



**SPRINGFIELD
LAKES
STATE
SCHOOL**

(Updated July 2017)

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SPRINGFIELD LAKES STATE SCHOOL

Responsible Behaviour Plan for Students

Based on the Code of School Behaviour

1. Purpose

Springfield Lakes State School is committed to providing a safe, respectful and disciplined learning environment for students and staff.

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

The use of a non-coercive approach that builds relationships, encourages self-evaluation and focuses on quality learning is the foundation of all that will happen in this school.

At Springfield Lakes State School our practices are aligned to our chosen psychological base (Choice Theory), and our philosophy: “Children learn best in a supportive environment that caters for their individual needs”.

By the time they leave us, we want our students to be:

- Happy, confident, self-managed individuals; and
- Socially responsible citizens.

This Responsible Behaviour Plan for Students is designed to facilitate high standards of behaviour so that the learning and teaching in our school can be effective and students can participate positively within our school community.

2. Consultation and data review

Springfield Lakes State School developed this plan in collaboration with our school community. Consultation with parents, staff and students was undertaken through meetings held during 2012.

A review of SET and EBS data as well as One School data relating to attendance, unexplained absences, school disciplinary absences and behaviour incidents including bullying and cyber bullying as well as inappropriate online behaviour from 2009-2012 also informed the development process.

The Plan was endorsed by the Principal, the Vice-president of the P&C and Executive Director of schools in November 2012, reviewed in 2015 as required by legislation. All school wide policies will be updated yearly to reflect our progress.

A major update was made in 2017 to reflect significant changes to our whole school processes as a SWBPL school.

3. Learning and behaviour statement

All areas of Springfield Lakes State School are learning and teaching environments. We consider behaviour support to be an opportunity for valuable social learning as well as a means of maximising the success of academic education programs.

We at Springfield Lakes State School operate by the following beliefs about behaviour and learning:

- education is a life-long process
- gender is not a determinant of capacity to learn
- children with disabilities are entitled to access all educational opportunities
- children learn at different rates
- students, parents and teachers are part of a team
- the school is a focal point of the community
- good manners and respect are expected
- children learn by participating in a variety of activities, and in various social situations
- our school community provides appropriate social role models
- an attractive, newly constructed, technologically enhanced learning environment stimulates learning and cooperation
- the child's self-esteem is developed through a curriculum that promotes social independence
- personal safety is encouraged, and the right to be safe is expected.

Our Philosophy

Staff and students at Springfield Lakes State School have the right to work to their full potential, free from disruption, abuse or threat in a safe and supportive environment. To enable this productive learning to occur, we believe different learning styles and abilities must be catered for and appropriate behaviours need to be taught, modelled, encouraged and developed. To facilitate this, a set of expectations has been developed in collaboration with students, parents and the community.

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

- We are Cooperative
- We are Peaceful
- We are Respectful

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

Ultimately, each individual must be responsible for his/her own actions. The behaviours we foster and promote include good citizenship, are fair and non-violent and encompass such qualities as respect, politeness, self-discipline and co-operation. We respect the importance of the individual's intellectual, social, emotional and physical growth whilst maintaining that the exercise of individual rights and responsibilities must contribute to a positive community spirit. Parental consultation, support and involvement are essential to the Supportive School Environment at this school.

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

Universal Behaviour Support

At Springfield Lakes State School we adopt a whole school approach to providing positive behaviour support for students. A whole school approach means everybody committing to the provision of a safe and supportive learning environment.

At Springfield Lakes State School we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school. Lessons are created after the analysis of behaviour data and reflect the behaviours that students need support with. Communicating behavioural expectations is a form of universal behavioural support – a strategy directed towards all students designed to prevent problem behaviour and provides a framework for responding to unacceptable behaviour.

A set of behavioural expectations in specific settings has been attached to each of our three school expectations – 'We are Cooperative; We are Peaceful; We are Respectful'. The School wide Expectations Teaching Matrix (see following page) outlines our agreed expectations and the specific replacement behaviours we teach and model in all school settings.

	Classroom (Include specialist lessons and guest teacher)	Transitions	Playground	Tuckshop and Eating areas	Toilets and bubblers	Hall	Resource Centre	Discovery Centre	Assembly	Off Campus (Camp/Gala Days)
We are Co-operative	<ul style="list-style-type: none"> * Recognise need for calm down time. * Follow the instructions of every member of staff. * Be an active part of class teams. * Be organised for class time. * Follow End of school day procedures. * Last week of school follow instructions.doc *Recognise your feelings (Behaviour Zones) *CPR lesson 	<ul style="list-style-type: none"> * Keep to the left of the path and walk safely * Move directly to line up area. * Report issues to the duty teacher. * Follow lining up procedures. * Follow End of day Protocols *Use clip on tags when moving around the school *Departing the school grounds 	<ul style="list-style-type: none"> * Agree on rules before the game commences and play by the rules. * Play allowed games in correct areas. * Follow outdoor personal safety procedures. * Return equipment to the correct place. * Report issues to the duty teacher. -No hat, No play. Sit in designated play areas. -Move off to class promptly once you have heard the bell *Bell Procedure 	<ul style="list-style-type: none"> * Queue and wait for your turn. Only attend tuckshop if purchasing. * Eat tuckshop purchases at the undercover area * Follow eating procedures. Sit while eating. * Use tags to collect your tuckshop. 	<ul style="list-style-type: none"> * Attend toilet with a responsible student during class. * Use the facilities at the correct time. * Be water wise - water is for drinking only and turn taps off. 	<ul style="list-style-type: none"> * Enter and access hall areas only with teacher supervision. 	<ul style="list-style-type: none"> * Follow directions * Keep library tidy 	<ul style="list-style-type: none"> * Pack up before leaving. *Take turns and share with others 	<ul style="list-style-type: none"> * Move quickly and quietly. Follow instructions. 	<ul style="list-style-type: none"> * Play fairly/share space. *Use appropriate language. *Listen and follow the instructor's directions.
We are Peaceful	<ul style="list-style-type: none"> * Use a voice appropriate to the task. * Be aware of your personal space and the personal space of others. * Stay calm and maintain self-control. *Use appropriate language 	<ul style="list-style-type: none"> * Be aware of other people's personal space. *Walk Safely around the school 	<ul style="list-style-type: none"> * STOP, WALK, TALK * Be resilient. * Use appropriate language. 	<ul style="list-style-type: none"> * Wait in line quietly and patiently. 	<ul style="list-style-type: none"> * Responsible student is to wait quietly. 	<ul style="list-style-type: none"> * Use appropriate voice levels according to activity 	<ul style="list-style-type: none"> * Use inside voice and friendly words * Walk and wait patiently and quietly 	<ul style="list-style-type: none"> * Use indoor voices and walk around inside * Use manners when speaking to others. 	<ul style="list-style-type: none"> * Wait and stand quietly. 	<ul style="list-style-type: none"> * Wait patiently and quietly. Remain calm. * Keep hands, feet and property to yourself on the bus.
We are Respectful	<ul style="list-style-type: none"> * Show tolerance when other students accidentally interrupt your personal space. * Use manners when speaking to both staff and students. *4-7 Friday afternoon sport. * Bullies and Bystanders *Respect the right to teach and learn. *Respect classroom materials and school resources 	<ul style="list-style-type: none"> * Apologise to others if you bump into them. * Bullies and Bystanders 	<ul style="list-style-type: none"> * Ask permission to retrieve balls. * Keep your own hat and allow others to keep theirs. * Own your own behaviour. * Walk bikes and scooters in the school grounds. * Keep body parts and other objects to yourself. *THINK model - speaking positively *Leave others' Belongings alone 	<ul style="list-style-type: none"> * Apologise to others if you bump into them. * Use manners. * Care for environment and pick up rubbish. * Eat your own food and use your own money. 	<ul style="list-style-type: none"> * Report any faults and damages. * Be hygienic and respect privacy *Apologise to others if you bump into them and be aware of others personal space. * Toilets are for private use. 	<ul style="list-style-type: none"> * Follow Teachers' directions * Treat equipment and hall environment respectfully. 	<ul style="list-style-type: none"> * Take care of books * Use appropriate internet safety * Use your manners 	<ul style="list-style-type: none"> * Be aware of the chart on the wall and the 'full' sign *Be aware of Discovery Centre rules for attendance *All food and drinks need to be consumed outside at the table. *Calm room is to only be used for children who need time out to calm down. *The Kitchen is a staff only area. * Computers and I-pads are only to be used during class time and with permission. 	<ul style="list-style-type: none"> * Be a good audience member. * Sing the anthem with pride and take hats off. *Appropriate Behaviour at assembly 	<ul style="list-style-type: none"> * Respect physical and social environments. *Wear uniform during off campus activities.

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

- Behaviour lessons conducted weekly by our classroom teachers and reinforced by all staff members
- Reinforcement of learning from behaviour lessons on school assemblies and during active supervision by staff during classroom and non-classroom activities

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

- Explicit and scheduled teaching of expectations
- Explicitly teach students an awareness of emotions and strategies of self-regulation
- A dedicated section of the school newsletter and school display board, informing parents of the school's weekly behaviour expectations
- A school wide system of positive reinforcement
- Induction programs in the Springfield Lakes State School Responsible Behaviour Plan is delivered to new students as well as new and guest staff
- SWPBS Universal Leadership team members' regular provision of information to staff and parents, and support to others in sharing successful practices
- Individual learning plans developed with students, parents and relevant specialists (where appropriate) for students who demonstrate repeated inappropriate or unacceptable behaviour to provide a personal framework of positive behaviour expectations and actions and to enable staff to provide consistent strategies or adjustments across all learning environments
- Development of specific policies to address:
 - The use of personal Technology Devices* at School (Appendix 1)
 - Procedures for Preventing and Responding to Incidents of Bullying (Appendix 2)
 - Procedure regarding the use of possession of weapons including knives and any other items that could be considered a weapon in school (Appendix 3)

Reinforcing expected school behaviour

As an SWPBS school, Springfield Lake State School acknowledges appropriate behaviour and provides students with positive intrinsic and extrinsic rewards for engaging in expected school behaviour. A reinforcement system has been designed to increase the quantity and quality of positive interactions between students and staff.

Class Systems

Class teachers develop their own system of positive reinforcement to acknowledge students they observe following school expectations during class time. This reinforcement occurs continuously throughout the day. Typically, students are acknowledged or receive a point or token that may count toward an individual or class reward.

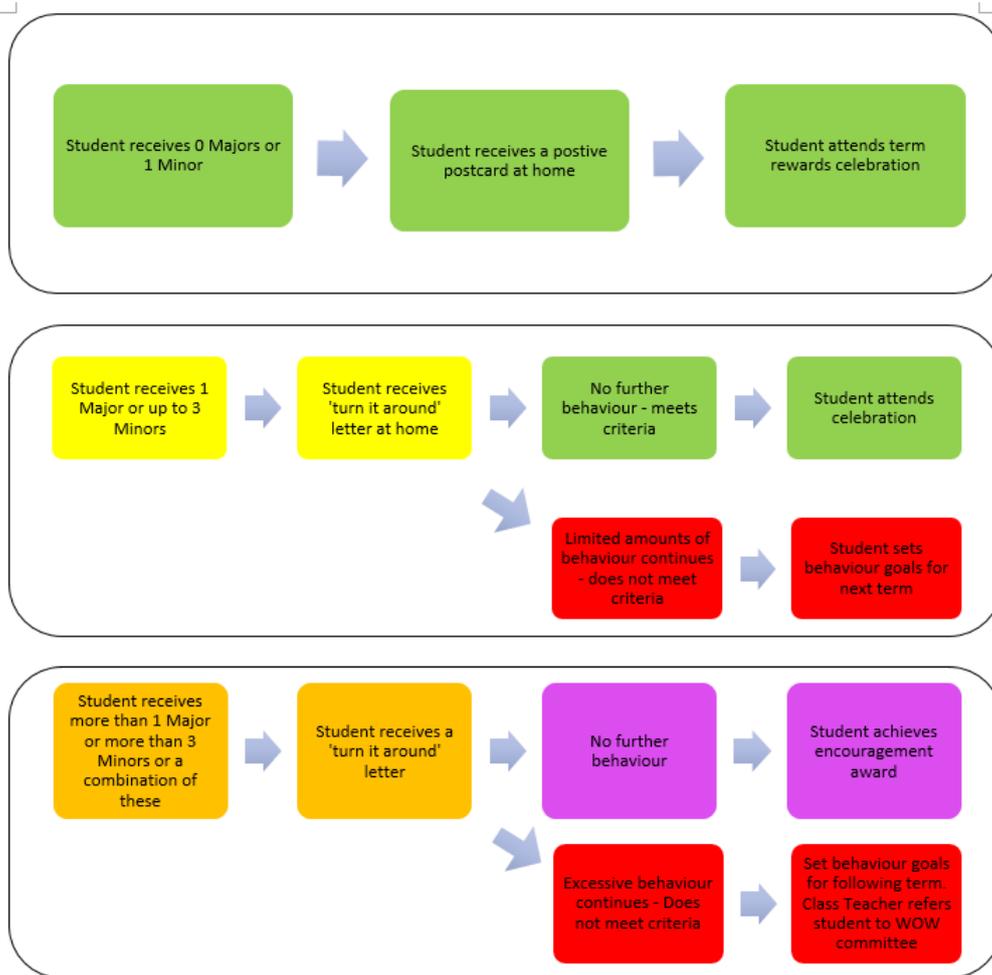
Other Positive consequences may include:

- Fortnightly presentation of certificates on parade focusing on positive achievements and behaviours
- Continuous verbal recognition given by staff members in regards to positive behaviour
- Class party
- Phone call home
- Postcards
- Class Dojo Points

Whole School Acknowledgement System – End of Term Celebration Day

In addition to classroom acknowledgement for following school expectations, students who demonstrate continual positive choices over the longer period of a school term are eligible to be involved in a 'Celebration' reward at the end of term.

Eligibility for attendance at this celebration is determined by each student's documented behaviour record. The below diagram explains this further.



Students with 0 Majors or no more than 2 minors across the whole year will be eligible for 'Out of School Celebration' and will receive a 'dove pin' to wear and collect and collect.

Parent Communication

At the halfway point of each term, parents will receive notification from the school to inform them of their child's current standing towards attending the Celebration.

Parents of students who are on track to attend the Celebration will receive a 'positive postcard' home to acknowledge their child's success to that point.

Parents of students ineligible to attend or at risk of attending will receive a 'turn it around' letter encouraging students to make more positive choices for the remainder of the term.

Parents will also receive a letter the week prior to the Celebration to inform of their child's eligibility to attend.

Note: Eligibility for each term's celebration is collected over the following data collection periods:

Celebration 1: Term 1, weeks 1-9

Celebration 2: Term 1, week 10 – Term 2, week 9

Celebration 3: Term 2, week 10 – Term 3, week 9

Celebration 4: Term 3, week 10 – Term 4, week 9.

Goal Setting

Students who are ineligible to attend each term's celebration will work individually with a teacher to set a behaviour goal and discuss strategies to assist the student to achieve those goals.

A copy of these goals is given to the student, the class teacher and the parent. The administration team also have access to these goals.

The student's teacher will support the student by providing feedback relating to the goal throughout the term. In week 3, 6 and 9 of each term, the class teacher and the student will together write a short written reflection on the goal sheet and add any changes as necessary.

Encouragement Award

Ineligible students who record no further incidents in the second part of the term period will be awarded an Encouragement Certificate to acknowledge their improvement. During the scheduled 'Celebration', these students will be provided with a preferred activity instead of goal setting.

Recording Behaviours

Teachers implement planned and incidental strategies in the classroom/playground to teach effective work habits, to develop social skills and to build a good rapport with students. Breaches of behaviour are recorded according to their severity.

Minor Behaviours

Minor breaches of behaviour are dealt with by the class teacher or the teacher on duty. It is our school's expectation that parents are notified by the classroom teacher should a minor behaviour be recorded for a student.

Minor behaviours are recorded for 'low level' breaches of the school's Responsible Behaviour Plan for Students. Minor behaviour includes, but is not limited to:

- Inappropriate verbal language/body language - Low intensity instance of inappropriate language, language such as unsuitable use of words (and body language)
- Physical contact - Non-serious, but inappropriate physical contact /touching with the hands or feet which does not result in injury
- Disobedience/ non-compliance - Brief or low-intensity failure to respond to adult requests/behaviour which shows contempt for authority
- Disruption - Low-intensity, but inappropriate disruption/ interference that takes away from the learning environment which does not cause physical harm or injury to one's self or others
- Property Misuse – Low-intensity misuse of property in a way in which it was not designed that does not cause physical harm or injury to one's self or others

Major Behaviours

Major behaviours are those that:

- Significantly violate the rights of others
- Put others/self at risk of harm
- Require the involvement of School Administration

Examples of Major Behaviours:

- Abusive Language – Deliberate, high level use of language directed at a person with the intent to offend.
- Physical Misconduct – Deliberate or extremely careless actions which cause injury to another person, usually with intent to harm.
- Defiance – Deliberate and wilful refusal to follow reasonable instructions or school expectations.
- Disruption – High level behaviours that stop teaching and learning in classroom settings. This behaviour may affect the safety students and teachers.
- Property Misuse/Vandalism – Deliberate and intentional misuse of property in a way in which it was not designed that could potentially cause physical harm or injury to one's self or others.
- Possess Prohibited items – Items may include alcohol/drugs or weapons
- Threatening Behaviour – Deliberate and intentional threats of harm to another person
- Bullying/Harassment – Deliberate and repeated behaviour aimed at harming another person: verbally, physically, psychologically or through the use of a communication device (cyber bullying)

Major behaviours are reported by staff members but are dealt with by a member of the administration team. Parents are notified of major behaviour incidents by the Admin team member who deals with the incident.

Responding to unacceptable behaviour

Fundamental to our philosophy as an SWPBL school is that behaviour serves a purpose or a 'function' for the student. It is our belief that behaviour is learnt and therefore it needs to be retaught if necessary so that students can maintain acceptable behaviour. It is also recognised that students have individual needs when developing social competencies and that not all students develop these competencies at the same pace. Therefore, when a student exhibits low-level and infrequent problem behaviour, the first response of school staff members is to remind the student of expected school behaviour, then ask them to change their behaviour so that it aligns with our school's expectations.

Re-directing low-level and infrequent problem behaviour

Our preferred way of re-directing low-level problem behaviour is to ask the student how they might be able to act more cooperatively, peacefully or respectfully. This encourages the students to reflect on their own behaviour, evaluate it against expected school behaviour, and plan how their behaviour could be modified so as to align with the expectations of our school community. Expectations are taught directly to the student after investigating and responding to the problem behaviour. This can be done, but is not limited to:

- Restorative Justice process (Appendix 4)
- Role Play situations
- Restitution (Appendix 5)

Classroom Based Systems to Manage Behaviour

Our classrooms need to be calm and orderly spaces where teachers can teach and students can learn. In situations where a student displays low-level non-compliance or disruption which affects teaching and learning, teachers use a system of redirection and reteaching of classroom expectations to provide students with an opportunity to 'turn their behaviour around'.

In such instances, the following graduated, step by step process is used.

1. Warning

The teacher will remind the student of the expectation relevant to the situation, providing a re-teach of the skill if necessary.

2. Time out in the classroom

If the behaviour continues, the student will be asked to move away from the class group but will still participate in learning. After some settling time, the teacher will again remind the student of the expectation and give support for the student to demonstrate this as they move back to join the class group.

3. Withdrawal class

Further incidents of refusal to comply with expectations will see the student moved to another class away from his/her classmates. At this stage of the process, students are asked to fill in a short reflection sheet. When complete and the student is calm, the student will return to the classroom to discuss the incident with the class teacher before re-joining the class activity.

At this point, as the student has left the learning environment, a minor behaviour is recorded. It is the class teacher's responsibility to inform the parent of the incident.

4. Time out of class at the Office

Should a student have another incident affecting teaching and learning or continue to be non-compliant/disruptive, the student will be directed to the office where a major behaviour will be recorded.

A member of the administration team will contact the student's parent to notify them of the incident.

Note: Should a student leave the classroom learning environment 3 times in a school day, a major incident will be recorded.

Targeted Behaviour Support

Students who demonstrate frequent, low level behaviours may require further support to assist them in making positive choices in classroom and non-classroom settings.

The following supports may be used:

Individual Student Plan:

A plan developed in consultation with the child, parent and relevant staff members to teach, practise and reinforce specific identified behaviour. This plan documents goals, support strategies, timing, personnel, review and assessment. Support through this plan could include:

- Use of a buddy teacher or mentor to encourage positive behaviours or calming strategies
- Structured break time play through organised activities
- Modification of timetables/adjustments to learning

Check in – Check out:

This process begins with the class teacher identifying 2 specific classroom goals for the student. The student will 'check in' with a member of the administration team before school, where the goals will be discussed. During the day, the teacher provides feedback to the student with respect to these goals. Each session, the student will receive a score from the teacher for each goal. At the end of the day, the student 'checks out' with the administration team member who records the score, celebrates success/improvements and suggests actions for the following day. The student takes the sheet home for the parent to sign.

Playground Plan:

Students may have an adjusted plan to help them follow school expectations during playtime. They may be restricted to areas where there is closer supervision. The student has a sheet which is signed by the duty teacher. Class teachers organise and track progress of students on playground plans.

Solutions Centre:

A 3 week program aimed at teaching students behaviours expected in the playground. Again, goals are identified. Students are explicitly taught and practice positive behaviours, first inside through role-play and then in the playground with close support and supervision by the teacher in charge.

Parent involvement must continue through all management stages. Parent interviews with the class teacher, student and Principal/Deputy Principal (if required) are focussed on a coordinated approach to setting a more positive pattern of behaviour.

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

Intensive behaviour support: Classroom Problem Solving Team, WOW (Whole of school Wellness) Committee

Springfield Lakes State School is committed to educating all students, including those with the highest behavioural needs. Intensive behaviour support is required to support students who demonstrate chronic and /or severe and challenging behaviour. That is, the behaviour is of such frequency and intensity that there is a distinct risk of learning disengagement and/or serious injury to the student or to others. This level of support generally occurs when less intensive support strategies have been used but have not fully met the student's learning support needs.

We recognise that students with highly complex and challenging behaviour need comprehensive systems of support. The WOW Committee consists of administration staff, Head of Special Education, Guidance Officer, STLaNs, Speech Language Pathologist, Behaviour Teacher and the School Chaplain. Learning staff and other staff as required will provide intensive individualised support that includes a high frequency of adjustments.

When a student's minor infringements continue to disrupt the learning or playground environment, or when minor infringements move to more serious breaches of the school's plan, more extensive targeted support is put into place. More serious breaches include, but are not limited to:

- Constant inappropriate language
- Vandalism
- Physical aggression
- Continued defiance

Data from OneSchool is analysed by teachers to determine when a student needs more extensive support. If more extensive support is warranted, the teacher refers the student, with the supporting documentation, to the WOW Committee.

Upon referral data is analysed. Following referral, a team member contacts parents and any relevant staff members to form a support team and begin the assessment and support process. In many cases the support team also includes individuals from other agencies already working with the student and their family.

5. Consequences for inappropriate or unacceptable behaviour

Springfield Lakes State School makes systematic efforts to prevent inappropriate or unacceptable behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When these behaviour incidents occur, it is important that consequences are predictable. Our school seeks to ensure that responses to inappropriate or unacceptable behaviour are consistent and proportionate to the nature of the behaviour.

When responding to problem behaviour the staff member first determines if the problem behaviour is major or minor using a tool developed to discern major and minor behaviours.

When applying consequences for unacceptable behaviour, they should be:

- Supportive
- Fair
- Logical
- Consistent

In alignment with The Code of School Behaviour when applying consequences, the individual circumstances and actions of the student and the needs and rights of school community members are considered at all times.

Minor Behaviours

Minor problem behaviours are those that:

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

Minor behaviours may result in the following consequences:

- A minor consequence logically connected to the problem behaviour such as complete removal from an activity or event for a specified period of time, partial removal (time away), individual meeting with the student, apology, restitution or detention for work completion
- Re-teaching of the expected behaviour. The staff member takes the student aside and;
 1. Names the behaviour that student is displaying
 2. Asks the student to name expected school behaviour
 3. States and explains the expected school behaviour if necessary
 4. Models and teaches the replacement behaviour
 5. Gives positive verbal acknowledgement for expected school behaviour

Major Behaviours

Major behaviours result in an immediate referral to Administration because of their seriousness. When major problem behaviour occurs, staff members calmly state the behaviour and remind the student of expected school behaviour. The staff member then fills out the office referral form and sends the student to the office with the referral form or contacts Administration to escort the student.

Major unacceptable behaviours may result in the following consequences:

- Time in office, removal to withdrawal class, alternate lunchtime activities, loss of privilege, restitution, loss of break times, warning regarding future consequence for repeated or persistent inappropriate behaviour

AND/OR

- Parent contact, referral to Guidance Officer, referral to Student Welfare Team, suspension from school, behaviour improvement conditions
- Students who engage in very serious problem behaviours such as major violent physical assault or the use/supply or possession of weapons (including knives) or drugs may receive a Behaviour Improvement Condition or a School Disciplinary Absence (suspension or proposal/recommendation for exclusion) as a consequence for unacceptable behaviour.

Definition of Consequences *

Time out of class	A principal or school staff may use time out as a strategy for students to manage their own behaviour and to assist the student to calm down. During time out, student is to be supervised and given an opportunity to rejoin class in intervals of no more than 10 minutes.
Time out of play	A principal or teacher may use time out of play as a consequence for disobedience, misconduct or other breaches of school expectations. Students' needs to eat and use bathroom facilities will be taken into consideration when time out of play is used as a consequence.
Temporary Removal of Property	A principal or staff member of Springfield Lakes State School has the power to temporarily remove property from a student, as per the procedure Temporary Removal of Student Property by School Staff .
School Disciplinary Absences (SDA)	
Suspension	A principal may suspend a student from school under the following circumstances: <ul style="list-style-type: none"> • Disobedience by the student • Misconduct by the student • Other conduct that is prejudicial to the good order and management of the school
Proposed exclusion or recommendation for exclusion	A student may be suspended pending a decision to exclude when the student's behaviour is so serious that suspension of the student from the school would be inadequate to deal with the behaviour. A student may be suspended or excluded for the following reasons: <ul style="list-style-type: none"> • Disobedience • Misconduct • Other conduct that is prejudicial to the good order and management of the school, or • Break of Behaviour Improvement Conditions

* Refer to departmental procedure [Safe, Supportive and Disciplined School Environment](#) for further details.

Relate problem behaviours to expected school behaviours

When responding to problem behaviours, staff members ensure that students understand the relationship of the problem behaviour to school expectations. One method that staff members might use to achieve this is to have students:

- Define the expectation
- Discuss how their behaviour differs from the expected school behaviour
- Identify the replacement behaviour that the child should exhibit in replacement of the problem behaviour
- Discuss the likely consequences if the problem behaviour continues
- Identify, teach and model the replacement behaviour

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

Ensuring consistent responses to inappropriate or unacceptable behaviour

At Springfield Lakes State School, staff members authorised to issue consequences for behaviour incidents are provided with appropriate professional development and/or training. Through training activities, we work to ensure consistent responses to behaviour incidents across the school.

Students also receive training about how to respond when other students display inappropriate or unacceptable behaviour. The courteous way to respond when a staff member redirects a student's behaviour is taught and rehearsed to reduce the impact of peer engagement in the behaviour incident.

Student disciplinary absences (suspension and exclusion) may be considered:

- in the event of a serious, one-off behaviour incident or
- after consideration has been given to all other responses

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.

Immediate Strategies

- Avoid escalating the unacceptable 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. Keep verbal interaction to a minimum.
- 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 if safe to do so
Move slowly and deliberately toward the situation or incident, 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.

Reinforcement and Correction Strategies

- If the student starts displaying the appropriate behaviour briefly acknowledge their choice and re-direct other students' attention towards their usual work/activity.
- Provide time for the student to de-escalate before discussing the behaviour or consequences.

Follow Up Strategies

- Restore normal school operations as soon as possible.
- Provide post incident opportunities that include:
 - Debrief staff and students if necessary
 - Assisting any distressed student/s to access appropriate support, e.g. Guidance Officer.
 - Assisting the individual 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.
 - Recording a reflection or individual learning plan to assist the student to develop a personal framework of expectations and appropriate actions.

Physical Intervention

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

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

A team approach will be used to ensure safety of students and staff members.

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

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

It is important that all staff understand:

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

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

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

Any physical intervention made must:

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

7. Network of student support

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

- Parents
- Teachers
- Support Staff
- Administration Staff
- Guidance Officer
- Advisory Visiting Teachers
- Senior Guidance Officer
- School Chaplain
- Speech Language Pathologist
- Regional Health Nurse

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

- Disability Services Queensland
- Child and Youth Mental Health
- Queensland Health
- Department of Communities (Child Safety Services)
- Police
- Local Council
- Department of Communities (Referral for Active Intervention (RAI))

8. Consideration of individual circumstances

To ensure alignment with the Code of School Behaviour when applying consequences, the individual circumstances and actions of the student and the needs and rights of school community members will be considered at all times.

Springfield Lakes State School considers the individual circumstances of students when applying support and consequences by:

- promoting an environment which is responsive to the diverse needs of its students
- establishing procedures for applying fair, equitable and non-violent consequences for infringement of the code ranging from the least intrusive sanctions to the most stringent
- recognising and taking into account information relevant to the students' age, gender, disability, cultural background, socioeconomic situation, mental health and wellbeing, emotional state (such as individualised learning plan or individual education plan), and
- recognising the rights of all students to:
 - express opinions in an appropriate manner and at the appropriate time
 - work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation
 - receive adjustments appropriate to their learning and/or impairment needs
 - provide written or verbal statements that will be taken into consideration in the decision making processes
- ensure that processes maintain the dignity, respect, privacy and confidentiality of the student, consistent with the rights of the rest of the community

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

- Disability Services Queensland
- Child and Youth Mental Health
- Queensland Health
- Department of Communities (Child Safety Services)
- Police
- Local Council
- Department of Communities (Referral for Active Intervention (RAI))

9. Related legislation

- [Commonwealth Disability Discrimination Act 1992](#)
- [Commonwealth Disability Standards for Education 2005](#)
- [Education \(General Provisions\) Act 2006](#)
- [Education \(General Provisions\) Regulation 2006](#)
- [Criminal Code Act 1899](#)
- [Anti-Discrimination Act 1991](#)
- [Commission for Children and Young People and Child Guardian Act 2000](#)
- [Judicial Review Act 1991](#)
- [Weapons Act 1990](#)
- [Work Health and Safety Act 2011](#)
- [Work Health and Safety Regulation 2011](#)
- [Right to Information Act 2009](#)
- [Information Privacy \(IP\) Act 2009](#)

10. Related policies

- [Safe, Supportive and Disciplined School Environment](#)
- [Inclusive Education](#)
- [Enrolment in State Primary, Secondary and Special Schools](#)
- [Student Dress Code](#)
- [Student Protection](#)
- [Hostile People on School Premises, Wilful Disturbance and Trespass](#)
- [Police and Child Safety Officer Interviews with Students, and Police Searches at State Educational Institutions](#)
- [Acceptable Use of the Department's Information, Communication and Technology \(ICT\) Network and Systems](#)
- [Managing Electronic Identities and Identity Management](#)
- [Appropriate Use of Mobile Telephones and other Electronic Equipment by Students](#)
- [Temporary Removal of Student Property by School Staff](#)

11. Some related resources

- [Bullying. No Way!](#)
- [Schoolwide Positive Behaviour Support](#)
- [Code of Conduct for School Students Travelling on Buses](#)
- [National Safe Schools Framework](#)
- [National Safe Schools Framework Resource Manual](#)
- [Working Together Resources for schools](#)
- [Cybersafety and schools resources](#)
- [Take a Stand Together](#)

Endorsement

Principal

**P&C President or
Chair, School Council**

**Regional Executive Director or
Executive Director (Schools)**

Effective Date:

The Use of Personal Technology Devices* at School

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

Certain Personal Technology Devices Banned From School

Students must not bring valuable personal technology devices like cameras or other electronic devices 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, we understand that on occasions parents require their children to have a mobile phone. This is to be logged into the office on arrival at school, with the mobile phone register being signed. Children collect their phones and sign them out in the afternoon.

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

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

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

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

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

Students involved in:

- recording; and/or
- disseminating material (through text messaging, display, internet uploading etc); and/or,
- knowingly being a subject of a recording may be subject to discipline (including suspension and proposal/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, such as an educational adjustment, should negotiate a special circumstances arrangement with the Deputy Principal or Principal.

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

Inappropriate behaviour outside of school hours

Students may receive disciplinary consequences for bullying or cyberbullying or other inappropriate online behaviour that occurs out of school hours that affects the good order and management of the school.

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

Appendix 2

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

Purpose

Springfield Lakes 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

There is no place for bullying in Springfield Lakes 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.

Bullying behaviours that will not be tolerated at Springfield Lakes 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.

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

At Springfield Lakes 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

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.

The anti-bullying procedures at Springfield Lakes State School are an addition to our already research-validated school wide positive behaviour support processes. This means that all students are being explicitly taught the expected school behaviours and receiving high levels of social

acknowledgement for doing so. 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

Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, our school wide universal behaviour support practices will be maintained at all times. This will ensure that:

- Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour
- All students know the 3 school expectations 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.

Cyber bullying often does not occur at school. Students are explicitly taught Cyber safety for example how to safely conduct an internet search, what cyberbullying is and what they should do if they receive unwanted messages including for example:

- Not to respond to messages but keep them to report to parents and/or teachers immediately
- Report any instances they see as a bystander of cyberbullying to parents and/or teachers immediately

Springfield Lakes State School will then investigate and respond to any incident of cyberbullying.

The student curriculum modules of the anti-bullying process consist of lessons taught by all teachers in all 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.

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

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.

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 Springfield Lakes 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'.

Springfield Lakes 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.

WORKING TOGETHER TO KEEP SPRINGFIELD LAKES STATE SCHOOL SAFE

We can work together to keep weapons out of school. At Springfield Lakes State School:

- Every student has the right to feel safe and be safe at school.
- No weapons are allowed to be taken to school by students.
- There is no reason for a student to have a weapon at school, and it is against the law for a student to have a weapon at school.

If a student has a weapon a school, they can expect serious consequences, such as fines and possibly jail. Longer jail sentences can be given to young people if someone is injured with a weapon during an assault.

What kinds of weapons are banned?

- No weapons of any type are allowed at school, including flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives or craft knives, or any item that can be used as a weapon.
- Knives needed for school activities will be provided by the school, and the use of them will be supervised by school staff.
- In circumstances where students are required to have their own knives or sharp tools for particular subjects or vocational courses, the school will provide information about the procedures for carrying and storing these items at school.

The Principal can take tough action against a student who brings a knife to school.

- If a student has a weapon at school, principals can inform the police.
- Possessing a weapon at school may result in serious disciplinary consequences including parents being contacted, police contacted, suspension or exclusion
- Police can search a student and their property at school if they suspect a student has a weapon.
- A student may be charged with a criminal offence and may face serious consequences if convicted, including a fine or jail.
- School property such as desks or lockers may be searched if the principal suspects that a student has a weapon on or in school property.
- If the principal suspects the student has a weapon in their bag, the bag may be temporarily confiscated until police arrive. If the student does have a weapon at school, it can be confiscated by the principal and given to the police.

How can parents help to keep Springfield Lakes State School safe?

- Make sure your child knows what the laws and rules are about weapons.
- Do not include weapons or knife tools in children's lunch boxes, pencil cases or craft kits.
- Contact your school principal if you believe your child is being bullied or threatened at school.
- If you want to talk about students and weapons at school, please contact administration.

Restorative Justice

At Springfield Lakes State School we believe that we play a significant role in teaching young people about their responsibilities and accountabilities to themselves and others. Through a conference situation, all parties are brought together and individually and collectively in a supportive role the administration/teacher addresses the causes of the harm, the impact of the harm on those affected and investigate ways to make amends and minimise the risk of future wrongdoing.

Victims are empowered to have their needs met and to have their experience validated. Wrongdoers are able to tell their stories and be given the chance to make amends. And finally, the community of care can seek ways to ensure that the incident doesn't happen again.

Below is a set of steps that would occur in a Restorative Justice conference and examples of the type of questions that may be asked:

STEP 1: Questioning the wrongdoer(s)

- *..... to help us understand what harm has been done and who has been affected by this incident, could you start by telling us what happened?*
- *How did you come to be involved?*
- *What were you thinking at the time?*
- *What have you thought about since the incident?*
- *Who do you think has been affected by your actions and in what way?*

STEP 2: Exploring the harm

Victims:

- *What did you think at the time?*
- *What have you thought about since?*
- *How has this incident affected you?*

Victim Supporters:

- *What did you think when you heard about the incident?*
- *How do you feel about what has happened?*
- *What has happened since?*

Wrongdoer supporters:

- *What did you think when you heard?*
- *How do you feel about what has happened?*
- *What has happened since?*
- *How has it affected you?*

STEP 3: Acknowledgement and Apology

In this part of the conference the wrongdoer is given the space in which to demonstrate that they have understood, at least in part, who has been harmed by their actions and in what way. For the victims, it is most important to hear this acknowledged.

Wrongdoer

- *Now that you've heard from everybody about how they've been affected by what you've done, is there anything you want to say to.... (the victim), or anyone else here?*

STEP 4: Agreement

This is the stage in the conference where plans are made to repair the harm (making amends), put support structures into place for those in need.

To the victim and the victim supporters:

- *What do you want to see happen as a result of the conference/meeting today (or to repair the harm)?*

To wrongdoer and wrongdoer supporters:

- *Does that seem fair?*
- *Is there something that you would like to see happen that might help?*

Appendix 5

Restitution

The key role of consequences is not to increase intentional suffering, but to enable resolution and restitution.

The restitution solution should focus on helping students own their own behaviour by planning as a group to solve a problem, with a focus on related outcomes rather than just punishment.

Restitution is about fixing consequences, not blame and as such staff will focus on questions such as:

- Okay, this has happened. Now what's your plan to fix it?
- What can you do to repair the damage? How can I help?
- What can you do to make up for it? How are you going to make things right?

Staff will avoid rhetorical questioning:

- "You know what to do, don't you?"
- "It's not helping you, this behaviour is it?"
-

We can't make students fix things up. We can't make them face the consequences. If they refuse to listen we can point out:

- What we see in their behaviour
- How it is not helping them to belong their class group and get their work done
- What they need to do if they want to belong

The tone needs to be decisive without haranguing. The teacher can offer suggestions for restitution, but not force it:

- What can you think of that will do that? (fix things up...)
- When can you do it?
- What will this plan do for the other person?
- What will happen if you don't make a plan to fix...?

With restitution the individual is encouraged to make a plan that will work towards social reconciliation, including compensation for the one who has been wronged and ways to make amends.

- "You need to do this, don't you?"

Reference: Rogers, Behaviour Management A Whole-school Approach , Scholastic 1996 p 99-100.

Managing Actual or Potential Aggression (MAPA)

The *Managing Actual or Potential Aggression* approach not only teaches staff to respond effectively to the warning signs that someone is beginning to lose control, but also addresses how staff can deal with their own stress, anxieties and emotions when confronted with these challenging situations.

The *MAPA* approach is a holistic behaviour management system based on the philosophy of providing the best Care, Welfare, Safety and Security for staff and those in their care, even during the most violent moments. It focusses on preventing disruptive behaviour by communicating with individuals respectfully and with concern for their well-being. Physical intervention is used only as a last resort – when an individual presents an imminent danger to self or others – and all physical interventions used are to be non-harmful, non-invasive and to maintain the individual’s dignity. Follow-up debriefing strategies are also key components of the intervention.

		Student	Staff Member
C	Control	Make sure that the student is back under emotional and physical control	Be sure staff members are back in physical and emotional control.
O	Orient	Orient yourself to basic facts: to understand how student felt	Establish the basic facts of the incident – to understand how the staff member felt
P	Patterns	Look for patterns of past behaviour	Review staff responses to crises situations and look for patterns.
I	Investigate	Investigate alternatives to the inappropriate behaviour and available resources	Look for ways to strengthen individual and team responses to crises situations
N	Negotiate	Negotiate a contract/support plan with the individual – setting limits	Everyone agrees to changes that will improve future interventions
G	Give	Return control to the person who has acted out. Give back the responsibility, but provide support and encouragement	Provide support and encouragement. Express trust and confidence in fellow team members

Debriefing

Debriefing provides an opportunity for people who have participated in, or witnessed, a potentially traumatic classroom or playground event to talk it through.

Why is debriefing an effective management skill?

- It helps prevent an escalation of the original problem.
- It helps people calm down and get perspective on the problem.
- It contributes to the development of insight, assisting to prevent future problems

Hints:

- The goal of using this strategy is to assist the participants to regain the composure they need to resume their regular duties.
- There is an agenda to assist the person to talk, manage their emotions and reflect.
- People using this strategy need to be aware of their knowledge and skills in regards to its implementation.
- For highly distressing events, seek advice immediately from suitably qualified personnel such as school guidance officers.

How to debrief:

- Do it as soon as possible after a potentially traumatic event, but it is never too late.
- The difference between 'telling the story', which is beneficial, and 'rehearsing the trauma', which is not, is crucial.
- If the listener, ostensibly defusing, says things like:
 - "You shouldn't have put up with things like that."
 - "You poor thing, that is dreadful."
 - "I would be so angry about that if I were you."
- The process can change from a helpful one, to one where the person feels more and more victimised as they rehearse the trauma with their scandalised audience.
- Help young children debrief by asking them to draw a picture of the event and hold it up to share with the class.
- Use a round-robin class meeting with older students.
- Each has an opportunity to say what happened in turn, or say 'pass'.
- It is helpful for the teacher to take their turn without using the opportunity to give the sanitised version of what happened.
- It is useful for all the people involved in the incident to have this opportunity.

Debriefing (helpful process)

- Asking what happened.
- Asking where, what, who, how, when.
- Reassuring that the person survived and reflecting how they did.

Rehearsing (unhelpful process)

- Telling what happened. Telling a similar story that happened to you
- Asking why questions
- Commiserating and maintaining a scandalised position.

If you choose not to debrief as part of your crisis management plan be prepared for the following problems:

- Caregivers may become so concerned about a situation, they may inadvertently help their child rehearse the trauma of the event.
- Teachers who have not had an opportunity to talk about serious events can become increasingly stressed over time.
- The trauma can interfere with their management confidence and poise.

Appendix 8

Incident Report

Name:

Date:

Person Completing Form:

Name PROBLEM BEHAVIOUR		
Date of incident	Time incident started	Time incident ended
Where was the student when the incident occurred?		
Who was working with the student when the incident occurred?		
Where was staff when the incident occurred?		
Who was next to the student when the incident occurred?		
Who else was in the immediate area when the incident occurred?		
What was the general atmosphere like at the time of the incident?		
What was the student doing at the time of the incident?		
What occurred immediately before the incident? Describe the activity, task, event.		
Describe what the student did during the incident.		

The Code of School Behaviour

<http://education.qld.gov.au/behaviour/code-behaviour.html>

Better Behaviour Better Learning

Queensland state schools promote learning, creativity and innovation as the platform upon which to build prosperity and quality of life for all Queenslanders. State schools are strongly committed to providing a quality, futures-oriented education that enables all students to achieve their full potential. They prepare students for an active role in democratic life and society. High expectations, equity, inclusiveness and the building of social capital are key features of state schooling in Queensland.

Essential to effective learning is a safe, supportive and disciplined environment that respects the following rights.

- The rights of all students to learn
- The rights of teachers to teach
- The rights of all to be safe.

The Code of School Behaviour defines the responsibilities that all members of the school community are expected to uphold and recognises the significance of appropriate and meaningful relationships.

It outlines a consistent standard of behaviour for all state school communities in Queensland, inclusive of students, staff and parents. *The Code* has been developed to deliver the best possible outcomes for students, recognising the close relationship between learning, achievement and behaviour.

School communities will use *The Code* as a basis for providing:

- positive support to promote high standards of achievement and behaviour
- clearly articulated responses and consequences for inappropriate behaviour.

Each school will detail particular strategies to promote appropriate behaviour as well as consequences for unacceptable behaviour within its Responsible Behaviour Plan for Students.

The *Education (General Provisions) Act 2006* provides that - principals must give an enrolment agreement to the student's parents or adult or independent student, before enrolling a student. Parents or students will be asked to sign the agreement. This agreement sets out the rights and obligations of students, parents and staff at the school and will require all parties to abide by The Code of School Behaviour and other endorsed conditions stipulated by the school.

Standards

State schools in Queensland are committed to providing quality learning opportunities that enable all students to achieve within safe, supportive and disciplined learning environments. Staff are to maintain high standards of ethical behaviour as established in the Department of Education's Code of Conduct. All members of school communities are to abide by *The Code of School Behaviour* in accordance with the following standards.

All members of school communities are expected to:

- conduct themselves in a lawful, ethical, safe and responsible manner that recognises and respects the rights of others

Students are expected to:

- participate actively in the school's education program
- take responsibility for their own behaviour and learning
- demonstrate respect for themselves, other members of the school community and the school environment
- behave in a manner that respects the rights of others, including the right to learn
- cooperate with staff and others in authority

Parents are expected to:

- show an active interest in their child's schooling and progress
- cooperate with the school to achieve the best outcomes for their child
- support school staff in maintaining a safe and respectful learning environment for all students
- initiate and maintain constructive communication and relationships with school staff regarding their child's learning, wellbeing and behaviour
- contribute positively to behaviour support plans that concern their child

Schools are expected to:

- provide safe and supportive learning environments
- provide inclusive and engaging curriculum and teaching
- initiate and maintain constructive communication and relationships with students and parents
- promote the skills of responsible self-management.

Principals are expected to:

- play a strong leadership role in implementing and communicating *The Code* in the school community
- ensure consistency and fairness in implementing the school's *Responsible Behaviour Plan for Students*
- communicate high expectations for individual achievement and behaviour
- review and monitor the effectiveness of school practices and their impact on student learning
- support staff in ensuring compliance with *The Code* and facilitate professional development to improve the skills of staff to promote responsible behaviour.

Regional Directors or delegate are expected to:

- endorse the school's *Responsible Behaviour Plan for Students* that aligns with *The Code* and complies with legislation
- ensure that school plans are implemented consistently, fairly and reasonably
- exercise leadership in support of school principals' responsibilities under *The Code* and promote improvement of the professional skills of principals accordingly.

Senior Officers of Education Queensland are expected to:

- determine policy directions and monitor the efficiency and effectiveness of resource allocations and services to support responsible behaviour throughout Queensland schools.

Consequences for Unacceptable Student Behaviour

Student behaviour that does not comply with the expected standards is not acceptable. The *Responsible Behaviour Plan for Students* will set out the range and level of responses and consequences for student behaviour that is not consistent with these standards.

Consequences are to be applied to:

- provide the opportunity for all students to learn
- ensure the safety of staff and students
- assist students who exhibit challenging behaviours to accept responsibility for themselves and their actions

In applying consequences for unacceptable student behaviour, the individual circumstances and actions of the student and the needs and rights of school community members will be considered at all times.

Schools use a range of consequences that are authorised by Education Queensland which include:

- suspensions
- exclusions
- cancellations of enrolment

These consequences are to be used as the last resort for serious behaviour after consideration has been given to all other responses. Access to alternative programs and input from other agencies may be necessary for students who repeatedly do not comply with expected standards of behaviour.

Values and principles

The Code of School Behaviour is based on the following values and principles.

Values

The Department's Strategic Plan defines the following values.

- Professionalism: committing to the highest standards of accountability and performance
- Respect: treating all people with respect and dignity
- Innovation and Creativity: fostering safe environments that support innovative and creative practice
- Diversity and Inclusiveness: encouraging all Queenslanders to participate in education and cultural activities
- Excellence: supporting the pursuit of excellence.

Principles

The Code is underpinned by the following principles.

- State schools expect high standards of personal achievement and behaviour.
- The foundation of positive classroom behaviour is effective teaching, inclusive and engaging curriculum and respectful relationships between staff and students.
- Positive behaviour is enhanced through a whole school approach and effective school organisation and leadership.
- Partnerships with parents, the wider school community and other support agencies contribute to positive behaviour in schools.
- Staff expertise is valued and developed.
- Standards of expected student behaviour are linked to transparent, accountable and fair processes, interventions and consequences.
- Responses to inappropriate student behaviour must consider both the individual circumstances and actions of the student and the needs and rights of school community members.

