The Code of School Behaviour

Better Behaviour Better Learning

# 2017 – 2019 Blackwater North State School

## *Responsible Behaviour Plan for Students*

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

### 1. Purpose:

Blackwater North State School is committed to providing a safe, respectful and disciplined learning environment for students and staff, where students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing. All members of our school community are expected to uphold the responsibilities defined in the Code of School Behaviour to ensure the best possible outcomes for students, staff and parents.

Blackwater North State School's Responsible Behaviour Plan for Students is designed to facilitate positive support for high standards of achievement and behaviour combined with clear responses and consequences to inappropriate 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:

Blackwater North State School developed this plan in collaboration with our school community. Consultation with parents, staff and students was undertaken during Semester 2, 2016. A review of school data sets from 2014 – 2016 relating to attendance, absenteeism, school disciplinary absences and behaviour (both positive and incident records) informed the development process.

The Plan was endorsed by the Principal, the President of the P&C and Chair of the School Council. The Plan will be reviewed as required, and in 2019 as required by legislation.

### 3. Learning and behaviour statement:

All areas of Blackwater North State School are learning and teaching environments. We consider behaviour management to be an opportunity for valuable social learning as well as a means of maximising the success of academic education programs. Our school-wide framework for managing behaviour is **Positive Behaviour for Learning (PBL)** and local decision making that acknowledges our unique context.

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

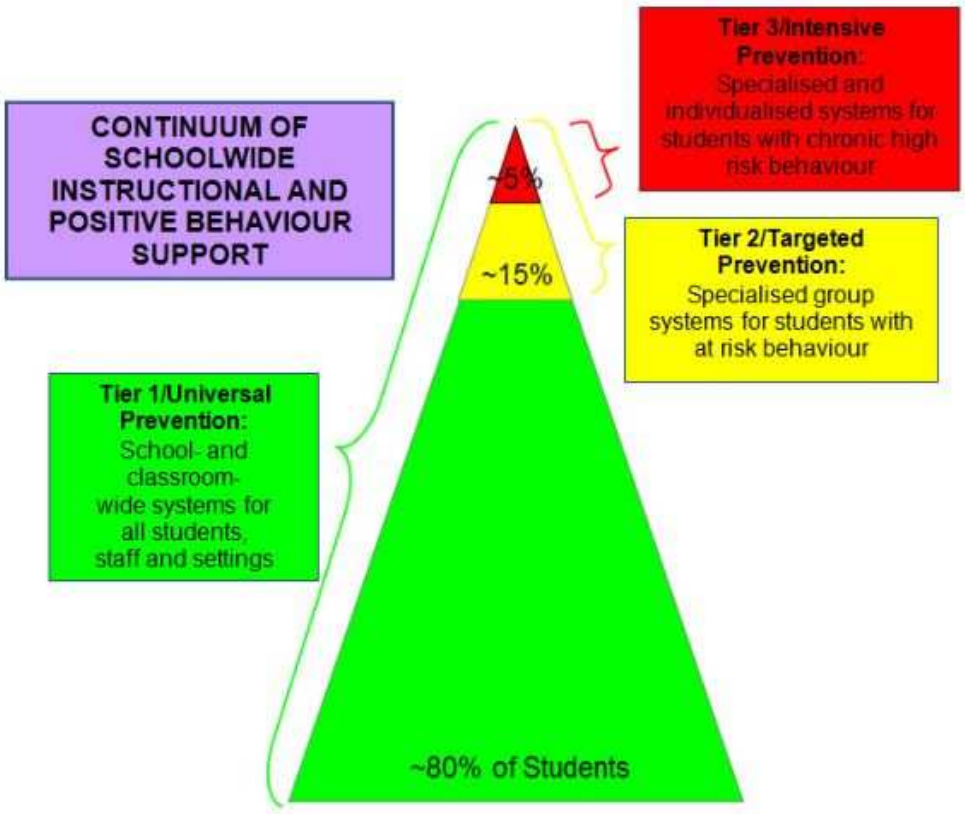
Our school community has identified the following school rules (our school Values) to explicitly teach students and promote our high standards of responsible behaviour – Effort, Respect, Responsibility & Safety. Our school rules are aligned with the values, principles and expected standards outlined in Education Queensland's Code of School Behaviour.

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

**Universal Behaviour Support:**
PBL is designed to meet the expectations of schools and the behaviour needs of students through the provision of a continuum of behaviour services (interventions) at three levels or tiers. Interventions on the continuum range from those designed to:

- Prevent the development of problem behaviour in all students (Tier 1 or Primary prevention).
- Reduce the number of existing cases of problem behaviour in some students (Tier 2 or Secondary prevention).
- Reduce the intensity of high-risk problem behaviour in a few students (Tier 3 or Tertiary prevention).

It is important that schools implement Tier 1 successfully for all students before implementing Tiers 2 and 3. When all three tiers of PBL are successfully implemented in a school, ideally 80 percent of the student body will respond to resources and strategies pertaining to Tier 1 to manage their behaviour. A further 15 percent of the student population may require Tier 2 prevention to manage their at-risk behaviour and approximately 5 percent of students will require the prevention approaches implemented in Tier 3. This balance enables for positive and effective learning environments to be maintained at the school through the use of a consistent system of prevention. The use of PBL across the school allows for the delivery of more effective support to those few students who require targeted or individualised interventions. This ratio of 80:15:5 is represented by the diagram below:




At Blackwater North State School we use processes, and strategies to support positive behaviour.
Behaviour support is delivered in a systematic, transparent, fair and consistent manner; and caters for the individual circumstances of each situation. Students are expected to respect the school Motto, "Friendship and Learning" and conduct themselves in a manner that reflects the four Values – Effort, Respect, Responsibility and Safety.
The least intrusive pathway to targeted behaviour support is used at all times. This pathway is a logical process aimed at the application of the simplest possible strategy to match the circumstances and nature of the inappropriate behaviour.

**Tier 1:**
The first step in facilitating standards of positive behaviour is communicating those standards to **all** students. At Blackwater North S.S. we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school. Communicating behavioural expectations is a form of universal behaviour support - a strategy directed towards **all** students which is designed to prevent problem behaviour while providing a framework for responding to unacceptable behaviour. The Behaviour Expectations Matrix below outlines our agreed rules and specific behavioural expectations in all school settings and is aligned to our four school Values.

# Blackwater North State School Behaviour Expectations Matrix

| | All Areas | Teaching and Learning Environments | Tuckshop | Eating Areas and Playground / Buildings | Toilets | Parade / Arts Council | Travel to and from School and off Campus Activity |
|---|---|---|---|---|---|---|---|
| **Respect** | • I show active listening.<br>• I use manners.<br>• I show mutual respect.<br>• I am friendly.<br>• I show pride in our school.<br>• I respect others' learning.<br>• I am honest. | • I let others learn and teach.<br>• I show pride in the classroom environment.<br>• I use appropriate noise levels.<br>• I am on task. | • I wait patiently and respectfully. | • I show appropriate noise levels.<br>• I play smart, play safe, play fair.<br>• I return equipment to the sports shed on time. | • I respect privacy of others.<br>• I respect the environment. | • I am an active listener:<br>- Hands in my lap.<br>- Sit up straight.<br>- Legs are crossed.<br>- Look at the speaker. | • I stand quietly in line for the bus.<br>• I follow the bus driver's instructions.<br>• I walk my bike or scooter to the gate.<br>• I only use my own bike or scooter.<br>• I show pride in my uniform. |
| **Responsibility** | • I accept my behaviours, celebrations and consequences.<br>• I am on time.<br>• I am organised.<br>• I use self-control.<br>• I wear my school uniform with pride every day. | • I am prepared to learn.<br>• I encourage others.<br>• I have a go at all tasks.<br>• I return books and equipment on time.<br>• I look after books and equipment. | • I order tuckshop between 8:30am and 8:50am.<br>• I visit the tuckshop after the play bell rings. | • I put rubbish in the bin.<br>• I leave the area tidy.<br>• I eat my own food.<br>• I sit down to eat.<br>• I am in the designated area.<br>• I use the High Five.<br>• I care for equipment. | • Keep it clean.<br>• I responsibly use the soap and toilet paper.<br>• I report problems to staff. | | • I demonstrate my best behaviour.<br>• I show pride in my school and myself.<br>• I look after my own bike or scooter.<br>• I wear the correct clothing – uniform, shoes, and hat. |
| **Effort** | • I maintain active listening.<br>• I take pride in my school and its resources.<br>• I take pride in my appearance.<br>• I attempt all tasks. | • I always work to the best of my ability.<br>• I complete work on time. | | • I have healthy food choices.<br>• I join in and let others play too. | • I am in the right place at the right time. | • I listen to all messages. | • I go straight home.<br>• I am proud to represent my school. |
| **Safety** | • I use equipment as explained to me.<br>• I am where I am meant to be<br>• I take turns.<br>• I walk on concrete and in classrooms.<br>• I wear correct clothing – hat, shoes, and shirts.<br>• I follow adult instructions. | • I pack away and leave equipment tidy.<br>• I keep my hands and feet to myself.<br>• I always demonstrate smart, safe and fair play.<br>• I walk in class. | • I stand in a single line. | • I wear my hat or play in the shade.<br>• I play at play time<br>• I walk around the chairs. | • I use the toilets for toileting only.<br>• I wash my hands.<br>• I walk. | • I leave a walkway in the middle. | • I follow all road safety rules.<br>• I wear my helmet.<br>• I walk across the crossings.<br>• I walk my bike or scooter in the school grounds.<br>• I lock up my bike.<br>• I stay with a buddy or the group. |

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

- Behaviour lessons conducted by classroom teachers;
- Reinforcement of learning from behaviour lessons at School Assemblies and during active supervision by staff during classroom and non-classroom activities;
- A balanced, relevant and engaging curriculum;
- Supportive and collaboratively developed procedures;
- The implementation of evidence-based programs;
- Regular monitoring and review of school procedures and programs;
- Professional development for all members of the school community consistent with the school's evidence based approach to promoting positive behaviour;
- Adoption of practices that are non-violent, non-coercive and non-discriminatory; and

Blackwater North State School implements the following proactive and preventative processes and strategies to support student behaviour:

- A dedicated section of the school Newsletter, enabling parents to be actively and positively involved in school behaviour expectations.
- Comprehensive Induction programs for staff and clear explanations of this Plan for new and existing students.
- Individual Behaviour Support Plans developed for students, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings.
- Implementation of the Essential Skills for Classroom Management (ESCM).

Specific policies have been developed to address:

- The Use of Personal Technology Devices at School (*Appendix 1*);
- Procedures for Preventing and Responding to Incidents of Bullying (*Appendix 2*); and
- Appropriate Use of Social Media (*Appendix 3*).

**Reinforcing Expected School Behaviour:**

At Blackwater North State School, communication of our key messages about behaviour is promoted through positive reinforcement consisting of formal recognitions and monitoring systems. This reinforcement system is designed to increase the quantity and quality of positive interactions between students and staff. All staff members are trained to give consistent and appropriate acknowledgement and rewards.
(Refer to *Positive Consequences for Blackwater North State School Students* on the following page).

To further support staff a Behaviour Response Flowchart has been created to assist staff to consistently best manage positive, i.e. expected school behaviour, and unacceptable behaviour at Blackwater State School. (Refer to *Blackwater North State School Behaviour Response Flowchart* on the following pages).

**Responding to Unacceptable Behaviour:**

Tier 1 'Universal' behaviour support:

*Re-directing low-level (minor) and infrequent problem behaviour*

Staff at Blackwater North State School apply a preventative approach to re-direction and make appropriate use of least to most intrusive redirection strategies based on the Essential Skills for Classroom Management. 'Precorrection' and 'prompts' are examples of preventative strategies. 'Least intrusive' strategies may include selective attending, proximity and non-verbal cueing. When a student exhibits low-level (minor) and infrequent problem behaviour, the initial verbal 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. 'Most intrusive' strategies include redirections, giving choices and following through, and removal to 'buddy class' or 'Reflection Time' for repeated low-level problem behaviours.

Tier 2 'Targeted' behaviour support:

Each year an ever decreasing number of students at Blackwater North State School are identified by staff and through our reviews of data as needing extra in the way of targeted behaviour support due to them not fully responding to the Tier 1 behaviour support processes and strategies outlined previously. In most cases the problem behaviours of these students may not be immediately regarded as major or extreme, but the frequency of their behaviours may put these students' learning and social success at risk if not addressed in a timely manner.

## POSITIVE CONSEQUENCES FOR BLACKWATER NORTH STATE SCHOOL STUDENTS

| WHAT? | WHO? | WHEN? | WHY? | HOW? | BUDGET CONSIDERATIONS |
|---|---|---|---|---|---|
| Student of the Week | Classroom Teacher | Weekly at Parade | Recognises the student in the class that has shown improvement in the areas of RRES or displays them consistently. | Announced & presented at Parade by Principal, Parents notified and certificate given, named in Newsletter along with a group photo. | • Printing of Certificates<br>• Phone call home |
| Musician of the Week | Music Teacher | Weekly at Parade | Improvement in music lessons / effort:<br>• P-2<br>• 3-6 | Announced & presented at Parade by Music Teacher, Parents notified and certificate given. | • Printing of Certificates<br>• Phone call home |
| Sports Star of the Week | HPE Teacher | Weekly at Parade | Improvement in health & PE lessons / effort:<br>• P-2<br>• 3-6 | Announced & presented at Parade by HPE Teacher, Parents notified and certificate given. | • Printing of Certificates<br>• Phone call home |
| LOTE Student of the Week | LOTE (Japanese) Teacher | Weekly at Parade | Improvement in LOTE (Japanese) lessons / effort:<br>• 5-6 | Announced & presented at Parade by LOTE (Japanese) Teacher, Parents notified and certificate given. | • Printing of Certificates<br>• Phone call home |
| Behaviour Ticket Draw | All staff | Weekly at Parade | Acknowledge students displaying schools Values:<br>• PREP<br>• 1-2<br>• 3-4<br>• 5-6 | Drawn & presented at Parade by Principal. | • Printing of Behaviour Tickets – Effort, Respect, Responsibility & Safety. |
| Friendship Award Draw | All staff, usually Teachers | Last Friday of every Month | Intent to:<br>• Counteract bullying<br>• Encourage students to accept & involve each other<br>• Help grow friendships | Drawn & presented at Parade by Principal. | • Printing of Behaviour Tickets – Friendship.<br>• $50 Voucher (currently donated) |
| Weekly Attendance Updates | Deputy Principal | Weekly at Parade | Make parents and students aware of attendance data and associated impacts on learning. | Announced at Parade by Deputy Principal and displayed on data screen. | • N/A |
| Class of Parade | Mystery Teacher | Weekly at Parade | Reinforce positive student behaviour on Parade and encourage teachers to monitor behaviour of their class. | Announced at Parade by Mystery Teacher. | • N/A |

## POSITIVE CONSEQUENCES FOR BLACKWATER NORTH STATE SCHOOL STUDENTS

| WHAT? | WHO? | WHEN? | WHY? | HOW? | BUDGET CONSIDERATIONS |
|---|---|---|---|---|---|
| Positive Post Card Home | Classroom Teachers | As required | To recognise positive behaviour and hard work by students aligned to our school Values – every student would have something positive they have done at some time. | Complete a pre-made postcard and send it home with that child.<br><br>To be handed to A02 for posting each Friday. | • Positive Post Cards from supplier. |
| Positive Reinforcement and Praising. | All staff | Daily | Keeps students on task and encourages them to achieve to their best ability. | When seeing student doing something positive, recognise this by praising and encouraging them. | • N/A |
| Stickers and Stamps | All staff | Daily | Shows students that we recognise & praise their good work and behaviour and to encourage other students, i.e. parallel acknowledgement. | Hand out stickers and stamps to students who are trying hard and doing great work. | • N/A |
| Prize Box | Classroom Teacher | As required | To recognise positive behaviour and hard work by students. | At discretion of each Classroom Teacher. | • N/A |
| A+ Day | All staff | End of Semester | Fun/Reward activities are scheduled for part of day to reward the children for good behaviour aligned to our school Values. | Three levels of activities offered:<br>• Gold (0-1 referrals)<br>• Silver (2-5 referrals)<br>• Bronze (6+ referrals) | • Activity costs, e.g. hire costs etc. |

**BLACKWATER NORTH STATE SCHOOL**
**Behaviour Response Flowchart**

**Expected Behaviour**
(Effort, Respect, Responsibility & Safety)

YES

NO

**Expected Behaviour supported by:**

- OneSchool (+ & - behaviours).
- Explicit teaching and demonstration aligned to the BNSS Behaviour Matrix document & PBL strategies (refer to BNSS PBL Staff Handbook).
- BNSS Minor, Major & Extreme Behaviours document.
- 'You Can Do It' social skills lessons.
- Essential Skills for Classroom Management (ESCM).
- 'High Five'.
- BNSS Behaviour Referral Forms.

**Positive Consequences Options/Suggestions**

**Access to Preferred Activity**
(computer/sport/time out as predetermined by teacher)

**Praise / Encouragement**
(Verbal / Non-verbal / Written)

**Class Responsibilities**
(Class Jobs, e.g. messenger, teacher's helper etc.)

**Class Reward System**
(Stickers / Stamps / Certificates)

**Whole Class Reward**
(Mutually agreed appropriate activities)

**Positive Phone Call Home to Parents**

**Sharing Good News with Others**
(Take work to show other Teachers / Principal / Deputy Principal etc.), School Newsletter, School Facebook, School Website, School Electronic Sign etc.

**(Refer also to Positive Consequences Chart)**

Manageable? Safe?
(Minor, Major OR Extreme)

MINOR

MAJOR

EXTREME

**Teacher Intervention using Corrective Strategies (ESCM)**
(Non-verbal redirection, proximity, cueing with parallel acknowledgement, expectations restated, redirection to learning, description of reality)

YES

Improvement

NO

**Teacher Intervention using Corrective Strategies (ESCM) and acknowledging BNSS Behaviour Steps and BNSS Referral Form.**
(Behaviour Steps – Warning [questions], Time Out, Buddy Class and record of incident in OneSchool)

YES

Improvement

NO

**Referral to Principal / Deputy Principal – Intervention acknowledging BNSS Behaviour Steps and BNSS Referral Form**
Admin Referral (Time Out, RTR, Parent Involvement, Behaviour Plan [if required], Referral to Student Achievement Committee [if required] etc.

YES

Improvement

NO

**Safety First**
**Contact Office**
**Contact Principal / Deputy Principal**

**Major Behaviour Options**

**Ensure Student / Class Safety**
(Remove class if necessary)

**Withdraw Student**
(Class / Playground)

**Observe & Monitor student closely**

**Contact Office**
(Phone / send messenger)

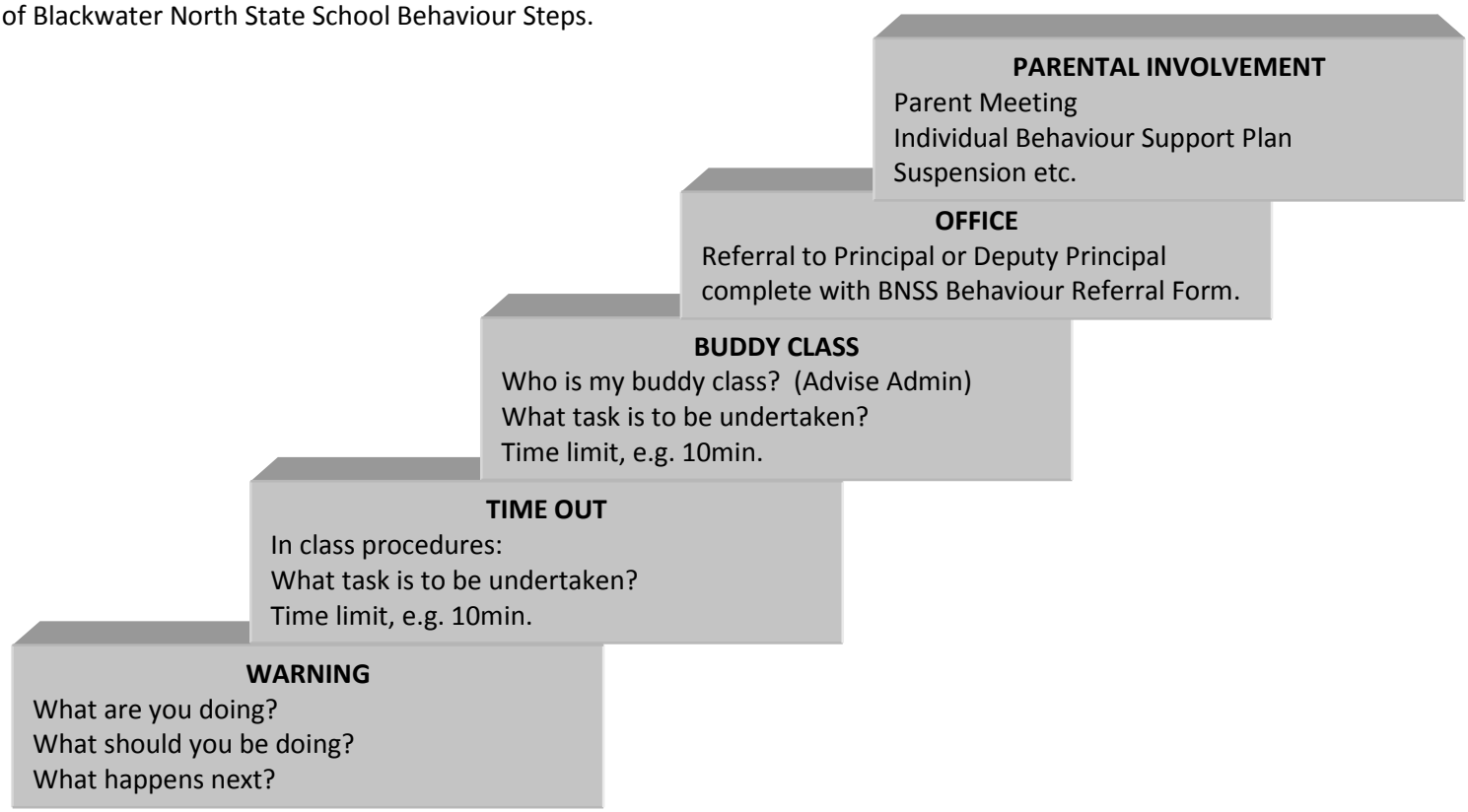
OR

OR

**Referral to Principal / Deputy Principal Intensive Intervention**
Internal or external Suspension (Followed by Re-Entry) or Exclusion.

Features of Tier 2 supports include:

- Use of behaviour data to accurately identify students requiring Tier 2 supports.
- Use of the Behaviour Response Flowchart for teachers seeking assistance to support the identified students, including use of Blackwater North State School Behaviour Steps.




- Established Playground Rules – including:
  - No Hat, no play. I.e. wear a wide brimmed hat or play in the shade.
  - Show pride in our school. I.e. this should be evident in the way you conduct yourself in the playground.
  - Play in designated area. I.e. out of bounds areas are for safety purposes.
  - Play Smart, Play Safe, Play Fair. I.e. this minimises the possibility of issues arising.
  - Use the High 5 to solve any problems.
  - When the bell goes, acknowledge it. I.e. go to the toilet, get a drink and line up for class appropriately.
- Lunchtime Activities, e.g. computer room, library etc.
- A team approach to supporting students on targeted programs.
- Use of data decision rules for evaluation and exits from targeted support programs.
- Making adjustments for individual needs.
- Using research-validated program options for targeted support interventions such as:
  - Development of an Individual Behaviour Support Plan in consultation with the class teacher, parents and administration.
  - Adult mentoring.
  - Check in / check out.
  - Targeted / small group social skilling.
  - Choice Theory / Reality Therapy – 10 Second Grab:
    - What do you want?
    - What are you doing?
    - Is it helping?
    - What else can you do?
  - High Five – Got a Problem?
    - Talk Friendly
    - Talk Firmly
    - Ignore
    - Walk Away
    - Report

All staff members are provided with continuous professional development consisting of an overview of the program, the referral and response process, and the reporting responsibilities of staff and of the students being supported.

Tier 3 'Intensive' behaviour support:

Blackwater North State School is committed to educating all students, including those with the highest behavioural support needs. We recognise that students with highly complex and challenging behaviours need comprehensive systems of support. When required, the Student Achievement Committee or Admin will:

- work with other staff members to develop appropriate behaviour support strategies;
- monitor the impact of support for individual students through ongoing data collection;
- make adjustments as required for the student;
- implement an Individual Behaviour Support Plan;
- facilitate a Functional Behaviour Assessment if required;
- Identify flexible / alternative learning options;
- Organise referrals to Regional behaviour support resources.

Physical Restraints: (Individual Plan)

Where an Individual Behaviour Support Plan includes the use of physical restraints to prevent self-harming behaviours, plans will:

- Be approved by the Principal with a copy provided to the parents.
- Include strategies to reduce the frequency & severity of inappropriate behaviours to increase socially appropriate & positive behaviours.
- Not use physical restraint processes in isolation.
- Develop procedures with support personnel, parents & relevant staff including medical practitioners etc. if needed.
- Identify strategies to reduce and eliminate the need for physical restraint. Prevention strategies could include:
    - restoring safety in other practicable ways such as removing harmful objects;
    - employing responses such as increased monitoring and support within classrooms and /or referral to appropriately trained staff; and
    - use of movement limiting and / or protective devices at times of high risk

Where an Individual Behaviour Support Plan includes the use of physical restraints to prevent self-harming behaviours, staff will:

- be provided with physical restraint training and professional development that is documented
- complete the required documentation following a physical restraint
- employ responses to support all staff and students involved in, including witnesses to, an incident of self-harm
- establish a regular review process to monitor effectiveness of planned strategies and procedures

## 5. Consequences for unacceptable behaviour:

Blackwater North State School makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When unacceptable behaviour occurs, students experience predictable consequences. Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour. The recording of three minor behaviours constitutes a major behaviour.

**Minor and major behaviours**

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

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

**Minor** behaviours are those that:

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

Minor problem behaviours may result in the following consequences:

- a minor consequence that is logically connected to the problem behaviour, such as complete removal from an activity or event for a specified period of time, partial removal (time away), individual meeting with the student, apology, restitution or detention for work completion
- a re-direction procedure. The staff member takes the student aside and:

1. names the behaviour that the student is displaying;
2. asks the student to name expected school behaviour;
3. states and explains expected school behaviour if necessary; and
4. gives positive verbal acknowledgement for expected school behaviour

**Majo**r behaviours are those that:

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

**Major** behaviours result in an immediate referral to Administration because of their seriousness. When major problem behaviour occurs, staff members calmly state the major problem behaviour to the student and remind them of the expected school behaviour. The staff member then completes the Blackwater North State School Behaviour Referral Form and escorts the student to Administration.

(Refer to *Blackwater North State School Minor, Major & Extreme* explanations on the following page).
(Refer to *Blackwater North State School Stages of Behavioural Intervention* on the following page).

**Relate problem behaviours to expected school behaviours**

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

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

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

**Ensuring consistent responses to problem behaviour**

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

Students also receive training in how to respond appropriately when other students display problem behaviour, and the courteous way to respond when a staff member re-directs their behaviour or consequences are applied for problem behaviour.

| | STUDENT ACTION | STAFF MEMBER RESPONSE | |
|---|---|---|---|
| MINOR | • Teasing<br>• Calling out consistently in order to disrupt the learning time of others<br>• Not completing set tasks in class / Continual work avoidance<br>• Disrespect of other peoples' rights and property<br>• Answering back<br>• Ignoring direct instructions, i.e. not listening<br>• Failure to follow instructions<br>• Being disrespectful towards a staff member<br>• Swearing<br>• Not displaying school values<br>• Disruption<br>• Late to class<br>• Running on cement<br>• Playing in toilets | **Specialist Teachers, i.e. HPE, Music, LOTE etc. will need to maintain consistency with school expectations and class expectations and consider how their response can be appropriately managed if they have another class to go to or are not on campus following a MINOR, MAJOR or EXTREME incident.**<br><br>May include:<br>• ESCM<br>• Rule Reminder<br>• In-class time out for reflection<br>• Use of buddy class<br>• Re-entry conversation for the classroom – conducted by the classroom teacher.<br>• Classroom Consequences.<br>• Time Out (5 - 10 minutes) with the staff member awarding the time out.<br>• Detention with the staff member (the staff member who awards the detention supervises the student)<br>• Monitoring of goal behaviours | |
| | **STUDENT ACTION** | **STAFF MEMBER RESPONSE** | **ADMINISTRATION RESPONSE** |
| MAJOR | • Continually being disrespectful to a staff member *(This will be supported by OneSchool Data)*.<br>• Offensive swearing or inappropriate use of language towards another person<br>• Engages in bullying (including cyber bullying)<br>• Behaviours that jeopardise the safety of others.<br>• Inappropriate touching of others<br>• Leaving school grounds without permission<br>• Continual frequent disruption of the school rules, values and programs. *(This will be supported by OneSchool Data)*.<br>• Vandalism<br>• Intimidation<br>• Fighting<br>• Stealing<br>• Aggressive Behaviours<br>• Consistently ignoring school rules *(This will be supported by OneSchool Data)*.<br>• Deliberately destroying school property<br>• Not following Individual Behaviour Plan | **See Student Individual Behaviour Management Plan available from Class Teacher and on OneSchool**<br><br>• Detention with the teacher (the teacher who awards the detention supervises the student)<br>• Referral to Office for fact finding re incident | • Contact Parents<br>• RTR<br>• Internal Suspension<br>• External Suspensions<br>• Contact with appropriate support agencies<br>• Guidance Officer informed<br>• Re-Entry Program established<br>• Individual Behaviour Management Plan enacted or modified |
| | **STUDENT ACTION** | **STAFF MEMBER RESPONSE** | **ADMINISTRATION RESPONSE** |
| EXTREME | Behaviours which put the immediate safety of one or more people of the school community at risk.<br><br>May include:<br>• Threatening to use an object as a weapon<br>• Threatening with a weapon<br>• Using a weapon<br>• Any behaviour that is considered to be illegal i.e. law breaking<br>• Causing serious injury to staff members or other students. | • Keep class safe remove to another area<br>• Isolate person who is exhibiting extreme behaviours<br>• **Contact Principal or delegate to request immediate assistance** | • **Principal (or delegate) to respond immediately, i.e. Lock Down procedures enacted across the school if required – intermittent ringing of the electronic school bell.**<br>• Contact emergency services if required<br>• Support lockdown if enacted > removal of class and/or isolation of student<br>• Contact parents |

*Blackwater North State School*
*Stages of Behavioural Intervention*

| **Office Behaviour Referrals** | **Referral to RTR**<br>**Each Semester starts anew** | | |
|---|---|---|---|
| 1-2 office referrals:<br>• Conversation with Principal or Deputy Principal<br>• Third office referral is a referral to RTR | 1-2 RTR referrals:<br>• Time out in RTR for a lunch time and plan is completed. Only one session will be assigned per incident. More days will only be assigned by Administration or the RTR teacher, if deemed appropriate.<br>• Phone call home for each RTR by Principal or Deputy Principal and record on OneSchool. | 3-4 RTR referrals:<br>• Principal / Deputy Principal advised and calls or meets with parent and discuss behaviour concerns<br>• enquire if anything at home has changed – this sometimes will account for behaviour and adjustments may be made to accommodate this<br>• class positive behaviour intervention plan is implemented (see P/DP for example) | 5 + referrals:<br>• teacher advised to meet with Principal / Deputy Principal<br>• discuss interventions already used,<br>• implement an individual classroom plan with student, parent may or may not be involved at this stage<br>• if successful, plan implemented until teacher/P/DP agree to implement everyday behaviour policy<br>• if not successful, next stage is implemented<br>• referral to SAC is made |

**Administration Intervention**

- Principal / Deputy Principal contact the parent to arrange a meeting.
- At the meeting, the behavioural concerns are re-addressed, parent concerns or issues are presented, and an Individual Behaviour Support Plan is developed and implemented in the classroom.
- Data gathering strategies will be implemented to gather evidence to guide further intervention.
- Principal / Deputy Principal formalises the plan and arranges copies for parent, teacher and student file.
- Plan is implemented and reviewed as required – effectiveness is discussed and any changes needed made.
- If improvement evident by student then teacher and Principal / Deputy Principal monitor student to determine if IBSP needs to continue.
- If improvement not evident by student then each case is dealt with individually, and may include any or all of the following; Plan adjusted, parents may be asked to follow up with possible outside specialists, academic history is investigated, child will be referred to one or all of EQ provided interventions, i.e. FBA/ GO referral may be necessary, suspensions

**A major or extreme incident is automatically dealt with by Administration. The above process will come into effect if deemed appropriate by Administration. Again, individual cases will be assessed and the appropriate steps taken.**

**If feedback regarding the incident isn't received, follow up with a member of administration.**

# Blackwater North State School
# Stages of Intervention

## 1-2 Office Referrals

- Talk with Deputy/ Principal
- 3 times to

## 1-2 RTR Referrals

- RTR timeout at lunchtime
- Phone call home

## 3-4 RTR Referrals

- Deputy /Princpal to call home and meet with par-ents

## > 5 RTR Referrals

- Deputy/Principal, teacher and parent/s meeting
- Individual Behaviour Plan created

**Emergency or extreme 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 extreme 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**

1. 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.

2. 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.

3. 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.

4. 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).

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

**Physical Intervention**

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

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

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

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

It is important that all staff understand:

- physical intervention cannot be used as a form of punishment;
- physical intervention must not be used when a less severe response can effectively resolve the situation and 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; and
- leaving a classroom or the school, unless student safety is clearly threatened

Any physical intervention made must:

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

**Record keeping**

Each instance involving the use of physical intervention must be formally documented. The processes can be found at http://ppr.det.qld.gov.au/corp/hr/workplace/Pages/Health-and-Safety-Incident-Recording,-Notification-and-Management.aspx online.

## 7. Network of student support:

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

- Parents
- Teachers
- Teacher Aides
- Support Staff
- School Leadership Team
- Guidance Officer
- Adopt-a-Cop

External support is also available through the following government and community agencies:

- Bush Childrens'
- Indigenous Elders in the Blackwater area
- Advisory Visiting Teachers
- Senior Guidance Officer
- Disability Services Queensland
- Child and Youth Mental Health
- Queensland Health
- Department of Communities (Child Safety Services)
- Police
- Local Council

## 8. Consideration of individual circumstances:

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

Blackwater North State School considers the individual circumstances of students when applying support and consequences by:

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

## 9. Related legislation:

- Commonwealth Disability Discrimination Act 1992
- Commonwealth Disability Standards for Education 2005
- Education (General Provisions) Act 2006

- Education (General Provisions) Regulation 2006
- Criminal Code Act 1899
- Anti-Discrimination Act 1991
- Commission for Children and Young People and Child Guardian Act 2000
- Judicial Review Act 1991
- Workplace Health and Safety Act 2011
- Workplace Health and Safety Regulation 2011
- Right to Information Act 2009
- Information Privacy (IP) Act 2009

## 10. Related policies and procedures:

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

## 11. Some related resources:

- Bullying. No Way!
- Schoolwide Positive Behaviour Support
- Code of Conduct for School Students Travelling on Buses

### *Endorsement*

**Principal** **P&C President**

**Effective Date: start of Semester 1, 2017 – end of Semester 2, 2019**

## Appendix 1 – 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.

Personal Technology Devices include, but are 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.

**Certain personal technology devices banned from school**
Students must not bring valuable personal technology devices like cameras, digital video cameras, MP3 players or mobile phones 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**
Unpermitted 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. If they are brought to school, they must be turned off and handed in to the school office upon arrival at school and collected again at the end of the school day.

**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 Blackwater North 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 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 may be subject to discipline (including suspension and recommendation for exclusion) if they breach the policy by being involved in recording and/or disseminating material (through text messaging, display, internet uploading or other means) or are knowingly the subject of such a recording.

Students should note that the recording or dissemination of images that are considered indecent (such as nudity or sexual acts involving children) are 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 this 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 Principal or Deputy Principal.

## Appendix 2 – School policy for preventing and responding to incidents of bullying (including cyberbullying):

**Purpose**

Blackwater 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.
- Ensuring the safety and well-being of all members of the school community.

There is no place for bullying in Blackwater North State School. Those who are 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 Blackwater 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.

Bullying may be related to:

- race, religion or culture;
- disability;
- appearance or health conditions;
- sexual orientation;
- sexist or sexual language;
- children acting as carers; or
- children in care.

At Blackwater 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**

Many bullying behaviours are peer-maintained through the actions of bystanders. That is, peers react to bullying in ways that may increase the likelihood of it occurring again in the future. Reactions include joining in, laughing, or simply standing and watching, rather than intervening to help the person being bullied. Whilst our school would never encourage students to place themselves at risk, our anti-bullying procedures involve teaching the entire school a set of safe and effective responses to all problem behaviour, including bullying, in such a way that those who bully are not socially reinforced for demonstrating it.

The anti-bullying procedures at Blackwater North State School are an addition to our 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**

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.

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 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 Blackwater 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’.

Blackwater North State School records inappropriate behaviour and 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 3 – Appropriate use of social media:

Blackwater North State School embraces the amazing opportunities that technology and the internet provide to students for learning, being creative and socialising online. Use of online communication and social media sites and applications (apps) can provide positive social development experiences through an opportunity to develop friendships and shape identities.

When used safely, social media sites and apps such as Facebook, Twitter and Instagram can provide positive opportunities for social learning and development. However, inappropriate, or misguided, use can lead to negative outcomes for the user and others.

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

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

As is set out in the school policy for preventing and responding to incidents of bullying (including cyberbullying) found at **Appendix 2,** it is unacceptable for students to bully, harass or victimise another person whether within Blackwater North State School grounds or while online. Inappropriate online behaviours can have a negative impact on student learning and the good order and management of Blackwater North State School, whether those behaviours occur during or outside school hours.

This policy reflects the importance of students at Blackwater North State School engaging in appropriate online behaviour.

**Role of social media**

The majority of young people use social media sites and apps on a daily basis for school work, entertainment and to keep in contact with friends. Unfortunately, some young people misuse social media technologies and engage in cyberbullying.

Social media by its nature will result in the disclosure and sharing of personal information. By signing up for a social media account, users are providing their personal information.

Students need to remember that the internet is a free space and many social media sites and apps, like Twitter, have limited restrictions placed upon allowable content and regulated procedures for the removal of concerning posts.

Social media sites and apps are designed to share online content widely and rapidly. Once students place information and/or pictures online, they have little to no control over how that content is used.

The internet reaches a global audience. Even if students think that comments or photos have been deleted, there can be archived records of the material that will continue to be searchable into the future.

Inappropriate online behaviour has the potential to embarrass and affect students, others and the school for years to come.

**Appropriate use of social media**

Students of Blackwater North State School are expected to engage in the appropriate use of social media. Specific examples of appropriate use of social media sites and apps include:

- Ensuring that personal information, such as full name, address, phone number, school name and location or anyone else's personal information, is not shared.
- Thinking about what they want to say or post, and how it could be interpreted by others, before putting it online. Remember, once content is posted online you lose control over it. Students should not post content online that they would be uncomfortable saying or showing to their parents' face or shouting in a crowded room.

- Remembering that it can be difficult to work out whether messages typed on social media sites and apps are meant to be funny or sarcastic. Tone of voice and context is often lost which can lead to unintended consequences. If students think a message may be misinterpreted, they should be cautious and make the decision not to post it.

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

If inappropriate online behaviour impacts on the good order and management of Blackwater North State School, the school may impose disciplinary consequences for that behaviour regardless of whether the behaviour occurs during or outside of school hours.

Disciplinary consequences could include suspension and/or exclusion. In serious cases of inappropriate online behaviour, the school may also make a report to the police for further investigation.

Blackwater North State School will not become involved in concerns of cyberbullying or inappropriate online behaviour where the incident in question does not impact upon the good order and management of the school. For example, where cyberbullying occurs between a student of this school and a student of another school outside school hours. Such an incident will be a matter for parents and/or police to resolve.

**Laws and consequences of inappropriate online behaviour and cyberbullying**
Inappropriate online behaviour may in certain circumstances constitute a criminal offence. Both the *Criminal Code Act 1995* (Cth) and the *Criminal Code Act 1899* (Qld) contain relevant provisions applicable to cyberbullying.

The Commonwealth Criminal Code outlines a number of criminal offences concerning telecommunications services. The most relevant offence for cyberbullying is “using a carriage service to menace, harass or cause offence to another person”.

The Queensland Criminal Code contains several applicable sections for cyberbullying. Potential relevant criminal offences are:

- Unlawful stalking.
- Computer hacking and misuse.
- Possession of child exploitation material.
- Involving a child in making child exploitation material.
- Making child exploitation material.
- Distribution of child exploitation material.
- Criminal Defamation.

There are significant penalties for these offences.

Blackwater North State School strives to create positive environments for all students at all times of the day, including while online. To help in achieving this goal, Blackwater North State School expects its students to engage in positive online behaviours.

## Details of Incident - Staff member who witnessed incident or had it reported to them to complete in as much detail as possible and submit to Admin for follow-up

| **Staff Member:** | **Date:**<br><br>**Time:** |
|---|---|
| ☐ Playground Incident | ☐ Classroom Incident |

| | | Name | Class | Involved | Witness |
|---|---|---|---|---|---|
| **List ALL students involved in incident** | **1.** | | | | |
| | **2.** | | | | |
| | **3.** | | | | |
| | **4.** | | | | |
| List ANY staff witnesses. | **A.** | | | | |
| | **B.** | | | | |

**Incident Details:**
**(Remember to state the difference between what you saw and what was alleged!)**

☐ Recorded in OneSchool
☐ Office Referral Noted in OneSchool if appropriate

**Outcome of fact finding investigation:**

☐ RTR

Administrator:

Date: