



The Code of School Behaviour

Better Behaviour
Better Learning

Goodna State School

Responsible Behaviour Plan (based on *The Code of School Behaviour*)

1. Purpose

Goodna 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.

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

Goodna State School has developed this responsible Behaviour Plan for Students in collaboration with our school community.

Broad consultation with parents, staff and students has been undertaken through survey distribution (Parents and Staff) and community meetings held during February, 2009. A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents (2006-2009) also informed the development process.

The Plan was endorsed by the Principal, Mrs Margaret Gurney, the President of the P&C, Mrs Kylie Walter and Regional Executive Director or Executive Director Schools, Mr John Faragher in December 2009, and will be reviewed in 2012 as required in legislation.

3. Learning and behaviour statement

All areas of Goodna 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.

The Responsible Behaviour Plan for Students outlines the processes in place for facilitating the development of positive, peaceful behaviours, for the prevention of problem behaviour and for responding to unacceptable behaviours. Through the use of Pathways to Peace®, a set of clear and consistent expectations for students, staff and parents has been developed. This set of expectations has been widely publicised, is taught in classrooms and is highly visible around the school.

4. Pathways to Peace®

The Goodna State School community shares the common goal of promoting peaceful, positive behaviours. This is achieved through the use of Pathways to Peace®:

- **Pathways to Peace®** is a long-term community based, violence reduction/crime prevention program. It is not a single plan or a single strategy or a single set of materials. **Pathways to Peace®** is a series of processes designed to assist in the creation, establishment, facilitation, implementation and evaluation of more peaceful ways of living and interacting in communities.
- **Pathways to Peace®** is a means to establish more peaceful ways of relating with our many environments (homes, early childhood settings, community, schools, services and agencies, clubs).
- **Pathways to Peace®** provides a common framework and a common language to assist individuals, families, early childhood settings, schools and community agencies to work cooperatively towards more peaceful, productive communities. It helps everyone to cope with the stresses of everyday life.
- **Pathways to Peace®** provides the means to increase levels of resiliency in individuals, families and communities.

Pathways to Peace® is a change agent and an agent for managing change. It is designed to promote cultural change in terms of all aspects of violence, including sexism and racism and to promote peaceful ways of relating and interacting. It is the key to reducing all forms of violence (including bullying) because it is the vehicle for changing

attitudes, and ultimately, cultures. Part of the process is aimed at strengthening ways of avoiding or negotiating conflict, but only as part of a much wider development of positive self-concept and self-esteem for individuals, built on the basis of recognition, valuing and reward. **Pathways to Peace®** is unique in the sense that it utilizes children as the messengers to carry different behaviours and ways of interacting – that is, peaceful and non-violent - into the wider community. **Pathways to Peace®** seeks to become embedded in the community infrastructure in which it operates. In this way, **Pathways to Peace®** is universalistic rather than exceptionalistic in its response to the phenomenon of violence.

Pathways to Peace® incorporates the basic principles of crime prevention:-

- Start early.
- Promote more effective communication and cooperation.
- Teach children and adults ways to increase encouragement and to reduce insults.
- Enhance everyday parenting competence.
- Use practical tools to improve appropriate behaviour.
- Generalise behaviours between school, home and community

The Goals of Pathways to Peace®:

The goals of **Pathways to Peace®** are:

- To create safer, better communities for all concerned.
- To establish more peaceful settings in which to live our daily lives.
- To provide strategies, tools and techniques to create peaceful relationships and peaceful ways of interaction.
- To provide practical resources to assist individuals to relate and interact peacefully.
- To develop resilient, productive individuals with positive views of self and of the future.

The key to the development of **Pathways to Peace®** is the language of the Peace Code that provides a consistent, uniform framework for the development of peaceful behaviours.

The **Peace Code** is as follows:

Care for myself and others
Do the right thing
Speak kindly
Turn things around
Find help
Be brave
Be a Peacemaker

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

- Be safe
- Be responsible
- Be respectful

Our school expectations have been agreed upon and endorsed by all staff as well as the Goodna State School P&C.

They are aligned with the values, principles and expected standards outlined in Education Queensland's Code of School Behaviour.

5. 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 Goodna State School we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school. Communicating behavioural expectations is a form of universal behaviour support - a strategy directed towards **all** students, designed to prevent problem behaviour and providing a framework for responding to unacceptable behaviour. 'Pathways to Peace' forms the basis of our behaviour support.

A set of behavioural expectations in specific settings has been attached to each of our three school rules. The Schoolwide Expectations Teaching Matrix below outlines our agreed rules and specific behavioural expectations in all school settings.

SCHOOLWIDE EXPECTATIONS TEACHING MATRIX						
	ALL AREAS	CLASSROOM	PLAYGROUND	POOL	TOILETS	BUS LINES/BIKE RACKS
BE RESPECTFUL	<ul style="list-style-type: none"> Speak respectfully to others – adults and students Use equipment and facilities appropriately Keep hands, feet and objects to yourself 	<ul style="list-style-type: none"> Walk Sit still Enter and exit room in an orderly manner 	<ul style="list-style-type: none"> Participate in school-approved games Wear shoes and socks at all times Be sun safe; wear a broad brimmed hat 	<ul style="list-style-type: none"> Shower before entering the water Bathing caps must be worn Long hair must be secured 	<ul style="list-style-type: none"> Respect privacy of others 	<ul style="list-style-type: none"> Use own bike/scooter only Bikes/scooters to be left in bike rack Walk bike/scooter to the gate Walk quickly and quietly to the undercover area Wait inside the gate until the bus stops
BE RESPONSIBLE	<ul style="list-style-type: none"> Keep the school tidy and free of litter Ask permission to leave the classroom or school grounds Be on time Be in the right place at the right time Follow instructions straight away 	<ul style="list-style-type: none"> Be prepared Complete set tasks Take an active role in classroom activities Keep work space tidy Be honest 	<ul style="list-style-type: none"> Be a problem solver Return equipment to appropriate place at the sports bell. Walk on concrete and bitumen. Play in the correct area.(Yr1/2, Yr3, Yr4/5, Yr 6/7) 	<ul style="list-style-type: none"> Written parent approval required Students suffering from infections or contagious sores are to be excluded from swimming Jewellery must be removed before entering the water. Safety of jewellery is the student's responsibility. 	<ul style="list-style-type: none"> Use toilets during breaks 	<ul style="list-style-type: none"> Leave school promptly
BE SAFE	<ul style="list-style-type: none"> Respect others' personal space and property Care for equipment Clean up after yourself Use polite language Wait your turn 	<ul style="list-style-type: none"> Raise your hand to speak Respect others' right to learn Talk in turns Be a good listener Use equipment responsibly 	<ul style="list-style-type: none"> Play fairly – take turns, invite others to join in and follow rules Care for the environment Report possible hazards to office 	<ul style="list-style-type: none"> Only enter pool enclosure with a teacher Walk safely at all times Enter the pool safely – (no bomb dives) 	<ul style="list-style-type: none"> Wash hands Walk 	<ul style="list-style-type: none"> Wait your turn Keep your belongings nearby Have your bus pass ready

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

- Behaviour lessons conducted by classroom teachers
- Reinforcement of learning from behaviour lessons on school assemblies and during active supervision by staff in classroom and non-classroom activities
- Parent reinforcement sought through newsletters and other school communications

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

- A dedicated section of the school newsletter encourages parents to be actively and positively involved in school behaviour expectations
- School Student Support Team members' regular provision of information to staff and parents, and support to others in sharing successful practices
- Comprehensive programs of induction in the Goodna State School Responsible Behaviour Plan for Students, delivered to new students, new staff and relief staff
- Individual support profiles developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings
 - Development of specific policies to address:
 - The Use of Personal Technology Devices* at School (Appendix 1)
 - Procedures for Preventing and Responding to Incidents of Bullying (Appendix 2).

6. The Peace Centre

Goodna State School has established a fully staffed support centre within the school, known as the Peace Centre.

The roles of the Peace Centre are as follows:

1. A place of sanctuary.
2. A place for support of children with special needs and/or behavioural difficulties.
3. A centre for the reduction and prevention of violence and anti-social behaviour.

The Peace Centre fulfils the following in terms of Responsible Behaviour:

- Support for students with special needs.
- Preparation of IEP's, etc.
- Liaising with services / agencies, including Speech Pathology, OT's, etc.
- Counselling of parents.
- Support for staff with students with behavioural issues.
- Discussion and preparation of behaviour management strategies.
- Supervision of most difficult cases.
- Liaising with BMT's.
- Ringing parents.
- Discussions with parents / parent interviews and development of behavioural plans.
- Accompanying parents / students to medical appointments.
- Taking children home, as and when necessary, for behavioural reasons.
- Providing sanctuary for those unwilling, unable or at risk in the playground.
- Supervising those students deemed 'too dangerous' to play in the playground.
- Drop-off / pick-up point for students.
- Running reward activities / organising awards.
- Rounding up students who are out of class without permission..
- Following up on playground issues.
- Preparing Academic Awards and Peacemaker Ceremonies and preparation of morning teas to celebrate peaceful, positive behaviours.

7. Positive Consequences for peaceful, positive behaviour.

Goodna State School currently uses a system of "Garvey Gotchas" to reinforce peaceful, positive behaviour. Garvey the Goldfish is one of the Pathways to Peace icons. The Garvey Gotchas are a set of paper tickets that are used in the playground (and in some classes) as currency to recognise, reinforce and reward peaceful, positive behaviours.

Children receive Gotchas for "doing the right thing" and for demonstrating that they are following the messages of the Peace Code.

On a fortnightly basis, classes compete to be the class that collects the most Garveys. The competition is split into two groups: Grades 1-3 and Grades 4-7.

There is a trophy for each "winning" class in each section and individual prizes for the members of the "winning" classes. The winners are announced on School Parade.

The Goodna State School Responsible Behaviour Plan for Students is based around the concept of “doing the right thing”.

Each individual classroom has a set of class “rules” which are developed around the statement: “In this classroom, doing the right thing is....”

Each individual classroom teacher employs a range of positive reinforcement strategies for encouraging good behaviour in the classroom, including Good worker awards which are presented on weekly Parades.

At the end of each term, on a day to be designated, there will be a reward day for all students in all Grades.

Strategies for the Implementation of the Responsible Behaviour Plan for Students

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

- There is a dedicated section of the school newsletter which encourages parents to be actively and positively involved in the development of school expectations concerning behaviour.
- School Student Support Team Members regularly provide information to staff and parents.
- School Student Support Team Members share successful practices and act as role models for staff and parents.
- There is a comprehensive program of induction for new staff and students.
- Lessons on ***Pathways to Peace***[®] are incorporated into the curriculum.
- The Peace centre is utilised as both a reference point and referral centre for students with behavioural difficulties. The Peace Centre also provides support for students with special needs.
- Individual support profiles are developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings.
- Individual referrals to the Student Support Committee and, where required and/or possible, referral to GIFS (Goodna Integrated Family Support).

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 ask them to ‘Turn things around’ so that it aligns with our school’s expectations.

Our preferred way of re-directing low-level problem behaviour is to ask students to think of how they might be able to ‘Turn things around’ to act more safely, more respectfully or more responsibly. 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.

8. Targeted Behaviour Support: Classroom

Classroom teachers have the responsibility of managing behaviour in their classrooms.

The responsible Behaviour Plan for Teachers has been developed with the intention that classroom teachers manage the majority of incidents within the classroom. Individual classes develop behaviour management strategies within their classrooms to encourage positive behaviour on the following principles:

- Keep them simple
- Relate them to the Peace Code
- Keep them positive; this provides the message of what people want to see rather than what they do not want to see
- Reinforce
- Generalise; in other words, the Peace Code does not just apply in the classroom but also outside in the playground, on the oval, at the pool etc., etc.

Classroom teachers are invited to use individualised strategies in their classrooms to re-direct poor behaviour.

However, intervention from the Peace Centre staff/Administration is sometimes required, depending on the seriousness of the behaviour.

If a student reaches the classroom threshold for poor behaviour, he-she may be withdrawn to the Peace centre for “time out”.

There are two mechanisms for withdrawal: The Yellow Slip and the Red Slip.

Yellow Slips (see Appendix 5)

Yellow Slips can be used by classroom teachers to withdraw a student who is upset or unsettled. It is not a punitive mechanism. It is a means of providing a student with time to calm down.

Withdrawal by Yellow Slip can be for an amount of time designated by the classroom teacher or at the discretion of Peace Centre staff.

Red Slips (see Appendix 6)

Each class has its own set of consequences for “not doing the right thing” in class. When behaviour becomes too serious to be contained in class or a student has exceeded the consequences for misbehaviour in the classroom, then a Red Slip can be issued by the Teacher.

Red slips can be used in one of two ways. First, where a student has displayed inappropriate behaviour in the classroom that exceeds the expectations and consequences of the class rules, then that student can be withdrawn from the classroom by contacting the staff of the Peace Centre.

The student will spend one (1) hour in the Peace Centre calming down and/or catching up on the work that they should have been doing in the classroom. If the behaviour is deemed to be sufficiently dangerous, disruptive or aggressive then parents may be informed. In extreme cases, the student may be suspended.

In each case, the student must be accompanied by a Red Slip which is recorded. The outcome of each incident is also recorded on the Red Slip, which is then returned to the staff member that has issued it. The staff member is then responsible for entering the details of the incident on the student’s record on One School.

Students who display highly unsafe or dangerous behaviour on one or more occasions may be suspended.

Behaviour which is deemed to be violent, vicious, calculated, or unprovoked resulting in injury to or the potential to cause injury to another person may lead to suspension depending on the severity of the behaviour.

Students who physically harass an adult in the school setting will be suspended automatically for a minimum of 5 days.

9. Targeted behaviour Support: Playground/Ovals Red Slip.

The second way in which a Red Slip may be used is in terms of inappropriate behaviour outside the classroom during the breaks. Every effort should be made by those on duty to deal with incidents at the time that they occur. However, if the behaviour is too serious to be dealt with or the student concerned has demonstrated a defiant attitude, then following an initial warning the student should be sent to the Peace Centre and a Red Slip completed by the person on duty.

Red slips mean an automatic entry of information on One School. It is the responsibility of the person who wrote out the Red Slip to enter the information on One School. Information may also be entered by the Principal, the Deputy- Principal or the Behaviour Management Teacher.

10. Consequences for unacceptable behaviour

Goodna State School makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When unacceptable behaviour occurs, students experience predictable consequences. Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour. A red slip for classroom and a detention ticket for playground issues (Appendix 3) are used to record all minor and major problem behaviour.

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 school administration team

Minor behaviours are those that:

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

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 of expected school behaviour

Major behaviours are those that:

- significantly violate the rights of others
- put others / self at risk of harm
- require the involvement of Peace Centre staff or school administration

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

Major problem behaviours may result in the following consequences:

- **Step One:** Removal to Peace Centre, time in office, alternative lunchtime activities, loss of privilege, restitution, loss of break times, warning regarding future consequence for repeated offence, referral to Student Support Team AND/OR
- **Step Two:** Parent contact, referral to Guidance Officer, referral to Student Support Team, suspension from school
- **Step 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.

The following table outlines examples of major and minor problem behaviours:

	Area	Minor	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
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 	
	Accept outcomes for behaviour	<ul style="list-style-type: none"> Minor dishonesty 	<ul style="list-style-type: none"> Major dishonesty
	Rubbish	<ul style="list-style-type: none"> Littering 	
	Mobile Phone	<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 authorisation
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 / harassment 	<ul style="list-style-type: none"> Major bullying / harassment Major disruption to class Blatant disrespect Major defiance

Classroom

- It is the aim for classroom teachers to manage the majority of incidents within the classroom; however, intervention from administration is sometimes required. If a student reaches the classroom threshold, he/she may be withdrawn to a nominated room (presently the Peace Centre) for "time out". This will increase from an initial one hour to one session to a whole day. Parents/carers are contacted by either the Peace Centre staff or the classroom teacher.
- Failure to improve behaviour while attending "time out" may result in removal to the office or being sent home.
- Students who are withdrawn, or have displayed inappropriate class behaviour on two or more occasions, can be nominated for a drop in level by their classroom teachers and will be ineligible to participate in the whole school reward. This nomination form may be sent with the student to the office after which the student may attend "time out".
- Students who display highly unsafe and dangerous behaviour may be immediately dropped a level or suspended depending on the severity of the incident.

Playground

- Students who fail to uphold the low level expectations should be given a logical consequence immediately and dealt with by the staff member on duty (eg. pick up litter, walk with staff member for five minutes).
- Students who display highly unsafe and dangerous behaviour on one or more occasions may be immediately dropped a level, sent home in accordance with the child's Individual Behaviour Plan or suspended depending on the severity. This is defined as vicious, calculated, unprovoked behaviour, resulting in injury to or the potential to cause injury to another person.

11. Individual Self-management Plans

Students who are identified as being at risk, as having behavioural difficulties or as having ongoing difficulties with their behaviour will be referred to the Student Support Committee (see Appendix 7)

In order to assist students with “turning their behaviour around” students will be involved in the development of an Individual Self-Management Plan which will direct their behaviour over a period of time.

The development of the Plan will involve teachers and parents as well as the student.

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 (Refer to Non-violent Crisis Intervention Training/Procedures)

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 his/her choice and re-direct other students’ attention towards their usual work/activity. If the student continues with the problem behaviour then remind him/her 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 - (Refer to Non-violent Crisis Intervention Training/Procedures)

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 Goodna 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
- 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 4)
- [Health and Safety incident record](#) (link)
- debriefing report (for student and staff) (Appendix 5)

Network of student support

Students at Goodna State School are supported by positive reinforcement and a system of universal, targeted, and intensive behaviour structures by:

- Parents
- Teachers
- Support staff
- Head of Special Education Services
- Administration staff
- Guidance Officer
- Advisory Visiting Teachers
- Peace Centre staff
- Senior Guidance Officer
- School Chaplain
- School Based Police Officer
- School Based Youth Health Nurse
- Youth Support Coordinator.
- GIFS Representative
- Student Support Team

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

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

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.

Goodna 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, disabilities, cultural backgrounds, socioeconomic situations and their emotional states
- 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, disabilities, cultural backgrounds or socio-economic situations, and
 - receive adjustments appropriate to their learning and/or impairment needs

The Principal reserves the right to make reasonable judgment and to take appropriate action in each individual situation. The child and the frequency and severity of the circumstance will always be considered.

Related legislation

- Commonwealth Disability Discrimination Act 1992
- Commonwealth Disability Standards for Education 2005
- Education (General Provisions) Act 2006
- Education (General Provisions) Regulation 2006
- Criminal Code Act 1899
- Anti-Discrimination Act 1991
- Commission for Children and Young People and Child Guardian Act 2000
- Judicial Review Act 1991
- Workplace Health and Safety Act 1995
- Workplace Health and Safety Regulation 1997
- Right to Information Act 2009
- Information Privacy (IP) Act 2009

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](#)

Some related resources

- [Bullying. No Way!](#)
- [Schoolwide Positive Behaviour Support](#)
- [Code of Conduct for School Students Travelling on Buses](#)

Endorsement

Principal

P&C President

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.

Certain personal technology devices banned from school

Students must not bring valuable personal technology devices like mobile phones, 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. In special cases parents and carers may negotiate arrangements with admin.

Confiscation

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

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

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

Personal technology device etiquette

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

Recording voice and images

Every member of the school community should feel confident about participating fully and frankly in all aspects of school life without concern that their personal privacy may be invaded by their being recorded without their knowledge or consent.

We uphold the value of trust and the right to privacy at Goodna 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 of the school, by any means (including distribution by phone or internet posting), builds a culture of distrust and disharmony.

Students must not record images anywhere that recording would not reasonably be considered appropriate (e.g. in change rooms, toilets or any other place where a reasonable person would expect to be afforded privacy). Recording of events in class is not permitted unless express consent is provided by the class teacher.

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

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

Students involved in:

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

may be in breach of this policy, and therefore 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 that 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 include, but are not limited to, games devices such as portable gaming devices, Tamagotchis®, laptop computers, PDAs, Blackberrys®, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile telephones, iPods® and devices of a similar nature.*

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

Appendix 2

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

Purpose

1. Goodna 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 levels of achievement and attendance
 - promoting equality and diversity
 - ensuring the safety and well-being of all members of the school community
2. There is no place for bullying in Goodna State School. Research indicates that both those being bullied and those who bully are at risk of behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community's goals and efforts to support all students.
3. Bullying behaviours that will not be tolerated at Goodna 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 Goodna 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 within 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 by and watching, rather than intervening to help the person being bullied. Whilst our school would never encourage students to place themselves at risk, our anti-bullying procedures involve teaching the entire school a set of safe and effective responses to all problem behaviour, including bullying, in such a way that those who bully are not socially reinforced for demonstrating it.
7. The anti-bullying procedures at Goodna State School are an addition to our already research-validated Pathways to Peace 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 to which our students are already accustomed.

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 minimum. 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 school expectations and have been taught the expected behaviours attached to each rule in all areas of the school
 - All students have been or are being taught the specific routines in the non-classroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms
 - All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the non-classroom areas of the school
 - A high level of quality active supervision is a permanent staff routine in the non-classroom areas. This means that staff members on duty are easily identifiable and are constantly moving, scanning and positively interacting as they patrol 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 as the person being bullied, the person bullying or the 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 about how to approach adults, and also about what reactions and systemic responses they should expect from adults.

12. Research indicates that a common outcome of anti-bullying programmes 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 Goodna 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. Goodna 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.

Appendix 3

Goodna State School Behaviour Referral Form

Student Name:			Location (please tick)	
Date:	Time:	Class:	Playground	
Referring staff member :			Specialist Lesson	
			Classroom	
			Other	

Problem Behaviour	
Minor (Please tick)	Major (Please tick)
Defiance/Disrespect Low intensity brief failure to follow directions	Defiance/Disrespect Continued refusal to follow directions, talking back and / or socially rude interactions
Physical Contact Student engages in non-serious but inappropriate physical contact	Physical Aggression Actions involving serious physical contact where injury may occur (eg hitting, punching, hitting with an object, kicking, scratching etc)
Inappropriate language Low intensity language (eg shut up, idiot etc)	Inappropriate / Abusive language Repeated verbal messages that involve swearing or use of words in an inappropriate way directed at other individuals or groups
Disruption Low intensity but inappropriate disruption	Disruption Repeated behaviour causing interruption in a class or playground (eg yelling or screaming, use of materials to create noise, disrupting games, sustained out of seat behaviour etc)
Property Misuse Low intensity misuse of property	Vandalism Student engages in an activity that results in substantial destruction or disfigurement of property
Dress Code Student wears clothing that is near, but not within, the dress code guidelines defined by the school	Dress Code Refusal to comply with school dress code
Safety Student engages in brief or low-level safety violation not involving hurting any other individuals or groups	Safety Student engages in frequent unsafe activities where injury may occur
Dishonesty Student engages in minor lying/cheating not involving any other person	Major Dishonesty Student delivers message that is untrue and / or deliberately violates rules and/or harms others
Other	Harassment / Bullying Repeated teasing, physical and verbal intimidation of a student
	Other

School Expectation Category				
Be SAFE		Be Respectful		Be Responsible

Others involved in incident						
None		Peers		Staff		Other

Appendix 4

GOODNA STATE SCHOOL
INCIDENT REPORT

Date of incident: _____ Incident ref. number: _____

Student's name: _____ Class group & age: _____

Report compiler: _____ Role: _____

<u>BEHAVIOUR</u> (Please tick)	<u>MANAGEMENT</u>
Accident	Verbal
Intentional damage to property	Physical/Holding/Guiding
Throwing objects	Restraint*
Theft of property	
Physical abuse - staff	<u>NOTES</u>
- student	
Leaving site without permission	
Leaving class without permission	
Bullying/threatening behaviour	
Racial abuse	
Persistent verbal abuse	
Potential to cause injury or damage to person or property	
Not following directions	
Forms Completed	
School Restraint Documentation	

Location of initial problem: _____ Time of incident: _____

Subject and staff involved in the initial problem: _____

Location of serious incident: _____

Outcome of incident: _____

De-escalation techniques:

(Please tick)

- | | | |
|---------------------|------------------------------|--------------------|
| Verbal advice | Choices, limits consequences | Negotiation |
| Reassurance | Distraction | Humour |
| CALM talking stance | Planned ignoring | Contingent touch |
| Withdrawal directed | Take up time | Withdrawal offered |
| Success reminder | Transfer adult | Other |

Physical Management: Yes/no

Details:

Details of injury: Staff/student/both Medical treatment: Yes/No
(Give details)

Damage to property: Yes/No
(Give details)

Resulted in restraint: Yes/No If 'Yes' complete form B

Outcome: Staff intervention/ Student response/Resolution/ Sanction

Where applicable:
Witnesses (staff/student)

Signature of compiler: _____ Date: _____

Class teacher: _____
Signature: _____ Date: _____

Principal's comment: _____

Informed: Parents
Letter
Telephone
Meeting
Senior staff

Signed: _____

Appendix 5
YELLOW SLIPS

Appendix 6

RED SLIPS

Appendix 7

Student Support Team

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

- works with other staff members to develop appropriate behaviour support strategies
- monitors the impact of support for individual students through continuous data collection
- makes adjustments as required for the student
- works with the Student Support Team to achieve continuity and consistency

The Student Support Team has a simple and quick referral system in place. Following referral, a team member contacts parents and any relevant staff members to form a support team and begin the assessment and support process. In many cases, the support team also includes individuals from other agencies already working with the student and his/her family, a representative from the school's administration and district-based behavioural support staff.

A small percentage of students require intensive behaviour support. Strategies used to assist these students may include:

- Discussion with parents/caregivers to identify possible reasons for behaviour and solutions
- Completion of observations (with parental permission video footage) and checklists to gather data on the student
- Contact with previous schools to gather information
- Referral to a General Practitioner, Child Youth & Mental Health Service, paediatrician, counsellor, psychologist or psychiatrist to identify if expert help or medication may assist
- Staff attendance at specialist appointments to provide a school perspective
- Modification of curriculum to cater for learning issues/disabilities
- Access to the Goodna Integrated Family Support program
- The development of an Individual Behaviour Plan with positive and negative consequences
- Placement on a part-day program for attendance at school
- Encouragement of parent/caregiver to attend class with student if this would be productive for the student, teacher, parent and class
- Supervision in the Peace Centre when necessary
- Access to structured lunchtime activities to reduce behavioural issues proactively
- Access to the regional behaviour resources for additional teacher aide time and/or access to specialist behavioural teachers to gain additional strategies
- Access to Redbank Intervention Centre or Tennyson Special School
- Consultation with parents/caregivers for use of restraint procedures and or Time Out procedures for relevant students. Designated staff trained in Crisis Prevention Intervention.
- Physical restraint is only used as a last resort and is only conducted by staff trained in Non Violent Crisis Intervention strategies.

Debriefing Report

Formal debriefing should be led by a staff member who is trained in the process and 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 occurred?
- **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 made 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.