Birkdale State School

Responsible Behaviour Plan for Students

1. Purpose

Education Queensland is committed to provisions that ensure all young Queenslanders have a right to and receive a quality education.

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

The use of a School Wide Positive Behaviour approach that builds relationships, encourages self-evaluation and focuses on quality is evident in all we do.

At Birkdale State School our practices are aligned to our philosophy: "Teachers have the right to teach and students have the right to learn in a safe and supportive environment that caters for their individual needs".

School staff have the responsibility to establish a school environment where students feel they belong and they are safe, and where verbal and physical harassment on gender, racial or other grounds is prevented and addressed when it occurs.

Students have the responsibility to maximise their learning opportunities and to respect staff members, fellow students and the rules of the school.

Parents have the responsibility to work with students, teachers and other staff to support and reinforce the school's Code of Behaviour.

2. Consultation and data review

Collaboration among the school community is an effective process to establish specific strategies for students in a particular setting. This process also allows the school community to build on the effective practices already established in the school. Communication has been constant with the school community through P&C Association Meetings, other public forums, community surveys and weekly newsletters updating all about behaviour expectations at Birkdale State School.

3. Learning and behaviour statement

All areas of Birkdale 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 programs.

Our Responsible Behaviour Plan outlines our system for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours. Through our school plan shared expectations for student behaviour are plain to everyone, assisting Birkdale 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.
We at *Birkdale State School* operate by the following beliefs about behaviour and learning:

- All students have the right to learn and teachers the right to teach in a safe and supportive environment.
- All members of the school community have the right to be treated with respect, and should respect the rights of others.
- All school community members are responsible for their own actions and should accept the consequences of making poor choices.
- Consequences should be appropriate and consistent and align with the circumstances.
- Co-operation, teamwork, inclusivity and valuing diversity amongst all stakeholders are a key to a successful learning environment.
- Positive acknowledgement of appropriate behaviours reinforces the expected behaviours within the school.

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

- Be safe
- Be responsible
- Be respectful

Every member of the school community plays a vital role in ensuring that all members of our community have clear and consistent expectations and understandings in relation to student behaviour at Birkdale State School.

Reflective thinking strategies are used to assist students to reflect on their behaviours, determine whether these are consistent with the school behavioural expectations, and then adjust their behaviours if they are not consistent with these.

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

#### 4.1 Universal behaviour support - Reinforcing expected school behaviour

Our school-wide positive behaviour approach provides a supportive learning environment through:

- open communication with the school community on *The Code of School Behaviour* and the school's Responsible Behaviour Plan for Students
- shared school values and a positive, inclusive culture
- establishment of agreed programs and procedures that are known and understood by all members of the school community
- staff, student and parent access to professional development, education or training
- managing of incidents through clear and well-understood processes.
- supporting students and building strong community relationships.
The first step in facilitating standards of positive behaviour is communicating those standards to all students. At Birkdale State School 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 designed to prevent problem behaviour and provides a framework for responding to unacceptable behaviour. *Focus Forty* is utilised in the school.

### 4.2 Universal Behaviour - Positive reinforcement of expected behaviours

Students can receive acknowledgement for demonstrating appropriate behaviours via:

- weekly awards on the School Assembly
- Weekly prize draw of purple good behaviour slips
- Verbal acknowledgement of the appropriate behaviour (in the classroom and in other areas of the school)
- Phone contact with parents to acknowledge the student’s behaviour
- Positive behaviour entry on OneSchool

<table>
<thead>
<tr>
<th>Support status</th>
<th>Behaviours</th>
<th>Support</th>
<th>Actions</th>
</tr>
</thead>
</table>
| Universal Positive reinforcement of expected behaviours | Students follow the school rules and consistently demonstrate safe, responsible and respectful behaviour | All students are encouraged to maintain high standards of behaviour through:  
- Explicitly identifying and teaching the School Rules and Expectations  
- Verbal encouragement  
- Positive implicit and explicit rewards  
- Public acknowledgement of achievements  
- Recognition of success from Teachers, Support Staff, Principal and Parents  
- Positive Behaviour incident recorded on OneSchool and parent contact made |  
- You have the opportunity to participate in all of this school’s activities  
- You are eligible for school awards and certificates  
- You may be invited to represent the school at outside venues  
- You are eligible for positions of Student Councillor, School and House Captain. |

| Student manages own behaviour | | | |

### 4.3 Universal Behaviour Support - Proactive initiatives

In addition to the school has a number of pro-active programs that support students with their social emotional learning/skills.

- **Focus Forty Program** – a social skills program that is used throughout the school to introduce social skills and behavioural expectations and reinforce them through classroom lessons and positive modelling by staff.
- **PeaceKeepers Program** – Students from Year 6 are trained in conflict resolution. Qualified students are then rostered on during play times on the Mary Street Oval. These students assist the teachers on duty to solve minor problems between students.

A set of behavioural expectations in specific settings has been attached to each of our three school rules and is explicitly taught to every student.

### 4.4 Universal Behaviour Support - Matrix of expected school behaviours

Matrix below outlines our agreed rules and specific behavioural expectations in all school settings.
<table>
<thead>
<tr>
<th></th>
<th>ALL AREAS</th>
<th>LEARNING AREAS</th>
<th>PATHWAYS/STAIRS</th>
<th>PLAY AREAS</th>
<th>EATING AREAS/TUCKSHOP</th>
<th>TOILETS/CHANGE ROOM</th>
<th>EXCURSIONS/SPORT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>BE RESPECTFUL</strong></td>
<td>Use equipment appropriately.</td>
<td>Walk</td>
<td>Walk quietly so others can continue</td>
<td>Participate in school approved games.</td>
<td>Eat only your food.</td>
<td>Respect the privacy of others.</td>
<td>Wear your full school uniform.</td>
</tr>
<tr>
<td></td>
<td>Help keep the school tidy.</td>
<td>Sit still</td>
<td>learning.</td>
<td>Include others, share materials and space.</td>
<td>Wait in correct line for tuckshop.</td>
<td></td>
<td>Use appropriate language.</td>
</tr>
<tr>
<td></td>
<td>Respect others personal space</td>
<td>Enter and exit room in an orderly</td>
<td>Look after the environment.</td>
<td>Look after the environment.</td>
<td>Respect others personal space.</td>
<td></td>
<td>Show respect for others, equipment and</td>
</tr>
<tr>
<td></td>
<td>and property.</td>
<td>manner</td>
<td></td>
<td></td>
<td>Wait until the teacher dismisses you.</td>
<td></td>
<td>environment.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Push your chair in</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Share classroom resources</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Respect yourself and others.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Raise your hand to speak.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>BE RESPONSIBLE</strong></td>
<td>Be in the right place at the</td>
<td>Be prepared.</td>
<td>Return to class promptly.</td>
<td>Use conflict wheel.</td>
<td>Put litter in bins.</td>
<td>Use toilets during breaks.</td>
<td>Be on time.</td>
</tr>
<tr>
<td></td>
<td>right time.</td>
<td>Be punctual.</td>
<td></td>
<td>Assemble at designated area.</td>
<td>Leave when dismissed.</td>
<td>Use toilets for intended purpose.</td>
<td></td>
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<tr>
<td></td>
<td>Ask permission to leave.</td>
<td>Complete activities.</td>
<td></td>
<td>Return equipment.</td>
<td>Eat in correct area.</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Accept consequences.</td>
<td>Be active.</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Be organised.</td>
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<td></td>
<td></td>
<td>Be honest.</td>
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<tr>
<td><strong>BE SAFE</strong></td>
<td>Report problems to an adult.</td>
<td>Be a good listener.</td>
<td>Walk</td>
<td>Be sun safe, wear a hat.</td>
<td>Sit to eat.</td>
<td>Wash hands.</td>
<td>Remain in your group with an adult</td>
</tr>
<tr>
<td></td>
<td>Keep hands, feet and equipment</td>
<td>Enter and exit learning area as per</td>
<td>Line up in your area.</td>
<td>Use equipment safely.</td>
<td>Line up correctly at the tuckshop.</td>
<td>Walk</td>
<td>supervisor at all times.</td>
</tr>
<tr>
<td></td>
<td>to yourself.</td>
<td>teacher direction.</td>
<td>Walk to the left.</td>
<td>Stay in approved areas.</td>
<td>Stay in area until dismissed.</td>
<td>Use buddy system.</td>
<td>Stay seated on transport.</td>
</tr>
<tr>
<td></td>
<td>Ask permission to leave the</td>
<td>Use equipment and furniture as</td>
<td></td>
<td>Participate in school approved games.</td>
<td>Do not share food.</td>
<td>One person per cubicle.</td>
<td>Wear seat belts.</td>
</tr>
<tr>
<td></td>
<td>area.</td>
<td>intended.</td>
<td></td>
<td>Keep hands and feet to yourself.</td>
<td></td>
<td>Change quickly and quietly.</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Do not play with sticks, stones, animals.</td>
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</tbody>
</table>

*The Code of School Behaviour: etter Behaviour etter Learning*
4.5 Responding to unacceptable behaviour – (Universal Support – Minor)

Students come to school to learn. Each teacher is responsible for classroom behavioural support and this plan for behavioural support must be consistent with the school behaviour plan. This will provide consistency and continuity in the classroom and school.

Re-directing low-level & infrequent problem behaviour (Universal Support - Minor)
When a student exhibits low-level and infrequent inappropriate behaviour, the first response of school staff members is to alert the student to the inappropriate behaviour and redirect the student.

Our preferred way of re-directing low level behaviour is to question 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 the community.

The table below shows an example of how we respond to low-level and infrequent problem behaviour.

<table>
<thead>
<tr>
<th>Support Status</th>
<th>Behaviours</th>
<th>Support</th>
<th>Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Universal Minor Example</td>
<td>Disrupting others from learning in the classroom</td>
<td>Class teacher will put the classroom behaviour diamond into practice</td>
<td>You may be referred to the Reflective Thinking Room during play times to support the improvement of your behaviour</td>
</tr>
<tr>
<td></td>
<td>Continuously not attempting school work</td>
<td></td>
<td>In consultation with a teacher you may be required to complete a Student Reflection Sheet while in the RTR.</td>
</tr>
<tr>
<td></td>
<td>Discriminatory comment</td>
<td></td>
<td>You may be required to complete a supported mediation process.</td>
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<td></td>
<td></td>
<td></td>
<td>There may be some school based activities which you are not permitted to attend.</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>You may be asked to complete your work in your own time</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>You may receive a minor consequence logically connected to the problem behaviour, eg. Restitution, apology or detention for work completion.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Your parents may be contacted.</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>One School entry</td>
</tr>
</tbody>
</table>

4.6 Responding to unacceptable behaviour - Targeted behaviour support

Each year a small number students at Birkdale State School are identified through our data as needing a little bit of extra in the way of targeted behavioural support. In most cases the problem behaviours of these students may not be immediately regarded as severe, but the frequency of their behaviours may put these students’ learning and social success at risk if not addressed in a timely manner.

A number of behaviour support options are available to assist students to manage their own behaviour better. At Birkdale State School these include:

- The development of an individual Behaviour Support Plan
- Playground card - where movement and play area may be restricted for a period of time allowing for greater supervision and monitoring
- Regular contact and support with our school Behaviour Support personnel

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

4.7 Responding to and managing high-level and/or frequent problem behaviour (Targeted Support – Frequent Minor and Major Behaviours)

<table>
<thead>
<tr>
<th>Support Status</th>
<th>Behaviours</th>
<th>Support</th>
<th>Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Targeted Support</td>
<td>Students requiring Targeted Support may be exhibiting one or more of the following behaviour:</td>
<td>Support strategies as listed above plus:</td>
<td>- You will be stood down from any positions of responsibility you may hold</td>
</tr>
<tr>
<td>Child manages own behaviour with support from class/supervising teacher and parents and school based services.</td>
<td>• Continuing to exhibit behaviours listed under Minor</td>
<td>• The Principal in consultation with teachers and support staff will consider strategies to manage your behaviours and/or your attitude</td>
<td>- You may not be permitted to attend any interschool sport, excursions, camps or other extra-curricular activities (Principal discretion)</td>
</tr>
<tr>
<td>Parent contacted and contact maintained by classroom teacher</td>
<td>• Stealing</td>
<td></td>
<td>- You may be placed on an in-school withdrawal or official school suspension.</td>
</tr>
<tr>
<td>Some support offered by Administration Team and District Behaviour Team.</td>
<td>• Behaving violently/abusing</td>
<td>• You may be supported through the use of an Individual Behaviour Management Plan.</td>
<td>- OneSchool entry</td>
</tr>
<tr>
<td></td>
<td>• Using gross inappropriate language and gestures</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>• Displaying repeated insolence</td>
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<td></td>
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</tbody>
</table>

4.8 Responding to and managing high-level and/or frequent problem behaviour - Intensive behaviour support

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

The Student Support Advisory Committee:
- works with other staff members to develop appropriate behaviour support strategies
- monitors the impact of support for individual students through continuous data collection
- makes adjustments as required for the student, and
- works with all stakeholders to achieve continuity and consistency.

The SSAC has a simple and quick referral system is in place. Following referral, stakeholders are contacted 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, a representative from the school’s administration and district-based behavioural support staff.

4.9 Responding to and managing high-level and/or frequent problem behaviour (Target and Intensive Support – Major Behaviours)
<table>
<thead>
<tr>
<th>Support Status</th>
<th>Behaviours</th>
<th>Support</th>
<th>Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intensive Support</td>
<td>Students requiring Intensive Support may be exhibiting one or more of the following behaviours:</td>
<td>Support strategies as listed above plus:</td>
<td>In addition to targeted actions:</td>
</tr>
<tr>
<td></td>
<td>Continuing to exhibit behaviours listed under Targeted Support</td>
<td>• On return from possible suspension</td>
<td>• You may be suspended from classes for a period of up to 21 school days</td>
</tr>
<tr>
<td></td>
<td>Bringing cigarettes or alcohol to school</td>
<td>your parents will be required to attend a re-entry meeting with the</td>
<td>• An application may be made for you to attend an Alternate Education</td>
</tr>
<tr>
<td></td>
<td>Repeated violence</td>
<td>Principal and possibly other stakeholders to discuss your support</td>
<td>Setting for an agreed period of time</td>
</tr>
<tr>
<td></td>
<td>Bringing potentially dangerous weapons to school</td>
<td>needs.</td>
<td>• You may be put on a Behaviour Improvement Condition for up to 3</td>
</tr>
<tr>
<td></td>
<td>Serious and/or repeated unacceptable or dangerous behaviour and have not</td>
<td>• On return from possible suspension you may be supported through the</td>
<td>months</td>
</tr>
<tr>
<td></td>
<td>shown a willingness to improve at this school</td>
<td>use of a behaviour contract.</td>
<td>• Demonstration that you have improved your behaviour will result in</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>the completion of your contract.</td>
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<tr>
<td></td>
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<td></td>
<td>• If after this time, there has been no improvement in your behaviour</td>
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<td></td>
<td></td>
<td></td>
<td>you may be excluded from Birkdale State School and in some cases you</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>will not be able to attend other state schools in Qld.</td>
</tr>
</tbody>
</table>

Referral to Alternate Education Setting – Positive Learning Centre
Where necessary a referral may be made to an alternate education setting within the region to support students in making appropriate behavioural choices. This placement is for a determined length of time and regular communication continues between the two settings.

Behaviour Improvement Conditions (BIC)
A Behaviour Improvement Condition requires the student to undertake a behaviour management program arranged by the school’s principal. The program must be:
• reasonably appropriate to the challenging behaviour
• conducted by an appropriately qualified person
• designed to help the student not to re-engage in the challenging behaviour.
• A Behaviour Improvement Condition is an option to be used only when the student’s behaviour warrants grounds for exclusion.

5 Emergency responses or critical incidents

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

An emergency situation or critical incident is defined as an occurrence that is sudden, urgent, 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.

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

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

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

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

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

5.2 Physical Intervention

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

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

Appropriate physical intervention may be used to ensure that our school’s duty of care to protect students and staff from foreseeable risks of injury is met. The use of physical intervention is only considered appropriate where the immediate safety of others is threatened and the strategy is used to prevent injury. Physical intervention can involve coming between students, blocking a student’s path, leading a student by the hand/arm, shepherding a student by placing a hand in the centre of the upper back, removing potentially dangerous objects and, in extreme situations, using more forceful restraint.

It is important that all staff understand:

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

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

- property destruction
- school disruption
- refusal to comply
- verbal threats
- leaving a classroom or the school, unless student safety is clearly threatened.
Any physical intervention made must:
- be reasonable in the particular circumstances,
- be in proportion to the circumstances of the incident
- always be the minimum force needed to achieve the desired result, and
- take into account the age, stature, disability, understanding and gender of the student.

Each instance involving the use of physical intervention must be formally documented. The following records must be maintained:
- incident report - use of South East Incident Report format is recommended
- record Health and Safety Incident
- debriefing report (for student and staff) - refer Appendix 3
- a OneSchool entry may also be made in the context of the student's behaviour

6 Consequences for unacceptable behaviour

6.1 Determining between minor and major unacceptable behaviours

<table>
<thead>
<tr>
<th>Area</th>
<th>Minor</th>
<th>Major</th>
</tr>
</thead>
<tbody>
<tr>
<td>Movement</td>
<td>Running on concrete or around buildings</td>
<td>Unsafe crossing of main road between school and oval</td>
</tr>
<tr>
<td>around school</td>
<td>Walking in areas other than pathways</td>
<td></td>
</tr>
</tbody>
</table>

| Play          | Incorrect use of equipment                                          |                                            |
|               | Not playing school approved games                                   |                                            |
|               | Playing in toilets                                                  |                                            |

| Physical contact | Minor physical contact (eg. Pushing and shoving)                    |                                            |

<p>| Correct Attire | Not wearing a hat in designated areas                               | Wearing clothing with offensive symbols or words |
|               | Not wearing shoes (except in the playground)                        |                                            |</p>
<table>
<thead>
<tr>
<th>Being Responsible</th>
<th>Class tasks</th>
<th>Being in the right place</th>
<th>Follow instructions</th>
<th>Accept outcomes for behaviour</th>
<th>Rubbish</th>
<th>Mobile Phone</th>
<th>Being Respectful</th>
<th>Language</th>
<th>Property</th>
<th>Others</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Not completing set tasks that are at an appropriate level</td>
<td>• Not being punctual (eg. Lateness after breaks)</td>
<td>• Low intensity failure to respond to adult request</td>
<td>• Minor dishonesty</td>
<td>• Littering</td>
<td>Mobile phone used at an inappropriate time in the school grounds</td>
<td>• Inappropriate language (written/verbal)</td>
<td>• Petty theft</td>
<td>• Not playing fairly</td>
<td>• Major bullying/harassment</td>
</tr>
<tr>
<td></td>
<td>• Refusal to participate in classroom activities</td>
<td>• Not in the right place at the right time</td>
<td>• Non compliance</td>
<td>• Major dishonesty</td>
<td></td>
<td>• Use of mobile phone in any part of the school to record images or sounds that would not normally be considered appropriate or that could bring the school into public disrepute</td>
<td>• Calling out</td>
<td>• Lack of care for the environment</td>
<td>• Minor disruption to class</td>
<td>• Major bullying/harassment</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Uncooperative behaviour</td>
<td></td>
<td></td>
<td></td>
<td>• Poor attitude</td>
<td></td>
<td>• Minor defience</td>
<td>• Major disruption to class</td>
</tr>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Disrespectful tone</td>
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<td></td>
<td>• Blatant disrespect</td>
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<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Minor bullying/harassment</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Major defience</td>
</tr>
</tbody>
</table>

### 6.2 Whole School Behaviour Flow Plan

All classes and learning areas will have the school Behaviour Diamond displayed in a prominent position. Teachers are to initially use strategies for effective classroom management to address students who demonstrate unacceptable behaviours. Should these strategies not eliminate these behaviours, teachers are to use the steps of the behaviour diamond.

Teachers are to have a printed name, photograph or avatar of every child in their class and all student names should be placed (at the beginning of every day) in the top section of the Diamond – indicating that they are following the Three School Rules. Should a student exhibit unacceptable behaviour, they may move down the steps of the behaviour diamond:

- **Step 1:** Warning
- **Step 2:** Time Out – within the classroom
6.3 Major behaviours - Immediate Referral to Administration

Should the student exhibit any major behaviours, they may be referred immediately to Administration. Where necessary, a call may be made to Administration for assistance.

Administration to determine appropriate consequence including:

- parent contact
- removal from activity
- removal from classroom
- Individual Behaviour Management Plan
- Travel Card
- suspension
- exclusion

7 Network of student support

Students at Birkdale 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

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

- Disability Services Queensland
- Child and Youth Mental Health
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.

Birkdale 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 1999
- 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 departmental procedures

- 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

• National Safe Schools Framework
• National Safe Schools Framework Resource Manual
• Working Together resources for schools
• Cybersafety and schools resources
• Bullying. No way!
• Take a Stand Together

Endorsement

Principal
P&C President or Chair, School Council
Principal’s Supervisor

Date effective:  
from 31 Dec 2015 to 1 Jan 2013

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.

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

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

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

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

**Personal Technology Device Etiquette**

Bringing personal technology devices to school is not encouraged by the school because of the potential for theft and general distraction and/or disruption associated with them. However, if they are brought to school, they must be turned off and out of sight during assemblies or classes. Personal technology devices may be used at morning tea and lunch breaks and before and after school.

**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 Birkdale 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 disunity.

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

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

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

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

Students involved in:

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

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

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

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

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

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

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

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

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

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

**Appendix 2**

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

**Purpose**

1. Birkdale State School strives to create positive, predictable environments for all students at all times of the day. The disciplined and teaching environment that we are creating is essential to:

   - achieving overall school improvement, including the effectiveness and efficiency of our student support procedures
   - raising achievement and attendance
   - promoting equality and diversity and
   - ensuring the safety and well-being of all members of the school community.

2. There is no place for bullying in our school. Research indicates that both those being bullied and those who bully are at risk for behavioural, emotional and academic problems.

   These outcomes are in direct contradiction to our school community’s goals and efforts for supporting all students.

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

4. Bullying may be related to:

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

5. At our school there is broad agreement among students, staff and parents that bullying is observable and measurable behaviour. When considering whether or
not bullying has occurred, we will therefore avoid speculation on the intent of the behaviour, the power of individuals involved, or the frequency of its occurrence.

Whether bullying behaviour is observed between students of equal or unequal power, whether it occurs once or several times, and whether or not the persons involved cite intimidation, revenge, or self-defence as a motive, the behaviour will be responded to in similar fashion, that is, as categorically unacceptable in the school community.

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

7. The anti-bullying procedures at Birkdale State School are an addition to our already research-validated schoolwide positive behaviour support processes. This means that all students are being explicitly taught the expected school behaviours and receiving high levels of social acknowledgement for doing so. Adding lessons on bullying and how to prevent and respond to it is a subset of procedures that our students are already accustomed to.

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

- Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour
- All students know the 3 school rules and have been taught the expected behaviours attached to each rule in all areas of the school
- All students have been or are being taught the specific routines in the non-classroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms
- All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the non-classroom areas of the school
- A high level of quality active supervision is a permanent staff routine in the nonclassroom areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the non-classroom areas.

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

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

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

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

13. Our school uses behavioural data for decision-making. This data is entered into OneSchool 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

Debriefing Report
Formal debriefing should be led by a staff member trained in the process who has not been involved in the event. The goals of debriefing are to:
- Reverse or minimise the negative effects of physical intervention
- Prevent the future use of physical intervention
- Address organisational problems and make appropriate changes

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

Debriefing should provide information on:
- Who was involved
- What happened
- Where it happened
- Why it happened
- What we learned

The specific questions we want to answer through the debriefing process are:
- FACTS: what do we know happened?
- FEELINGS: how do you feel about the event that happened?
- PLANNING: what can/should we do next?

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

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

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