

Responsible Behaviour Plan for Students

Bundaberg Central State School



1. Purpose

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

All members of our school community are expected to uphold the responsibilities defined in the Code of School Behaviour to ensure the best possible outcomes for students, staff and parents.

Bundaberg Central State School's Responsible Behaviour Plan is designed to facilitate positive support for high standards of achievement and behaviour combined with clear responses and consequences to inappropriate behaviour so that the learning and teaching in our school can be most effective and students can participate positively within our school community.

2. Consultation and data review

Bundaberg Central State School developed this plan in collaboration with our school community – parents, staff and students. Broad consultation was undertaken through meetings held throughout the latter part of 2015. A review of school data sets from 2014 – 2015 relating to attendance, absenteeism, school disciplinary absences and behaviour (both positive and incident records) also informed the development process.

A team of staff and parents leads the development of the *Schoolwide Positive Behaviour Supports / Positive Behaviour for Learning (SWPBS/PBL)* approach in the school. This lead group meet approximately twice per term and regularly consult with staff and community. Their collective work drives the review of the school plan and the key strategies that arise from it.

This Plan has been endorsed by the Principal and the President of the P&C and will be reviewed as required, and in 2018 as required by legislation.

3. Learning and behaviour statement

All areas of Bundaberg Central State School are teaching and learning 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. We are implementing the research validated '*Schoolwide Positive Behaviour Supports / Positive Behaviour for Learning*' framework to achieve our identified social behaviour and academic outcomes - reflected in the core elements of the school's learning approach to behaviour:

1. Principal leadership of a team approach to behaviour
2. Parent and Community engagement
3. Data informed decision making
4. Clear consistent expectations for behaviour and
5. Explicit teaching of appropriate behaviour to all students

Our Responsible Behaviour Plan outlines our systems for facilitating positive behaviours, preventing new cases of problem behaviours and responding to unacceptable behaviours. Through our school plan, shared expectations for student behaviour (our 'Behaviour Curriculum' in the form of a matrix) are plain to everyone, assisting Bundaberg Central State School to create and maintain a positive and productive learning and teaching environment, where ALL school community members have clear and consistent expectations and understandings of their role in the educational process.

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

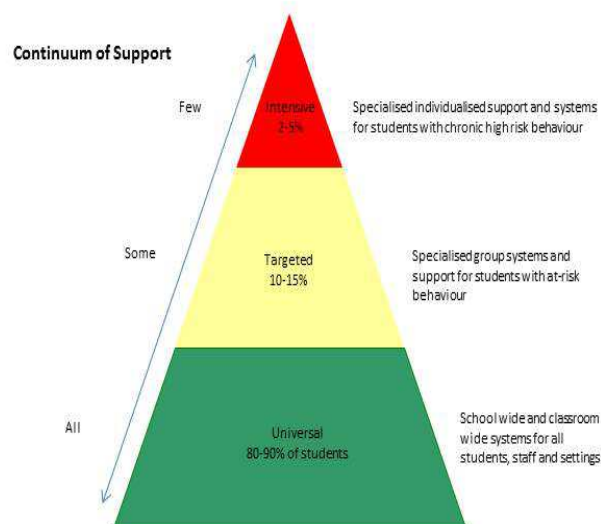
- **Be Safe**
- **Be Responsible**
- **Be Respectful**
- **Be a Learner**

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

A matrix of behavioural expectations in specific settings has been attached to each of our four school rules. This matrix outlines our Behaviour Curriculum – our agreed to rules and positive behaviour definitions of appropriate behaviours in all school settings.

The PBL/SWPBS framework uses a three-tiered continuum of evidenced based supports (Tier 1 'Universal'; Tier 2 'Targeted', and Tier 3 'Intensive' levels of support services) to facilitate standards of positive behaviour and to respond to unacceptable behaviour. This whole school approach shapes, supports and recognises appropriate behaviour in all students.



BUNDABERG CENTRAL STATE SCHOOL
SCHOOLWIDE BEHAVIOUR EXPECTATIONS MATRIX

	ALL AREAS	CLASSROOMS	PLAYGROUND	STAIRS/WALKWAYS	TOILETS	EATING AREAS/TUCKSHOP	BEAR Room
BE SAFE	<ul style="list-style-type: none"> Use equipment appropriately Hands and feet to self Report to staff any visitors – may not have permission 	<ul style="list-style-type: none"> Walk Use equipment appropriately Line up outside classroom Only allowed in rooms if there is a staff member in there 	<ul style="list-style-type: none"> Sun safe Play safe (hands and feet to self) Shoes and socks at all times Leave nature alone (sticks/stone s/ insects etc..) 	<ul style="list-style-type: none"> Use rails Keep walkways clear Walk unless on grass areas Stay in line Watch where you're walking Hands to self 	<ul style="list-style-type: none"> Use good hygiene (wash hands) Games are for play areas Report issues to staff 	<ul style="list-style-type: none"> Walk Remain seated until dismissed by an adult Ask to leave area Line up at the bell at the end of eating time Wait in a line at tuckshop 	<ul style="list-style-type: none"> Walk Permission to be in BEAR room Sit with Bear in correct area
BE RESPONSIBLE	<ul style="list-style-type: none"> Listen and follow instructions by all staff Ask permission before leaving areas 	<ul style="list-style-type: none"> Look after own things Take care of equipment Hat, lunch boxes, bags etc in right place Think for yourself Self-control 	<ul style="list-style-type: none"> Play in appropriate areas Report issues Look out for others Share equipment Return equipment Bullying no way – 5 finger strategies 	<ul style="list-style-type: none"> Wait for others in front on stairs Walk on all verandas/hall Ways/stairs/ pathways 	<ul style="list-style-type: none"> Use toilets during break times/ before or after school Leave area straight after use 	<ul style="list-style-type: none"> Healthy eating – half sandwich first then a choice of other food Visit tuckshop to collect lunch only 	<ul style="list-style-type: none"> Permission to be in Bear room Bears stay in the room Use record book Use BEAR room at correct times
BE RESPECTFUL	<ul style="list-style-type: none"> Listen and follow instructions by all staff 	<ul style="list-style-type: none"> Whole body listening One voice at a time- inside voice Hand up to speak Personal Space Let others have a go! Manners 	<ul style="list-style-type: none"> Be fair Take turns Ask/invite others to join Care for others (especially the little ones) Use nice words 	<ul style="list-style-type: none"> Greet staff/ visitors – eye contact Walk quietly – others are learning 'Excuse me' 	<ul style="list-style-type: none"> Private area - respect others privacy Everyone uses bathroom – maintain area Inside voices 	<ul style="list-style-type: none"> Care for the eating area Place rubbish in bins Share eating areas (social time) Make eye contact with tuckshop person Manners Greet tuckshop person 	<ul style="list-style-type: none"> Care for the room Personal space Only access your bear
BE A LEARNER	<ul style="list-style-type: none"> Be committed Only your best and better Be organised 	<ul style="list-style-type: none"> HAVE A GO! be ready to learn Only your best and better Present work with pride Make a commitment 	<ul style="list-style-type: none"> Be in the right place at the right time Try new games – play fair 	<ul style="list-style-type: none"> Playing is for the play areas Be sensible 	<ul style="list-style-type: none"> Learning time is valuable – use bathroom in break times 	<ul style="list-style-type: none"> Maintain area 	<ul style="list-style-type: none"> Care for your bear Breathe Exit Ask Relax

As per SWPBS triangle:

Tier 1 (Universal), Tier 2 (Targeted) and Tier 3 (Intensive) behaviour support includes:

- quality learning and teaching practices;
- a balanced, relevant and engaging curriculum;
- supportive and collaboratively developed procedures;
- the implementation of evidence-based programs;
- regular monitoring and review of school procedures and programs;
- professional development for all members of the school community consistent with the school's evidence-based approach to promoting positive behaviour;
- adoption of practices that are non-violent, non-coercive and non-discriminatory; and
- a continuum of whole school positive preventative action for all students.

• **Universal behaviour support**

The first step in facilitating standards of positive behaviour is communicating those standards to **all** students. At Bundaberg Central 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 which is designed to prevent problem behaviour and to provide a framework for responding to unacceptable behaviour.

The expectations are communicated to students using a number of strategies, including:

- Behaviour lessons conducted by classroom teachers;
- Reinforcement of learning through instructional feedback at School Assemblies and during active supervision by staff during classroom and non-classroom activities

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

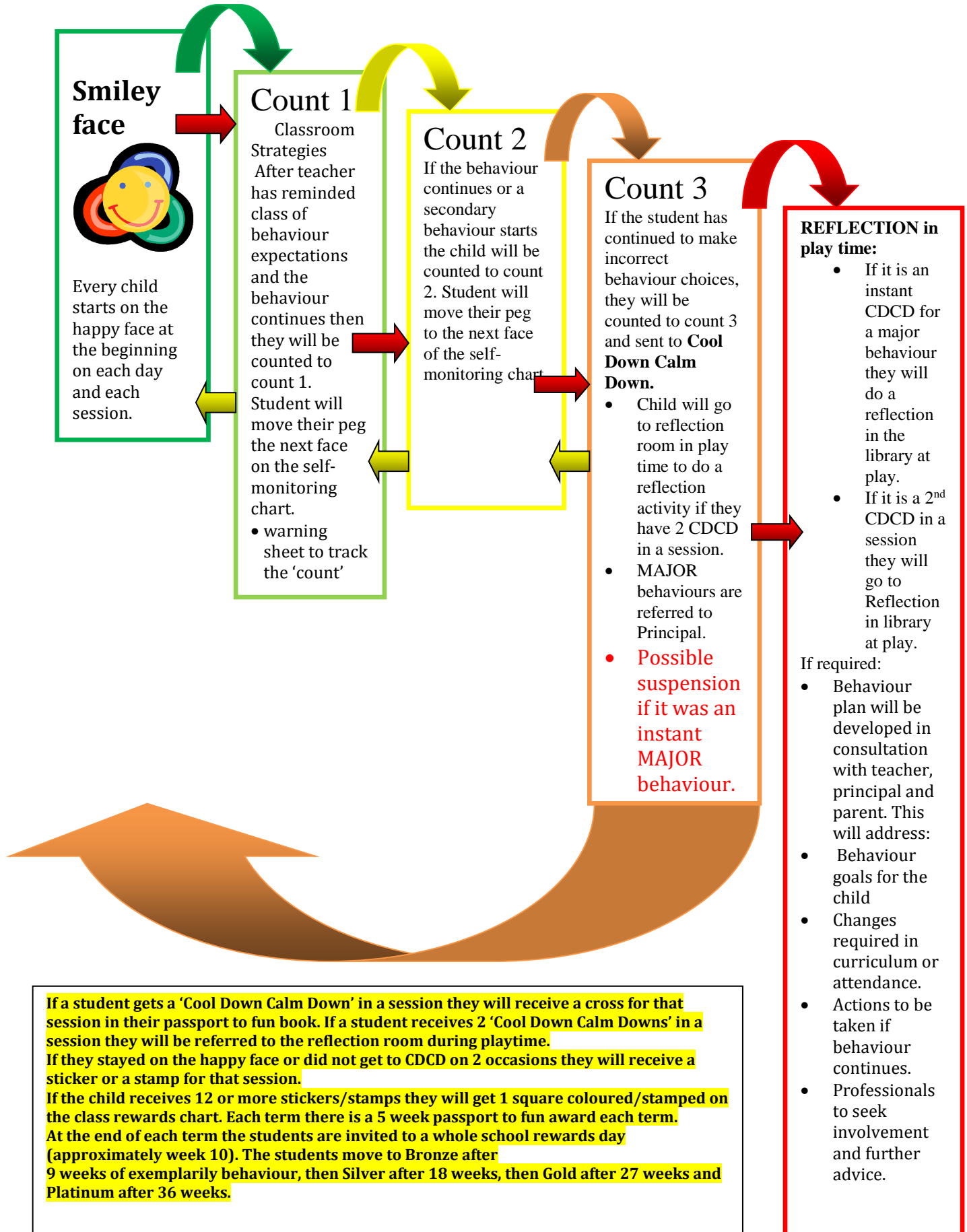
- A dedicated section of the school newsletter, enabling parents to be actively and positively involved in school behaviour expectations.
- Positive Behaviour Leadership / SWPBS team members' regular provision of information to staff and parents, and support to others in sharing successful practices.
- Comprehensive induction programs in Bundaberg Central State School's 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.

Reinforcing expected school behaviour

At Bundaberg Central State School communication of our key messages about behaviour is backed up through reinforcing 'instructional feedback' for students engaging in expected school behaviour. The system of 'instructional feedback' includes both non-verbal and verbal acknowledgements and is supplemented by a formal recognition and monitoring system attached to the environment in which it occurs. 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 reinforcers. Bundaberg Central State School is a 'Profiling' school and positively embraces the key aspects of the profiling process with all staff.

CENTRAL STATE SCHOOL – BEHAVIOUR STEPS

Students can skip steps for serious behaviour – MAJOR behaviours are an instant Cool Down Calm Down (CDCD). Students also move back up steps if appropriate behaviour is observed.





Free and Frequent

Bundaberg Central State School – Passport to Fun

Staff distribute stamps in individual students passport to fun booklets each session to students they observe meeting the school behaviour expectations in both classroom and non-classroom areas. This reinforcement occurs continuously throughout the day. When staff 'catch' a student meeting expectations they give the student a stamp/sticker. When students have collected 60 or more stamps/stickers (minimum 12 stickers/stamps per week), they present these to their class teacher where they are given a passport to fun award and acknowledgment on parade. During week 9 of term 1, if students have collected 108 or more stickers/stamps (minimum 12 stickers/stamps per week), they are given their Bronze award. During week 9 of term 2, if students have collected 216 (including the collection from previous term) they are given their Silver award. During week 9 of term 3, if students have collected 324 (including previous terms collections) they will receive their Gold award. During week 9 of term 4, if students have collected 432 (including previous terms collection – 108 stickers/stamps per term x 9 weeks = minimum 12 stickers/stamps per week) they will receive their Platinum award. In addition to this, each classroom has a display of instant positive rewards e.g pick of the box, free choice activity.

Students are also acknowledged in the school newsletter when they reach each consecutive level of behaviour achievement. Every classroom has a self-monitoring chart displayed so students can track their own progress.

Medium term

Bundaberg Central State School acknowledge positive student achievements on a weekly basis at school assemblies, to which parents are invited. In addition to passports to fun, students are awarded 'Student of the Week' certificates and their photographs are taken during the ceremony and displayed in the office foyer throughout the term.

Long and strong

A longer term schoolwide behaviour procedure is also in place for staff to follow to acknowledge positive student behaviour. Students who reach Bronze, Silver, Gold or Platinum status by week 9 each term are invited to attend 'Celebration Day' which is held in week 10 (or the last week of term) of each term. 'Celebration Day' acknowledges those students who consistently exhibit appropriate behaviour and reinforces the behaviour expectations of Bundaberg Central State School.

For Bronze reward session the students are invited to attend a movie and popcorn session at school. If the students achieve silver they are invited to attend a disco with some treats at the school. For Gold the students are invited to Alexander Park Zoo to have pizza lunch and play at the park. The final level of achievement is Platinum. If students are invited to attend Platinum rewards session they are invited to attend a movie at the local cinema with a small popcorn and small drink.

Responding to unacceptable behaviour

Tier 1 'Universal' behaviour support:

Re-directing low-level (minor) and infrequent problem behaviour

Staff at Bundaberg Central State School apply a preventative approach to re-direction and make appropriate use of least to most intrusive redirection strategies based on the Essential Skills for Classroom Management. 'Precorrection' and 'prompts' are examples of preventative strategies. 'Least intrusive' strategies may include selective attending, proximity and non-verbal cueing. When a student exhibits low-level (minor) and infrequent problem behaviour, the initial verbal 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. 'Most intrusive' strategies include redirections, giving choices and following through, and removal to time out / reflection room for repeated low-level problem behaviours.

Our preferred way of re-directing low-level problem behaviour is to ask students to think of how they might be able to act more Safely, Respectfully, and 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.

Major problem behaviours are referred to the Principal.

• Targeted behaviour support

Tier 2 'Targeted' behaviour support:

Each year a number of students at Bundaberg Central State School are identified by staff and through our reviews of data as needing extra in the way of targeted behaviour support due to them not fully responding to the Tier 1 behaviour support processes and strategies outlined previously. 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.

Features of these Tier 2 supports include:

- use of behaviour data to accurately identify students requiring Tier 2 supports
- a school based referral process for teachers seeking assistance to support the identified students
- a team approach to supporting students on targeted programs
- use of data decision rules for evaluation and exits from targeted support programs
- making adjustments for individual needs
- using research-validated program options for targeted support interventions such as:
 - o adult mentoring
 - o check in / check out
 - o targeted / small group social skilling
 - o 'newcomer' programs for new students.

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.

• **Intensive behaviour support**

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

- works with other staff members to develop appropriate behaviour support strategies;
- monitors the impact of support for individual students through ongoing data collection;
- makes adjustments as required for the student;
- works with the School Behaviour Leadership Team to achieve continuity and consistency;
- facilitates a Functional Behaviour Assessment for appropriate students to guide an individualised intervention plan;
- identifies flexible / alternative learning options;
- organises referrals to regional behaviour support resources.

In addition to students being identified through current school behaviour data, 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 regional behavioural support staff.

Physical Restraints: (Individual Plan)

When provision is made for the use of physical restraint in a student's individual plan as an ongoing response strategy due to frequency of behaviour risk/patterns (including prevention of self-harming behaviours), plans will:

- be approved by the principal with a copy provided to the principal's supervisor
- include strategies to reduce the frequency and severity of inappropriate behaviours and increase socially appropriate and positive behaviours
- not use physical restraint processes in isolation
- develop procedures with support personnel, parents and relevant staff including medical practitioners and the like where applicable
- identify strategies to reduce and eliminate the need for physical restraint.
- in preventing self-harming behaviours, strategies may include:
 - restoring safety in other practicable ways such as removing harmful objects;
 - employing responses such as increased monitoring and support within classrooms and /or referral to appropriately trained staff; and
 - use of movement limiting and / or protective devices at times of high risk.

- complete documentation according to Student Protection requirements

Where physical restraints are included as part of a student's individual plan deemed necessary due to frequency of behaviour risk/patterns (including prevention of self-harming behaviours), staff will:

- be provided with physical restraint training and professional development that is documented
- complete the required documentation following a physical restraint and attach the form to the OneSchool entry (paper copy to be kept in the student file in the Principal's office).
- employ responses to support all staff and students involved in, including witnesses to, an incident of self-harm
- establish a regular review process to monitor effectiveness of planned strategies and procedures.

5. 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

1. 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.
2. 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.
3. 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.
4. 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.
5. 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 and Restraints – Immediate or Emergency Response

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; or
- posing an immediate danger to him/herself or to others.

Appropriate physical intervention may be used to ensure that Bundaberg Central 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.

Staff will:

- give clear verbal instruction before physical intervention is used, unless the urgent nature of the situation makes this impractical
- call for assistance from another member of the school staff and make arrangements to ensure that other students in the vicinity are safe and properly supervised
- notify the principal (if not directly involved) and the student's parent of the incident detailing:
 - the behaviour that preceded the use of physical restraint
 - the type and duration of restraint used
 - staff members and other witnesses present during the period of the restraint
 - student's physical condition before and after the period of physical restraint
 - planned future action to prevent further incidents of the behaviour

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 and the underlying function of the behaviour.

Physical intervention is not to be used as a response to:

- school disruption;
- refusal to comply;
- verbal threats;
- property destruction, unless serious; and
- 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.

Debriefing

Following each instance involving the use of physical intervention:

- debriefing to be provided for the student and any other students after a suitable interval of time has elapsed
- a debriefing meeting with the relevant staff members to be held
- an individual plan to be developed if physical restraint is deemed necessary as an ongoing strategy

Record Keeping

Each instance involving the use of physical intervention must be formally documented. The processes can be found at <http://ppr.det.qld.gov.au/corp/hr/workplace/Pages/Health-and-Safety-Incident-Recording,-Notification-and-Management.aspx> online. Following each instance involving the use of physical intervention, the following records are to be maintained:

- Physical Intervention Incident Report (*Appendix reference 4*)
- Debriefing Report (*Appendix reference 4*)

6. Consequences for unacceptable behaviour

Bundaberg Central 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. Minor behaviours are monitored through the use of a minor/major form or equivalent checklist type form to monitor individual behaviour. A reflection referral form maybe required if the student has attended two 'Cool Down Calm Downs' in the same session. If a student is referred to reflection during a lunch break there may be an 'Oh No!' note sent home.

Bundaberg Central State School Minor/Major Behaviour Record Sheet			
Name:	Class:	Date:	Teacher:

Warning Notice		Count 1	Warning Notice		Count 2
Recorded by:	Location:		Recorded by:	Location:	
Minor behaviours: <input type="checkbox"/> Calling out/interrupting <input type="checkbox"/> Not being organised <input type="checkbox"/> Passive refusal <input type="checkbox"/> Moving around without permission <input type="checkbox"/> Teasing/Bullying <input type="checkbox"/> Leaving room without permission <input type="checkbox"/> Swearing <input type="checkbox"/> Other _____ _____			Minor behaviours: <input type="checkbox"/> Calling out/interrupting <input type="checkbox"/> Not being organised <input type="checkbox"/> Passive refusal <input type="checkbox"/> Moving around without permission <input type="checkbox"/> Teasing/Bullying <input type="checkbox"/> Leaving room without permission <input type="checkbox"/> Swearing <input type="checkbox"/> Other _____ _____		
Signed :		<input type="checkbox"/> Parents contacted <input type="checkbox"/> Entered OneSchool	Signed :		<input type="checkbox"/> Parents contacted <input type="checkbox"/> Entered OneSchool

Warning Notice		Count 3 (Cool Down Calm Down)	Warning Notice		Suspension
Recorded by:	Location:		Date:		
Minor behaviours: <input type="checkbox"/> Calling out/interrupting <input type="checkbox"/> Not being organised <input type="checkbox"/> Passive refusal <input type="checkbox"/> Moving around without permission <input type="checkbox"/> Teasing/Bullying <input type="checkbox"/> Leaving room without permission <input type="checkbox"/> Swearing <input type="checkbox"/> Other _____ _____			Major behaviours (instant count 3 Cool Down Calm Down – referred to Principal): <input type="checkbox"/> Swearing at a Teacher <input type="checkbox"/> Violence hit/kick/punch/other <input type="checkbox"/> Aggressive refusal <input type="checkbox"/> Left school grounds <input type="checkbox"/> Destroying property <input type="checkbox"/> Fire <input type="checkbox"/> Weapon <input type="checkbox"/> Banned drug possession <input type="checkbox"/> Other: _____ _____		
Major behaviours (instant count 3 Cool Down Calm Down – referred to Principal): <input type="checkbox"/> Swearing at a Teacher <input type="checkbox"/> Violence hit/kick/punch/other <input type="checkbox"/> Aggressive refusal <input type="checkbox"/> Left school grounds <input type="checkbox"/> Destroying property <input type="checkbox"/> Fire <input type="checkbox"/> Weapon <input type="checkbox"/> Banned drug possession <input type="checkbox"/> Other: _____ _____			<input type="checkbox"/> Details of incident recorded on OneSchool <input type="checkbox"/> Referred to the Principal <input type="checkbox"/> Length of suspension _____ <input type="checkbox"/> Date to return _____		
Signed:		<input type="checkbox"/> Parents contacted <input type="checkbox"/> Entered OneSchool <input type="checkbox"/> Referred to Principal	Signed:		<input type="checkbox"/> Parents contacted /suspension notice <input type="checkbox"/> Entered OneSchool

**Bundaberg Central State School
Reflection Referral Slip**

Date: ___/___/___ Name: _____ Class: _____

Reason for visit:

<p>Minor behaviours (that led to 2nd CDCD in a session):</p> <ul style="list-style-type: none"><input type="checkbox"/> Calling out/interrupting<input type="checkbox"/> Not being organised<input type="checkbox"/> Passive refusal<input type="checkbox"/> Moving around without permission<input type="checkbox"/> Teasing/Bullying<input type="checkbox"/> Leaving room without permission<input type="checkbox"/> Swearing<input type="checkbox"/> Other: _____ <p>_____</p>	<p>Major behaviours (instant count 3 Cool Down Calm Down):</p> <ul style="list-style-type: none"><input type="checkbox"/> Swearing at teacher<input type="checkbox"/> Violence hit/kick/punch/other<input type="checkbox"/> Aggressive refusal<input type="checkbox"/> Left school grounds<input type="checkbox"/> Destroying property<input type="checkbox"/> Inappropriate in playground (___ days out)<input type="checkbox"/> Other: _____ <p>_____</p>
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Comment: _____

Has the incident been recorded on OneSchool: **Yes** or **No** Referred to Principal? **Yes** or **No**

Did the child attend the reflection session? **Yes** or **No** Signed: _____



Oh No!

___/___/___

Dear _____,

_____ has not followed our school wide expectation of:

- Be Safe
- Be Responsible
- Be a Learner
- Be Respectful

in the classroom / playground / library / other _____ today.

Comment: _____

INTERVIEW REQUESTED by Teacher / Principal.

Possible interview time: _____ Parent sign: _____

(signed and returned to school).

Specific policies have been developed to address:

- The Use of Personal Technology Devices at School (Appendix 1);
- Procedures for Preventing and Responding to Incidents of Bullying (Appendix 2); and
- Appropriate Use of Social Media (Appendix 3).
- Work together to keep knives out of school (Appendix reference 6).

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; and
- do not require involvement of specialist support staff or Administration.

Minor problem behaviours may result in the following consequences:

- Staff will use Essential Skills for Classroom Management to correct students exhibiting minor behaviours (least to most intrusive)
- a re-direction procedure. The staff member takes the student aside and:
 1. names the behaviour that the student is displaying;
 2. asks the student to name expected school behaviour;
 3. states and explains expected school behaviour if necessary; and
 4. gives positive verbal acknowledgement for expected school behaviour.
- a minor consequence that is logically connected to the problem behaviour, such as complete removal from an activity or event for a specified period of time, partial removal, individual meeting with the student, apology, restitution or detention for work completion.

Major behaviours – Multiple Incidents of Minor Behaviour are those that:

- follow the recording of three minor behaviours.

Major behaviours – Single Incident - are those that:

- significantly violate the rights of others;
- put others / self at risk of harm; and
- require the involvement of school Administration.

Major behaviours – Levels One and Two

When major problem behaviours (either level 1 or 2) occur, staff members calmly state the major problem behaviour to the student, issue them with the Reflection Sheet and remind them of the expected school behaviour. The student is then directed to spend time either in a 'Cross Class' or 'Reflection Room' to allow the opportunity to review appropriate school and class expectations. A 'Re-entry' process is completed by staff using 'Restorative questioning' strategies. This process assists with the reinforcement of expectations and fosters positive relationships between staff and students.

Time Out: Removal to a buddy class 'cross/classing' / removal from the playground 'Reflection Room' for major behaviours or cumulative recordings of minor behaviour)

Time Out procedures may be used:

- as one of a range of options for students to manage their own behaviour
- in order to assist a student in the calming down process
- as a strategy to reduce the frequency of a particular behaviour

All staff, students and parents are made aware of the appropriate use of, and procedures for, Cool Down Calm Down. These include:

- giving the student opportunity to re-join class at intervals of no more than 10 minutes (depending on age group)
- provide the student with opportunities to complete assessments to fulfil educational requirements
- ensure when using Cool Down Calm Down as a management technique that it is consistent with:
 - developmental stage of the student
 - any special needs that the student may have
- ensuring the student is safe and under supervision at all times
- ensuring emergency procedures are in place for students 'out of class'
- the regular review of time out procedures, frequency of use with particular students, and effectiveness measured using data.

Major behaviours – Levels Two and Three

Major behaviours may result in an immediate referral to Administration because of their seriousness. The staff member reports directly to the Principal and if needed escorts the student to Principals office/classroom or calls for assistance.

Major problem behaviours may result in the following consequences:

- **Level One:** Removal to cross-class Principals classroom/office or Reflection room at playtime, loss of privilege, restitution, loss of future break times, warning regarding future consequence for repeated offence, and /or referral to Tier 2 'Targeted' behaviour supports

AND/OR

- **Level Two:** Parent contact, referral to Regional Behaviour Support personnel / Guidance Officer, referral to Intensive Behaviour Support Team, suspension from school:

AND/OR

- **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.

Reflection room during lunch periods or cross class cool down calm down (Principal) may be used to prevent the escalation of inappropriate behaviour or as a last resort alternative to suspension or exclusion. If a student exhibits major behaviour they may be referred to or cross class instantly to the Principal. If a student exhibits behaviour that has escalated them to cool down calm down on 2 occasions during the same session they may need to be referred by the classroom teacher to the reflection room during playtime.

Student Disciplinary Absences are only used after consideration has been given to all other responses, and the unique circumstances of the situation have been considered.

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

	Area	Minor	Major
Being Safe	Movement around school	<ul style="list-style-type: none"> • Running on concrete or around buildings • Running in stairwells • Not walking bike in school grounds 	
	Play	<ul style="list-style-type: none"> • Incorrect use of equipment • Not playing school approved games • Playing in toilets 	<ul style="list-style-type: none"> • Throwing objects • Possession of weapons
	Physical contact	<ul style="list-style-type: none"> • Minor physical contact (for example, a gentle brush past) 	<ul style="list-style-type: none"> • Serious physical aggression • Fighting/pushing/shoving/hitting/slapping/pinching/biting
	Correct Attire	<ul style="list-style-type: none"> • Not wearing a hat in playground • Not wearing shoes outside 	
	Other	<ul style="list-style-type: none"> • Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school 	<ul style="list-style-type: none"> • Possession or selling of drugs • Weapons including knives and any other items which could be considered a weapon being taken to school • Serious, or continued, inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school

Being Responsible	Class tasks	<ul style="list-style-type: none"> • Not completing set tasks that are at an appropriate level • Refusing to work 	
	Being in the right place	<ul style="list-style-type: none"> • Not being punctual (eg: lateness after breaks) • Not in the right place at the right time 	<ul style="list-style-type: none"> • Leaving class without permission (out of sight) • Leaving school without permission
	Follow instructions	<ul style="list-style-type: none"> • Low intensity failure to respond to adult request • Non compliance • Unco-operative behaviour 	
	Accept outcomes for behaviour	<ul style="list-style-type: none"> • Minor dishonesty (lying about involvement in a low-level incident) 	<ul style="list-style-type: none"> • Major dishonesty that has a negative impact on others
	Rubbish	<ul style="list-style-type: none"> • Littering 	
	Mobile Phone or personal technology devices	<ul style="list-style-type: none"> • Mobile phone switched on in any part of the school at any time without authorisation (written permission from an authorised staff member) 	<ul style="list-style-type: none"> • Use of a mobile phone in any part of the school for voicemail, email, text messaging or filming purposes without authorisation • Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school
Being Respectful	Language (including while online)	<ul style="list-style-type: none"> • Inappropriate language (written/verbal) • Calling out • Poor attitude • Disrespectful tone 	<ul style="list-style-type: none"> • Offensive language • Aggressive language • Verbal abuse / directed profanity
	Property	<ul style="list-style-type: none"> • Petty theft • Lack of care for the environment 	<ul style="list-style-type: none"> • Stealing / major theft • Wilful property damage • Vandalism
	Others	<ul style="list-style-type: none"> • Not playing fairly • Minor disruption to class • Minor defiance • Minor bullying / victimisation/ harassment • Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school 	<ul style="list-style-type: none"> • Major bullying / victimisation /harassment • Major disruption to class • Blatant disrespect • Major defiance • Serious, or continued, inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school

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 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 Bundaberg Central 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 in how to respond appropriately 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.

7. Network of student support

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

- Parents
- Teachers
- Support Staff
- Administration Staff
- Guidance Officer
- Engaging Early Learners - Positive Learning Centre Staff
- Senior Guidance Officer
- School Chaplain/Student welfare worker
- School Based Police Officer
- School Based Health Nurse

External 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.

Bundaberg Central 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 nonviolent 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 Act 2011
- Workplace Health and Safety Regulation 2011
- Right to Information Act 2009
- Information Privacy (IP) Act 2009

10. 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
- External support is also available through the following government and community agencies:
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 - Child and Youth Mental Health
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- 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

14. 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 or
Chair, School Council

Date effective: from to

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, 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 out of sight during assemblies or classes. Personal technology devices may be used at morning tea and lunch breaks and before and after school.

Recording voice and images

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

We uphold the value of trust and the right to privacy at Bundaberg Central 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 may be subject to discipline (including suspension and recommendation for exclusion) if they breach the policy by being involved in recording and/or disseminating material (through text messaging, display, internet uploading or other means) or are knowingly the subject of such a recording.

Students should note that the recording or dissemination of images that are considered indecent (such as nudity or sexual acts involving children) are 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 this Act for a person who has overheard, recorded, monitored or listened to a conversation to which s/he is not a party to publish or communicate the substance or meaning of the conversation to others.

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

Special circumstances arrangement

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

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

Appendix 2

School policy for preventing and responding to incidents of bullying (including cyberbullying)

Purpose

Bundaberg Central 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.

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

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

Bullying may be related to:

- race, religion or culture;
- disability;
- appearance or health conditions;
- sexual orientation;
- sexist or sexual language;
- children acting as carers; or
- children in care.

At Bundaberg Central 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

Many bullying behaviours are peer-maintained through the actions of bystanders. 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.

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

Prevention

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

This will ensure that:

- Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour
- All students know the 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 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.

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

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

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

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 Bundaberg Central 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'.

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

Appendix 3

Appropriate use of social media

Bundaberg Central State School embraces the amazing opportunities that technology and the internet provide to students for learning, being creative and socialising online. Use of online communication and social media sites and applications (apps) can provide positive social development experiences through an opportunity to develop friendships and shape identities.

When used safely, social media sites and apps such as Facebook, Twitter and Instagram can provide positive opportunities for social learning and development. However, inappropriate, or misguided, use can lead to negative outcomes for the user and others.

Bundaberg Central State School is committed to promoting the responsible and positive use of social media sites and apps.

No student of Bundaberg Central State School will face disciplinary action for simply having an account on Facebook or other social media site.

As is set out in the school policy for preventing and responding to incidents of bullying (including cyberbullying) found at **Appendix 2**, it is unacceptable for students to bully, harass or victimise another person whether within Bundaberg Central State School's grounds or while online. Inappropriate online behaviours can have a negative impact on student learning and the good order and management of Bundaberg Central State School, whether those behaviours occur during or outside school hours. This policy reflects the importance of students at Bundaberg Central State School engaging in appropriate online behaviour.

Role of social media

The majority of young people use social media sites and apps on a daily basis for school work, entertainment and to keep in contact with friends. Unfortunately, some young people misuse social media technologies and engage in cyberbullying.

Social media by its nature will result in the disclosure and sharing of personal information. By signing up for a social media account, users are providing their personal information.

Students need to remember that the internet is a free space and many social media sites and apps, like Twitter, have limited restrictions placed upon allowable content and regulated procedures for the removal of concerning posts.

Social media sites and apps are designed to share online content widely and rapidly. Once students place information and/or pictures online, they have little to no control over how that content is used.

The internet reaches a global audience. Even if students think that comments or photos have been deleted, there can be archived records of the material that will continue to be searchable into the future.

Inappropriate online behaviour has the potential to embarrass and affect students, others and the school for years to come.

Appropriate use of social media

Students of Bundaberg Central State School are expected to engage in the appropriate use of social media. Specific examples of appropriate use of social media sites and apps include:

- Ensuring that personal information, such as full name, address, phone number, school name and location or anyone else's personal information, is not shared.
- Thinking about what they want to say or post, and how it could be interpreted by others, before putting it online. Remember, once content is posted online you lose control over it. Students should not post content online that they would be uncomfortable saying or showing to their parents' face or shouting in a crowded room.

- Remembering that it can be difficult to work out whether messages typed on social media sites and apps are meant to be funny or sarcastic. Tone of voice and context is often lost which can lead to unintended consequences. If students think a message may be misinterpreted, they should be cautious and make the decision not to post it.
- Never provoking, or engaging with, another user who is displaying inappropriate or abusive behaviour. There is no need to respond to a cyberbully. Students should report cyberbullying concerns to a teacher and allow the teacher to record and deal with the online concern.

If inappropriate online behaviour impacts on the good order and management of Bundaberg Central State School, the school may impose disciplinary consequences for that behaviour regardless of whether the behaviour occurs during or outside of school hours.

Disciplinary consequences could include suspension and/or exclusion. In serious cases of inappropriate online behaviour, the school may also make a report to the police for further investigation.

Bundaberg Central State School will not become involved in concerns of cyberbullying or inappropriate online behaviour where the incident in question does not impact upon the good order and management of the school. For example, where cyberbullying occurs between a student of this school and a student of another school outside school hours. Such an incident will be a matter for parents and/or police to resolve.

Laws and consequences of inappropriate online behaviour and cyberbullying

Inappropriate online behaviour may in certain circumstances constitute a criminal offence. Both the *Criminal Code Act 1995* (Cth) and the *Criminal Code Act 1899* (Qld) contain relevant provisions applicable to cyberbullying.

The Commonwealth Criminal Code outlines a number of criminal offences concerning telecommunications services. The most relevant offence for cyberbullying is “using a carriage service to menace, harass or cause offence to another person”.

The Queensland Criminal Code contains several applicable sections for cyberbullying. Potential relevant criminal offences are:

- Unlawful stalking.
- Computer hacking and misuse.
- Possession of child exploitation material.
- Involving a child in making child exploitation material.
- Making child exploitation material.
- Distribution of child exploitation material.
- Criminal Defamation.

There are significant penalties for these offences.

Bundaberg Central State School strives to create positive environments for all students at all times of the day, including while online. To help in achieving this goal, Bundaberg Central State School expects its students to engage in positive online behaviours.

Appendix 4

Physical Restraint / Intervention Report

Initial Report Compiled by		Date and Time Report Completed			
Signed					
Details of Student / s					
Name		Class		Teacher	
Name		Class		Teacher	
Details of Staff involved in Incident					
Name		Role			
Name		Role			
Name		Role			
Reason for restraint					
To cease the physical assault of another student or staff member				<input type="checkbox"/>	
To avert an immediate danger to him/herself or to others				<input type="checkbox"/>	
To avoid serious property damage				<input type="checkbox"/>	
Other				<input type="checkbox"/>	
Details of Incident					
Date		Time		Initial Location	
Initial Staff involved					
Behaviours preceding restraint					
Restraint Location					
Type and Duration of Restraint					
Student Removed to					
De-Escalation Strategies Used Prior to Restraint					
<input type="checkbox"/> Distraction	<input type="checkbox"/> Change of face, place, activity	<input type="checkbox"/> Offer choices	<input type="checkbox"/> Cool down time, place	<input type="checkbox"/> Offer to talk	<input type="checkbox"/> Reassurance
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Physical Condition of Student Before Restraint					
Physical Condition of Student After Restraint					
Details of Any Injury					
Injury to Student		<input type="checkbox"/> Yes <input type="radio"/> No	Incident Report Completed	<input type="checkbox"/> Yes <input type="radio"/> No	
Details of Injury					
Injury to Staff Name:		<input type="checkbox"/> Yes <input type="radio"/> No	Incident Report completed	<input type="checkbox"/> Yes <input type="radio"/> No	
Details of Injury					
Details of Damage					
Details of Trauma					
Notifying Procedures					
Incident Reported to					
Parent / Carer Contacted					
Name		Time and Date			
Student/s: Post Incident Discussion / Debrief					
Location		Time and Date			
Present					
Details					
Staff: Post Incident Discussion / Debrief					
Location		Time and Date			
Present					
Details					
Other Forms Completed					
<input type="checkbox"/> One School	<input type="checkbox"/> Individual Support Plan - Behaviour	<input type="checkbox"/> Individual Plan including Physical Restraint		<input type="checkbox"/> Other:	

Follow Up Report – to be completed by Form Recipient (Admin/Delegate)

1. Follow up Call				
Made by:		Made to:		
2. Post Investigation				
<input type="checkbox"/> Necessary <input type="radio"/> Not	Completed by:		Recorded in:	
3. Damage Repair				
<input type="checkbox"/> Necessary <input type="radio"/> Not	Organised by:			
4. Entered on MYHR / WHS				
<input type="checkbox"/> Necessary <input type="radio"/> Not	Completed by:			
5. Entered on OneSchool				
<input type="checkbox"/> Necessary <input type="radio"/> Not	Completed by:			
<input type="checkbox"/> As Contact	Completed by:		On Student Profile of	
<input type="checkbox"/> As single student incident	Completed by:		On Student Profile of	
<input type="checkbox"/> As multiple student incident	Completed by:		On Student Profile of	
6. Other Forms completed				
<input type="checkbox"/> Debrief Report	<input type="checkbox"/> Physical restraint / Intervention record	<input type="checkbox"/> Individual Plan including Physical Restraint		
Signed:				

Debriefing Report

Formal debriefing

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; and/or
- address organisational problems and make appropriate changes.

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

Debriefing should provide information on:

- who was involved;
- what happened;
- where it happened;
- why it happened; and
- 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?
- Would you do something differently next time?
- What could we have done to make the physical intervention less invasive?

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).

Appendix 6

Knives

WORKING TOGETHER TO KEEP Bundaberg Central State School SAFE

We can work together to keep knives out of school. At Central

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

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

What kinds of knife are banned?

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

The Principal] can take 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 ports may be searched if the principal suspects that a student has a knife on or in school property.
- If the principal suspects the student has a knife in their bag, the bag may be temporarily confiscated until police arrive.
- If the student does have a knife at school, it can be confiscated by the principal and given to the police.

How can parents help to keep Bundaberg Central 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.

