Responsible Behaviour Plan for Students

1. Purpose

The school community of **Gabbinbar State School** is committed to our school vision of *creating a beautiful place to belong, inspire and grow* through offering a secure, supportive and cooperative environment which recognises and accepts the broad range of differences within our student population.

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

Gabbinbar State School has developed this plan in collaboration with our school community and through a review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents. This consultation occurred on:

- P&C Meeting April 19, 2017
- P&C Meeting July 19, 2017
- P&C Meeting August 16, 2017
- P&C Meeting September 13, 2017

Our school values 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.

The Plan was endorsed by the Principal, the President of the P&C and Assistant regional Director School Performance in 2017, and will be reviewed in July 2021 as required in legislation.

3. Learning and behaviour statement

Our school fosters a warm, caring and supportive environment where students can be happy and where optimal learning can take place.

The aim of our *Responsible Behaviour Plan for Students* is to create the conditions for *each student to progress towards responsible self-management*, while learning and understanding about how and why people behave the way they do.

A major part of the school's role is to ensure that students will develop and learn in an environment without disruptive behaviour hindering their success and enjoyment of learning. It is expected that students will respect our teaching staff's fundamental right to teach without disruptive behaviours that hinder the teaching and learning experience for all involved.

We also acknowledge that if students are to become responsible and productive members of society, teachers must help them develop responsibility for their actions by both teaching explicitly and practising activities that foster positive relationships.

The establishment of good discipline in our school depends on school personnel and parents/carers working towards mutually agreed goals and insisting on acceptable standards of behaviour being maintained to achieve positive outcomes for our students and our school.

At Gabbinbar State School, we expect that students will demonstrate the key qualities and attributes of our *School Values*:

- **Achieving Your Best**
- **Being Responsible and Respectful**
- **Caring and Confident**

A supportive school environment is created by positive and high quality interpersonal relationships within and outside of the school. Our approach to developing responsible behaviour is focussed on relationships and takes place in a caring and supportive environment where all members feel safe and welcome.

We believe that self-discipline is necessary for students' welfare and happiness and their ability to function effectively in society.

We believe the philosophy and practices of **Restorative Justice** have much to offer in the development of well-rounded, socially and emotionally competent students who are accountable for their behaviour and understand that there is nothing they do (or don't do) which doesn't impact on others in some way.

Restorative Justice requires a paradigm shift in thinking for those who believe punishment is the only means of effectively dealing with unacceptable and inappropriate behaviour. The beliefs of Restorative Justice align with our school vision by fostering a sense of belonging and emotional growth. Put simply, Restorative Justice is a philosophy that has, as its guiding principles:

- Misconduct is a fundamental violation of people's rights and interpersonal relationships.
- Violations create accountability, obligations and liabilities.
- Restorative Justice seeks to heal and '*put right the wrongs'.*

Restorative Justice is a participatory and democratic justice that focuses on the incident and surrounding circumstances rather than solely on the offender's behaviour. It's an approach to unacceptable and inappropriate behaviour and conflict that sees the behaviours as a violation of people and / or property. When such matters are dealt with in a restorative framework, it involves:

- The bringing together of those responsible and accountable (offender/s).
- The most affected by wrongdoing (victim/s).

Individually and collectively, people address the harm on those most affected, investigate ways to make amends and repair the relationship to make things right.

When students understand that restorative processes will be fair and non-punitive, they begin to take ownership and responsibility of their own behaviour. Self-discipline is a learned process and is achieved through implementing a wide range of supportive strategies. The school cannot work alone in creating a self-disciplined environment and the involvement of parents is therefore of paramount importance. Parents have a joint responsibility to encourage students to be accountable for their behaviour which will ultimately contribute to the broader community in a positive manner.

Gabbinbar State School is committed to providing quality learning opportunities that enable all students to achieve within a safe, supportive and disciplined learning environment. Staff members are to maintain high standards of ethical behaviour as established by the Department of Education's *Code of Conduct*. All members of the school community are to abide by the *Code of School Behaviour* in accordance with the following standards.

Responsibilities and Rights

All members of the school community are expected to:
• Conduct themselves in a lawful, ethical, safe and responsible manner that recognises and respects the rights of others.

STUDENTS

RESPONSIBILITIES:

- To endeavour to achieve their learning potential.
- To respect the rights of others to learn.
- To co-operate with teachers and other students.
- To treat others with courtesy and respect regardless of race, culture, gender, religion, age or ability.
- To keep buildings, classrooms and grounds clean and tidy.
- To act in a safe, responsible way.
- To help establish and observe fair and reasonable classroom rules.
- To report threats to personal safety.
- To care for their own property and to respect the property of others.
- To participate willingly in school activities, and to take advantage of opportunities.
- To behave and dress in a manner that brings credit to themselves and to the school.

RIGHTS:

- To receive quality education in a safe and supportive environment.
- To have their learning needs understood and supported.
- To form worthwhile learning partnerships.
- To have their learning facilitated by caring, committed professionals.
- To have their creative potential promoted.
- To be treated with courtesy and respect by all.
- To have views and opinions considered.
- To be afforded equal opportunity to participate in learning regardless of race, culture, gender, religion, age or ability.
- To expect personal property to be secure.
- To have equal access to school resources.

STAFF

RESPONSIBILITIES:
- To value each child and to promote self-esteem through understanding their learning needs.
- To facilitate learning by being fully prepared and by providing quality programs.
- To treat others with courtesy and respect regardless of race, culture, gender, religion, age or ability.
- To provide a stimulating, challenging and supportive learning environment.
- To promote, model and reinforce safe behaviour and assertive, positive interactions.
- Collaboratively negotiate positive classroom rules with students.
- To promote positive interactions with members of the school community, students and parents.
- To contribute actively to school decision making.
- To encourage student participation in all school activities.
- To utilise available resources in an effective and appropriate manner.

RIGHTS:

- To work in a safe and supportive environment.
- To be treated with courtesy and respect by all.
- To have the cooperation and support of the whole school community.
- To be informed about students' special needs.
- To participate in collaborative decision making.
- To provide quality education in a supportive environment.
- To expect children to be prepared for school activities in terms of resources, punctuality and attitude.
- To access appropriate resources to effectively implement the curriculum.
- To engage in appropriate professional development opportunities.

PARENTS/CAREGIVERS

RESPONSIBILITIES:

- To value each child and to endeavour to promote their self-esteem.
- To treat others with courtesy and respect regardless of race, culture, gender, religion, age or ability.
- To make an effort to be involved in their children's learning wherever and whenever possible.
- To support the behaviour management practices of the school.
- To encourage and extend learning in the home environment.
- To work in partnership with the school to support positive behaviours.
- To keep the school informed of relevant information regarding health, well-being and behaviour of their children.
- To ensure their children are adequately prepared for participating in all school activities.
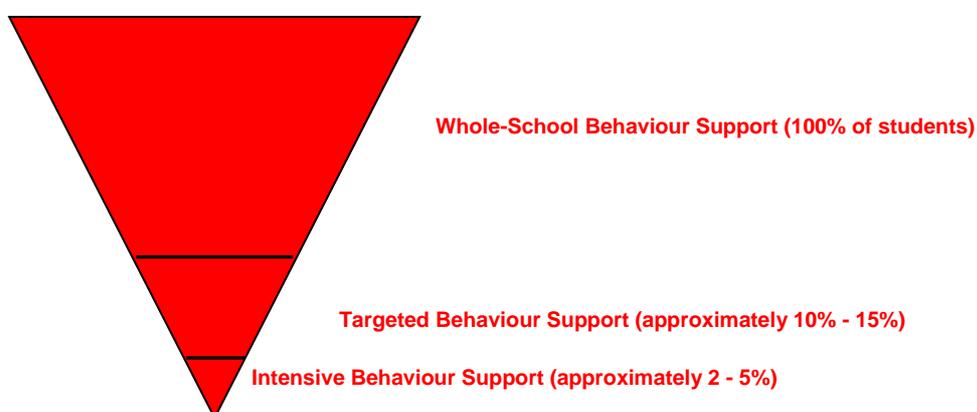- To meet obligations in respect to absence, late and bus notes.

RIGHTS:

- To be treated with courtesy and respect by all.
- To expect quality education in a supportive and safe environment.
- To be involved in collaborative decision making.
- To receive an honest assessment of their children's learning and behaviour on a regular basis.
- To have their children provided with equal educational opportunities.
- To be involved in student's learning.
- To receive communication from school about educational or behavioural concerns.

School Administration Team is expected to:

• Play a strong leadership role in implementing and communicating the *Code* and *Responsible Behaviour Plan for Students* in the school community.

• Ensure consistency and fairness in implementing the school's *Responsible Behaviour Plan for Students*.

• Communicate high expectations for individual achievement, attendance and behaviour.

• Review and monitor the effectiveness of school practices and their impact on student learning.

• Support staff in ensuring compliance with the *Code* and *Responsible Behaviour Plan for Students* and facilitate professional development to improve the skills of staff to promote responsible behaviour.

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

Typically a school tends to have a spread of support needs. A whole school approach shapes, supports and recognises appropriate behaviours in all students. Approximately 80% to 90% of students will have little or no difficulties. However about 10% to 15% of students may need additional support and timely intervention on some occasions. For a variety of reasons, some 2% to 5% of students may not respond to these early efforts and may need more intensive support and/or flexible learning options to assist them to continue their learning.

Whole-School Behaviour Support (100% of students)

Targeted Behaviour Support (approximately 10% - 15%)

Intensive Behaviour Support (approximately 2 - 5%)

•   Universal behaviour support

The first step in facilitating standards of positive behaviour is communicating those standards to **all** students. At Gabbinbar 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 universal or whole school approach means everybody committing to the provision of a safe and supportive school environment. The basic principles of our whole school approach provide a supportive school environment through:

• Open communication with the school community on *The Code of School Behaviour* and the school's *Responsible Behaviour Plan for Students*.
• Shared school values and a positive, inclusive culture.
• Posters visible around the school regarding the School Expectations.
• Discussing an Expectation of the Week at an assembly each week as well as daily discussions at roll mark regarding this expectation.
• Establishment of agreed programs and procedures that are known and understood by all members of the school community.
• Staff, student and parent access to professional development, education and training.
• Managing of incidents through clear and well understood processes.
• Supporting students and building strong community relationships.

At Gabbinbar State School we expect and promote that individuals are responsible **for *what they do and say*** and encourage students to make appropriate *choices* about their behaviour. Central to our whole school approach is the use of an agreed set of **School Values, Behaviours and Expectations** that are embedded in teaching and learning practices across the school. They form the basis for all teachers to adapt in meeting the developmental needs of our entire student population. We strongly believe that although our students present with a range of individual differences, it is essential to have a shared code of behaviour at school.

School Value	Behaviours
Achieve Your Best	- Make a Start - Stay on Task - Show best effort
Being Respectful and Responsible	- Listen to others - Be ready - Act safely
Caring and Confident	- Have a go and encourage others - Speak appropriately - Care for property

SCHOOLWIDE BEHAVIOURAL EXPECTATIONS

	All Areas	Classrooms/Buildings	Playgrounds	Transitions	Toilets
Achieve Your Best	* Bring a positive attitude & willingness to learn. * Follow Instructions. * Whole Body Listening- ears are listening, eyes are looking, feet are down and still, hands are down and still.	* Be at school > 93% of the time. * Have your equipment or know where it is. * Look at teacher & listen to all instructions & demonstrations. * Stay on topic. * Follow Bookwork Expectations.			* Go before school and at breaks.
Be Respectful & Responsible	* Hands, feet, objects & mouth to yourself unless requested to do so by staff. * Be in the right place at the right time. * Take turns. * Use equipment appropriately. * Return all equipment to appropriate place. * Respect personal space of others.	* Ask permission to leave the classroom. * Complete all jobs or work - personal or class. * Raise your hand and wait to be acknowledged.	* Be in the right place at the right time. * Walk on concrete. * Hats to be worn while in the sun. * Shoes to be worn at all times.	* Walk quietly & orderly (in two straight lines).	* One person, one toilet. * Toilets are only for toileting. * Wash hands with soap and water.
Caring & Confident	* Care for the environment. * Clean up after yourself. * Encourage others. * Leave valuable personal items at home.		* Play fairly- take turns, invite others to join in & follow agreed rules.		* Flush toilets.

To continually promote responsible, positive behaviours and maintain a supportive school environment, a variety of strategies are fundamental to student and school success.

1. Strategy: Engaging Curriculum and Effective Teaching Strategies
Classroom teachers have a duty of care to monitor and promote school and class expectations of all students. An engaging curriculum, inclusive practices and effective school-wide pedagogy are the starting points of our behaviour support strategies. Teachers strive to develop and maintain a wide range of proactive strategies and skills based on authoritative behaviour management theories.

2. Strategy: Social Skill Development
At Gabbinbar State School, explicit teaching of positive behaviour is actively embedded within classroom curriculum programs. A developmentally appropriate program is implemented with a strong focus on building and maintaining positive relationships, anti-bullying, anti-harassment and child protection.

Programs delivered are:
- Daniel Morcombe curriculum units
- HPE curriculum
- Year 1 – "Fun Friend"
- Year 4- "Friends for Life"
- Year 6- Bella and Adam

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).

3. Strategy: Acknowledgement of Positive Behaviours
At Gabbinbar State School we support and encourage a wide range of strategies to recognise and promote the positive behaviours of students. We use and encourage strategies that will meet the needs of individuals, small groups, whole classes, and the whole school to celebrate their achievements. These can include:
- Verbal / Nonverbal praise and encouragement
- Assigning class responsibilities and goal-setting
- Individual class reward systems
- Public displays of student work and achievements
- Phone calls to parents and recognition through newsletter
- Student of the Week *(Class)*
- Gabbinbar Gotcha Awards *(Individual student recognition)*
- "Behaviour Awards" held twice a year before the school community
- Music Program Awards *(Annually)*
- Mayoral Achievement Award *(Annually)*
- Bonnell Award *(Annually)*

4. Strategy: Active Student Involvement
Active student participation is encouraged and demonstrated through a progressive Student Council, Student Leadership Team, Committee Structures and Student Celebrations that promote the individual and collective success of our students.

5. Strategy: Leadership Development
Each year our senior students attend a leadership camp during the first semester of school where skills in leadership, team-building and positive relationships are actively promoted and taught. All Year 6 students have the opportunity to nominate for various leadership positions including School Captain, School Vice-Captain, Sports Leader and Music Leader through a process of self-nomination, staff short-listing, speeches and student voting.

Strategy: Supportive Classroom Practice
A range of classroom practices could include the use of **Restorative Justice**, a whole school approach to working with students to resolve problems and address behavioural concerns. Restorative classrooms are characterised by high levels of support as well as clear expectations that align to our School Values. Discussions in these classrooms answer the following questions:
• What happened?
• What was the thinking behind the behaviour?
• Who has been affected and in what way?

Conversations focus on fair process, responsibility and accountability, and the repair of relationships that may have been damaged. The focus is on the incident and those affected, not the punishment of the offender.

Strategy: Extra Curricula Activities
A range of activities are offered throughout the school to enhance and enrich the learning process for students. Some of these include:
• Instrumental Music & Choirs
• Dance, Drama and Art
• Gardening
• Chess
• Interschool Sporting Teams

Strategy: Gabbinbar Behaviour Awards

The Behaviour Awards recognise student's commitment to abiding by our school expectations and behavioural improvement which leads towards responsible self-management; the aim of our Responsible Behaviour Plan. Student nominations are based on a defined set of behaviour criteria which are assessed by students, classroom teachers, specialist staff, teacher aides and the administration team.
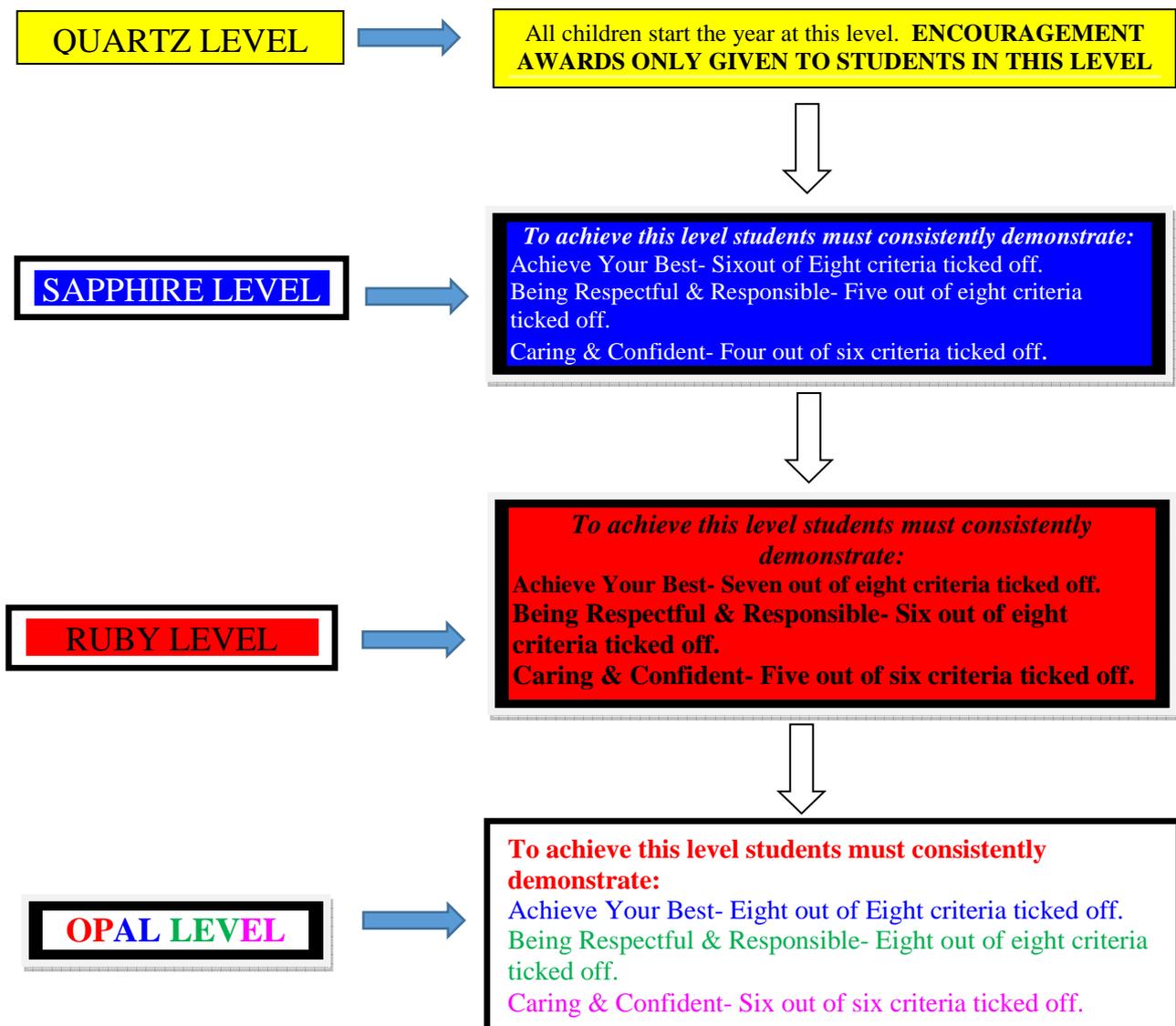
School Value	Behaviours	Behaviour Criteria
Achieve Your Best	• Make a start • Stay on task • Show Best Effort	• **Attends school >93% of the time** • **Follows School Bookwork Expectations** • **Attempts all set tasks** • **Completes tasks to best of ability** • **Manages time effectively** • **Engages in class activities** • **Being in the right place at the right time** • **Contributes to class discussions**
Being Respectful and Responsible	• Listen to others • Be Ready • Act safely	• **Listens to and follows instructions/directions** • **Follows class & school expectations** • **Shows respect for self and others** • **Makes appropriate choices without supervision** • **Accepts responsibility for own behaviour** • **Uses playground/classroom equipment safely** • **Moves safely through the school** • **Has appropriate equipment for tasks or knows where to get it**
Caring and Confident	• Have a go and encourage others • Speak appropriately • Care for property	• **Interacts appropriately & uses manners** • **Resolves conflict without aggression** • **Respects belongings of self and others** • **Demonstrates awareness of rights and feelings of others** • **Acknowledges & respects personal space of self and others** • **Usually encourages & helps others**

At the completion of each term, class teachers, in consultation with students, class teacher & other staff, submit a checklist based on the above criteria. Students will be recognised at a special parade late in **Term 2** and **Term 4** by being awarded a coloured wrist band according to our behaviour levels. These are: **Sapphire, Ruby and Opal.**

The process undertaken to acknowledge students will be age appropriate and reflect student needs. The process could be:

1. Criteria Folders handed out to teachers.
2. Students complete self-reflection checklist. Teachers to discuss these with students as needed.
3. Class Teachers in collaboration with specialist staff fill out behaviour checklist for each student based on observations, records in OneSchool, attendance data.
4. Teacher aides have input into student behaviour.
5. Administration then review all student checklists and data sets to recommend a behaviour level.
6. Parents are notified of award ceremony dates and times.

School Wide Positive Behaviour Recognition – BEHAVIOUR AWARDS

QUARTZ LEVEL → All children start the year at this level. **ENCOURAGEMENT AWARDS ONLY GIVEN TO STUDENTS IN THIS LEVEL**

SAPPHIRE LEVEL → *To achieve this level students must consistently demonstrate:*
Achieve Your Best- Six out of Eight criteria ticked off.
Being Respectful & Responsible- Five out of eight criteria ticked off.
Caring & Confident- Four out of six criteria ticked off.

RUBY LEVEL → *To achieve this level students must consistently demonstrate:*
Achieve Your Best- Seven out of eight criteria ticked off.
Being Respectful & Responsible- Six out of eight criteria ticked off.
Caring & Confident- Five out of six criteria ticked off.

OPAL LEVEL → **To achieve this level students must consistently demonstrate:**
Achieve Your Best- Eight out of Eight criteria ticked off.
Being Respectful & Responsible- Eight out of eight criteria ticked off.
Caring & Confident- Six out of six criteria ticked off.

Please Note: To achieve each award level students must meet criteria for all three Values.
Eg. If a student has the below record:

Achieve Your Best – 6 ticked off
Being Respectful & Responsible- 5 ticked off
Caring & Confident- 6 ticked off
This child is at Sapphire Level as they haven't achieved the requisite number of criteria in Respectful and Responsible to gain Ruby award.

Targeted behaviour support

Targeted behaviour support occurs around a specific setting, issue, student or group of students. The development and implementation of targeted support is team based and develops strategies that prevent or minimize the occurrence. Where targeted or individual support occurs in the classroom setting, this support is in alignment with our whole school behaviour approach and procedures.

Strategy: Buddy Classroom
At the commencement of the school year, each class is allocated a 'Buddy' class to help maintain an environment where teachers can teach without the hindrance of minor and/or persistent behavioural indiscretions of classroom expectations. Students may be directed by a teacher to attend their 'Buddy' class with an expectation to work quietly for a brief period of time. After the student has completed the task required they will be directed to return to their regular classroom. A Buddy Class referral sheet is completed. (Appendix 3)
A record of a student's 'Buddy' classroom attendance will be maintained and reported to parents if deemed necessary.

Strategy: Time Out Reflection Room
The Time Out Room (TORR) is used if a student acts inappropriately (moderate or persistent indiscretion) in the classroom, playground, travelling to and from school or representing the school on activities such as excursions or sporting activities. TORR is not a punishment, rather an opportunity for students to reflect on their actions and develop strategies to assist them to improve their behaviour/s and repair relationships that may have been damaged. Conditions of TORR include:
• A referral slip must accompany the student. (Appendix 3)
• TORR is conducted by a staff member trained in Restorative Justice.
• Takes place for no longer than 20 minutes duration.
• A TORR Reflection sheet is completed. (Appendix 4a, 4b)
• Parental notification of their child's referral to TORR takes place.

Strategy: Using Data Sets
The administration team along with teachers will review behaviour Data to accurately identify students who require support and see if there are any patterns of behaviour. Teachers may use this data to refer students to the SSS committee so that a discussion can occur regarding supports that can be given to the student or teacher. A team problem solving approach is used here. This group may recommend adjustments to classroom or playground processes to support the student.

Intensive Behaviour Support

Students identified as needing Intensive Behaviour Support are those students who have had targeted support through the above strategies and are still at risk of significant educational underachievement due to their inappropriate behaviour/s. The student's IBMP (Individual Behaviour Management Plan) has been reviewed regularly and further support is now deemed appropriate. Any demonstrated behaviour indiscretion considered as being 'major and severe' in nature, may result in the student being suspended or recommended for exclusion in line with Education Queensland Policy: *Safe, Supportive and Disciplined School Environment.*

Strategy: Student Support Services
Administration staff assists in the coordination of a Case Management approach involving specialist services. A collaborative consultation process is facilitated, involving the appropriate teacher/s, the student, parents/carers and relevant school support personnel such as the Guidance Officer, Child Safety Officer. As a team, the group is focussed on identifying significant factors associated with the occurrence of specific behaviours. Inter-agency groups are used to coordinate services to meet the needs of the student identified with persistent or challenging behaviours. Agencies may include: Child and Youth Mental Health, Department of Communities and Queensland Police Service.

Strategy: District Behaviour Support Team and GO-IBS

Education Queensland offers a range of specialist personnel who may be required to support the educational and behavioural needs of a student. Where a student presents severe and challenging behaviours it may be deemed by the case management team that they require the additional specialised behaviour intervention programs and services of either:

1. Toowoomba District Behaviour Support Team
2. Senior Guidance Officer – Intensive Behaviour Support

The support services provided may include:

• specialist Individual Behaviour Management Programs
• specific whole-class and individual programs
• professional support and advice for staff and parents
• functional Behavioural Assessment

Strategy: Positive Learning Centre

The Positive Learning Centre (PLC) located in the Toowoomba Region is one provision in an array of regional services that aims to provide an alternative program for students who at a given point in time require intervention beyond the capacity of the mainstream classroom. A student requiring intensive behaviour support may be referred to the Positive Learning Centre if the Principal, in consultation with the parents/carers and specialist behaviour staff (i.e. GO-IBS or District Behaviour Support Team) believe that curriculum delivered in a different setting would be beneficial to the student. The aim of the PLC is to reintegrate the student into the school setting.

5. Consequences for unacceptable behaviour

Gabbinbar 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 Buddy Class referral sheet or TORR referral sheet (Appendix 3) 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 school Administration team

Minor behaviours are those that:

• are minor breeches 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.

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 contacts school Administration for support whilst ensuring the safety of other students and staff before recording the incident on OneSchool.

Major problem behaviours may result in the following consequences:

• **Level One:** Time in office, removal from playground, alternate lunchtime activities, loss of privilege, restitution, loss of break times, warning regarding future consequence for repeated offence

AND/OR

• **Level Two:** Parent contact, referral to Guidance Officer, referral to Behaviour Support Team, suspension from school

• **Level Three:** Students who engage in very serious problem behaviours such as major violent physical assault, or the use or supply of weapons or drugs can expect to be recommended for exclusion from school following an immediate period of suspension.

A Consistent Approach
A consistent approach to student behaviour should occur across the school and should be applied so that they:
• provide the opportunity for all students to learn;
• ensure the safety of all staff and students; and
• assist students who exhibit challenging behaviours to accept responsibility for themselves and their actions.
In 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. Ultimately the Principal has the right and discretion to determine actions and consequences as seen fit to best deal with the circumstances of each individual case.

A comprehensive, but not exhaustive set of procedures can be referred to by staff, students and parents/carers that determine various inappropriate and/or unacceptable behaviours, subsequent possible consequence and personnel involved. Whilst the table below outlines a basic continuum or progression for all students, it should be remembered the nature of the unacceptable behaviour will ultimately determine the severity of the possible consequence.

Whole-School Behaviour Support

Behaviour	Personnel Involved	Possible Consequences
Minor indiscretions could include: • Ignoring instructions • Constant talking • Not completing set tasks • Unsafe play • Littering	Classroom Teacher Specialist Teacher Teacher Aide Ancillary Staff	• Planned ignoring of behaviour • Expectation reminder • Give clear directions • Reinforce positive behaviours • Nonverbal cues • Removal within classroom space • 'Chill Out ' chair (Playground)

Targeted Behaviour Support

Behaviour	Personnel Involved	Possible Consequences
Moderate and Persistent indiscretions could include: • Interruptions to teaching • Refusing instructions • Verbal abuse • Physical aggression • Lateness to classes • Out of bounds • Damage of property	Classroom Teacher Specialist Teacher Teacher Aide TORR Duty Teacher Administration	• Buddy Classroom • Parent contact • TORR (Time Out Reflection Room) • TORR Process (if persistent) • Monitoring processes • Warning of Suspension • Possible Suspension

Intensive Behaviour Support

Behaviour	Personnel Involved	Possible Consequences
Major and Severe indiscretions could include: • Persistent Bullying (including cyber bullying) • Verbal aggression • Physical assault • Stealing / Theft • Destruction of property • Truancy • Intimidation of staff	Classroom Teacher Specialist Teacher Teacher Aide Administration Student Support Services Committee Specialist BM Personnel	• Parent/Carer Interview • Referral to Student Support Services Committee • Suspension (1-5 days) • Monitoring / Individual Behaviour Management Plan • Referral to Regional Behaviour Team
Behaviour	**Personnel Involved**	**Possible Consequences**
Indiscretions that are determined Severe in nature, resulting in an immediate response include: • Drug related matters • Weapons related matters • Violent Assault • Sexual Harassment • Wilful Vandalism	Related Staff Principal Specialist BM Personnel Related External Agencies	• Parent/Carer Interview • Individual Behaviour Mangement Plan • PLC placement considered • Suspension (6-20 days) • Behaviour Improvement Condition *(2006)* • Recommendation for Exclusion

Student behaviour that does not comply with the school's standards and expectations is not acceptable. Gabbinbar's *Responsible Behaviour Plan for Students* sets out the range of responses and consequences for student behaviour that is not consistent with school standards and expectations. At enrolment all parents sign to say they agree with these values, expectations and processes.

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 Gabbinbar State School, 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. 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 responses or critical incidents

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

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

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

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. Direct the child to a designated "safe" area. Give the child appropriate consequences and ensure you document child's behaviours in One School so that staff can track his or her behaviour over time.

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 Gabbinbar State School's duty of care to protect students and staff from foreseeable risks of injury is met. The use of physical intervention is only considered appropriate where the immediate safety of others is threatened and the strategy is used to prevent injury.

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

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

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

Any physical intervention made must:
• be reasonable in the particular circumstances,
• be in proportion to the circumstances of the incident
• always be the minimum force needed to achieve the desired result, and
• take into account the age, stature, disability, understanding and gender of the student.
Record keeping
Each instance involving the use of physical intervention must be formally documented. The following records must be maintained:
• Health and Safety incident record in MYHR Workplace Health & Safety
• Debriefing Report (for student and staff) (Appendix 5).

7. Network of student support
Students at Gabbinbar State School are supported through positive reinforcement and a system of universal, targeted, and intensive behaviour supports by:
• Parents
• Teachers
• Support Staff
• Principal
• Deputy Principal
• Head of Special Education
Services
• Administration Staff
• Guidance Officer
• Advisory Visiting Teachers
• Positive Learning Centre Staff
• Senior Guidance Office

Support is also available through the following government and community agencies:
• Child and Youth Mental Health
• Queensland Health
• Department of Communities (Child Safety Services)
• Police
• Local Council

5. 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.

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

• promoting an environment which is responsive to the diverse needs of its students

• establishing procedures for applying fair, equitable and non-violent consequences for infringement of the code ranging from the least intrusive sanctions to the most stringent

• recognising and taking into account students' age, gender, disability, cultural background, socioeconomic situation and their emotional state

• recognising the rights of all students to:

o express opinions in an appropriate manner and at the appropriate time

o work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation, and

o receive adjustments appropriate to their diverse learning needs.

6. 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 2011
- Workplace Health and Safety Regulation 2011
- Right to Information Act 2009
- Information Privacy (IP) Act 2009

7. Related policies and procedures

- Statement of expectations for a disciplined school environment policy
- Safe, Supportive and Disciplined School Environment
- Inclusive Education
- Enrolment in State Primary, Secondary and Special Schools
- Student Dress Code
- Student Protection
- Hostile People on School Premises, Wilful Disturbance and Trespass
- Police and Child Safety Officer Interviews with Students, and Police Searches at State Educational Institutions
- Acceptable Use of the Department's Information, Communication and Technology (ICT) Network and Systems
- Managing Electronic Identities and Identity Management
- Appropriate Use of Mobile Telephones and other Electronic Equipment by Students
- Temporary Removal of Student Property by School Staff

8. Some related resources

- National Safe Schools Framework
- Working Together resources for schools
- Cybersafety and schools resources
- Bullying. No way!
- Take a Stand Together
- Safe Schools Hub

Endorsement

_____
Principal

_____
P&C President

Date effective: from 5 October 2017 to July 2021

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 such as mobile phones, ipods, cameras, digital video cameras or MP3 players to school as there is a risk of damage or theft. Such devices will be handed in at the office if brought to school and may be collected at the end of the day from the office.
Breaches of this prohibition may result in discipline.
Confiscation
Permitted personal technology devices used contrary to this policy on school premises will be confiscated by school staff. They will be made available for collection from the school office at the end of the school day unless required to be kept for purposes of disciplinary investigation, when it will only be returned in the presence of a parent.
Devices potentially containing evidence of criminal offences may be reported to the police. In such cases police may take possession of such devices for investigation purposes and students and parents will be advised to contact Queensland Police Service (QPS) directly.
Students who have a personal technology device confiscated more than once will not be permitted to have a personal technology device at school for at least one month, or longer if deemed necessary by the Principal.

Personal Technology Device Etiquette
Bringing personal technology devices to school is not encouraged by the school because of the potential for theft and general distraction and/or disruption associated with them. However, if they are brought to school, they must be turned off and out of sight during assemblies or classes.

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 Gabbinbar 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[1] or harassment, including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur.

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

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

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

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

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

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

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

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

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

<u>**Appendix 2**</u>
Procedures for Preventing and Responding to Incidents of Bullying (including Cyberbullying)
Purpose
1. Gabbinbar State School strives to create positive, predictable environments for all students at all times of the day. The disciplined and teaching environment that we are creating is essential to:
• achieving overall school improvement, including the effectiveness and efficiency of our student support procedures
• raising achievement and attendance
• promoting equality and diversity and
• ensuring the safety and well-being of all members of the school community.

2. Bullying occurs when:
• an individual targets the same or similar people over and over again
• there is an intention to hurt another person
• an individual thinks that he/she is stronger, bigger and more powerful than the victim/s
• only one party (the victim) wants a resolution to the problem.

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

4. Bullying behaviours that will not be tolerated at Gabbinbar 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.

5. Bullying may be related to:
• race, religion or culture
• ability
• appearance or health conditions
• sexual orientation
• sexist or sexual language
• young carers or children in care.
6. At Gabbinbar State School there is broad agreement among students, staff and parents that bullying is observable and measurable behaviour. When considering whether or not bullying has occurred, we will therefore avoid speculation on the intent of the behaviour, the power of individuals involved, or the frequency of its occurrence. Whether bullying behaviour is observed between students of equal or unequal power, whether it occurs once or several times, and whether or not the persons involved cite intimidation, revenge, or self-defence as a motive, the behaviour will be responded to in similar fashion, that is, as categorically unacceptable in the school community.

Rationale
7. 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 responses to all problem behaviour, including bullying, in such a way that those who bully are not socially reinforced for demonstrating it.

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

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

10. Gabbinbar State School provides students with the opportunity to access anti-bullying information in a variety of ways including specific targeted lessons, programs and performances.

11. Lessons delivered teach strategies to be used by all students when experiencing bullying behaviour either as a person being bullied, the person bullying or bystander.

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 Gabbinbar 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. Gabbinbar State School uses behavioural data for decision-making. This data is entered into our database on a weekly 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

Buddy Classroom Referral Form

Student Name:………..…………………….

Referring Teacher:…………………………

Date of Incident:………………………….

Location: (Please Circle)

Classroom / Playground / Other………………

The student is being sent to their Buddy Classroom for displaying inappropriate behaviour/s that do not meet School Expectation/s, namely:

Achieving your best

☐ Make a start

☐ Stay on Task

☐ Show best effort

Being Respectful & Responsible:

☐ Listen to others

☐ Be ready

☐ Act safely

Caring & Confidence:

☐ Have a go and encourage others

☐ Speak appropriately

☐ Care for property

Comments:………………………………………

……………………………………………………

……………………………………………………

Actions requested (Student always returns to class after successful completion):

☐ 'Cool-off' (20 minute max)

☐ Complete set work (10 – 20 minutes)

☐ Complete set work (20 – 30 minutes)

☐ Restorative Justice 'chat'

☐

Other……………………………………………

…

……………………………………………………

Buddy Referral Form to be returned to Class Teacher.

- *Class Teacher is to enter Buddy Referral details into OneSchool within 48 hours of incident.*

TORR (Time Out Reflection Room) Referral Form

Student Name:...

Referring Teaching:..

Date of Incident:

Class: .... **Time:** ....

Location:

Classroom / Playground

Other (please specify): ....

The behaviour/s you are sending this student to the Timeout Room for are:

General Misconduct

☐ Persistently disruptive behaviour adversely affecting others

☐ Regular refusal to participate in the program of instruction

Verbal Misconduct Property Misconduct

☐ Involving Adults   ☐ Involving own property

☐ Involving Children   ☐ Involving others property

Physical Misconduct *(Refer to Admin immediately if involving an Adult)

☐ Not involving an object

☐ Involving an object

Details of the incident: ....
....
....

Strategies used:
....
....

School Values discussed with students:

☐ Achieving your best
    ☐ Being Respectful and Responsible
☐ Caring and Confidence

White Copy:- Class Teacher to keep. **Pink Copy:-** TORR Referrals Collection

Timeout Reflection Sheet P-3

How you feel right now about what you did?

HAPPY	SAD	ANGRY

Draw what happened:–

Who else was involved:-

Who was hurt by what you did? How would they feel?

How do you feel now?

What can you do to make things right?

How can you make sure this doesn't happen again?

☐ Make a start   ☐ Listen to others   ☐ Have a go and encourage others

☐ Stay on task   ☐ Be ready   ☐ Speak appropriately

☐ Show best effort   ☐ Act safely   ☐ Care for property

Student Signature:_____   Date:_____

Staff Signature: _____

GABBINBAR STATE SCHOOL
TIMEOUT REFLECTION SHEET – Year 4-6

1. **What really happened?**

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

2. **What were you thinking at the time?**

_____
_____
_____
_____

3. **Who do you think has been affected (hurt) by what you did? In what way?**

_____
_____
_____
_____

4. **Who else was involved in this incident?**

_____
_____
_____
_____

5. **How can you make sure this doesn't happen again?**

☐ **Make a start**   ☐ **Listen to others**   ☐ **Have a go and encourage others**

☐ **Stay on task**   ☐ **Be ready**   ☐ **Speak appropriately**

☐ **Show best effort**   ☐ **Act safely**   ☐ **Care for property**

6. **I will**

_____
_____
_____

Student Signature: _____   **Date**: _____

Staff Signature: _____

Appendix 5

Debriefing Report

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

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

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

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

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

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

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