Byfield State School

Responsible Behaviour Plan for Students
based on The Code of School Behaviour

1. PURPOSE
Byfield State School is committed to providing a safe, supportive, 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.

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

Students’ improvement is mapped on the school’s Improvement Overview and in One School - Diagnostic Achievement. Improvement reflects a positive engagement of a student in their learning and allows them to feel successful.

Our school plan determines the expectations of behaviour for all stakeholders of this school (staff, parents, students and community).

Byfield State School offers an inclusive environment that encourages all students to make positive, constructive and responsible choices. Byfield State School expects that all members of the school community to uphold and demonstrate the significance of appropriate and meaningful relationships and understand the need for consequences.

2. CONSULTATION AND DATA REVIEW
Byfield State School developed this plan in collaboration with our school community – teachers, parents and students. A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents from 2006-2009 also informed the development process.

This updated plan was endorsed by the Principal, P&C President and Assistant Regional Director (Schools) in December 2012, and will be reviewed in 2015 as required by legislation.

3. LEARNING AND BEHAVIOUR STATEMENT
All areas of Byfield 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 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 Byfield State School to create and maintain a positive and productive learning and teaching environment, where ALL school community members have clear and consistent expectations and understandings of their role in the educational process.

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

- Be safe
- Be responsible
- Be respectful
- Reach beyond

Our school rules have been agreed upon and endorsed by all staff and our school P&C. They are aligned with the values, principles and expected standards outlined in Education Queensland’s Code of School Behaviour.
4. PROCESSES FOR FACILITATING STANDARDS OF POSITIVE BEHAVIOUR AND RESPONDING TO UNACCEPTABLE BEHAVIOUR

**Universal behaviour support**

The first step in facilitating standards of positive behaviour is communicating those standards to all students. At Byfield State School we emphasise the importance of explicitly 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.

The following matrix shows an example of behaviours expected in specific settings. These have been linked to the four school rules. This matrix outlines the agreed rules and behaviour expectations for ALL school settings. It is used when explicitly teaching students appropriate behaviours in all settings, and reinforcing positive behaviours on Parade or staff supervision during play or in classroom.

<table>
<thead>
<tr>
<th>SCHOOLWIDE EXPECTATIONS TEACHING MATRIX</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>BE RESPECTFUL</strong></td>
</tr>
<tr>
<td>Respect others’ personal space &amp; property</td>
</tr>
<tr>
<td>Listen before responding</td>
</tr>
<tr>
<td>Use polite language</td>
</tr>
<tr>
<td>Wear school uniform with pride</td>
</tr>
<tr>
<td>Ask permission to leave the classroom/play area</td>
</tr>
<tr>
<td>Enter and exit room in an orderly manner</td>
</tr>
<tr>
<td>Greet staff and students cordially</td>
</tr>
<tr>
<td>Raise your hand to speak</td>
</tr>
<tr>
<td>Respect others’ right to learn</td>
</tr>
<tr>
<td>Be honest</td>
</tr>
<tr>
<td>Be a good listener</td>
</tr>
<tr>
<td><strong>BE RESPONSIBLE</strong></td>
</tr>
<tr>
<td>Care for all equipment</td>
</tr>
<tr>
<td>Be on time</td>
</tr>
<tr>
<td>Clean up after yourself</td>
</tr>
<tr>
<td>Be in the right place at the right time</td>
</tr>
<tr>
<td>Follow instructions straight away</td>
</tr>
<tr>
<td>Mobile phones (if required) stored at office</td>
</tr>
<tr>
<td>Have tools ready for lessons – be prepared</td>
</tr>
<tr>
<td>Complete set tasks</td>
</tr>
<tr>
<td>Take an active role in classroom activities</td>
</tr>
<tr>
<td>Keep work space tidy</td>
</tr>
<tr>
<td>Only wear appropriate jewellery</td>
</tr>
<tr>
<td>Return equipment to appropriate place at bell time</td>
</tr>
<tr>
<td>Care for the environment</td>
</tr>
<tr>
<td>Use equipment appropriately</td>
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<tr>
<td>Eat healthy food options at first recess</td>
</tr>
<tr>
<td>Remain seated during eating time</td>
</tr>
<tr>
<td>Recycle correctly</td>
</tr>
<tr>
<td>Don’t share/waste food</td>
</tr>
<tr>
<td>Place all rubbish in appropriate bins</td>
</tr>
<tr>
<td>Use toilets during breaks</td>
</tr>
<tr>
<td>Return to class promptly</td>
</tr>
<tr>
<td>Don’t waste water</td>
</tr>
<tr>
<td>Wait in line sensibly – no silly behaviour</td>
</tr>
<tr>
<td><strong>BE SAFE</strong></td>
</tr>
<tr>
<td>Keep hands, feet and objects to yourself</td>
</tr>
<tr>
<td>Use equipment appropriately</td>
</tr>
<tr>
<td>Don’t play in Out of Bounds areas</td>
</tr>
<tr>
<td>Sit properly on chairs</td>
</tr>
<tr>
<td>Walk</td>
</tr>
<tr>
<td>Wait your turn</td>
</tr>
<tr>
<td>Stay in seat</td>
</tr>
<tr>
<td>Use all pencils and rulers appropriately</td>
</tr>
<tr>
<td>Keep hands, feet and objects to yourself</td>
</tr>
<tr>
<td>Follow schools’ SunSmart policy and wear a hat</td>
</tr>
<tr>
<td>Play safely</td>
</tr>
<tr>
<td>Play in correct play areas</td>
</tr>
<tr>
<td>Watch out for younger students</td>
</tr>
<tr>
<td>Walk</td>
</tr>
<tr>
<td>Play safely during wet weather play</td>
</tr>
<tr>
<td>Move around seats and tables NOT over them</td>
</tr>
<tr>
<td>Wash/dry hands</td>
</tr>
<tr>
<td>Walk</td>
</tr>
<tr>
<td>Don’t use toilets as play area</td>
</tr>
<tr>
<td>Follow safety guidelines for numbers in toilet areas</td>
</tr>
<tr>
<td><strong>Reach Beyond</strong></td>
</tr>
<tr>
<td>Do your best</td>
</tr>
<tr>
<td>Be actively involved in your learning</td>
</tr>
<tr>
<td>Solve problems</td>
</tr>
<tr>
<td>Encourage others</td>
</tr>
<tr>
<td>Be a role model</td>
</tr>
<tr>
<td>Best effort = best results</td>
</tr>
<tr>
<td>Learn from mistakes</td>
</tr>
<tr>
<td>Learn from teachers and peers</td>
</tr>
<tr>
<td>Show pride</td>
</tr>
<tr>
<td>Be a problem solver</td>
</tr>
<tr>
<td>Invite others to play</td>
</tr>
<tr>
<td>Keep our grounds clean and tidy</td>
</tr>
<tr>
<td>Be considerate of others still eating</td>
</tr>
<tr>
<td>Help others when a problem arises</td>
</tr>
<tr>
<td>Report student behaviour problems</td>
</tr>
<tr>
<td>Report functioning issues immediately</td>
</tr>
<tr>
<td>Help younger students</td>
</tr>
<tr>
<td>Pass notes to parents</td>
</tr>
<tr>
<td>Hand in notices/money to office</td>
</tr>
</tbody>
</table>
A whole school approach shapes, supports and recognises appropriate behaviours in all students. Approximately 80-90% of students will have little or no difficulties. However 10–15% of students may need additional support and timely interventions on some occasions. For a variety of reasons, some 2–5% of students may not respond to these early efforts and may need more intensive support and/or flexible options to assist them to continue their learning.

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

- Communicate with all parents about school behaviour expectations through school newsletter and P&C meetings to enable all parents to be aware – shared values and inclusive practices
- Staff meetings regularly review behaviour processes and successful practices
- Induction for all new staff and students in Byfield State School’s Responsible Behaviour Plan
- Establishment of proactive behaviour practices
- Embedding of whole school multi-age peer supportive culture
- Engagement in learning through Explicit Teaching pedagogy – limits off task behaviours
- Chaplaincy program
- Managed professional development in behaviour management for all staff members
- Continuum from positive preventative actions through to intensive intervention for specific individuals
- Managing of incidents through clear expectations, direction and systematic processes
- Explicit teaching of behaviour expectations incorporating the Values for Australian Schooling
- Implementation of consistent processes to address high level negative, disengaged or unsafe student behaviours
- Development of specific policies to address:

  **Appendix 1:** The Use of Personal Technology Devices at School and Beyond  
  **Appendix 2:** Procedures for Preventing and Responding to Incidents of Bullying  
  **Appendix 3:** Knives in Schools  
  **Appendix 4:** Appropriate Use of Technology

**Reinforcing commendable school behaviour**

At Byfield State School clear communication of our key messages about behaviour is backed up through reinforcement, which provides students with feedback for engaging in the expected school behaviour.

A variety of recognition of positive behaviours methods by staff to increase the quantity and quality of positive interactions between staff and students:

- Verbal/ non-verbal recognition of positive behaviours
- Class rewards (extra sport activity, cooking, special free time, etc)
- Teacher developed reward system (tickets, raffles, charts, ‘Gotcha’, stamp chart, etc)
- Student of the Week awards
- Positive behaviour announcements on Parade
- Recognition in school newsletter
- Modelling of expected behaviours by staff at all times
- Student leadership expectations

It is important in a small school that processes are reviewed, adapted or new methods implemented to ensure continued staff and student engagement in recognising and rewarding positive behaviours.
**Responding to Unacceptable Behaviour**

Students come to school to learn. Behaviour management represents an important opportunity for learning to be uninterrupted and for students to engage positively with each other.

**Re-directing low-level and infrequent problem behaviour – ‘Self-Correctional Level’**

When a student exhibits low-level and infrequent problem behaviour, the first response of school staff members is to remind the student of expected school behaviour, then ask them to change their behaviour so that it aligns with our school’s expectations.

Our preferred way of re-directing low-level problem behaviour is to ask them to think of how they might be able to act more safely, more respectfully, more responsibly or changing one’s problem behaviour.

**Two strategies:**

1. **Name on board (first warning) → Tick 1 (second warning to change) → Tick 2 (third warning to change) → Tick 3 (Time-out at recess).**

   This method allows the lesson to continue and gives a visual sign to the student that his/her actions are not conducive to good learning expectations of the class.

2. **Choice questions (Responsible Thinking Process)**
   - What are you doing? OR Why is your work not completed? OR similar
   - What should you be doing? OR What is the expectations? (Rule reminder)
   - How are you going to change? OR How can you do to solve the problem?

   This encourages students to reflect on their own behaviour, evaluate it against expected school behaviour, and plan how their behaviour could be modified so as to align with the expectations of our school community.

**Targeted behaviour support – ‘Cool Down Level’:**

Refer – APPENDIX 7

Each year a small number students at Byfield State School are identified through our data as needing a little bit 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.

It is important that there is a whole school approach for identified students due to the small size of the school and small numbers of staff. Staff meetings are used to formulate and record strategies. Support strategies for identified students will be recorded in One School. Parents/caregivers are involved in the support through the teacher or principal.

Students whose behaviour does not improve after ‘Cool Down’ strategies, or whose previous behaviour indicates a need for specialised intervention, are provided with intensive behaviour support.

Strategies used for targeted behaviour to change include:

- **Curriculum adjustment** (adjusted school work, peer support, directed support with Teacher Aide)
- **Verbal and non-verbal** (everyday verbal reinforcement eg ‘Thank you for…..’, smiles, positive gestures, behaviour charts, incentive systems, positive signals)
- **Re-engagement process** into normal class routines
- **Added responsibilities** – (allocation of a responsibility within class or school eg peer tutoring, support to younger student, specifically designed class/school job)

**Intensive behaviour support – ‘Time-out Level’:**

If the problem behaviour persists or moves to more serious offences then the school will need to ensure that offenders are given more specialised support. Contact will need to be made to parents, the schools ‘on-call’ Guidance Officer, Behaviour Support Teacher and/or other appropriate agencies. These specialists will work collaboratively with the principal and teachers, and parents to develop individualised learning/behaviour programs and build a support network the student, the whole staff, the other students and parents. A Behaviour Support Plan will be developed and recorded in One School. Timely reviews of the program is to occur.
5. CONSEQUENCES FOR UNACCEPTABLE BEHAVIOUR

Byfield State School makes systematic efforts to prevent problem student behaviour by explicitly 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. When a student reaches five Behaviour Reflections in a term for minor behaviours, they are escalated to the next level of consequence (Time-out Consequence). Refer APPENDIX 8

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

- **Minor** problem behaviour is handled by staff members at the time it happens
- **Major** problem behaviour is referred directly to the Principal

Minor behaviours are those that:
- are minor breeches of the school rules
- do not seriously harm others or cause one 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
- do not require involvement of specialist support staff or Principal.

Minor problem behaviours may result in the following consequences:
- a minor consequence logically connected to the problem behaviour, such as complete removal from an activity or event for a specified period of time, partial removal (time away), individual meeting with the student, apology, restitution or detention for work completion.
- a re-direction procedure. The staff member takes the student aside and:
  1. names the behaviour that student is displaying,
  2. asks student to name expected school behaviour,
  3. states and explains expected school behaviour if necessary
  4. gives positive verbal acknowledgement for expected school behaviour
  5. school chaplain may be accessed.

Major behaviours are those that:
- significantly violate the rights of others
- put others / self at risk of harm
- require the involvement of Principal

Major behaviours result in an immediate referral to the Principal because of their seriousness. When major problem behaviour occurs, staff members calmly state the major problem behaviour and remind the student of expected school behaviour.

Major problem behaviours may result in the following consequences:
- **Level One:** Time out of classroom to another supervised area, removal from class to office (only when Admin Officer is working), alternate lunchtime activities, loss of privilege, restitution, loss of break times, warning regarding future consequence for repeated offence AND/OR
- **Level Two:** Parent contact, referral to Guidance Officer, referral to Behaviour Support Teacher, internal suspension, suspension from school
- **Level Three:** Students who engage in very serious problem behaviours such as major violent physical assault, or the use or supply of weapons or drugs can expect to be recommended for exclusion from school following an immediate period of suspension.

Suspensions and recommendation for exclusions are used after consideration has been given to all other responses.
The following table outlines examples of major and minor problem behaviours:

<table>
<thead>
<tr>
<th>Area</th>
<th>MINOR</th>
<th>MAJOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Movement around school or classroom</td>
<td>• Running on concrete or around buildings</td>
<td>• Climbing on roofs of undercover areas</td>
</tr>
<tr>
<td></td>
<td>• Not walking bike in school grounds</td>
<td>• Causing a serious accident where a student is hurt</td>
</tr>
<tr>
<td></td>
<td>• Running in classroom/walkways</td>
<td></td>
</tr>
<tr>
<td>Play</td>
<td>• Incorrect use of equipment</td>
<td>• Throwing objects AT a student and injuring them</td>
</tr>
<tr>
<td></td>
<td>• Not playing school approved games</td>
<td>• Possession of weapons</td>
</tr>
<tr>
<td></td>
<td>• Playing in toilets</td>
<td></td>
</tr>
<tr>
<td>Physical contact</td>
<td>• Minor physical contact (eg: pushing and shoving)</td>
<td>• Serious physical aggression</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Fighting and injuring another student</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Punching staff member</td>
</tr>
<tr>
<td>Correct Attire</td>
<td>• Not wearing a hat for outdoor activities</td>
<td>• Deliberate non-compliance regrading school uniform</td>
</tr>
<tr>
<td></td>
<td>• Not wearing shoes</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Not wearing correct school uniform</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td>• Possession or selling of drugs</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Possession of knife or weapon</td>
</tr>
<tr>
<td>Class tasks</td>
<td>• Not completing set ‘at level’ tasks</td>
<td>• Deliberate defiance</td>
</tr>
<tr>
<td>Being in the right place</td>
<td>• Not being punctual (eg: lateness after breaks)</td>
<td>• Leaving class without permission (out of sight)</td>
</tr>
<tr>
<td></td>
<td>• Not in the right place at the right time.</td>
<td>• Leaving school without permission</td>
</tr>
<tr>
<td>Follow instructions</td>
<td>• Low intensity failure to respond to adult request</td>
<td>• Aggressive responding</td>
</tr>
<tr>
<td></td>
<td>• Non compliance</td>
<td>• Elevated non-compliance</td>
</tr>
<tr>
<td></td>
<td>• Unco-operative behaviour</td>
<td></td>
</tr>
<tr>
<td>Accept outcomes for behaviour</td>
<td>• Minor dishonesty</td>
<td>• Major dishonesty</td>
</tr>
<tr>
<td>Rubbish</td>
<td>• Littering</td>
<td></td>
</tr>
<tr>
<td>Mobile Phone</td>
<td>• Mobile phone not stored at office for the day</td>
<td>• Use of a mobile phone in any part of the school for voicemail, email, text messaging or filming purposes</td>
</tr>
<tr>
<td>Language</td>
<td>• Inappropriate language (written/verbal)</td>
<td>• Offensive language</td>
</tr>
<tr>
<td></td>
<td>• Calling out</td>
<td>• Aggressive language</td>
</tr>
<tr>
<td></td>
<td>• Poor attitude</td>
<td>• Verbal abuse / directed profanity</td>
</tr>
<tr>
<td></td>
<td>• Disrespectful tone</td>
<td>• Threats</td>
</tr>
<tr>
<td>Property</td>
<td>• Petty theft</td>
<td>• Stealing / major theft</td>
</tr>
<tr>
<td></td>
<td>• Lack of care for the environment</td>
<td>• Willful property damage</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Vandalism</td>
</tr>
<tr>
<td>Others</td>
<td>• Not playing fairly</td>
<td>• Major bullying / harassment</td>
</tr>
<tr>
<td></td>
<td>• Minor disruption to class</td>
<td>• Major disruption to class</td>
</tr>
<tr>
<td></td>
<td>• Minor defiance</td>
<td>• Blatant disrespect</td>
</tr>
<tr>
<td></td>
<td>• Minor bullying / harassment</td>
<td>• Major defence</td>
</tr>
<tr>
<td>Reach Beyond</td>
<td>• At any time has not demonstrated leadership or being a role model to their peers</td>
<td>• Over any time has not demonstrated consistency in showing leadership or being role model to their peers</td>
</tr>
<tr>
<td></td>
<td>• At any time has not demonstrated any effort to engage in personal learning</td>
<td>• Over any time has not demonstrated any effort to engage in any learning</td>
</tr>
</tbody>
</table>

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

Students also receive training about how to respond when other students display problem behaviour, and the courteous way to respond when a staff member re-directs their behaviour or consequences are applied for problem behaviour.
Student Behaviour Management Flow Chart

At Byfield State School students will:

- Respect that all students have the right to learn in a safe, inclusive and supportive environment
- Enter the classroom on time and sensibly
- Follow before school expectations for classroom use
- Follow all staff instructions
- Respect staff and others by speaking politely
- Engage in learning positively
- Respect that others have a right to learn
- Remain in class unless given permission to leave

YES

Rewards and Acknowledgement

- Praise 4:1 ratio (verbal/non-verbal)
- Verbal contact to parent in afternoon
- Class positive rewards program
- Student of the Week award
- Meritorious award for attendance above 95%
- Positive behaviour awards
- Positive report on One School
- Perpetual awards recognising three achievements – Reach Beyond, School Spirit, Academic Award

Level 1 Actions: MINOR LEVEL

- Unsafe behaviours - chair use, sports/play equipment, learning tools
- Tardiness
- Not following staff directions
- Not remaining at desk for an activity
- Non-completion of ‘at level’ work due to off task behaviour
- Disrupting the learning of others
- Leaving the classroom without permission
- Running in classroom/pathways/toilets
- Minor insolence / defiance / language
- Taking other students equipment
- Not wearing correct school uniform
- No hat

Consequence: ‘Change/Correctional’

- Rule reminder
- Warning – name on board
- Three Step Warning – three ticks on board
- Repositioning in class
- Make up time- restorative practice
- Recess Time-out
- Responsible Thinking – What are you doing; What should you be doing, What is the consequence/ How will you change?

Consequence: ‘Cool Down’

- Responsible Thinking Questions
- Cool down time – removal from classroom for set period/work completed – supervised area
- Detention (more than one recess time out)
- Restitution eg clean-up mess
- Parental contact
- Referral: GO (Anger Management) or Behaviour Support Teacher (BST)
- One School report

Level 2 Actions: MAJOR LEVEL

- Persistence of Level 1 Actions
- Continual repeated failure to follow a direction
- Persistence not to participate in a class activity
- Gross disruption
- Leaving school grounds
- Aggressive language and threatening behaviour
- Major insolence or defiance
- Misuse of computers
- School property misuse
- Truancy
- Minor vandalism
- Harassment or Bullying
- Swearing at staff and students

Consequence: ‘Time Out’

- Classroom or Internal suspension
- Referrals – BST or GO behaviour plan
- Parent contact to remove student & conference
- School community service
- Managed attendance / classroom participation
- Restitution – repair/replace
- One School report
- Suspension / Exclusion
- Police

Restitution Actions

- Behaviour Reflection sheet & interview
- Complete unfinished work
- Apology to specific person
- Behaviour Contract
- Alternative consequence strategies
- Replace broken/stolen item
- Behaviour plan with goals
- Re-entry interview following internal or school suspension

NO
6. EMERGENCY OR CRITICAL INCIDENT RESPONSES

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

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

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

Basic defusing strategies

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

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

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

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

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

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 Byfield 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
- 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.

**Record keeping**

Each instance involving the use of physical intervention must be formally documented. The following records must be maintained:

- Incident report (Appendix 5)
- Health and Safety incident record
- Debriefing report (Appendix 6)

**7. NETWORK OF STUDENT SUPPORT**

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

- Parents
- Teachers
- Principal
- Specialist teachers
- Administration Officer
- Guidance Officer
- Behaviour Support Teacher
- School Chaplain

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

- Disability Services Queensland
- Child and Youth Mental Health
- Queensland Health
- Department of Communities (Child Safety Services)
- Police
- Local Council
- Neighbourhood Centre.

**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.

Byfield 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 Regulation 1997
- Right to Information Act 2009
- Information Privacy (IP) Act 2009

10. RELATED POLICIES

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

11. SOME RELATED RESOURCES

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

12. REGIONAL RELATED RESOURCES

- Refer to CQ team site for Guidance and Behaviour referral forms

Endorsement

Principal

P&C President or Chair, School Council

Regional Executive Director or Executive Director (Schools)

Effective Date: 1 January 2010 – 31 December 2013
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. At Byfield State School the use of personal technology devices is unless for recording of photos for school camps/excursions, or special events days. These devices are considered to be disruptive to the learning and teaching at our school.

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.

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 Byfield 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 purpose of bullying1 or harassment, including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur.

1 Education Queensland does not tolerate bullying behaviour at schools. This includes bullying conducted by electronic means.
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, Tamagotchi®, laptop computers, PDAs, Blackberrys®, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile telephones, IPods® and devices of a similar nature.*
APPENDIX 2
Procedures for Preventing and Responding to Incidents of Bullying (including Cyberbullying)

**Purpose**

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

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

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

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

**Rationale**

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

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

**Prevention**

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

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

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

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

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

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

RELATED POLICIES
• SMS-PR-012: Student Protection
• SMS-PR-021: Safe, Supportive and Disciplined School Environment
• CRP-PR-009: Inclusive Education
• SMS-PR-018: Information Sharing under Child Protection Act 1999
• SMS-PR-008: Family Law Matters Affecting State Educational Institutions
• CMR-PR-001: Complaints Management
• SCM-PR-003: Appropriate Use of Mobile Telephones and other Electronic Equipment by Students
• SMS-PR-024: Internet - Student Usage
• SDV-PR-001: Employee Professional Development
• The Code of Conduct

SOME RELATED RESOURCES
• National Safe Schools Framework (ncab.nssfbestpractice.org.au/resources/resources.shtml)
• National Framework for Values Education in Australian Schools (www.valueseducation.edu.au)
• Bullying. No Way! (www.bullyingnoway.com.au)
• MindMatters (www.curriculum.edu.au/mindmatters)
APPENDIX 3

WORKING TOGETHER TO KEEP BYFIELD STATE SCHOOL SAFE

We can work together to keep knives out of school. At Byfield State School:

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

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

What kinds of knife are banned?

• No knives of any type are permitted at school, including flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives or craft knives, or any item that can be used as a weapon, for example a chisel.
• Knives needed for school activities will be provided by the school, and the use of them will be supervised by school staff.

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

• If a student has a knife at school, principals can inform the police.
• Possessing a knife at school may result in serious disciplinary consequences. It may be considered a Level 3 Major behaviour response.
• Police can search a student and their property at school if they suspect a student has a knife.
• A student may be charged with a criminal offence and may face serious consequences if convicted, including a fine or jail.
• School property such as desks or lockers may be searched if the principal suspects that a student has a knife on or in school property.
• If the principal suspects the student has a knife in their bag, the bag may be temporarily confiscated until police arrive.
• If the student does have a knife at school, it can be confiscated by the principal and given to the police.

How can parents help to keep Byfield State School safe?

• Make sure your child knows what the laws and rules are about knives.
• Do not include knives or knife tools in children’s lunch boxes, pencil cases or craft kits.
• Contact your school principal if you believe your child is being bullied or threatened at school.
• If you want to talk about students and knives at school, please contact the principal.
APPENDIX 4

Appropriate Use of Technology

The use of mobile phones, pagers, portable CD and MP3 players, iPODS, cameras, Personal Digital Assistants, Tamagochi’s or any other electronic devices are not encouraged at Byfield State School. These devices are disruptive to the learning and teaching at Byfield State School. These devices are not to be brought to school.

Cyber bullying has become a modern day method of bullying. Cyber bullying refers to the offensive or aggressive behaviour directed at another person repeated over time through the use of electronic devices. The interaction may be through text messaging, emails, chatroom, mobile phones, blogs, Face book, Twitter, My Space, Messenger and similar electronic interaction means. Young people today have fully embraced the use of ICTs to maintain contact with friends and build on their social networks. Whilst most interactions are positive using these technologies, the use of technologies to harass and intimidate others is increasing.
# Incident Report

**Name:**

**Date:**

**Person Completing Form:**

<table>
<thead>
<tr>
<th>Name</th>
<th>PROBLEM BEHAVIOUR</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Date of incident</th>
<th>Time incident started</th>
<th>Time incident ended</th>
</tr>
</thead>
</table>

**Where was the student when the incident occurred?**

**Who was working with the student when the incident occurred?**

**Where was staff when the incident occurred?**

**Who was next to the student when the incident occurred?**

**Who else was in the immediate area when the incident occurred?**

**What was the general atmosphere like at the time of the incident?**

**What was the student doing at the time of the incident?**

**What occurred immediately before the incident? Describe the activity, task, event.**

**Describe what the student did during the incident.**

**Describe the level of severity of the incident. (e.g. damage, injury to self/others)**

**Describe who or what the incident was directed at.**

**What action was taken to de-escalate or re-direct the problem?**

**Briefly give your impression of why the student engaged in the above-described incident. (e.g. was angry because I asked him/her to stop teasing).**
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 your 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 be modified to accommodate their specific receptive and expressive needs.
At Byfield State School we have **four** school rules:

1. Be SAFE
2. Be RESPECTFUL
3. Be RESPONSIBLE
4. REACH BEYOND

Student Name ________________________________       Date _____________

You have not followed our school rules and need to discuss this with a staff member. Please tick all the boxes that show which behaviours you did not demonstrate.

**Be Safe**
- □ Keep hands and feet to yourself
- □ Use equipment correctly
- □ Other _________________________________________

**Be Respectful**
- □ Use manners
- □ Talk friendly
- □ Other _________________________________________

**Be Responsible**
- □ Follow instructions
- □ Play fair
- □ Other _________________________________________

**Reach Beyond**
- □ Stay on task – be an active learner
- □ Have a go at all activities
- □ Other _________________________________________

Student to retell the event on the back side of this form.

Office Use:  
One School entered: □ Yes  □ No
Notarised on Term Record sheet □ Yes  □ No
Interview with ________________________________       Session/Subject _____________

**Behaviour Contract:** When a student has completed **five** times Behaviour Reflections in one term.
**APPENDIX 8  Behaviour Contract**

At Byfield State School we have **four** school rules:

1. Be SAFE
2. Be RESPECTFUL
3. Be RESPONSIBLE
4. REACH BEYOND

Student Name ________________________________       Date _____________

You have completed **five** Behaviour Reflections this term. To help you become successful in changing your behaviour to being more positive, the following behaviour contract is to be completed.

**Focus Rule:** ____________________________________________________

**GOALS:** So that I can be successful in following school rules, I will work on the following behaviours using a goal card.

- Keep hands, feet & objects to myself
- Use manners
- Use equipment correctly
- Follow instructions
- Talk friendly
- Play fair
- Stay on task- be an active learner
- Have a go at all activities

**REWARDS:** Teacher and student to choose one. When I have demonstrated these behaviours for one week without prompts, I will receive –

- Certificate on parade
- Free reading/game/computer time
- Gardening time with Chappy
- Extra play time on Friday afternoon
- Other ____________________________

**CORRECTIONS:** Teacher and student to choose one. If I continue to have trouble following the rule, I will receive –

- Internal suspension from play, classroom - two or more days
- Litter patrol duties
- Phone call OR interview with my parents
- Other ____________________________

____________________       ______________________       __________
(Student signature)       (Teacher signature)       (Date)