

Robertson State School

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



The Code of
**School
Behaviour**
Better Behaviour
Better Learning

1. Purpose

Robertson State School is committed to providing a safe, respectful and disciplined learning environment for students and staff, where students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing. Robertson's community values are:

- Responsibility
- Respect
- Excellence
- Integrity
- Community

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

2. Consultation and data review

Robertson State School developed this plan in collaboration with our school community. Broad consultation with parents, staff and students was undertaken. A more detailed review occurred through a representative Positive Behaviour for Learning (PBL) committee. Reflections were also gathered at staff meetings and teacher professional development sessions. The draft Responsible Behaviour Plan review was advertised through the newsletter and the draft was given in hard form or emailed home to all families for further comment.

A review has occurred of the following important data sets for this school relating to attendance, unexplained absences, suspensions and exclusions, behaviour incidents including bullying and cyberbullying and considered other inappropriate online behaviour including inappropriate use of mobile phones or other electronic devices from 2016 – 2018. This also informed the development process.

The Plan was endorsed by the Principal, the President of the P&C and Chair of the School Council, and will be reviewed in 2020 as required by legislation.

3. Learning and behaviour statement

All areas of Robertson State School are learning and teaching environments. We consider the Responsible Behaviour Plan to be an opportunity for valuable social learning as well as a means of maximising the success of student learning programs.

Our Responsible Behaviour Plan outlines our system for facilitating positive behaviours and responding to inappropriate and unacceptable behaviours. Through our school plan shared expectations for student behaviour are communicated 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 expectations to teach and promote our high standards of responsible behaviour:

- **Be responsible**
- **Be respectful**
- **Be safe**

Our school expectations have been agreed upon and endorsed by all staff, the P&C and the School Council. They are aligned with the values, principles and expected standards outlined in Education Queensland's *Code of School Behaviour* <http://education.qld.gov.au/behaviour/docs/code-school-behaviour-a4.pdf> This Code places as essential the rights of all students to learn; the rights of all teachers to teach and the rights of all to be safe.

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. Robertson uses the Positive Behaviour for Learning (PBL) model and the PBL committee meets fortnightly to review behaviour data and identify classroom lessons to be taught each week in response to the data. The PBL committee provides continuous professional development to all staff consisting of an overview of the program, the referral and response process, and the reporting responsibilities of staff, and details of the students being supported. 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 inappropriate behaviour and provide a framework for responding to unacceptable behaviour.

A set of behavioural expectations in specific settings has been developed supporting each of our three school expectations. The Schoolwide Expectations Teaching Matrix that follows outlines our agreed rules and specific behavioural expectations in all school settings.

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

- Behaviour lessons conducted by classroom teachers;
- Reinforcement of learning from behaviour lessons at School Assemblies and during active supervision by staff during classroom and non-classroom activities.

SCHOOLWIDE EXPECTATIONS TEACHING MATRIX

SCHOOLWIDE EXPECTATIONS TEACHING MATRIX								
	BEFORE/AFTER SCHOOL	ALL AREAS	CLASSROOM	ONLINE	PLAYGROUND	STAIRWELL/ WALKING BETWEEN CLASSES	TOILETS	BUS LINES/BIKE RACKS/PICK UP
BE RESPECTFUL	<ul style="list-style-type: none"> ▪ Wait quietly for dismissal ▪ Use own bike/scooter only 	<ul style="list-style-type: none"> ▪ Use equipment appropriately ▪ Keep hands, feet and objects to yourself ▪ Speak respectfully ▪ Respect others' personal space and property ▪ Use polite language ▪ Wait your turn 	<ul style="list-style-type: none"> ▪ Raise your hand to speak ▪ Respect others' right to learn ▪ Be a good listener ▪ Talk in turns 	<ul style="list-style-type: none"> ▪ Participate in use of approved online sites and educational games ▪ Be courteous and polite in all online communication 	<ul style="list-style-type: none"> ▪ Participate in school approved games ▪ Play fairly – take turns, invite others to join in and follow rules 	<ul style="list-style-type: none"> ▪ Carry items ▪ Keep passage ways clear at all times 	<ul style="list-style-type: none"> ▪ Respect privacy of others 	<ul style="list-style-type: none"> ▪ Use own bike/scooter only ▪ Walk bike/scooter to the gate
BE RESPONSIBLE	<ul style="list-style-type: none"> ▪ Arrive at school close to bell time ▪ Before school, wait in designated area in front of Admin block ▪ After school, wait at appropriate pick up area 	<ul style="list-style-type: none"> ▪ Ask permission to leave the classroom ▪ Be on time ▪ Be in the right place at the right time ▪ Follow instructions straight away ▪ Have personal items named 	<ul style="list-style-type: none"> ▪ Be prepared ▪ Complete set tasks ▪ Take an active role in classroom activities ▪ Keep work space tidy ▪ Be honest ▪ Keep the classroom environment clean and tidy 	<ul style="list-style-type: none"> ▪ Report any unacceptable behaviour to a teacher or parent ▪ Post only appropriate content online ▪ Mobile phones must be left at the Office during school hours ▪ Be cyber responsible 	<ul style="list-style-type: none"> ▪ Be a problem solver ▪ Return equipment to appropriate place at the first bell. ▪ Report playground issues to the staff member on duty. 	<ul style="list-style-type: none"> ▪ Move peacefully in single file 	<ul style="list-style-type: none"> ▪ Use toilets during breaks ▪ Keep toilets clean and tidy. ▪ Use toilets only for ablutions 	<ul style="list-style-type: none"> ▪ Have your name marked on the bus roll ▪ Be prompt to arrive at pick up point ▪ Leave school promptly ▪ Keep your belongings nearby
BE SAFE	<ul style="list-style-type: none"> ▪ Sit quietly and calmly – no playing ▪ Leave school promptly on dismissal ▪ Do not play on playground equipment 	<ul style="list-style-type: none"> ▪ Care for equipment ▪ Clean up after yourself 	<ul style="list-style-type: none"> ▪ Walk ▪ Sit still ▪ Enter and exit room in an orderly manner 	<ul style="list-style-type: none"> ▪ Respect others' right to use online resources free from interference or bullying ▪ Keep any usernames or passwords private ▪ Keep private information off online sites 	<ul style="list-style-type: none"> ▪ Care for the environment ▪ Wear shoes and socks at all times ▪ Be sun safe; wear the school hat ▪ Don't share food or money 	<ul style="list-style-type: none"> ▪ Walk quietly and orderly so that others are not disturbed ▪ Rails are for hands ▪ Walk up/down one step at a time 	<ul style="list-style-type: none"> ▪ Wash hands ▪ Walk ▪ Use facilities appropriately 	<ul style="list-style-type: none"> ▪ Wait your turn ▪ Wait inside the gate until your transport arrives

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

- Regular items are published in the school newsletter, enabling parents to be actively and positively involved in school behaviour expectations.
- You Can Do It (YCDI) social/emotional curriculum lessons are taught each term. YCDI also takes the name Program Achieve.
- Comprehensive induction programs in the Robertson State School Responsible Behaviour Plan for Students are delivered to new and relief staff.
- Individual learning plans (including behaviour) are developed with students, parents and relevant specialists (where appropriate) for students who demonstrate repeated inappropriate or unacceptable behaviours. This provides a personal framework of positive behaviour expectations and actions and enables staff to provide consistent strategies or adjustments across all learning environments.
- Implementation of specific policies to address:
 - the use of personal property technology devices at school. **(Appendix 1)** *Appropriate Use of Mobile Telephones and other Electronic Equipment by Students.*
 - procedures for preventing and responding to incidents of bullying (including cyberbullying and recording incidents for data collection). **(Appendix 2)** *Procedures for Preventing and Responding to Incidents of Bullying (including Cyberbullying).*
 - procedures regarding the use or possession of weapons including knives and any other items that could be considered weapons in school. **(Appendix 3)** *Working Together to Keep Robertson State School Safe.*

Reinforcing Expected School Behaviour

At Robertson State School communication of our key messages about behaviour are backed up through reinforcement, which provides students with feedback for engaging in expected school behaviour. A formal recognition and monitoring system has been developed through the Positive Behaviour for Learning framework. This reinforcement system is designed to increase the quantity and quality of positive interactions between students and staff. All staff members are trained to give consistent and appropriate acknowledgement and rewards.

Robbie the Roo Paw Charts

Robbie the Roo is the school mascot developed through the Positive Behaviour for Learning (PBL) framework. In each classroom teachers use the 'Paw' chart and students move to different zones during the day to encourage positive behaviour. Points are accumulated over the term and rewards presented in classrooms and on assembly.

Robertson State School Post Cards

Teachers are encouraged to send postcards to parents informing them of good work or behaviour by their child. These are then posted home through the school office. These are done without the knowledge of the students so that the moment can be celebrated by the family.

Gotchas

Staff members hand out gotchas each day to students they observe following school rules in both classroom and non-classroom areas. This reinforcement occurs continuously throughout the day. When they 'catch' a student following the rules they can choose to give them a gotcha. When students are given a gotcha, they drop it into their year level box, located centrally in the school library. This box is brought each week to assembly. Each Monday on assembly, the school captains draw a gotcha from each year level's box. The children are recognised on assembly and also receive a prize from the PBL team.

Responding to unacceptable behaviour

Students come to school to learn. Behaviour support represents an important opportunity for learning how to get along with others.

Re-directing low-level and infrequent problem behaviour

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 assist them to change their behaviour

so that it aligns with our school's expectations. Flexibility within this process may be required to address specific individual needs.

Our preferred way of re-directing low-level problem behaviour is to ask students how they might meet the school expectations: *being responsible, being respectful and being safe*. This encourages students to reflect on their own behaviour, evaluate it against the school expectations and plan for positive change.

In classrooms teachers use the Paw Charts and all students start in the green zone at the beginning of the day, moving into purple and then blue zones for positive behaviour, and/or into the orange and then the red zones for behaviours which disrupt the classroom.

Buddy classes are also used as an alternative classroom environment, where a fellow teacher will support and maintain the significance of the time out process, while providing a "cooling off" period for the concerned parties. The allocation of Buddy classes occurs at the beginning of each school year or within the first few weeks of a new teacher taking a position. Buddy teachers regularly discuss and evaluate the system and individual student requirements.

Targeted Behaviour Support

Each year a small number of students at Robertson State School are identified through our data as needing more direct targeted behavioural support. In most cases the inappropriate or unacceptable behaviour 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.

Students identified for targeted behaviour support work with support staff and the administration to develop a behaviour plan. They attend their normal scheduled classes and activities with the appropriate identified adjustments as required. However they have increased daily opportunities to receive positive contact with adults, additional support through checking-in and checking-out with mentors, and increased opportunities to receive positive reinforcement. Where required, adjustments are made to the program through academic support, adult mentoring or intensive social skills training.

Students whose behaviour does not improve after participation in Targeted Behaviour Support, or whose previous behaviour indicated a need for specialised intervention, are provided with intensive behaviour support.

Intensive Behaviour Support

Robertson 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 may need comprehensive systems of support that require regular reviews in consultation with parents/ caregivers and other relevant specialist staff.

Identified students are referred to the school's Special Needs Committee who then:

- review the case and make recommendations
- refer to the Regional Intensive Behaviour support team
- liaise with the class teacher to support learning in the classroom
- monitor the impact of support for individual students through continuous data collection and meetings with Regional personnel and class room teachers
- work with the School Administration to achieve continuity and consistency

The Special Needs Committee has a simple and quick referral system in place. Following referral, a team member liaises with the class teacher to contact parents and any relevant staff members to form a support team and discuss the identified behaviours. Permission is gained from the parents for a referral to be made to the region. If a case worker has been appointed, intervention commences. Regular meetings are held to inform all stakeholders of the strategies and progress. **Appendix 6 & 7**

5. Consequences for inappropriate or unacceptable behaviour

Robertson State School makes systematic efforts to prevent inappropriate or unacceptable behaviour by teaching and reinforcing expected behaviours on an ongoing basis. This occurs through the teaching of the foundations of PBL including YCDI (Program Achieve). When these behaviour incidents occur, it is important that consequences are predictable. Our school seeks to ensure that responses to inappropriate or unacceptable behaviour are consistent and proportionate to the nature of the behaviour.

An office referral form (**Appendix 4**) is used to record all minor/moderate and major problem behaviour. Behaviour incidents may also be recorded on OneSchool.

Minor, Moderate and Major behaviours (Appendix 6)

When responding to behaviour incidents, staff members determine if the problem behaviour is minor, moderate or major, with the following agreed understanding (**Refer to Appendix 7&8**):

- **Minor** behaviour incidents are handled by staff members at the time the incident occurs. Minor behaviours are those that impact student's own wellbeing or where the act is quickly/easily addressed or resolved.
- **Moderate** behaviour incidents are handled by staff members at the time the incident occurs. Moderate behaviours (may include repeated acts of minor behaviours) are those that impact on the individual student and others, in a non-physically or emotionally damaging manner. A report is recorded on One School.
- **Major** behaviour incidents are referred directly to the school Administration team. Major behaviours (may include repeated acts of moderate behaviours) are those which cause significant harm to the individual student or those around them and/or significant damage to property. A report of the student's behaviour is recorded on OneSchool.

Major behaviours result in an immediate referral to school Administration because of their seriousness. When major unacceptable behaviour occurs, staff members calmly state the behaviour and remind the student of expected school behaviour. The staff member then refers the student to Administration.

Major unacceptable behaviours may result in the following consequences:

- **Level One:** Time out, detention (see *Safe, Supportive and Disciplined School Environment procedure for guidelines on the next page), loss of privilege, restitution, warning regarding future consequence for repeated or persistent inappropriate behaviour, referral to the chaplain.
AND/OR
- **Level Two:** Parent contact, referral to Guidance Officer, referral for specialist behaviour services, inschool withdrawal, suspension from school, behaviour improvement conditions.
AND/OR
- **Level Three:** Students who engage in serious unacceptable behaviours such as major violent physical assault or the use/supply or possession of weapons (including knives) or drugs may receive a Behaviour Improvement Condition or a School Disciplinary Absence (suspension or proposal/recommendation for exclusion) as a consequence for unacceptable behaviour.

Relate inappropriate or unacceptable behaviour to expected school behaviours

When responding to inappropriate or unacceptable behaviours, staff members ensure that students understand the relationship of the behaviour to expected school behaviour. One method that staff members may 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 an inappropriate or unacceptable behaviour be repeated, the staff member may not repeat the discussion/explanation process but simply remind the student of the consequences of their problem behaviour.

Ensuring consistent responses to inappropriate or unacceptable behaviour

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

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

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

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

Definition of consequences*	
Time out	A principal or school staff may use time out as a strategy for students to manage their own behaviour and to assist the student to calm down. During time out, students are to be supervised and given an opportunity to rejoin the class in intervals of no more than 10 minutes.
Detention	A principal or teacher may use detention as a consequence for disobedience, misconduct, or other breaches of school expectations. A detention is no more than 20 minutes during school lunch and the child is detained by the teacher in the classroom, or the principal or deputy principal in the administration block, with learning exercises to do appropriate to the misdemeanour.
Community Service	A community service is given as a restorative action for a misdemeanor. A child can give something back to the community for the damage or inappropriate actions which may have affected the physical environment or members of the community.eg working in the library, tidying up the school yard by picking up papers, gardening.
Temporary Removal of Property	A principal or staff member of Robertson State School has the power to temporarily remove property from a student, as per the procedure Temporary Removal of Student Property by School Staff .

School Disciplinary Absences (SDA)	
Suspension	A principal may suspend a student from school under the following circumstances: <ul style="list-style-type: none"> ▪ disobedience by the student ▪ misconduct by the student ▪ other conduct that is prejudicial to the good order and management of the school.
Behaviour Improvement Condition	A principal may impose a behaviour improvement condition if the principal is reasonably satisfied that the student has engaged in behaviour that warrants the grounds for exclusion or other conduct that is so serious that suspension of the student from school is inadequate to deal with the behaviour. <i>A Behaviour Improvement Condition</i> requires the student to undertake a behaviour management program arranged by the school's principal. The program must be: <ul style="list-style-type: none"> ▪ 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 ▪ no longer than three months.
Proposed exclusion or recommended exclusion	A student may be suspended pending a decision to exclude when the student's behaviour is so serious that suspension of the student from the school would be inadequate to deal with the behaviour. A student may be suspended or excluded for the following reasons: <ul style="list-style-type: none"> ▪ disobedience ▪ misconduct ▪ other conduct that is prejudicial to the good order and management of the school, or ▪ breach of Behaviour Improvement Conditions.
Cancellation of enrolment	The enrolment of a post compulsory school age student may be cancelled if the student's behaviour amounts to a refusal to participate in the educational program provided at the school.

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

The following table outlines examples of minor, moderate and major behaviour incidents*. (Also see Appendix 6 & 7)

	Area	Minor and Moderate (repeated acts)	Major
Being Safe	Movement around school	<ul style="list-style-type: none"> ▪ Running on concrete or around buildings ▪ Running in stairwells ▪ Not walking bike in school grounds 	
	Play	<ul style="list-style-type: none"> ▪ Incorrect use of equipment ▪ Not playing school approved games ▪ Playing in toilets 	<ul style="list-style-type: none"> ▪ Throwing objects ▪ Possession of weapons
	Physical contact	<ul style="list-style-type: none"> ▪ Minor physical contact (eg: pushing and shoving) 	<ul style="list-style-type: none"> ▪ Serious physical aggression ▪ Fighting
	Correct Attire	<ul style="list-style-type: none"> ▪ Not wearing a hat in playground ▪ Not wearing shoes outside 	
	Other		<ul style="list-style-type: none"> ▪ Possession or selling of drugs ▪ Weapons including knives and any other items which could be considered a weapon being taken to school ▪ Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school
Being Responsible	Class tasks	<ul style="list-style-type: none"> ▪ Not completing set tasks that are at an appropriate level ▪ Refusing to work 	
	Being in the right place	<ul style="list-style-type: none"> ▪ Not being punctual (eg: lateness after breaks) ▪ Not in the right place at the right time 	<ul style="list-style-type: none"> ▪ Leaving class without permission (out of sight) ▪ Leaving school without permission
	Follow instructions	<ul style="list-style-type: none"> ▪ Low intensity failure to respond to adult request ▪ Non compliance ▪ Uncooperative behaviour 	<ul style="list-style-type: none"> ▪ Repeated uncooperative behaviour which is unsafe or affects the good order and management of the school
	Accept outcomes for behaviour	<ul style="list-style-type: none"> ▪ Minor dishonesty 	<ul style="list-style-type: none"> ▪ Major dishonesty that impacts on others
	Rubbish	<ul style="list-style-type: none"> ▪ Littering 	
	Mobile Phone or personal technology devices	<ul style="list-style-type: none"> ▪ Mobile phone switched on in any part of the school at any time without authorisation (written permission from an authorised staff member) 	<ul style="list-style-type: none"> ▪ Use of a mobile phone in any part of the school for voicemail, email, text messaging or filming purposes without school authorisation ▪ Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school

Being Respectful	Language	<ul style="list-style-type: none"> ▪ Inappropriate language (written/verbal) ▪ Calling out ▪ Poor attitude ▪ Disrespectful tone 	<ul style="list-style-type: none"> ▪ Offensive language ▪ Aggressive language ▪ Verbal abuse / directed profanity
	Property	<ul style="list-style-type: none"> ▪ Petty theft ▪ Lack of care for the environment 	<ul style="list-style-type: none"> ▪ Stealing / major theft ▪ Wilful property damage ▪ Vandalism
	Others	<ul style="list-style-type: none"> ▪ Not playing fairly ▪ Minor disruption to class ▪ Minor defiance ▪ Minor bullying (for example teasing and put-downs which stop when identified) 	<ul style="list-style-type: none"> ▪ Major bullying (repeated and sustained after being identified and asked to stop) ▪ Major disruption to class ▪ Blatant disrespect ▪ Major defiance ▪ Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school

*Please note that this is not an exhaustive list. Other behaviours will be dealt with as appropriate.

6. Emergency situation 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 unacceptable behaviour. This consistency ensures that actions taken are responsive to the safety and well-being of students and staff.

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 unacceptable behaviour is defined as behaviour of such intensity, frequency, or duration that the physical safety and well-being of the student or others is likely to be placed at serious risk.

Immediate Strategies

- ***Avoid escalating the unacceptable behaviour***
Avoid shouting, cornering the student, moving into the student's space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language.
- ***Maintain calmness, respect and detachment***
Model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choose 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 situation or incident, speak privately to the student/s where possible, speak calmly and respectfully, minimise body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates.

Reinforcement and Correction Strategies

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

Follow Up Strategies

- Restore normal school operations as soon as possible.
- Provide post incident opportunities that include:
 - Assisting any distressed student/s to access appropriate support, e.g. Guidance Officer.
 - Assisting the individual student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations.
 - Recording a reflection or individual learning plan to assist the student to develop a personal framework of expectations and appropriate actions.

Physical Intervention

Staff may make legitimate the 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 Robertson State School's staff demonstrate a duty of care to protect students and staff from foreseeable risks of injury. 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 reduce the risk of harm to self or others
- 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:

- School Incident Report (**Appendix 5**)
- Student Record of Incident (as per process for Natural Justice).

7. Network of student support

Students at Robertson State School are supported through the Positive Behaviour for Learning framework where positive reinforcement and a system of universal, targeted, and intensive behaviour supports is practised. The following persons support students:

- Parents
- Teachers
- Support Staff
- Heads of Curriculum
- Master Teacher/Pedagogical Coach
- Administration Staff
- Guidance Officer
- Advisory Visiting Teachers Positive Learning Centre Staff
- Senior Guidance Officer
- 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.

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

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

Related Legislation, Procedures and Resources

9. Related Legislation

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

10. Related procedures

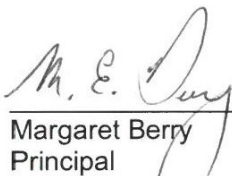
- [Safe supportive and Disciplined School environment](#)
- [Inclusive Education](#)
- [Envolment in State Primary, secondary and Social schools](#)
- [Student Dress Code](#)
- [Student Protection](#)
- [Hostile People on School Premises, Wilful Disturbance and Trespass](#)
- [Police and Child safety Officer Interviews with Students and Police searches of State Educationsl Insututions](#)
- [Acceptable Use of the department's Information, Communication and Technology \(ICT\) Network and systems](#)
- [Managing electronic Identites and identity Management](#)

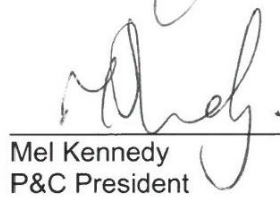
- [Appropriate Use of Mobile Telephones and other Electrotronic Equipment by Students](#)
- [Temporary Removal of Student Property by School Staff](#)

11. Some related resources

- [Schoolwide Positive Behaviour Support](#)
- [Code of Conduct for School Students Travelling on Buses](#)
- [National Safe Schools framswork](#)
- [Nationa safe Schools Framewor Resource Manual](#)
- [Working Together resources for schools](#)
- [Cybersafety and schools resources](#)
- [Bulling, No way!](#)
- [Take A Stand Together](#)

Endorsement:

 _____ Date: 25-5-2018
Margaret Berry
Principal

 _____ Date : 22-5-2018
Mel Kennedy
P&C President

 _____ Date: 22/5/2018
Pavneesh Gupta
School Council Chair

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 disciplinary consequences.

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 the office 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 Robertson State School. Students using personal technology devices to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks etc.) to disseminate to others (including distribution by phone or internet posting) build 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 school student 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 at school events or elsewhere being disseminated to others, if it is done for the purpose of causing embarrassment to individuals or the school,

for the purpose of bullying¹, 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 proposal/recommendation for exclusion).

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

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 assistive 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.

Inappropriate behaviour outside of school hours

Students may receive disciplinary consequences for bullying or cyberbullying or other inappropriate online behaviour that occurs out of school hours, and affects the good order and management of the school. Incidents may also be referred to the Queensland Police Service (QPS).

** Personal Technology Devices include, but are not limited to the following devices; portable gaming devices, the iPhone, iPod, iPod Touch or iPad, Tamagotchi® and similar games, laptop computers, PDAs, Blackberries®, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile telephones and devices of a similar nature.*

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

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

What is bullying?

Bullying is the unwanted, aggressive behaviour among school aged children that involves a real or perceived power imbalance. The behaviour is repeated, or has the potential to be repeated, over time. This can occur in the playground, classroom or online (cyberbullying).

Purpose

Robertson State School strives to create positive, predictable environments for all students at all times of the day. The disciplined teaching environment that we are creating is essential to:
achieving overall school improvement, including the effectiveness and efficiency of our student support procedures
raising achievement and attendance
promoting equality and diversity and
ensuring the safety and well-being of all members of the school community.

There is no place for bullying in Robertson State School. Research indicates that both those being bullied and those who bully are at risk for behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community's goals and efforts for supporting all students.

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

Bullying may be related to:

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

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

Rationale

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

The anti-bullying procedures at Robertson 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

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 three school expectations and have been taught the expected behaviours attached to each expectation 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

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

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

The school will then investigate and respond to any incident of cyberbullying. The QPS may also be informed.

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

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

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

Robertson State School annually offers parents information sessions on cybersafety so that they can work in conjunction with school staff to ensure the safety of all students.

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 Robertson 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'.

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

Working Together to keep Robertson State School Safe

We can work together to keep knives out of school. At Robertson 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 a school, they can expect serious consequences, such as fines and possibly jail. Longer jail sentences can be given to young people if someone is injured with a knife during an assault.

What kinds of knife are banned?

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

The Principal can take action against a student who brings a knife 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 (suspension or exclusion)
- 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 Robertson 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.

Staff Incident Report



Office Referral Form

Student Name:

Referring Teacher/Teacher Aide:

Date of Incident:

Class:

Please tick

Major

Minor

Location: (please circle)

Classroom / Hall / Computer Lab / Music Room / Library / Oval / Other _____

The student is being sent to the office for displaying major inappropriate behaviour/s that does not meet school expectations, namely:

- Throwing objects
- Possession of weapons
- Serious physical aggression
- Fighting
- Possession or selling of drugs
- Leaving class without permission
- Leaving school
- Major dishonesty
- Use of mobile phones
- Offensive language
- Aggressive language
- Verbal abuse / direct profanity
- Stealing / major theft
- Wilful property damage
- Vandalism
- Major bullying
- Major disruption to class
- Blatant disrespect
- Major defiance
- Inappropriate use of personal technology devices

Incident :

.....

Administration to investigate and determine consequence
 Administration to inform Parent/Carer and record contact on One School

- Class teacher to enter Office Referral details into OneSchool within 12 hours of incident.
- Teacher Aides are to hand this Office Referral Form into the office for entry onto OneSchool by office staff.



Office Referral Form

Student Name:

Referring Teacher/Teacher Aide:

Date of Incident:

Class:

Please tick

Major

Minor

Location: (please circle)

Classroom / Hall / Computer Lab / Music Room / Library / Oval / Other _____

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- Teacher Aides are to hand this Office Referral Form into the office for entry onto OneSchool by office staff.

Robertson State School
Incident Statement

Your name: _____

Date of incident: _____

Time of incident: _____

Location of incident: _____

Where were you? _____

What teachers/adults were there? _____

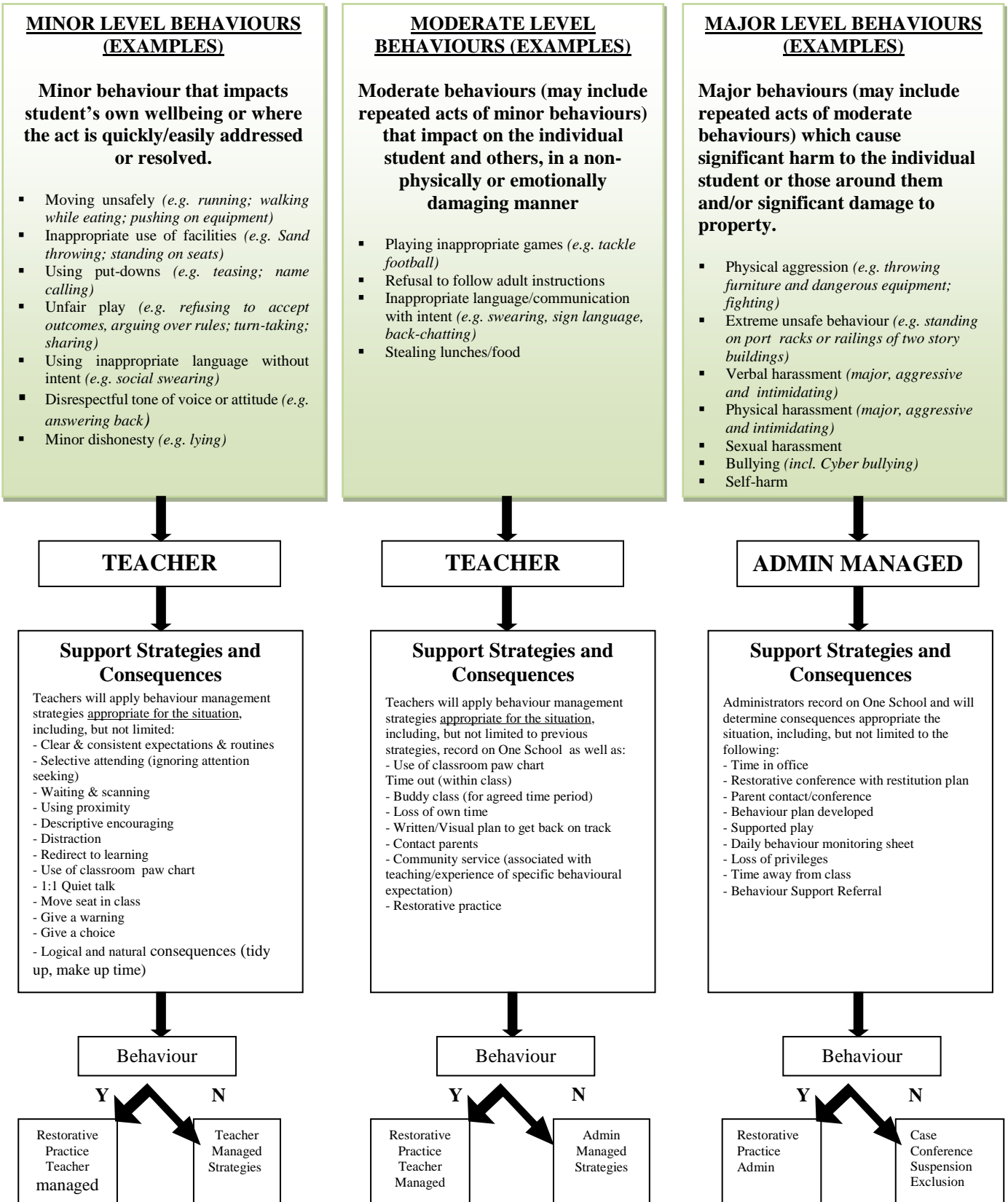
What students were involved? _____

What happened? _____

Signature: _____

Date: _____

Minor, Moderate and Major Flow Chart



Appendix 7

Robertson State School Referral Process

