Cup Points**
  Students earn points each week for aspects of the school which are a high priority e.g. attendance, academic engagement and homework completion etc. Effort and results are rewarded with individuals earning points that are collated in the House Cup Program. Students may also earn points for achievement of personal learning goals and academic success as demonstrated in Semester reports.

- **Additional Support Personnel**
  Access to a range of support personnel (teacher aides, non-teaching staff, specialist teachers, harassment and referral officers, guidance officers, 'No Fun' room staff, chaplain, Head of Special Education Services, Deputy and Principal)

- **Supported Play Program**
  For those students who find the playground difficult to manage, a variety of support structures is provided. These include, but are not limited to: attendance at the computer lab, supervised play in the SEP/library, accompanying staff on playground duty. Staff who are willing to assist students in lunch breaks are allocated to areas in the playground where organised games can be played in teams under their supervision.

- **'No Fun' Room**
  Here students may access behaviour support at any time of the day to reflect on their behaviours.

- **Harassment Referral Officers**
  Staff provide advice and conflict resolution for students who request support in relation to harassment from other students. This service is provided three times per week across the first break.

- **Guidance Officer Counselling**
  - The Guidance Officer provides student support services which enhance the social and emotional wellbeing of students.
  - Student support may involve counselling, case management, targeted programs and referrals to local support agencies.
  - The guidance officer actively builds connections between the family, school and the community to strengthen engagement in school.

**Principal’s Awards**

Presentations of Principal’s Awards at school assemblies for one student from each class recognise significant progress of students towards academic and behavioural success. Super Student awards recognise student progress in Years 1-3. Additional celebratory awards can be made in classrooms by teachers within their own classrooms.

- **Individualised programs**
  Individualised programs are offered to students-in-care, aligning with their individual and dynamic needs. ESFP funding and staffing, where available, are used to enhance student social/emotional wellbeing as well as other areas (such as art/craft) and the supported play program.

- **Celebration Days**
  At the conclusion of each term, students who have demonstrated positive behaviour and goal achievement and who are not on any STEP, earn the right to attend a celebration during the last week of term. Students participate in a variety of fun activities with their year level teachers. Students who have had difficulty managing their behaviour are supervised by class teachers during this time.

- **Ongoing Skilling of Staff**
  All staff members have received Essential Skills for Classroom Management and de-escalation strategies in-service and use these strategies for supporting students in the classroom, in the playground and in non-classroom settings to ensure consistency of approach with students and alignment with our beliefs. Where possible staff have also accessed Ruby Payne’s Framework for Understanding Poverty, developing a conscious awareness for working with students from low socio-economic backgrounds. A cohort of staff members is trained in non-violent crisis intervention.

- **End of term positive phone calls home**
  At the end of each term, class teachers nominate two children from each class who have shown great achievement and dedication to achieving their goals. A member of the administration team makes phone calls to parents to inform them of how well their children have performed.
<table>
<thead>
<tr>
<th>In the classroom</th>
<th>In the playground</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Use of ‘Correction’ strategies of the Essential Skills for Classroom Management, including use of proximity, cueing with parallel acknowledgement, selective attending, redirection to the learning, choice and follow through.</td>
<td>- Use of ‘Corrective’ strategies of the Essential Skills for Classroom Management, appropriate to the playground context, including redirection to appropriate playground behaviour, choice and follow through.</td>
</tr>
<tr>
<td>- Use of restorative questions for conflict resolution.</td>
<td>- Use of restorative questions for conflict resolution between students</td>
</tr>
<tr>
<td>- Monitoring and review of data/incidents, with movement to additional STEP levels of support for continued inappropriate behaviour.</td>
<td>- Use of informal warnings for minor breaches of school rules or inappropriate behaviour</td>
</tr>
<tr>
<td>- In class lunch detentions</td>
<td>- Direct a student to spend some time on the yellow seat within the designated playground area</td>
</tr>
<tr>
<td>- After school detentions</td>
<td>- Direct a student to walk with the duty person and discuss his/her behaviours</td>
</tr>
<tr>
<td></td>
<td>- Give a ‘Time out’ Referral (Appendix 3 – p. 31) to the student. ‘Time out’ of up to 15 minutes at the next lunch break may be given to students for persistent disregard of staff directions or school rules.</td>
</tr>
<tr>
<td></td>
<td>- Multiple ‘Time out’ referrals for persistent behaviour and increasingly moderate to major behaviours may result in a student entering the STEP process for support and consequence.</td>
</tr>
<tr>
<td></td>
<td>- After being referred to the Deputy Principal / Principal/HOSES, a student may receive a STEP movement consequence or detention and/or movement into the supported play program.</td>
</tr>
<tr>
<td></td>
<td>- Refer the student to the harassment referral officer or a member of admin.</td>
</tr>
</tbody>
</table>
Deception Bay North State School
Student Support Flow Chart

What the Teacher Can Do
(School-wide)
Green Zone
Case Manager – Class Teacher

When learning, behaviour, well-being concerns are evident:
• Teacher makes contact with the parent by phone or note to explain your concerns.
• Mention the support you are putting in place.

Reflect on teaching practice and make appropriate changes
• Is the student achieving?
• Do I have high expectations of the student?
• Have I developed a relationship with the student?
• Are there clear teaching and learning goals?
• Is the learning connected to the student?
• Are the learning resources relevant and engaging?
• Is there intellectual quality to challenge the student?
• Is the learning scaffolded so that the student can be successful?
• What do I currently do that is working?
• What do I need to do more of?
• What will I stop doing?
• What will I start doing?
• What further information do I need to better support this student?
• How can I ensure a proactive approach to support the student?
• Do I need to seek further professional development?

Consider the following:
• Basic health-vision/hearing
• Social- emotional, learning and home life barriers
• Are there anxiety, phobias, harassment, bullying or other issues?
• Appropriate location of seating in classrooms
• Ideas suggested by parents/carers
• Successful strategies other teachers/personnel have used
• Speak to previous teacher/SEP teacher
• Review previous IBSP

Reflect on behaviour management strategies
• Do I have a clear Classroom Management Plan that is consistently followed, explicitly taught and revisited with students throughout the year?
Teachers will apply behaviour management strategies appropriate to the situation, including, but not limited to the following:
• Use of Essential Skills for Classroom Management
• Discuss school rules with the student
• Reflect on the school code of behaviour
• Follow classroom behaviour flow chart
The above may be accompanied by:
• Observing and collecting data on student learning and behaviour for reflection
• Discussing student with support staff/ year level team leader/ DP
• Teacher requests for classroom profiling
• Ensuring consistent documentation - OneSchool

MINIMAL OR NO CHANGE OCCURRING
Move to Yellow Zone

Appropriate student behaviour
• Use ESCM’s
• Use classroom rewards system
• Use of whole school rewards system
• Positive phone call home
• Positive letter

Student behaviour causing concern

Follow the Classroom Behaviour Flow Chart
• Follow the steps outlined in the Classroom Behaviour Flow Chart document
• DP to manage process and support teacher
• Consequences/ make-up time to be managed by Class Teacher
Deception Bay North State School
Classroom Behaviour Flow Chart
NOTE: Steps may vary if student has an IBSP in place

Classroom
(Daily ongoing behaviours are to be recorded on OneSchool as one incident)

Official Reminder in Class
- Rule reminder (refer to class & school rules – Utilise Essential Skills for Classroom Management)
- Warnings/Give options (first warning, second warning)

Thinking Chair in Class – 10 mins maximum time out - reflection time

Buddy Class – 15 minutes
- Buddy referral completed and entered on OneSchool.
- One responsible student with Buddy referral to accompany student.
- Work provided by class teacher.

Behaviour Resolved
Student on task and engaged.

Behaviour NOT Resolved
The student:
- Refuses to attend buddy class
- Continues inappropriate behaviour in buddy class
- Returns to class and inappropriate behaviours continue

‘No Fun’ Room – 15 to 20 minutes
- Time extension for students negotiated with admin.
- Restorative chat between student and No Fun Room staff.
- Detention with class teacher – less than 30 minutes

Behaviour Resolved
Student returns to class

Behaviour NOT Resolved
- Admin/teacher discussion
- Admin follow-up if student refuses to complete detention with class teacher
- Parent contacted and major incidents recorded on OneSchool by teacher and admin
- Admin involvement in STEP consequences
- Case Management meeting as required

If behaviour resumes when returned to class, admin intervention required
PLAYGROUND RULES:
♦ Show respect for people and property
♦ Follow school staff directions
♦ Be in the right place at all times
♦ Play safe and sensible games
♦ Keep hands, feet and objects to yourself

EXPECTATIONS:
♦ Use toilets sensibly
♦ When end of break bell rings, students are to leave play area immediately—visit toilet, have a drink (if necessary) and line up

PREVENTION PLAN:
• Duty staff will be on time, handover (if relevant) move, scan, monitor and interact within designated area / identified pathway
• Staff actively supervise and acknowledge appropriate behaviours
• Staff intervene as early as possible (redirection) if any breach of rules or serious issue appears likely to occur.

SUPPORT STRATEGIES IN PLACE:
♦ All staff on duty wear high visibility vests and hats and carry whistles, duty bags with relevant resources e.g. Medical Alert Cards etc. and personal mobile phones for emergency purposes only
♦ Play equipment is available in designated playground areas
♦ Computer lab, library are staffed and open
♦ At various times other available activities include sports training, organised games on the oval, table tennis, dance club
♦ Harassment Officer

ACKNOWLEDGEMENT PLAN:
♦ Verbal praise and acknowledgement—explicit reference to desired behaviours
♦ House Cup Awards

CORRECTION PLAN:
1. Rule reminder—supportive prompt—praise if followed
2. Redirection and/or explanation of appropriate behaviour/expectation—praise when compliant
3. Warning with explanation of consequences—praise when compliant
4. Walk with the teacher on duty
5. Time out on Yellow Seat
6. Time Out referral slip (15 minutes max) is issued for follow-up

SUPPORT PLAN
♦ Supported Play in consultation with Administration Team

RESTITUTION PLAN:
Child initiated solution (with support) to ‘fix’ the issue and/or show remorse (apology, clean up etc.)

CRISIS PLAN:
If either students or adults are in need of medical help:
Light Green Card = medical emergency
Blue Card = need for Epipen

If either students or adults are in danger of physical harm:
Red Alert Card is sent to the Office for immediate Administration assistance if the safety of the child or those around is threatened.
When the NVCI Team arrives, the Duty Teacher directs students away from the area.

♦ Repeated minor breaches of rules may result in:
♦ Serious one-off behaviours may result in:

SUPPORT PERSONNEL: Principal, Deputy Principal, Playground Duty Staff Member, Year Level Teachers, Support Staff
Deception Bay North State School Consequences for Inappropriate Behaviour

**Time Out** is only to be used as a consequence of **inappropriate playground behaviour**. The maximum time to be given is 15 minutes.

- **Time Out**: refusing to follow staff instructions (playground), being in the wrong area (without permission), not eating in the correct area, not wearing a hat when outside of covered areas, riding scooters or bicycles in the school grounds, playing in toilets.
- **Class Detention**: late to class, not lining up correctly, inappropriate classroom behaviours, inappropriate behaviour during parade, exiting class without permission or removal to 'No Fun' room.
- **'No Fun' Room**: experiencing self-management difficulties in the classroom, affects the teacher's right to teach or the student's right to learn, given 'calm time' enabling them to settle or to reconsider their behaviours, make a plan and goals to improve this.
- **Record on OneSchool**: bullying, physical aggression/fighting/spitting on others, disrespectful to teachers/adults e.g. swearing at teachers, repeated detentions or 'timeouts'.
- **Refer to Admin**: racist comments/sexual harassment, dangerous behaviour e.g. climbing on roof, dangerous objects at school e.g. knives, weapons, behaviour escalates in 'No Fun' room.

**STEP Consequences**

- late to class
- not lining up correctly
- experiencing self-management difficulties in the classroom
- affects the teacher's right to teach or the student's right to learn
- given 'calm time' enabling them to settle or to reconsider their behaviours
- make a plan and goals to improve this

**Refer to Admin**

- racist comments/sexual harassment
- dangerous behaviour e.g. climbing on roof
- dangerous objects at school e.g. knives, weapons
- behaviour escalates in 'No Fun' room
**Targeted Behaviour Support (Yellow Zone)**

Support at this level is targeted at approximately 15 per cent of the student body that require additional support to meet behavioural expectations. Different needs may be identified for individuals or small groups of students. Examples of planned strategies may include: skill training; problem solving; re-teaching and practising; acknowledgements and feedback. Targeted support should be in place for the short term.

The language of **STEPS** is used consistently when discussing the various layers of support and consequence.

<table>
<thead>
<tr>
<th>STUDENT BEHAVIOUR</th>
<th>PLANNED AND PROACTIVE SUPPORT STRATEGIES</th>
<th>PLANNED AND REACTIVE INTERVENTIONS</th>
</tr>
</thead>
</table>
| **STEP 1**        | **Behaviour management strategies continue and may include:**  
                      - Essential skills, student goal setting, restorative chats between teacher and student.  
                      - Negotiation of behaviour goals between teacher and student.  
                      - Tracking behaviour by classroom teacher and ongoing reporting to parents/carers/admin.  
                      - Recognition with positive reinforcement of student's progress towards goal attainment.  
                      - Recognition of goal attainment.  
                      - Provision of opportunities for the student to learn appropriate behaviours through explicit teaching, modelling and natural consequences. | Determine consequences in line with classroom management plan for short term support of student, such as, but not limited to:  
  - In-class or after school detention.  
  - Use of communication book between home and school.  
  - Monitoring of student behaviour for a designated amount of time and review with the student.  
  - Involvement is restorative chats process.  
  - Reflection time and restitution plan as appropriate.  
  - Classroom teacher notifies parents by phone and informs Administration.  
  - Implementation of restorative chats between stakeholders, with sharing of outcomes with parent/carer as appropriate. |
<table>
<thead>
<tr>
<th></th>
<th><strong>PLANNED AND PROACTIVE SUPPORT STRATEGIES</strong></th>
<th><strong>PLANNED AND REACTIVE INTERVENTIONS</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>STEP 2</strong></td>
<td>These behaviours include, but are not limited to the following:</td>
<td>• Determine consequences in line with classroom management plan for short term support of student, such as, but not limited to those listed above at STEP 1.</td>
</tr>
<tr>
<td></td>
<td>• Ongoing inappropriate behaviours after STEP 1 supports are implemented.</td>
<td>• Reflection time and restitution plan as appropriate.</td>
</tr>
<tr>
<td></td>
<td>• Behaviours which harm or affect the safety of self or others.</td>
<td>• Implementation of restorative chats between stakeholders, with sharing of outcomes with parent/carer.</td>
</tr>
<tr>
<td></td>
<td>• Vandalism.</td>
<td>• Class teacher meets with parents or phones parents and reports verbally to administration.</td>
</tr>
<tr>
<td></td>
<td>• Racism of discriminatory remarks.</td>
<td>• Collection of behaviour data to determine if the student requires greater levels of support, and meets with deputy/principal to discuss movement to STEP 3.</td>
</tr>
<tr>
<td></td>
<td>• Behaviour management strategies continue and may include: Essential Skills, student goal setting, restorative chats between teacher and student.</td>
<td>• Class teacher reports to parents and admin at conclusion of monitoring.</td>
</tr>
<tr>
<td></td>
<td>• Negotiation of behaviour goals between teacher and student, and completion of &quot;My Goals for Behaviour&quot; Plan (Appendix 5 - p. 34)</td>
<td>• Collection of behaviour data to determine if the student requires greater levels of support, and meets with deputy/principal to discuss movement to STEP 3.</td>
</tr>
<tr>
<td></td>
<td>• Tracking behaviour by classroom teacher and ongoing reporting to parents/carers/admin.</td>
<td>• Class teacher reports to parents and admin at conclusion of monitoring.</td>
</tr>
<tr>
<td></td>
<td>• Recognition with positive reinforcement of student's progress towards goal attainment.</td>
<td>• Collection of behaviour data to determine if the student requires greater levels of support, and meets with deputy/principal to discuss movement to STEP 3.</td>
</tr>
<tr>
<td></td>
<td>• Celebration and recognition of goal attainment.</td>
<td>• Class teacher reports to parents and admin at conclusion of monitoring.</td>
</tr>
<tr>
<td></td>
<td>• Provision of opportunities for the student to learn appropriate behaviours through explicit teaching, modelling and natural consequences.</td>
<td>• Collection of behaviour data to determine if the student requires greater levels of support, and meets with deputy/principal to discuss movement to STEP 3.</td>
</tr>
<tr>
<td></td>
<td>• Referral to the Student Support Team may be considered.</td>
<td>• Class teacher reports to parents and admin at conclusion of monitoring.</td>
</tr>
<tr>
<td></td>
<td>• Behaviour management strategies continue and may include: Essential Skills, student goal setting, restorative chats between teacher and student.</td>
<td>• Determine consequences in line with classroom management plan for short term support of student, such as, but not limited to those listed above at STEP 1.</td>
</tr>
<tr>
<td></td>
<td>• Individual Behaviour Support Plan (Appendix 6 - p. 35) is developed with child, teacher, parent for medium term support of student. This includes goal tracking, recognition of individual strength and recognition of difference.</td>
<td>• Discuss with Deputy/Principal/HOSES by classroom teacher or relevant school staff.</td>
</tr>
<tr>
<td></td>
<td>• Monitor student behaviour, giving feedback by use of a tracker encouraging self-management and evaluation.</td>
<td>• Organise meeting with teacher, admin and parents as a priority completed by Deputy/Principal/HOSES.</td>
</tr>
<tr>
<td></td>
<td>• Report to parents and admin in an ongoing and relevant manner, with feedback given to stakeholders at the conclusion of monitoring.</td>
<td>• Develop consequences collaboratively with child, teacher and parent which may include lunch detentions, outside school detention, of loss of play to complete tasks and other natural and logical consequences.</td>
</tr>
<tr>
<td></td>
<td>• Collect and review data to track behaviour.</td>
<td>• Discretionary participation in sports, excursions, loss of Gold Pass etc.</td>
</tr>
<tr>
<td></td>
<td>• Allocate staff/adult mentor as appropriate, to encourage improved behaviours.</td>
<td>• Develop consequences collaboratively with child, teacher and parent which may include lunch detentions, outside school detention, of loss of play to complete tasks and other natural and logical consequences.</td>
</tr>
<tr>
<td></td>
<td>• Provision of opportunities for the student to learn appropriate behaviours through explicit teaching, modelling and natural consequences.</td>
<td>• Discretionary participation in sports, excursions, loss of Gold Pass etc.</td>
</tr>
<tr>
<td></td>
<td>• Recognition with positive reinforcement of student's progress towards goal attainment.</td>
<td>• Develop consequences collaboratively with child, teacher and parent which may include lunch detentions, outside school detention, of loss of play to complete tasks and other natural and logical consequences.</td>
</tr>
<tr>
<td></td>
<td>• Participation in supported play program. Referral to the Student Support Team may be considered.</td>
<td>• Discretionary participation in sports, excursions, loss of Gold Pass etc.</td>
</tr>
</tbody>
</table>

**STEP 3** These behaviours include, but are not limited to the following:

• Escalation in misbehaviour, harm to others or property, or lack of demonstrated improvement in STEP 2 behaviours.
What the School Can Do (Targeted)
Yellow Zone
Case Manager – Class Teacher or Class Teacher with relevant school staff, Admin, HOSES, GO, Support Staff

Student behaviour causing concern

Social-emotional concerns -
Student is identified by Class Teacher /Leadership Team
Student Support referral – Student Support Team

Parent/ Carer involvement:
- Begin to gather student’s history across a range of settings (home, classroom, specialist lessons, playground)
- Interview with student and parent/carer

Consider suitable programs/options for student
- Learning Support
- School based programs
- Referral to SST for consideration (G.O. support, Counselling, assessment)
- Investigate external support options (G.O.)
- Supported play
- Cultural Liaison Officers, Chaplain
- PLC, MYCP and AVT Behaviour Management
- Interagency support

Case manager begins and organises a case management meeting
- Key school-based stake holders invited (Admin, HOSES, G.O., Support Staff)
- Data presented and shared
- Strategies discussed
- Curriculum Support Plan developed as appropriate (see options below), including time frame for follow-up
- IBSP developed with parent consultation and involvement, implemented and reviewed after each week to assist the student to return to acceptable behaviour
- D.P. supports case management process

Follow-up meeting to review case when necessary:
- Review student history-behaviour, medical, family, social
- Review support plan

MINIMAL OR NO CHANGE OCCURRING
Move to Red Zone
**Intensive Behaviour Support: Behaviour Support Team (Red Zone)**

This level signifies specialised, individual support for approximately 5 per cent of the student body that are not successfully meeting student expectations with school wide and targeted support already in place. Support for students at this level of the continuum usually includes the development of Individual Behaviour Support Plans; skill development; Functional Behavioural Analysis and programming changes. Intensive Behaviour Support is usually long-term. These are identified as STEP 4 and 5 behaviours at Deception Bay North.

<table>
<thead>
<tr>
<th>STEP 4 BEHAVIOUR</th>
<th>PLANNED AND PROACTIVE SUPPORT STRATEGIES</th>
<th>PLANNED AND REACTIVE INTERVENTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>These behaviours include, but are not limited to the following:</strong></td>
<td>• Behaviour management strategies continue and may include:</td>
<td>• Determine consequences in line with classroom management plan for short term support of student, such as, but not limited to those listed above at STEP 1.</td>
</tr>
<tr>
<td>• Chronic and severely challenging behaviours.</td>
<td>Essential skills, student goal setting, restorative chats between teacher and student.</td>
<td>• Deputy/Principal/HOSES organises urgent meeting with admin, teacher, parents and other stakeholders (may include Regional Behaviour Support Consultant).</td>
</tr>
<tr>
<td>• Continued verbal and physical aggression towards staff or other students.</td>
<td>Determination of case manager by admin to monitor student’s behaviour and support parents and staff.</td>
<td>• Develop consequences collaboratively with child, teacher and parent which may include lunch detentions, outside school detention, of loss of play to complete tasks and other natural and logical consequences.</td>
</tr>
<tr>
<td>• Truancy and/or continual disengagement from learning.</td>
<td>Involve advisory visiting teacher- behaviour management where appropriate.</td>
<td>• Participate in restorative chat and conflict resolution processes.</td>
</tr>
<tr>
<td>• Property misconduct.</td>
<td>Development of Individual Behaviour Support Plan (Appendix 6 – p. 35), with student and parent, including goal identification, recognition of triggers and antecedents, students strengths and individual needs, student responsibilities, reinforcers and consequences as determined by school admin and class teacher.</td>
<td>• Loss of participation in extra-curricular activities for specified time.</td>
</tr>
<tr>
<td>• Substance misconduct.</td>
<td>Modification to the curriculum and/or school timetable by school staff in consultation with parents is possible.</td>
<td>• Reflection time, restitution plan, goal setting as appropriate.</td>
</tr>
<tr>
<td>• Inappropriate use of personal technology devices (See Appendix 7 – p. 40).</td>
<td>Allocate staff/adult mentor as appropriate, to encourage improved behaviours.</td>
<td>• Behaviour tracked by class teacher and administration.</td>
</tr>
<tr>
<td>• Bullying or Cyberbullying (See Appendix 8).</td>
<td>Collect and review data to track behaviour.</td>
<td>• Communication with parents is ongoing in relation to progress towards attainment of student’s goals and progress.</td>
</tr>
<tr>
<td>• Bringing knives or other weapons to school (See Appendix 9 – p. 44).</td>
<td>Recognition with positive reinforcement of student’s progress towards goal attainment.</td>
<td>• Admin considers suspension of student, community accountability conferencing as appropriate, recommendation for exclusion.</td>
</tr>
</tbody>
</table>

**STEP 5**

These behaviours include continuation or degree of severity of those listed at STEP 4.

<p>| | |</p>
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>• Development of Individual Behaviour Support Plan (Appendix 6 – p. 35), with student and parent, including goal identification, recognition of triggers and antecedents, students strengths and individual needs, student responsibilities, reinforcers and consequences as determined by school admin and class teacher.</td>
<td>• Re-entering student will be supported in line with STEP 3 supports.</td>
</tr>
<tr>
<td>• Re-entering student will be supported in line with STEP 3 supports.</td>
<td>• Admin considers suspension of student, community accountability conferencing as appropriate, recommendation for exclusion.</td>
</tr>
<tr>
<td>• Upon return, a student re-enters the process at STEP 3 consequences, with the Intensive Behaviour Support Plan in place.</td>
<td></td>
</tr>
</tbody>
</table>
In circumstances where the principal determines there is significant risk of harm to self and others on the part of the student, the following may apply:

- Community accountability conferencing, as appropriate
- Suspension in line with Education Queensland Policy (STEP 5)
- Proposal to Exclude
- Recommendation for exclusion in line with Education Queensland Policy

Student Disciplinary Absences (suspensions) are used after consideration has been given to all other responses.

Student Behaviours Outside of School
Where a student’s behaviour outside of school affects the good order and management of the school, including student incidents of bullying and cyberbullying (see Appendix 8 - p. 42), the principal may implement the following consequences:

- Use of restorative practices to restore relationships and good order
- Community accountability conferencing, as appropriate
- Suspension in line with Education Queensland Policy (STEP 5)
- Recommendation for exclusion in line with Education Queensland Policy

Student Disciplinary Absences (suspensions) are used after consideration has been given to all other responses.
What Intensive Support Is Available? (Intensive)
Red Zone
Case Manager – Principal, Deputy Principal, HOSES, GO with Class Teacher

Principal/Deputy Principal
- Co-ordinates case management of identified student
- Develops relationship with student and family
- Gathers data
- Ensures primary carers are involved and kept informed
- DP reviews IBSP with class teacher
- Organises stakeholder meetings

Student behaviour causing serious concern

Case manager identified

Stakeholder meeting called:
- Class teacher
- Case manager (appointed)
- Administration team
- Parents/ Caregivers
- GO
- External agencies (if relevant)

External Agencies (options)
Investigate suitable external agencies e.g CYMHS, Deception Early Years Centre, Refocus, Murriajabree, Red Cross Family Services, RAIS, YARN (Youth at Risk Network), Autism Qld

Alternate Programs external to the school
- PLC
- MYCP
- EdWrap
- Flexible arrangement

Potential Outcomes of Meetings:
- A multi-level systematic assessment of the student’s needs is completed
- Recommendations about the most appropriate interventions for the student to achieve successful educational outcomes are collaboratively agreed upon
- A jointly constructed intervention plan is designed and implemented to enable the student to return to acceptable behaviour

Comprehensive Review
Section 6 - Emergency or critical incident responses

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

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

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

Basic defusing strategies

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

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

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

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

Debrief
Help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations.
Management of a serious incident or accident in the playground

1. Red ‘HELP’ card, is sent to the office via student messenger.
2. Immediate assistance from administrator or NVCI staff member is enacted to move to the location.
3. While waiting for assistance, the supervising staff member makes every effort to:
   - Remove bystanders to ensure safety.
   - Remain calm.
   - Display non-confrontational body language and positioning to de-escalate the situation.
   - Avoid placing themselves or others in danger.
4. Upon arrival, the administrator or assisting staff member determines appropriate intervention, removing students from the environment to other areas in order to de-escalate the situation to ensure the safety of all.

Following the de-escalation, a process of debriefing the situation is enacted, with either a Health And Safety Incident Report being completed for accidents or OneSchool recording/Student Incident Report (Appendix 4 – p. 32) process being followed, with higher STEP consequences and supports being enacted in response.

Physical Intervention

NVCI TEAM 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 Deception Bay North’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.

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:

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

**Record keeping**
Each instance involving the use of physical intervention must be formally documented. The following records must be maintained:
- NVCI Incident Documentation (Appendix 10 - p. 45)
- Incident documented on OneSchool
- Health and Safety incident record  
- Debriefing report (Appendix 11 - p. 46)

**Section 7 - Network of student support**
A network of support is provided to students and their families, as appropriate, through the following agencies:

<table>
<thead>
<tr>
<th>School Based Services</th>
<th>District/Education Queensland Services</th>
<th>Community Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guidance officers</td>
<td>District behaviour support consultants</td>
<td>Local medical practices</td>
</tr>
<tr>
<td>Chaplain</td>
<td>Advisory visiting teachers</td>
<td>Behavioural optometrist</td>
</tr>
<tr>
<td>Learning support teachers</td>
<td>Indigenous support services</td>
<td>Paediatric services</td>
</tr>
<tr>
<td>Specialised teacher aides</td>
<td>ACE - positive learning centre</td>
<td>Neighbourhood Centre</td>
</tr>
<tr>
<td>SEP/ECDP staff</td>
<td>Senior Guidance Officer</td>
<td>PCYC</td>
</tr>
<tr>
<td>Classroom teachers</td>
<td>Pasifika support services</td>
<td>Disability Services Queensland</td>
</tr>
<tr>
<td>Administration staff</td>
<td>MYCP</td>
<td>Child and Youth Mental Health</td>
</tr>
<tr>
<td>Pasifika Playgroup</td>
<td>Behaviour Support Services, Outdoor</td>
<td>Early Years Centre</td>
</tr>
<tr>
<td>Indigenous Community Support Worker</td>
<td>Experiential Learning Program.</td>
<td>Queensland Health</td>
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<td></td>
<td>EdWrap</td>
<td>Department of Communities (Child Safety Services)</td>
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<tr>
<td></td>
<td></td>
<td>Police</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Local Council</td>
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<td></td>
<td>Autism Queensland</td>
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<tr>
<td></td>
<td></td>
<td>Local community support agencies</td>
</tr>
</tbody>
</table>
Section 8 - Consideration of Individual Circumstances

For some students, positive behaviours are established through modifying the student’s environment and teaching new skills while responding effectively to problematic behaviours. A student’s needs are documented in the Individual Behaviour Support Plan (IBSP) with strategies differentiated to meet that student’s particular needs.

To achieve positive behaviours, staff teach social competencies and skills, based on the identified personal needs of a student. These may occur within the mainstream classroom, during withdrawal from the classroom or during House Cup team meeting time.

Proactive strategies used may include:
• Identification of environmental factors that may trigger negative behaviours and make changes to those environments to avoid or address such triggers
• Teaching of skills and competencies to facilitate behavioural changes for the purpose of social and community integration
• Use of specific strategies such as differential reinforcement procedures and stimulus-based procedures to bring about rapid changes in problem behaviours

When organising an IBSP, the teacher sets up 2 review meetings with a member of the Administration Team. The first meeting is a half-way chat to be held after one week. During this chat, the teacher reflects on the success of the strategies being implemented and whether there has been noticeable improvement in the student’s behaviour. Adjustments are made to the IBSP as necessary and parents are informed.

The second meeting is the formal review where the teacher assesses whether the student has met the goals and what the next course of actions are. If students are meeting their goals, the teacher may decide to move the student down to Step 2, Step 1 or off Step altogether. For students who have not achieved their goals, the IBSP is adjusted and continued for a designated period of time. Again, review meetings are established at the end of each week on the IBSP.

Education Support Plans are used to assess the needs of children in care to enable the school to ensure their needs are met. These may be academic, social or emotional needs which necessitate special support. Proactive strategies operating at the school include:
• Lunchtime games program- fun-based art, craft and physical activities to encourage friendships;
• Access to private counselling; and
• Additional behavioural support in classrooms.
Section 9 - Related Legislation

- Commission for Children and Young People and Child Guardian Act 2000
- 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 Regulation 1997
- Right to Information Act 2009
- Information Privacy (IP) Act 2009

Section 10 - Related Policies

- SMS-PR-021: Safe, Supportive and Disciplined School Environment
- CRP-PR-009: Inclusive Education
- SMS-PR-027: Enrolment in State Primary, Secondary and Special Schools
- SMS-PR-022: Student Dress Code
- SMS-PR-012: Student Protection
- SCM-PR-006: Hostile People on School Premises, Wilful Disturbance and Trespass
- GVR-PR-001: Police Interviews and Police or Staff Searches at State Educational Institutions
- ICT-PR-004: Using the Department's Corporate ICT Network
- IFM-PR-010: Managing Electronic Identities and Identity Management
- SCM-PR-003: Appropriate Use of Mobile Telephones and other Electronic Equipment by Students

Section 11 - Some Related Resources

- National Safe Schools Framework (ncab.nssfbestpractice.org.au/resources/resources.shtml)
- National Framework for Values Education in Australian Schools (www.valuーズeducation.edu.au)
- Bullying. No Way! (www.bullyingnoway.com.au)
- MindMatters (www.curriculum.edu.au/mindmatters)

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Principal                        P&C President           Executive Director

26
Classroom Behaviour Support Plan

Teacher:               Class:   Date:               Buddy Class:

School and Class Rules:

- Show respect for people and property
- Stay on task and do your best
- Follow school staff directions
- Be in the right place at all times
- Play safe and sensible games
- Keep hands, feet and objects to yourself

Additional Context Specific Rules:

•

Rules are displayed, visible to all in the room   □ Yes
Rules are timetabled and explicitly taught at the beginning of the term   □ Yes
Rules are explicitly referred to in positive and negative reinforcement   □ Yes

Action Plan:

To enable students to develop appropriate behaviours, I will utilize the following strategies around the four domains of CARING, BELONGING, JUSTICE, and TEACHING & LEARNING:

- Students are explicitly taught and modelled the appropriate behaviours and school rules as distinct from street rules and how each student’s behaviour reflects on the teaching and learning in our classroom. This is done at the beginning of each term and as incidents dictate.
- Ensure that home/school connections are always kept open through discussions with parents/caregivers and include positives before or if any negatives.
- Ensure aspects of social and emotional issues are dealt with quietly with individual students and/or support services – to respect student’s peer relationships.
- When discussing negative behaviour begin with a story rather than a direct comment and be honest about the two sets of language – school/street (appropriate/ inappropriate language)
- Explicit teaching around rules and processes are revisited regularly and all students are aware of the consequences both positive and negative.

Classroom Strategies

- *Doors open at 8.30 am for students and teachers to have “tune in time”*
- Set clear and achievable classroom rules and expectations
- Review/reinforce expectations each morning in class meeting or circle time context
- Personal goal setting – each student will work towards a goal each fortnight
- Ensure equity in interactions with all students in the room
- Communicate and take interest in students’ world outside the classroom
- Regularly revise positive and negative reinforcers for behaviour
• Be a model of respect and listening
• Be a model of expected behaviours
• Visual rules and class timetables are clear and discussed daily as needs arise
• Goal setting across some subject areas to provide nurturing and engaging curriculum that is individualised.
• Individual teacher reward system

Positive reinforcement for appropriate behaviours will be:

<table>
<thead>
<tr>
<th>Whole Class</th>
<th>Individual</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Descriptive encouraging</td>
<td>• Descriptive Encouraging</td>
</tr>
<tr>
<td>• Stickers</td>
<td>• Body Language Encouragers</td>
</tr>
<tr>
<td>• Earned group points</td>
<td>• Individual reward desk chart</td>
</tr>
<tr>
<td>• Preferred activity time</td>
<td>• Snakes and Ladders</td>
</tr>
<tr>
<td>• Games for when lessons finished early</td>
<td>• Peer support</td>
</tr>
<tr>
<td>• Raffle tickets</td>
<td>• Earning of special jobs/responsibilities</td>
</tr>
<tr>
<td>• Marbles in a Jar</td>
<td>• Positive communication (phone/written)</td>
</tr>
<tr>
<td>• Snakes and Ladders</td>
<td>• with home</td>
</tr>
<tr>
<td>• Beat the Teacher</td>
<td>• Preferred activity time</td>
</tr>
<tr>
<td>• Angels and Demons</td>
<td>• Week off homework</td>
</tr>
<tr>
<td>• Earning money</td>
<td></td>
</tr>
<tr>
<td>• Gold Pass</td>
<td></td>
</tr>
</tbody>
</table>

For students who demonstrate inappropriate behaviour, I will utilize the following strategies:

**Green Zone**
- Use of nonverbal – eye contact, movement, proximity, smile, thumbs up

**Yellow/Amber Zone**
- Redirect/direct – Use the broken record technique for repeating students expectations (only repeat two times)
- Use ‘I’ messages as a reminder or ‘This is what you should be doing’
- Stop redirect student ‘What are you doing?’ ‘What should you be doing?’ ‘Is it against the rules?’

**Red Zone**
- Two Official Reminders – Thinking Chair (10mins) – complete reflection – discuss behaviour at suitable time
- Continued misbehaviour after 10mins at Thinking Chair – Buddy Class
- Lunch detention to complete missed work
- Call home to parents (for their follow-up)
- Continued negative behaviour – contact Behaviour Support
- After School detention

**Classroom Process / Consequences for inappropriate behaviours will be:**
- Official Rule Reminder
- Thinking Chair
- Buddy Class
- Lunchtime detention (no more than 25 mins)
- Removal to ‘No Fun’ room

** Lunch time and after school detention to make up for missed class time.**
**Other logical consequences you will employ**

- Afterschool detention organised with home
- Restorative Justice Conference (What happened, What were you thinking, What have you thought about since, Who was affected by what you did and How are you going to make things better?)
- Responsible Thinking Process (What did you do, What are the rules, What happens when you break the rules?)
- Have work prepared and located at buddy classroom
- Parent contact
- Lost playtime
- Verbal or written apology
House Cup Program – House Awards

HOUSE AWARD
1 POINT
This House Award goes to:
___________________________________
For:
☐ Showing respect for people and property
☐ Staying on task and doing your best
☐ Following school staff directions
☐ Being in the right place at all times
☐ Playing safe and sensible games
☐ Keeping your hands, feet & objects to yourself
☐ Other

Sign:
___________________________________

HOUSE AWARD
1 POINT
This House Award goes to:
___________________________________
For:
☐ Showing respect for people and property
☐ Staying on task and doing your best
☐ Following school staff directions
☐ Being in the right place at all times
☐ Playing safe and sensible games
☐ Keeping your hands, feet & objects to yourself
☐ Other

Sign:
___________________________________

HOUSE AWARD
1 POINT
This House Award goes to:
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For:
☐ Showing respect for people and property
☐ Staying on task and doing your best
☐ Following school staff directions
☐ Being in the right place at all times
☐ Playing safe and sensible games
☐ Keeping your hands, feet & objects to yourself
☐ Other

Sign:
___________________________________
<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Area</th>
<th>Student Names</th>
<th>Class</th>
<th>Database ID</th>
<th>Completed</th>
</tr>
</thead>
<tbody>
<tr>
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<td></td>
</tr>
</tbody>
</table>

**School Rules Not Followed: (please tick)**

- [ ] Show respect for people and property
- [ ] Stay on task and do your best
- [ ] Follow school staff directions
- [ ] Be in the right place at all times
- [ ] Play safe and sensible games
- [ ] Keep hands, feet and objects to yourself

**Reason:**

(All sections must be completed)

Duty Person: __________________________      Duration: ___________

---

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Area</th>
<th>Student Names</th>
<th>Class</th>
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</thead>
<tbody>
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<td></td>
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<td></td>
</tr>
</tbody>
</table>

**School Rules Not Followed: (please tick)**

- [ ] Show respect for people and property
- [ ] Stay on task and do your best
- [ ] Follow school staff directions
- [ ] Be in the right place at all times
- [ ] Play safe and sensible games
- [ ] Keep hands, feet and objects to yourself

**Reason:**

(All sections must be completed)

Duty Person: __________________________      Duration: ___________
## Student Incident Report

**Date:** ___________

**Reporting Person:** ________________________________________

### STUDENTS INVOLVED

<table>
<thead>
<tr>
<th>Class</th>
<th>STUDENTS INVOLVED</th>
<th>Class</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

### WITNESSING STUDENTS/STAFF MEMBERS/PUBLIC

<table>
<thead>
<tr>
<th>Class</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

**INCIDENT SUMMARY DETAILS:** (more detail over)

______________________________________________________

______________________________________________________

______________________________________________________

______________________________________________________

______________________________________________________

______________________________________________________

______________________________________________________

**ACTION TAKEN BY REPORTING PERSON:**

**Green Level:**
- Restorative Practice
- Time-out on yellow seat
- Walk with me
- Warning

**Yellow Level:**
- Timeout referral
- Lunch detention
- Buddy class referral
- Natural consequence
- Tracking card

**Red Level:**
- Discuss with Admin
- Refer to class teacher
- Up a Step level
- Loss of Gold Pass
- Interview with parent

**Admin Action Taken:**

**Admin Signature:**

**Enter in:**
- OneSchool
- Timeout D/B
- Behaviour D/B
- Data entered

**Initial:**
Victim Statement:

Perpetrator Statement:

1st Witness Statement:

2nd Witness Statement:

Staff Member Report:
## Goal Tracking for Step 2

**My Goals for Behaviour**

<table>
<thead>
<tr>
<th>What do I want to stop doing?</th>
<th>What I'm doing when my goals are achieved.</th>
</tr>
</thead>
<tbody>
<tr>
<td>What do I want to start doing?</td>
<td>□ Achieved □ Not Achieved</td>
</tr>
<tr>
<td>What do I want to continue doing?</td>
<td>Review Date:<em><strong>/</strong></em><strong>/</strong>____</td>
</tr>
</tbody>
</table>

**Compiled on ___/___/___**

**Student:**

**Teacher:**

Comments:
# Individual Behaviour Support Plan

**DECEPTION BAY NORTH STATE SCHOOL**

**STUDENT/SCHOOL SUMMARY**

<table>
<thead>
<tr>
<th>Strengths</th>
<th>Weaknesses</th>
<th>Interests/Motivators</th>
<th>Dislikes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Academic</strong></td>
<td><strong>Social</strong></td>
<td><strong>Academic</strong></td>
<td><strong>Social</strong></td>
</tr>
<tr>
<td>- Motivated to improve in all curriculum areas</td>
<td>- Loves to talk to staff members</td>
<td>- Can become distracted during lengthy tasks</td>
<td>- Sports</td>
</tr>
<tr>
<td>- Always willing to attempt new tasks</td>
<td>- Enjoys working with a team</td>
<td>- Becomes involved in conflict/problems between other people</td>
<td>- Being with friends</td>
</tr>
<tr>
<td>- Seeks help promptly when he requires assistance</td>
<td>- Can be very polite</td>
<td>- Dwells on conflict</td>
<td>- People who don’t follow the rules</td>
</tr>
<tr>
<td>- Eager to please</td>
<td>- Works independently</td>
<td>- Conflict resolution</td>
<td>- People who are ‘unfair’</td>
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<tr>
<td><strong>Academic</strong></td>
<td><strong>Social</strong></td>
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<td>- Eager to please</td>
<td>- Works independently</td>
<td>- Conflict resolution</td>
<td>- People who are ‘unfair’</td>
</tr>
</tbody>
</table>

**BEHAVIOURS OF CONCERN: Currently**

<table>
<thead>
<tr>
<th>Behaviour</th>
<th>Frequency</th>
<th>Behaviour Goals: For Liam to...</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical aggression in the playground</td>
<td>Weekly</td>
<td>Leave to calm down in an agreed place, such as the SEU courtyard.</td>
<td>Most of the time</td>
</tr>
<tr>
<td>Verbal aggression</td>
<td>Weekly</td>
<td>Speak kindly to staff and peers</td>
<td>Most of the time</td>
</tr>
</tbody>
</table>

**Behaviour Most Likely to Occur**

<table>
<thead>
<tr>
<th>People</th>
<th>Time of Day</th>
<th>People</th>
<th>Time of Day</th>
</tr>
</thead>
<tbody>
<tr>
<td>When .......... is with staff members he is not familiar with.</td>
<td>In class with relief teachers. Break time.</td>
<td>With his classroom teacher, during class sessions.</td>
<td>Class sessions.</td>
</tr>
</tbody>
</table>

**Behaviour Least Likely to Occur**

<table>
<thead>
<tr>
<th>Current Successful Strategies</th>
<th>Current Unsuccessful Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leaving to calm down in a safe place</td>
<td>Using a raised voice</td>
</tr>
<tr>
<td>- Trying to speak to .......... when he is not calm</td>
<td></td>
</tr>
</tbody>
</table>
**POSITIVE BEHAVIOUR SUPPORT IMPLEMENTATION PLAN**

<table>
<thead>
<tr>
<th>PREVENTION</th>
<th>TEACHING</th>
<th>REINFORCEMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CLASSROOM</strong></td>
<td><strong>INDIVIDUAL – Explicit Teaching of Skills</strong></td>
<td><strong>ACKNOWLEDGEMENT PLAN</strong></td>
</tr>
<tr>
<td><strong>Curriculum Support/ Adjustments:</strong> (What we teach and How we teach it)</td>
<td>A 2-way relationship built on trust and respect underpins a successful, functional teacher-student relationship. The following Explicit Teaching of Skills will include regular opportunities for constructive feedback and discussion between Student and Teacher</td>
<td>Regular contact with .............................. to reinforce positive progress.</td>
</tr>
<tr>
<td>- Working in the Flexible Learning Centre</td>
<td>- Conflict resolution – optimise the teaching moments in incidental events</td>
<td>.................................. will be given regular feedback and the opportunity for self-reflection.</td>
</tr>
<tr>
<td><strong>Classroom/Environmental Support/ Adjustments:</strong></td>
<td>- Calming strategies - visual cues for calming and refer to breathing poster</td>
<td></td>
</tr>
<tr>
<td>- Seated on the end of a row – limit contact to other peers who may disrupt or upset</td>
<td></td>
<td></td>
</tr>
<tr>
<td>..............................</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**PLAYGROUND/SUPPORTED PLAY/NON-CLASSROOM SETTINGS/SPECIALIST T’S.**

<table>
<thead>
<tr>
<th>RESTORATIVE PRACTICE Q’S.</th>
<th>RESPONSE PROCESS</th>
</tr>
</thead>
<tbody>
<tr>
<td>- What happened?</td>
<td>- .......................... will hand his calm down card to the nearest teacher</td>
</tr>
<tr>
<td>- What were you thinking at the time?</td>
<td>- Immediate direction to ‘safe place’</td>
</tr>
<tr>
<td>- What have you thought about since?</td>
<td>- Space to calm down</td>
</tr>
<tr>
<td>- Who do you think has been affected by what you did?</td>
<td>- Direct to use calming strategies</td>
</tr>
<tr>
<td>- In what way?</td>
<td></td>
</tr>
<tr>
<td>- What do you need to do to make things right?</td>
<td></td>
</tr>
<tr>
<td>- How can we make sure this doesn’t happen again?</td>
<td></td>
</tr>
<tr>
<td>- What can I/We do to help you?</td>
<td></td>
</tr>
</tbody>
</table>

**ORGANISATIONAL ADJUSTMENTS**

Communication to Specialist Teachers and aides working within the hub, to ensure staff are aware of the support strategies that are in place.

**DEPARTMENTAL/ INTERAGENCY SUPPORT**

(Bringing unsafe behaviour under safe and rapid control)

1. Take steps to ensure safety, welfare and security for all (peers, adults and ........) – see RBP4S

2. Direct ........... to ‘safe place’

**FAMILY SUPPORT/ COMMUNICATION**

- .............. will stay at school during Gold Pass and participate in Gardening.

- Check-out – before ........................ goes out to break

- Check-in – at the beginning of the day and each session
When ................. is absent, .............. will work in ............... classroom. If both ............... and ............... are away, ................. will be phoned.

3. Utilise de-escalation strategies
4. Call/Contact Office for immediate assistance advising “This is a Red Alert - Location is……”
5. Evacuate the area if necessary
6. When student is calm and ready to return, follow up with Restitution Plan (restorative chat)

**Individual Behaviour Support Plan**  
**DECEPTION BAY NORTH STATE SCHOOL**  
**STUDENT/FAMILY SUMMARY**

<table>
<thead>
<tr>
<th>Student</th>
<th>Teacher – Case Manager</th>
<th>Commencement Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year Level</td>
<td>Support Personnel</td>
<td>Review Date</td>
</tr>
<tr>
<td>Parent/s/ Guardians</td>
<td></td>
<td>Review Date</td>
</tr>
</tbody>
</table>

**Strengths**

<table>
<thead>
<tr>
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<tr>
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<td>- Can become distracted during lengthy tasks</td>
</tr>
<tr>
<td>- Handwriting</td>
<td>-</td>
</tr>
<tr>
<td>- Works independently</td>
<td>-</td>
</tr>
</tbody>
</table>

**Weaknesses**

<table>
<thead>
<tr>
<th>Academic</th>
<th>Social</th>
</tr>
</thead>
<tbody>
<tr>
<td>-</td>
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</tbody>
</table>

**Interests/Motivators**

<table>
<thead>
<tr>
<th>Sports</th>
<th>Being with friends</th>
</tr>
</thead>
</table>

**Dislikes**

<table>
<thead>
<tr>
<th>People who don’t follow the rules</th>
<th>People who are ‘unfair’</th>
<th>When his classroom teacher is absent</th>
</tr>
</thead>
</table>

**BEHAVIOURS OF CONCERN: Currently**

When ................. is upset by a peer he will become physically aggressive in order to avoid his emotional state.

When ................. is upset by a peer or member of staff he will become verbally aggressive in order to avoid his emotional state.

**GOAL**  
When I am feeling angry (at anytime), I will move to a ‘safe place’ i.e ...........

**What is expected of me?**

Move to a ‘safe place’ and start my calming strategies.

**How do I do this?**

Hand my personal “Cool Down Card” to a teacher and go directly to my ‘safe place’ without arguing with anyone.
**GOAL**

When I am feeling upset by what someone has said to me I will seek adult assistance.

**What is expected of me?**

I will find a teacher or adult in the school I am comfortable to talk to, to help me.

**How do I do this?**

I will ask an adult or teacher for help.

<table>
<thead>
<tr>
<th>WEEKLY TIMETABLE:</th>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>BEFORE SCHOOL</strong> (8:30 – 9:00)</td>
<td></td>
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</tr>
<tr>
<td><strong>MORNING SESSION</strong> (8:50 – 10:55)</td>
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<tr>
<td><strong>FIRST BREAK</strong> (10:55 – 11:45)</td>
<td></td>
<td></td>
<td>Lunchtime Play – only play with students from my class</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>MIDDLE SESSION</strong> (11:45 – 1:45)</td>
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<td></td>
</tr>
<tr>
<td><strong>AFTERNOON TEA</strong> (1:45 – 2:10)</td>
<td></td>
<td></td>
<td>Lunchtime Play – only play with students from my class</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>AFTERNOON SESSION</strong> (2:10 – 3:00)</td>
<td></td>
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</tr>
</tbody>
</table>

**FAMILY SUPPORT/ COMMUNICATION/ ADDITIONAL INFORMATION:**

This plan has Parent/Carer agreement (circle)

**MONITORING (INDIVIDUAL, CASE):**

Commencement Date

Review Date

**SIGNATURES:**

Parent/s and/or Carer/s

Principal
<table>
<thead>
<tr>
<th>Class Teacher/Case Manager</th>
<th>Deputy Principal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Support Staff (as appropriate)</td>
<td>HOSES</td>
</tr>
</tbody>
</table>
Appendix Seven

The Use of Personal Technology Devices* at School

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

Certain Personal Technology Devices Banned From School
Students must not bring valuable personal technology devices like mobile phones, cameras, digital video cameras or MP3 players to school as there is a risk of damage or theft. Such devices will be confiscated by school staff and may be collected at the end of the day from the school office. Breaches of this prohibition may result in discipline.

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

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

Students who have a personal technology device confiscated more than once will not be permitted to have a personal technology device at school for at least one month, or longer if deemed necessary by the Principal.

Personal Technology Device Etiquette
Bringing personal technology devices to school is not encouraged by the school because of the potential for theft and general distraction and/or disruption associated with them. However, if they are brought to school, they must be handed in at the Office before school and collected at 3pm.

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

We uphold the value of trust and the right to privacy at Deception Bay North State School. Students’ use of personal technology devices to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks etc) for the purpose of dissemination among the student body or outside the school, by any means (including distribution by phone or internet posting) builds a culture of distrust and disharmony.

Students must not record images anywhere that recording would not reasonably be considered appropriate (e.g. in change rooms, toilets or any other place where a reasonable person would expect to be afforded privacy). Recording of events in class is not permitted unless express consent is provided by the class teacher.

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

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

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

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

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

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

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

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

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

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

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

* 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.
Appendix Eight

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

Purpose

1. Deception Bay North 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 Deception Bay North State School. Research indicates that both those being bullied and those who bully are at risk for behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community’s goals and efforts for supporting all students.

3. Bullying behaviours that will not be tolerated at Deception Bay North State School include name-calling, taunting, mocking, making offensive comments, kicking, hitting, pushing, taking belongings, inappropriate text messaging, sending offensive or degrading images by phone or internet, producing offensive graffiti, gossiping, excluding people from groups, and spreading hurtful and untruthful rumours.

4. Bullying may be related to:
   • race, religion or culture
   • disability
   • appearance or health conditions
   • sexual orientation
   • sexist or sexual language
   • young carers or children in care.

5. At Deception Bay North State School there is broad agreement among students, staff and parents that bullying is observable and measurable behaviour. When considering whether or not bullying has occurred, we will therefore avoid speculation on the intent of the behaviour, the power of individuals involved, or the frequency of its occurrence. Whether bullying behaviour is observed between students of equal or unequal power, whether it occurs once or several times, and whether or not the persons involved cite intimidation, revenge, or self-defence as a motive, the behaviour will be responded to in similar fashion, that is, as categorically unacceptable in the school community.

Rationale

6. Research indicates that many problem behaviours are peer-maintained. That is, peers react to bullying in ways that may increase the likelihood of it occurring again in the future. Reactions include joining in, laughing, or simply standing and watching, rather than intervening to help the person being bullied. Whilst our school would never encourage students to place themselves at risk, our anti-bullying procedures involve teaching the entire school a set of safe and effective response to all problem behaviour, including bullying, in such a way that those who bully are not socially reinforced for demonstrating it.
7. The anti-bullying procedures at Deception Bay North State School are an addition to our already research-validated schoolwide positive behaviour support processes. This means that all students are being explicitly taught the expected school behaviours and receiving high levels of social acknowledgement for doing so. Adding lessons on bullying and how to prevent and respond to it is a subset of procedures that our students are already accustomed to.

Prevention

8. Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, our schoolwide universal behaviour support practices will be maintained at all times. This will ensure that:
   - Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour
   - All students know the 3 school rules and have been taught the expected behaviours attached to each rule in all areas of the school
   - All students have been or are being taught the specific routines in the non-classroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms
   - All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the non-classroom areas of the school
   - A high level of quality active supervision is a permanent staff routine in the non-classroom areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the non-classroom areas.

9. The student curriculum modules of the anti-bullying process consist of lessons taught by teachers in classrooms to a schoolwide schedule of instruction. At all times simultaneous instruction is our goal, in order to maintain consistency of skill acquisition across the school.

10. An initial introductory lesson is delivered, which teaches the 3-step process to be used by all students when experiencing bullying behaviour either as a person being bullied, the person bullying or bystander.

11. The introductory lesson is followed by several shorter lessons, each of which focuses on one of the bullying behaviours that the school has identified and defined. These lessons include instruction on how to approach adults and also on what reactions and systemic responses they should expect from adults.

12. Research indicates that a common outcome of anti-bullying programming is an improvement in understanding of bullying but little change in the frequency or nature of actual bullying behaviour. One of the reasons cited for this outcome is the lack of behavioural rehearsal in the programming. The anti-bullying process at Deception Bay North State School takes care to combine knowledge with practice in a process of active learning, so that students understand by ‘doing’ as much as by ‘knowing’.

13. Deception Bay North State School uses behavioural data for decision-making. This data is entered into our database on a daily basis and can be recalled as summary reports at any time. This facility allows the school to track the effectiveness of its anti-bullying process, to make any necessary adjustments, and to identify specific bullying behaviours that may need to be revisited or revised in the instructional process.
Appendix Nine

Deception Bay North State School Policy Regarding Knives

WORKING TOGETHER TO KEEP DECEPTION BAY NORTH STATE SCHOOL SAFE

We can work together to keep knives out of school. At Deception Bay North:

• Every student has the right to feel safe and be safe at school.
• There is no reason for a student to have a knife at school.
• No knives are allowed to be taken to school by students.
• It is against the law for a student to have a knife at school.
• A student that has a knife at school can receive very serious consequences.

What kinds of knife are banned?

You are not allowed to have any type of knife at school including:

• flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives or craft knives
• any item that can be used as a weapon, for example, a chisel.

If you need a knife or tools for school subjects, school staff will provide them and supervise their use.

What will happen if I bring a knife to school?

• If you have a knife at school, the principal may call the police.
• Police can search you and your property at school if they think you have a knife.
• If you have a knife at school, it may result in serious disciplinary consequences including removal from classroom/playground, suspension or in some circumstances, exclusion from our school.
• School property, such as desks may be searched if the Principal suspects that a student has a knife on or in 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 a student does have a knife at school, it can be confiscated by the principal and given to the police.
• You may be charged with a criminal offence and face serious consequences if convicted, including a fine or jail.

How can Students help to keep Deception Bay North State School safe?

• Make sure they know the laws and rules about knives.
• Ask parents not to put knives or knife tools in your lunch box, pencil case or craft kit.
• Contact your teacher if you are being bullied or threatened at school.
• Immediately tell a teacher or adult if you think someone has a knife at school, or if they say they will bring a knife to school.
• Immediately tell a teacher if a student is threatening anyone with an object that could injure them.
**NVCI Incident Documentation**

DATE:__________________     TIME:__________________

LOCATION -  Playground Area:__________________   Classroom:__________________

ALERT NOTIFIED BY: ____________________________________________

RESPONSE ADMINISTRATOR:  □ HOSES   □ Deputy Principal

RESPONSE TEAM MEMBERS:  □ ___________________ □ ___________________ □ ___________________
□ ___________________ □ ___________________ □ ___________________ □ ___________________

STUDENTS’ INVOLVED:

______________________      ______________________      ______________________
______________________      ______________________      ______________________

ACTION TAKEN BY RESPONSE TEAM:

________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

DEBRIEF ACTIONS:

□ Team Debrief   □ Student Debrief   □ Individual Staff Debrief

NOTIFICATIONS:

□ Principal   □ Deputy Principal   □ Parents/Carers   □ Guidance Officer

FURTHER ACTIONS:

□ Risk Management Plan   □ Parent Meeting   □ Intervention

RESPONSE ADMINISTRATOR SIGNATURE:  Incident entered on OneSchool (Date):_______________
Under SMS PR 021, at a point where a student is held under a restraint, it is stated that a process of debriefing must be enacted for both the student(s) and the staff. With both the students and the staff the following may provide a guide for the process.

It is important that a debriefing not be entered into too early, especially where a student is concerned. When restraint is used, it is a regular physiological effect that adrenaline is passed through the body. At the end of the restraint, the adrenaline drains out of the body and both restrainer and retrainee may have differing responses. Common responses include: extreme tiredness and exhaustion resulting in people wanting to sleep, sadness resulting in crying or continued impulsivity. This is not the time to debrief, what until after these effects have worn off. Of course location and case variations in this timing may be essential or unavoidable.

Another consideration is where a particular staff member is the restrainer. This person may not be the ideal person to debrief with the student (and at times this person may need to be the debriefor due to circumstance), and this person needs to exercise judgement and care in the timing of their interaction with the student that they restrained. This student may hold resentment for the staff member, and until the aggression subsides, that staff member should show control in their interactions to avoid further behaviour escalations. However it is important that this person does make the effort to rebuild the relationship with the student restrained.

For both parties the following questions, the ‘Restorative Questions’ may be the best option to use, whilst also acknowledging the emotions of the parties being debriefed.

**Relational Questions**

1. What happened?
2. What were you thinking at the time?
3. What have you thought about since?
4. Who has been affected by what you did?
5. In what way?
6. What do you think you need to do to make things right?

**Supplementary Relational Questions**

1. What did you think when you realised what had happened?
2. What impact has this incident had on you and others?
3. What has been the hardest thing for you?
4. What do you think needs to happen to make things right?

With these questions, an emotional equivalent could be asked (at debriefor’s discretion) –

- What were you feeling at the time?
- How are you feeling now?
- How have you felt since the incident?
- How do you think the other people involved are felt? Are feeling now?

For an incident where restrain has been used **accurate documentation** needs to be kept by all parties. Keeping a record of the debriefing would also be recommended as documentation of the process the school has gone through, along with reference to the Code of School Behaviour which outlines the use of restraint and reference to the policy SMS PR 021.
Record of Debriefing of an Incident

Relational Questions

What happened?

What were you thinking at the time?

What were you feeling at the time?

What have you thought about since?

How have you felt since the incident?

How are you feeling now?

Who has been affected by what you did?

In what way?
How do you think the other people involved are felt? Are feeling now?

What do you think you need to do to make things right?

Supplementary Relational Questions

What did you think when you realised what had happened?

What impact has this incident had on you and others?

What has been the hardest thing for you?

What do you think needs to happen to make things right?

Any other information