TrebonneStateSchool

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

1. Purpose
TrebonneStateSchool 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
TrebonneStateSchool developed this plan in collaboration with our school community. Broad consultation with parents, staff and students was undertaken through survey distribution and community meetings held during February 2009. A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents from 2009-2013 also informed the development process.

The Plan was endorsed by the Principal, the President of the P&C and Regional Executive Director in July, 2014, and will be reviewed in 2016 as required in legislation.

3. Learning and behaviour statement
All areas of TrebonneStateSchool are learning and teaching environments. We consider behaviour management to be an opportunity for valuable social learning as well as a means of maximising the success of academic education programs.

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

This plan is based on a model of School-wide Positive Behaviour Support (SWPBS). Positive Behaviour Support can be described as a broad range of systemic and individualised strategies for achieving positive social and learning outcomes while preventing problem behaviour. It consists of four elements that work together to support social competence and academic achievement.
Positive behaviour support is the redesign of environments, not the individual.

At Trebonne State School, we are informed by research that tells us that the most effective responses to problem behaviour are:
- Teaching Behavioural Expectations;
- Academic Restructuring;
- Behavioural Interventions.  

Our school community has identified the following school rules to teach and promote our high standards of responsible behaviour in all school contexts.

Learners at Trebonne State School students will:
- Be safe
- Be responsible
- Be respectful.

Our school rules have been agreed upon and endorsed by all staff and our school P&C. They are aligned with the values, principles and expected standards outlined in Education Queensland’s Code of School Behaviour.
4. Processes for facilitating standards of positive behaviour and responding to unacceptable behaviour

**Universal Behaviour Support**
The first step in facilitating standards of positive behaviour is communicating those standards to all students. At Trebonne State School, we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school. Communicating behavioural expectations is a form of universal behaviour support - a strategy directed towards all students designed to prevent problem behaviour and provides a framework for responding to unacceptable behaviour.

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. This matrix will be regularly reviewed and adjusted by our Behaviour Team as required.

<table>
<thead>
<tr>
<th>SCHOOLWIDE EXPECTATIONS TEACHING MATRIX</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ALL AREAS</strong></td>
</tr>
<tr>
<td><strong>CLASSROOM</strong></td>
</tr>
<tr>
<td><strong>PLAYGROUND</strong></td>
</tr>
<tr>
<td><strong>STAIRS AND WALKWAYS</strong></td>
</tr>
<tr>
<td><strong>TOILETS</strong></td>
</tr>
<tr>
<td><strong>BUS LINES/BIKE RACKS</strong></td>
</tr>
<tr>
<td><strong>BE SAFE</strong></td>
</tr>
<tr>
<td>- Use equipment appropriately</td>
</tr>
<tr>
<td>- Keep hands, feet and objects to yourself</td>
</tr>
<tr>
<td>- Smile and acknowledge others</td>
</tr>
<tr>
<td>- Walk</td>
</tr>
<tr>
<td>- Sit still</td>
</tr>
<tr>
<td>- Enter and exit room in an orderly manner</td>
</tr>
<tr>
<td>- Participate in school approved games</td>
</tr>
<tr>
<td>- Wear shoes and socks at all times</td>
</tr>
<tr>
<td>- Be sun safe; wear a broad brimmed hat</td>
</tr>
<tr>
<td>- Rails are for hands</td>
</tr>
<tr>
<td>- Walk on the left hand side one step at a time</td>
</tr>
<tr>
<td>- Carry items</td>
</tr>
<tr>
<td>- Keep passageways clear at all times</td>
</tr>
<tr>
<td>- Respect privacy of others</td>
</tr>
<tr>
<td>- Use own bike only</td>
</tr>
<tr>
<td>- Walk bike/scooter to the gate</td>
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<tr>
<td>- Wait inside the gate until the bus stops</td>
</tr>
<tr>
<td><strong>BE RESPONSIBLE</strong></td>
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<tr>
<td>- Ask permission to leave the classroom</td>
</tr>
<tr>
<td>- Be on time</td>
</tr>
<tr>
<td>- Be in the right place at the right time</td>
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<tr>
<td>- Follow instructions straight away</td>
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<tr>
<td>- Be prepared</td>
</tr>
<tr>
<td>- Complete set tasks</td>
</tr>
<tr>
<td>- Take an active role in classroom activities</td>
</tr>
<tr>
<td>- Keep work space tidy</td>
</tr>
<tr>
<td>- Be honest</td>
</tr>
<tr>
<td>- Be a problem solver</td>
</tr>
<tr>
<td>- Return equipment to appropriate place at the sports bell</td>
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<tr>
<td>- Share equipment</td>
</tr>
<tr>
<td>- Follow directions</td>
</tr>
<tr>
<td>- Move peacefully in single file</td>
</tr>
<tr>
<td>- Be considerate of other people's space</td>
</tr>
<tr>
<td>- Use toilets during breaks</td>
</tr>
<tr>
<td>- Have your name marked on the bus roll</td>
</tr>
<tr>
<td>- Leave school promptly</td>
</tr>
<tr>
<td><strong>BE RESPECTFUL</strong></td>
</tr>
<tr>
<td>- Respect others’ personal space and property</td>
</tr>
<tr>
<td>- Care for equipment</td>
</tr>
<tr>
<td>- Clean up after yourself</td>
</tr>
<tr>
<td>- Use polite language</td>
</tr>
<tr>
<td>- Wait your turn</td>
</tr>
<tr>
<td>- Raise your hand to speak</td>
</tr>
<tr>
<td>- Respect others’ right to learn</td>
</tr>
<tr>
<td>- Talk in turns</td>
</tr>
<tr>
<td>- Be a good listener</td>
</tr>
<tr>
<td>- Play fairly – take turns, invite others to join in and follow rules</td>
</tr>
<tr>
<td>- Care for the environment</td>
</tr>
<tr>
<td>- Walk quietly and orderly so that others are not disturbed</td>
</tr>
<tr>
<td>- Line up quietly outside classroom</td>
</tr>
<tr>
<td>- Wash hands</td>
</tr>
<tr>
<td>- Walk</td>
</tr>
<tr>
<td>- Report problems to the teacher</td>
</tr>
<tr>
<td>- Wait your turn</td>
</tr>
<tr>
<td>- Keep your belongings nearby</td>
</tr>
<tr>
<td>- Stay in your seat</td>
</tr>
<tr>
<td>- Keep hands and objects inside the bus.</td>
</tr>
</tbody>
</table>

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 during classroom and non-classroom activities.
Trebonne State School uses behavioural data for all behaviour management decision-making. This data is used to track the effectiveness of its behaviour management process, to make any necessary adjustments, and to identify specific inappropriate behaviours that may need to be revisited or revised in the instructional process.

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

- A dedicated section of the school newsletter, enabling parents to be actively and positively involved in school behaviour expectations.
- School Behaviour Leadership team members’ regular provision of information to staff and parents, and support to others in sharing successful practices.
- Comprehensive induction programs in the Trebonne State School Responsible Behaviour Plan for Students delivered to new students as well as new 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).

Reinforcing expected school behaviour

At Trebonne State School, communication of our key messages about behaviour is backed up through reinforcement, which provides students with feedback for engaging in expected school behaviour. A formal recognition and monitoring system has been developed. 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.

Trebonne State School “Gotchas”

Staff members hand “Gotchas” out 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” card. These cards are

- Kept for a monthly “lucky draw” prize.
- Tallied to be redeemed for rewards at pre-determined milestones.

Cards are never removed as a consequence for problem behaviour.

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 ask them to change their behaviour so that it aligns with our school’s expectations.

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

Targeted behaviour support:

Should students at Trebonne State School be identified through our data as needing a little bit extra in the way of targeted behavioural support they will be referred to other support staff for intervention and support. In most cases the problem behaviours of these students may not be
immediately regarded as severe, but the frequency of their behaviours may put these students' learning and social success at risk if not addressed in a timely manner.

Students receiving support will attend their normal scheduled classes and activities with appropriate adjustments if required. However, they have increased daily opportunities to receive positive contact with adults and therefore increased opportunities to receive positive reinforcement. Where required, adjustments are made to the program through academic support, adult mentoring or intensive social skills training.

The support program is coordinated by a school-based team with active administrator support and staff involvement. All staff members are provided with continuous professional development consisting of an overview of the program, the referral and response process, and the reporting responsibilities of staff and of the students being supported.

Students whose behaviour does not improve after participation in the program, or whose previous behaviour indicates a need for specialised intervention, are provided with intensive behaviour support.

**Intensive behaviour support: Behaviour Support Team**

Due to the size of Trebonne State School, it is important to recognise that all staff are involved in the support of students who may need more targeted behaviour support. Contact is made between the students and the members of staff every day, in the playground, the classrooms and in the local community.

**Intensive behaviour support: Behaviour Support Team**

- works with other staff members to develop appropriate behaviour support strategies (See Appendix 3) which may include:
  - curriculum adjustment
  - verbal and non-verbal cues
  - increased attention
  - communication with the school community
  - added responsibilities.
- monitors the impact of support for individual students through continuous data collection
- makes adjustments as required for the student, and
- works with the School Behaviour Leadership Team to achieve continuity and consistency.

The **Intensive Behaviour 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 their family, a representative from the school’s administration and district-based behavioural support staff.

### 5. Consequences for unacceptable behaviour

**Trebonne 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. An office referral form (Appendix 4) is used to record all minor and major problem behaviour. The recording of three minor behaviours constitutes a major behaviour.

**Minor and major behaviours**

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

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

**Minor** behaviours are those that:
• are minor 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 for expected school behaviour.

Consistent demonstration of minor behaviours result in referral to classroom teacher who will contact parents/guardians by letter or phone. Consequences for moderate behaviours may include:
• Time in office, time out, alternate lunchtime activities, loss of privilege, restitution, loss of break times, warning regarding future consequence for repeated offence, referral to Guidance Officer

**Major** behaviours are those that:
• significantly violate the rights of others
• put others / self at risk of harm
• require the involvement of school Administration.

**Major** behaviours result in an immediate referral to Administration because of their seriousness. When major problem behaviour occurs, staff members calmly state the major problem behaviour 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:
• **Level One**: Parent contact, referral to Guidance Officer, referral to Intensive Behaviour Support Team, suspension from school. Suspension is used after all other responses are considered but with only due consideration for the welfare and safety of other students and staff

• **Level Two**: 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. A student may be suspended with a recommendation to exclude as per the grounds outlined for suspension, but the student's disobedience, misconduct or any other conduct must be so serious that suspension of the student is inadequate to deal with the behaviour.

See Appendix 7 for more information about School Disciplinary Absences (suspension and exclusion).
The following table outlines examples of major and minor problem behaviours:

<table>
<thead>
<tr>
<th>Area</th>
<th>Minor</th>
<th>Major</th>
</tr>
</thead>
<tbody>
<tr>
<td>Movement around school</td>
<td>• Running on concrete or around buildings</td>
<td>• Throwing objects</td>
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<tr>
<td></td>
<td>• Running in stairwells</td>
<td>• Possession of weapons</td>
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<tr>
<td></td>
<td>• Not walking bike in school grounds</td>
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<tr>
<td>Play</td>
<td>• Incorrect use of equipment</td>
<td>• Serious physical aggression</td>
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<tr>
<td></td>
<td>• Not playing school approved games</td>
<td>• Fighting</td>
</tr>
<tr>
<td></td>
<td>• Playing in toilets</td>
<td></td>
</tr>
<tr>
<td>Physical contact</td>
<td>• Minor physical contact (eg: pushing and shoving)</td>
<td></td>
</tr>
<tr>
<td>Correct Attire</td>
<td>• Not wearing a hat in playground</td>
<td></td>
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<tr>
<td></td>
<td>• Not wearing shoes outside</td>
<td></td>
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<tr>
<td>Internet Usage</td>
<td>• Inappropriate use of internet</td>
<td></td>
</tr>
<tr>
<td>Class tasks</td>
<td>• Not completing set tasks that are at an appropriate level</td>
<td></td>
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<tr>
<td></td>
<td>• Refusing to work</td>
<td></td>
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<tr>
<td>Being in the right place</td>
<td>• Not being punctual (eg: lateness after breaks)</td>
<td>• Leaving class without permission (out of sight)</td>
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<tr>
<td></td>
<td>• Not in the right place at the right time.</td>
<td>• Leaving school without permission</td>
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<tr>
<td>Follow instructions</td>
<td>• Low intensity failure to respond to adult request</td>
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<tr>
<td></td>
<td>• Non compliance</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Un-co-operative behaviour</td>
<td></td>
</tr>
<tr>
<td>Accept outcomes for</td>
<td>• Minor dishonesty</td>
<td>• Major dishonesty</td>
</tr>
<tr>
<td>behaviour</td>
<td>• Sulking, pouting, tantrums</td>
<td></td>
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<tr>
<td>Rubbish</td>
<td>• Littering</td>
<td></td>
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<tr>
<td>Mobile Phone</td>
<td>• In possession of a switched on mobile phone without</td>
<td>• Use of a mobile phone in any part of the school for voicemail, email, text messaging or filming purposes without authorisation</td>
</tr>
<tr>
<td></td>
<td>staff authorisation (written permission from an authorised staff member)</td>
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<tr>
<td>Internet usage</td>
<td>•</td>
<td></td>
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<tr>
<td>Being Respe</td>
<td>• Inappropriate language (written/verbal)</td>
<td>• Offensive language</td>
</tr>
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<td></td>
<td>• Calling out</td>
<td>• Aggressive language</td>
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<tr>
<td></td>
<td>• Poor attitude</td>
<td>• Verbal abuse / directed profanity</td>
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<tr>
<td></td>
<td>• Disrespectful tone</td>
<td></td>
</tr>
<tr>
<td>Property</td>
<td>• Petty theft</td>
<td>• Stealing / major theft</td>
</tr>
<tr>
<td></td>
<td>• Lack of care for the environment</td>
<td>• Wilful property damage</td>
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<tr>
<td></td>
<td></td>
<td>• Vandalism</td>
</tr>
<tr>
<td>Others</td>
<td>• Not playing fairly/not including others</td>
<td>• Major bullying / harassment</td>
</tr>
<tr>
<td></td>
<td>• Minor disruption to class</td>
<td>• Major disruption to class</td>
</tr>
<tr>
<td></td>
<td>• Minor defiance</td>
<td>• Blatant disrespect</td>
</tr>
<tr>
<td></td>
<td>• Intimidation</td>
<td>• Major defiance</td>
</tr>
<tr>
<td></td>
<td>• Name calling, invading personal space, stare tactics</td>
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</tr>
</tbody>
</table>
Relate problem behaviours to expected school behaviours
When responding to problem behaviours, staff members ensure that students understand the relationship of the problem behaviour to expected school behaviour. One method that staff members might use to achieve this is to have students:
- articulate the relevant expected school behaviour
- explain how their behaviour differs from expected school behaviour,
- describe the likely consequences if the problem behaviour continues; and
- identify what they will do to change their behaviour in line with expected school behaviour.

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

Ensuring consistent responses to problem behaviour
At TrebonneStateSchool staff members authorised to issue consequences for problem behaviour are provided with appropriate professional development and/or training. Through training activities, we work to ensure consistent responses to problem behaviour across the school. The school Behaviour Team will meet regularly to clarify behaviour issues and ensure consistent responses.

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

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

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

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

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

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

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

Follow through
(If the student starts displaying the appropriate behaviour briefly acknowledge their choice and re-direct other students’ attention towards their usual work/activity. If the student continues with the problem behaviour then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour).
Debrief
(Help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations).

Physical Intervention
Staff may make legitimate use of physical intervention if all non-physical interventions have been exhausted and a student is:
- physically assaulting another student or staff member
- posing an immediate danger to him/herself or to others.

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

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

It is important that all staff understand:
- physical intervention cannot be used as a form of punishment
- physical intervention must not be used when a less severe response can effectively resolve the situation
- the underlying function of the behaviour.

Physical intervention is not to be used as a response to:
- property destruction
- school disruption
- refusal to comply
- verbal threats
- leaving a classroom or the school, unless student safety is clearly threatened.

Any physical intervention made must:
- be reasonable in the particular circumstances,
- be in proportion to the circumstances of the incident
- always be the minimum force needed to achieve the desired result, and
- take into account the age, stature, disability, understanding and gender of the student.

Record keeping
Each instance involving the use of physical intervention must be formally documented. The following records must be maintained:
- incident report (Appendix 5)
- Health and Safety incident record (SMS)
- debriefing report (for student and staff) (Appendix 6).
7. Network of student support  
Students at TrebonneStateSchool are supported through positive reinforcement and a system of universal, targeted, and intensive behaviour supports by:

- Parents  
- Teachers  
- Support Staff  
- Administration Staff  
- Guidance Officer  
- Advisory Visiting Teachers  
- Senior Guidance Officer  
- 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.

TrebonneStateSchool considers the individual circumstances of students when applying support and consequences by:

- promoting an environment which is responsive to the diverse needs of its students  
- establishing procedures for applying fair, equitable and non violent consequences for infringement of the code ranging from the least intrusive sanctions to the most stringent  
- recognising and taking into account students' age, gender, disability, cultural background, socioeconomic situation and their emotional state  
- recognising the rights of all students to:
  - express opinions in an appropriate manner and at the appropriate time  
  - work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation, and  
  - receive adjustments appropriate to their learning and/or impairment needs,
9. Related legislation
- Commonwealth Disability Discrimination Act 1992
- Commonwealth Disability Standards for Education 2005
- Education (General Provisions) Act 2006
- Education (General Provisions) Regulation 2006
- Criminal Code Act 1899
- Anti-Discrimination Act 1991
- Commission for Children and Young People and Child Guardian Act 2000
- Judicial Review Act 1991
- Workplace Health and Safety Regulation 1997
- Right to Information Act 2009
- Information Privacy (IP) Act 2009

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

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

Endorsement

| Principal | P&C President or Chair, School Council | Regional Executive Director or Executive Director (Schools) |

Effective Date: 1 January 2014 – 31 December 2016
**Appendix 1**

**The Use of Personal Technology Devices* at School**

This policy reflects the importance the school places on students displaying courtesy, consideration and respect for others whenever they are using personal technology devices.

**Certain Personal Technology Devices Banned From School**

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

**Confiscation**

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

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

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

**Personal Technology Device Etiquette**

Bringing personal technology devices to school is not encouraged by the school because of the potential for theft and general distraction and/or disruption associated with them. However, if they are brought to school, they must be turned off and handed into the office for safe keeping until the end of the school day.

**Recording voice and Images**

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

We uphold the value of trust and the right to privacy at Trebonne State School. Students using personal technology devices to record inappropriate behaviours or incidents, (such as vandalism, fighting, bullying, staged fighting or pranks etc) for the purpose of dissemination among the student body or outside the school, by any means, (including distribution by phone or internet posting) builds a culture of distrust and disharmony.

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

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

A student at school who uses a personal technology device to record private conversations, ordinary school activities (apart from social functions like graduation ceremonies) or violent, illegal or embarrassing matter capable of bringing the school into public disrepute is considered to be in breach of this policy.
Even where consent is obtained for such recording, the school will not tolerate images or sound captured by personal technology devices on the school premises or elsewhere being disseminated to others, if it is done for the purpose of causing embarrassment to individuals or the school, for the purpose of bullying or harassment, including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur.

Students involved in:
- recording; and/or
- disseminating material (through text messaging, display, internet uploading etc); and/or,
- knowingly being a subject of a recording
- Breach of this policy may be subject to discipline (including suspension and recommendation for exclusion).

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

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

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

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

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

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

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

Education Queensland does not tolerate bullying behaviour at schools. This includes bullying conducted by electronic means.
Appendix 2

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

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

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

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

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

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

**Prevention**

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

- Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour
- All students know the 3 school rules and have been taught the expected behaviours attached to each rule in all areas of the school
- All students have been or are being taught the specific routines in the nonclassroom 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 nonclassroom areas of the school
- Supervision is a permanent staff routine in the nonclassroom areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the nonclassroom areas.

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

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

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

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

13. TrebonneStateSchooluses behavioural data for decision-making. This data is entered into our database regularly and can be reviewed and referred to as required. 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
Working together to keep Trebonne State School Safe

The Use of Knives at School

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

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

If a student has a knife at school, they can expect serious consequences, such as a complaint or criminal charges filed with police. 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 tough 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.
• 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 students help to keep Trebonne State School safe?

• Make sure you know the laws and rules about knives.
• Ask your parents not to put knives or knife tools in your lunch box, pencil case or craft kit.
• Contact your teacher if you are being bullied or threatened at school.
• Immediately tell a teacher or adult if you think someone has a knife at school, or if they say they will bring a knife to school.
• Immediately tell a teacher if a student is threatening anyone with an object that could injure them.

How can parents help to keep Trebonne 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.
Temporary Removal of Student Property by School Staff

Overview
This procedure outlines the conditions under which a principal or staff member of Kalamia State School has the power to temporarily remove property from a student and outlines the procedures to follow when property is temporarily removed.

Process
- Confiscation of property
  - Property may be temporarily removed from a student if the staff member is reasonably satisfied the removal is necessary to:
  - preserve the caring, safe, supportive and productive learning environment of the school;
  - maintain and foster mutual respect among staff and students at the school;
  - encourage all students to take responsibility for their own behaviour and the consequences of their actions;
  - provide for the effective administration of matters about the students of the school; or
  - ensure compliance with the school’s Responsible Behaviour Plan for Students or any other directive, guideline or policy.
- Return of confiscated property
  - Ensure property held by the school is made available for collection within a reasonable time period by the student or, if the student is a child, the principal or staff member may choose to make the property available for collection to the parent only if it is more appropriate to do so, given:
  - its condition, nature or value;
  - to ensure the safety of the student or staff; or
  - for the good order and management, administration and control of the school.
  - Ensure property made available for collection is in the same condition as when the property was removed.
- Circumstances where confiscated property need not be made available for collection
  - If the property is illegal to possess, threatens the safety or wellbeing of students or staff or is reasonably suspected to have been used to commit a crime:
  - notify police about the removal of the property;
  - if police state that they will come to the school to investigate matters relating to the property, the property need not be made available for collection until they do so; or
  - if the police seize the property under the Police Powers and Responsibilities Act 2000 (Qld) the property need not be made available by the school for collection.
  - If police decide not to seize the property, it must be made available for collection as soon as practicable thereafter.
  - Where staff have made reasonable efforts to notify the student or the student’s parents that the property is available for collection but has not been able to make contact need not make the property available for collection.
  - Where staff reasonably suspect that the student is not the lawful owner of the property, staff need not make the property available for collection. In this case, staff must make reasonable efforts to ascertain the ownership of the property.
- Deciding a reasonable time to make property available for collection
  - Consider, in deciding a reasonable time for making property available for collection:
    - the condition, nature or value of the property;
    - the circumstances in which the property was removed;
    - the safety of the students from whom the property was removed, other students or staff members; and
• good management, administration and control of the school.

**Student Responsibilities**
• Ensure they do not bring property onto school grounds that:
  • is illegal;
  • puts at risk the safety or wellbeing of other students or staff;
  • does not preserve a caring, safe, supportive or productive learning environment;
  • does not maintain and foster mutual respect; or
  • is prohibited according to the school's Responsible Behaviour Plan for Students.
• Collect their property when advised by staff.

**Parent Responsibilities**
• Ensure children do not bring property onto school grounds that:
  • is illegal to possess;
  • puts at risk the safety or wellbeing of other students or staff;
  • does not preserve a caring, safe, supportive or productive learning environment;
  • does not maintain and foster mutual respect; or
  • is prohibited according to the school's Responsible Behaviour Plan for Students.
• Collect property temporarily removed from their child as soon as possible after they have been notified the property is available for collection.
## Appendix 5

### Behaviour Support Strategies

<table>
<thead>
<tr>
<th>Curriculum Adjustment</th>
<th>Staff determine whether a student may need further support in curriculum related areas, and adjustments are made where necessary. This may involve: • working with a teacher aide or learning support teacher • adjusted class work • working with a peer or older student.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Verbal</td>
<td>Verbal reinforcement, used every day in both the classroom and playground, includes: • specific reinforcement e.g. Thank you for sitting down. • Targeted direction giving.</td>
</tr>
<tr>
<td>Non-Verbal</td>
<td>Non-verbal reinforcement, used every day in both the classroom and playground, includes: • body language – smile, thumbs up • behaviour charts • privately understood signals • proximity to the child in terms of desk placement or where staff members are standing • awards.</td>
</tr>
<tr>
<td>Increased attention</td>
<td>Students may require increased attention for either curriculum needs or to reinforce acceptable behaviour. This may occur through: • One on one curriculum support with the teacher • Teacher aide support • Work with another member of school staff • Curriculum support through an older classmate.</td>
</tr>
<tr>
<td>Communication within the school community</td>
<td>Communication with the parents/caregivers occurs through all stages of targeted behaviour support, and includes positive/encouraging letters or phone calls home.</td>
</tr>
<tr>
<td>Added responsibilities - meaningful roles</td>
<td>A child who is receiving targeted behaviour support may benefit from added responsibilities within the class or school. These responsibilities can include: • Peer tutoring • Working with a younger or older classmate • Classroom jobs • School jobs.</td>
</tr>
</tbody>
</table>
APPENDIX 6

Trebonne State School Classroom Behaviour Flow Chart

Affirmation
Acknowledge & Reward with
Gotchas for behaviour eg.
- responsible - ready for work
- Respectful - quiet and listening
- Safe - sitting on chair properly
Stickers for Learning eg.
- completed task at high standard (all correct)
- with good effort

Is behaviour Appropriate?

State expected behaviour eg. One person talking at a time, Whole body listening etc

Yes

No

Correction Plan:
- Oral directional phrase ‘Stop, look & listen’
- Waiting and scanning
- Parallel acknowledgement
- Question to redirect - rule questioning
- Individual close talk
- Redirection to task
- Give choices - eg. work completed now or......

Yes

No

Classroom Rules:
- Be a learner
- Be safe
- Be responsible
- Be respectful

Crisis Plan:
- Remind
- Warn
- Give choice to leave the room
- Go to office with Admin Officer. Box of alternative work provided and a calm down time allowed.
- will indicate when he/she is ready to re-enter class and must speak with teacher
- Detention at lunch for week
- Suspension
(Give choices – incorporate consequences)

Restitution Plan:
- Completion of missed work
- Replacement of broken equipment
- Private apology to those affected

Yes
### Appendix 7

**Trebonne State School**

**Behaviour Referral Form**

<table>
<thead>
<tr>
<th>Staff</th>
<th>Date</th>
<th>Name/s</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>&lt;9:00am</td>
<td></td>
</tr>
<tr>
<td></td>
<td>9:00 - 10:30</td>
<td></td>
</tr>
<tr>
<td></td>
<td>10:30 – 10:45</td>
<td></td>
</tr>
<tr>
<td></td>
<td>11:00 - 11:15</td>
<td></td>
</tr>
<tr>
<td></td>
<td>11:15 – 1:00</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1:00 – 1:50</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1:50 – 3:00</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3:00 – 3:30</td>
<td></td>
</tr>
<tr>
<td>Location</td>
<td>Toilets</td>
<td>Class</td>
</tr>
<tr>
<td></td>
<td>Under buildings</td>
<td>Oval</td>
</tr>
<tr>
<td></td>
<td>Playground</td>
<td>Library</td>
</tr>
<tr>
<td></td>
<td>Sports</td>
<td>Excursion</td>
</tr>
<tr>
<td></td>
<td>Out of bounds</td>
<td>Tennis Courts</td>
</tr>
<tr>
<td></td>
<td>Cricket Nets</td>
<td>Food Forest</td>
</tr>
<tr>
<td>Subject</td>
<td>Class</td>
<td>Sport Practice</td>
</tr>
<tr>
<td></td>
<td>Music</td>
<td>Sport</td>
</tr>
<tr>
<td></td>
<td>PE</td>
<td>Library</td>
</tr>
<tr>
<td></td>
<td>Playtime</td>
<td></td>
</tr>
<tr>
<td>Nature of Incident</td>
<td>Minor</td>
<td>Major</td>
</tr>
<tr>
<td>Safety</td>
<td>Respectful</td>
<td>Responsible</td>
</tr>
<tr>
<td>Out of bounds</td>
<td>Anti-social behaviour</td>
<td></td>
</tr>
<tr>
<td>Unsafe play</td>
<td>Non-compliance</td>
<td></td>
</tr>
<tr>
<td>Unsafe use of equipment</td>
<td>Verbal aggression</td>
<td></td>
</tr>
<tr>
<td>Physical Aggression</td>
<td>Equipment abuse</td>
<td></td>
</tr>
<tr>
<td>Action</td>
<td>Timeout</td>
<td>Natural Consequences</td>
</tr>
<tr>
<td>Details:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

**Queensland Government**
### Incident Report

**Name**: 

**Date**: 

**Person Completing Form**: 

<table>
<thead>
<tr>
<th>Name</th>
<th>PROBLEM BEHAVIOUR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date of incident</td>
<td>Time incident started</td>
</tr>
<tr>
<td>Where was the student when the incident occurred?</td>
<td></td>
</tr>
<tr>
<td>Who was working with the student when the incident occurred?</td>
<td></td>
</tr>
<tr>
<td>Where was staff when the incident occurred?</td>
<td></td>
</tr>
<tr>
<td>Who was next to the student when the incident occurred?</td>
<td></td>
</tr>
<tr>
<td>Who else was in the immediate area when the incident occurred?</td>
<td></td>
</tr>
<tr>
<td>What was the general atmosphere like at the time of the incident?</td>
<td></td>
</tr>
<tr>
<td>What was the student doing at the time of the incident?</td>
<td></td>
</tr>
<tr>
<td>What occurred immediately before the incident? Describe the activity, task, event.</td>
<td></td>
</tr>
<tr>
<td>Describe what the student did during the incident.</td>
<td></td>
</tr>
<tr>
<td>Describe the level of severity of the incident. (e.g. damage, injury to self/others)</td>
<td></td>
</tr>
<tr>
<td>Describe who or what the incident was directed at.</td>
<td></td>
</tr>
<tr>
<td>What action was taken to de-escalate or re-direct the problem?</td>
<td></td>
</tr>
<tr>
<td>Briefly give your impression of why the student engaged in the above-described incident. (e.g. was angry because I asked him/her to stop teasing).</td>
<td></td>
</tr>
</tbody>
</table>
Debriefing Report - Physical Intervention

Formal debriefing should be led by a staff member trained in the process who has not been involved in the event. The goals of debriefing are to:

- Reverse or minimise the negative effects of physical intervention
- Prevent the future use of physical intervention
- Address organisational problems and make appropriate changes

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

Debriefing should provide information on:

- Who was involved
- What happened
- Where it happened
- Why it happened
- What we learned

The specific questions we want to answer through the debriefing process are:

- **FACTS**: what do we know happened?
- **FEELINGS**: how do you feel about the event that happened?
- **PLANNING**: what can/should we do next?

**Questions for staff**

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

**Questions for student**

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

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

School Disciplinary Absences should only be applied after consideration has been given to all other responses. While School Disciplinary Absences may be applied in any of the phases of learning (early, middle, or senior) it is particularly important to consider the age and maturity of students, timing of the decision, individual circumstances relating to the student and the needs and rights of school community members.

**Grounds for Suspension:**

- Disobedience
- Misconduct
- Other conduct of the student that is prejudicial to the good order and management of the school or state schools.

**Misconduct** of a student of a state school includes misconduct happening while the student is:

- Attending or representing school; or
- Travelling to or from the school.

**Grounds for Suspension with a Recommendation for Exclusion:**

A student may be suspended with a recommendation to exclude as per the grounds outlined for suspension, but the student's disobedience, misconduct or any other conduct must be so serious that suspension of the student is inadequate to deal with the behaviour. Additionally, a student may be suspended with a recommendation to exclude for the student's contravention of a behaviour improvement condition.