Surat State School

Responsible Behaviour Plan
For Students

based on *The Code of School Behaviour*

Update 16 November 2009
1. Purpose

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

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

2. Consultation and data review

Surat State School developed this plan in collaboration with our school community. Broad consultation with parents, staff and students was undertaken through survey distribution and community meetings held during February 2009. A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents from 2006-2009 also informed the development process.

The Plan was endorsed by the Principal, the President of the P&C and Executive Director Schools in November 2009, and will be reviewed in 2012 as required in legislation.

3. Learning and behaviour statement

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

Our Responsible Behaviour Plan outlines our system for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours. Through our school plan shared expectations for student behaviour are plain to everyone, assisting Surat 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 school rules to teach and promote our high standards of responsible behaviour:

- Be safe
- Be responsible
- Be respectful

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

Universal Behaviour Support

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

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

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

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

- Behaviour lessons conducted by classroom teachers;
- Reinforcement of learning from behaviour lessons on School Assemblies and during active supervision by staff during classroom and non-classroom activities.
Surat State School implements the following proactive and preventative processes and strategies to support student behaviour:

- School Behaviour Leadership team members’ regular provision of information to staff and parents, and support to others in sharing successful practices
- Comprehensive induction programs in the Surat State School Responsible Behaviour Plan for Students delivered to new students as well as new and relief staff.
- Individual support profiles developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings.
- Development of specific policies to address:
  - The Use of Personal Technology Devices* at School (Appendix 1)
  - Procedures for Preventing and Responding to Incidents of Bullying (Appendix 2).

**Reinforcing expected school behaviour**

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

**Surat State School ongoing reward structures.**

- Verbal praise on an incidental but regular basis
- Ten Point Cards for incidental demonstration of School’s Expectation go towards House points for annual trophy.

**Responding to unacceptable behaviour**

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

**Re-directing low-level and infrequent problem behaviour**

When a student exhibits low-level and infrequent problem behaviour, the first response of school staff members is to remind the student of expected school behaviour, then ask them to change their behaviour so that it aligns with our school’s expectations.

- TACTICAL IGNORING
- SELECTIVE ATTENDING
- PROXIMITY
- PROXIMITY WITH TOUCH INTERFERENCES
- BODY LANGUAGE ENCOURAGEMENT
- WAITING AND SCANNING
- PAUSE IN TALK
- CUEING (Verbal/Non-verbal/Parallel)
- DESCRIPTIVE ENCOURAGEMENT
- NON-VERBAL REDIRECTION (eg Flashcards/Private Signals)
- DISTRACTION/DIVERSION
- NON-VERBAL DIRECTIONAL ACTION (eg Bell/Whistle/Clapping)
- ORAL DIRECTIONAL PHRASE (eg 1-2-3, eyes on me)
- CURRICULUM REDIRECTION
- CALLING THE STUDENT’S NAME
- INDIVIDUAL CLOSE TALK
- VERBAL REDIRECTION – DIRECTIVE QUESTION
- VERBAL REDIRECTION – DIRECTIVE STATEMENT
- GIVE CHOICES (INCORPORATING CONSEQUENCES)
- STATE LOGICAL CONSEQUENCE
- QUESTIONING TO RE-DIRECT- Responsible Thinking Place Questions
RESPONSIBLE THINKING PLACE  (Not in use - to be reviewed)

Students may choose to attend the Responsible place to refocus their attention and allow other students an opportunity to focus on their work. – see appendix 3 – Responsible Thinking Flowchart

Targeted Behaviour Support

Students work with teachers in a range of situations to reflect on their behaviour and the consequences of their behaviours. This may occur in the Reflection Room – a designated detention facility, or with the School Chaplain who works with specific behaviour programmes with at risk students. The Senior Guidance Officer or Behaviour Support Teacher may also be contacted in some cases. Parents are involved in the process as much as possible with notifications and meetings – personal or face to face where possible.

5. Consequences for unacceptable behaviour

Surat 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.

Major 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.

In alignment with the Surat State School Code of Behaviour when applying consequences, the individual circumstances and actions of the students and the needs and rights of school community members are considered at all times.

<table>
<thead>
<tr>
<th>Level</th>
<th>Behaviour</th>
<th>Possible Consequences</th>
</tr>
</thead>
</table>
| Green (Class Teachers) | At this level, all students are on task and no disciplinary action is required. Students are doing their best work and treating others with respect. | Positive reinforcement of appropriate behaviours and positive achievements could include:  
  • verbal reinforcement  
  • Student of the Week awards  
  • Ten Point Card  
  • Principals Award  
  • Classroom reward systems |
### Responsible Behaviour Plan

#### Amber (Class Teachers)

Inappropriate student behaviours to be dealt with at this level include:
- minor incidents
- ignoring instruction
- lateness to class
- littering
- inappropriate use of mobile phone
- uniform/hair/makeup/jewellery transgressions

Teacher initiated actions could include:
- verbal negotiation
- reminder of classroom expectations
- in-class separation or isolation
- removal from classroom for one-on-one resolution
- send student to buddy class
- assign student to accompany you on playground duty
- assign student a lunchtime detention
- contact parents

If repeated applications of the above actions produce no improvement in the student’s behaviour, then student should be referred to the Student Support Services Committee for action at Red Level.

NB: Students on Amber who treat others with respect and do their best work after completing their consequences will be reduced to Green in no more than 1 week.

<table>
<thead>
<tr>
<th>Amber (Class Teachers)</th>
<th>Inappropriate student behaviours to be dealt with at this level include:</th>
<th>Teacher initiated actions could include:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- minor incidents&lt;br&gt;- ignoring instruction&lt;br&gt;- lateness to class&lt;br&gt;- littering&lt;br&gt;- inappropriate use of mobile phone&lt;br&gt;- uniform/hair/makeup/jewellery transgressions</td>
<td>- verbal negotiation&lt;br&gt;- reminder of classroom expectations&lt;br&gt;- in-class separation or isolation&lt;br&gt;- removal from classroom for one-on-one resolution&lt;br&gt;- send student to buddy class&lt;br&gt;- assign student to accompany you on playground duty&lt;br&gt;- assign student a lunchtime detention&lt;br&gt;- contact parents</td>
</tr>
</tbody>
</table>

#### Red Level

<table>
<thead>
<tr>
<th>Red Level</th>
<th>Referred to the Principal</th>
<th>See Appendix A for red level offences and consequences</th>
</tr>
</thead>
</table>

**NB:** Provision is made for a fast track to any level at the discretion of the Principal. Serious misbehaviour such as supplying drugs, use of weapon and violent assault always progress straight to **RED** and will result in the most serious of consequences.
The following table outlines examples of major and minor problem behaviours in terms of Safety, Responsibility ands Respect.

<table>
<thead>
<tr>
<th>Area</th>
<th>Minor</th>
<th>Major</th>
</tr>
</thead>
<tbody>
<tr>
<td>Movement around school</td>
<td>• Running on concrete or around buildings</td>
<td>• Throwing objects</td>
</tr>
<tr>
<td></td>
<td>• Running in stairwells</td>
<td>• Possession of weapons</td>
</tr>
<tr>
<td></td>
<td>• Not walking bike in school grounds</td>
<td></td>
</tr>
<tr>
<td>Play</td>
<td>• Incorrect use of equipment</td>
<td>• Serious physical aggression</td>
</tr>
<tr>
<td></td>
<td>• Not playing school approved games</td>
<td>• Fighting</td>
</tr>
<tr>
<td>Physical contact</td>
<td>• Minor physical contact (eg: pushing and shoving)</td>
<td></td>
</tr>
<tr>
<td>Correct Attire</td>
<td>• Not wearing a hat in playground</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Not wearing shoes outside</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>• Possession or selling of drugs</td>
<td></td>
</tr>
<tr>
<td>Class tasks</td>
<td>• Not completing set tasks that are at an appropriate level</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Refusing to work</td>
<td></td>
</tr>
<tr>
<td>Being in the right place</td>
<td>• Not being punctual (eg: lateness after breaks)</td>
<td>• Leaving class without permission (out of sight)</td>
</tr>
<tr>
<td></td>
<td>• Not in the right place at the right time.</td>
<td>• Leaving school without permission</td>
</tr>
<tr>
<td>Follow instructions</td>
<td>• Low intensity failure to respond to adult request</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Non compliance</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Unco-operative behaviour</td>
<td></td>
</tr>
<tr>
<td>Accept outcomes for behaviour</td>
<td>• Minor dishonesty</td>
<td>• Major dishonesty</td>
</tr>
<tr>
<td>Rubbish</td>
<td>• Littering</td>
<td></td>
</tr>
<tr>
<td>Mobile Phone</td>
<td>• Mobile phone switched on in any part of the school at any time without authorisation (written permission from an authorised staff member)</td>
<td>• Use of a mobile phone in any part of the school for voicemail, email, text messaging or filming purposes without authorisation</td>
</tr>
<tr>
<td>Language</td>
<td>• Inappropriate language (written/verbal)</td>
<td>• Offensive language</td>
</tr>
<tr>
<td></td>
<td>• Calling out</td>
<td>• Aggressive language</td>
</tr>
<tr>
<td></td>
<td>• Poor attitude</td>
<td>• Verbal abuse / directed profanity</td>
</tr>
<tr>
<td></td>
<td>• Disrespectful tone</td>
<td></td>
</tr>
<tr>
<td>Property</td>
<td>• Petty theft</td>
<td>• Stealing / major theft</td>
</tr>
<tr>
<td></td>
<td>• Lack of care for the environment</td>
<td>• Wilful property damage</td>
</tr>
<tr>
<td></td>
<td>• Vandalism</td>
<td>• Vandalism</td>
</tr>
<tr>
<td>Others</td>
<td>• Not playing fairly</td>
<td>• Major bullying / harassment</td>
</tr>
<tr>
<td></td>
<td>• Minor disruption to class</td>
<td>• Major disruption to class</td>
</tr>
<tr>
<td></td>
<td>• Minor defiance</td>
<td>• Blatant disrespect</td>
</tr>
<tr>
<td></td>
<td>• Minor bullying / harassment</td>
<td>• Major defiance</td>
</tr>
</tbody>
</table>
Relate problem behaviours to expected school behaviours
When responding to problem behaviours, staff members ensure that students understand the relationship of the problem behaviour to expected school behaviour. One method that staff members might use to achieve this is to have students:

- articulate the relevant expected school behaviour
- explain how their behaviour differs from expected school behaviour,
- describe the likely consequences if the problem behaviour continues; and
- identify what they will do to change their behaviour in line with expected school behaviour.

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

Ensuring consistent responses to problem behaviour
At Surat State School staff members work to ensure consistent responses to problem behaviour across the school.

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

6. Emergency or critical incident responses

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

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

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

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

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

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

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

Debrief
(Help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations).

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

Appropriate physical intervention may be used to ensure that Surat 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:
- incident report
- debriefing report (for student and staff)

7. **Network of student support**
Students at Surat State School are supported through positive reinforcement and a system of universal, targeted, and intensive behaviour supports by:

- Parents
- Teachers
- Support Staff
- Head of Curriculum
- Administration Staff
- Guidance Officer
- Advisory Visiting Teachers (BST)
- Senior Guidance Officer
- School Chaplain
- School Based Youth Health Nurse.
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.

### 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.

Surat 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:
  - express opinions in an appropriate manner and at the appropriate time
  - work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation, and
  - receive adjustments appropriate to their learning and/or impairment needs,

### 9. Related legislation

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

### 10. Related policies

- **SMS-PR-021**: Safe, Supportive and Disciplined School Environment
- **CRP-PR-009**: Inclusive Education
- **SMS-PR-027**: Enrolment in State Primary, Secondary and Special Schools
- **SMS-PR-022**: Student Dress Code
- **SMS-PR-012**: Student Protection
- **SCM-PR-006**: Hostile People on School Premises, Wilful Disturbance and Trespass
- **GVR-PR-001**: Police Interviews and Police or Staff Searches at State Educational Institutions
- **ICT-PR-004**: Using the Department's Corporate ICT Network
- **IFM-PR-010**: Managing Electronic Identities and Identity Management
11. Some related resources

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

Endorsement

<table>
<thead>
<tr>
<th>Principal</th>
<th>P&amp;C President or Chair, School Council</th>
<th>Regional Executive Director or Executive Director (Schools)</th>
</tr>
</thead>
</table>

Effective Date: 1 January 2010 – 31 December 2013
The Use of Personal Technology Devices* at School

This policy reflects the importance the school places on students displaying courtesy, consideration and respect for others in the use of personal technology devices.

Certain Personal Technology Devices Banned From School
Students are strongly discouraged from bringing 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 handed in to school staff and may be collected at the end of the day from the school office. Breaches of this may result in discipline.

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 Surat State School. Students must not use 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

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

G:\Coredata\Teachers\00 School Planning Documents\Responsible Behaviour Plan\00UpdatedRBP161109.doc
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, Tamagotchi®, 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

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

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

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

4. Bullying may be related to:
   - race, religion or culture
   - disability
   - appearance or health conditions
   - sexual orientation
   - sexist or sexual language
   - young carers or children in care.

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

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

7. The anti-bullying procedures at Surat 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**

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

- Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour
- All students know the 3 school expectations and have been taught the expected behaviours attached to each rule in all areas of the school
- All students have been or are being taught the specific routines in the non-classroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms
- All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the non-classroom areas of the school
- A high level of quality active supervision is a permanent staff routine in the non-classroom areas. This means that 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.

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

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

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

12. Research indicates that a common outcome of anti-bullying programming is an improvement in understanding of bullying but little change in the frequency or nature of actual bullying behaviour. One of the reasons cited for this outcome is the lack of behavioural rehearsal in the programming. The anti-bullying process at Surat 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. Surat State School uses behavioural data for decision-making. This data is entered into our database on a daily basis and can be recalled as summary reports at any time. This facility allows the school to track the effectiveness of its anti-bullying process, to make any necessary adjustments, and to identify specific bullying behaviours that may need to be revisited or revised in the instructional process.
Serious Misconduct
Student is to be sent to the Principal immediately. A referral will be filled out to either accompany the student or be couriered via another student.

The Principal will address the issue with the student and work through the responsible behaviour plan to implement the appropriate action. The student will work through a responsible action plan to minimise the likelihood of a re-offence.

Inappropriate Behaviour
Students who are being disruptive either to themselves or others are taken through the process of responsible thinking questioning.
When asked to choose, student decides to remain in class and stop the behaviour.

OR

Student leaves at once to the RTP. If student chooses the RTP, the teacher fills out a referral from to be taken to the RTP teacher. Students should also have work with them.

RTP Room
Upon arrival at the RTP the student is greeted by the teacher and given a reflection sheet, together with a responsible action plan. Once the student has worked through both of these forms and is ready to re-enter the classroom, the RTP teacher signs off on the forms and the student returns to the classroom.

If the student is disruptive in the RTP or re-offends on the same day in the classroom they are sent to the Principal.

No Further Incident
Student follows their choice through and works to the best of their ability.

Continued misbehaviour
If the student re-offends, the student is told, “I see you have chosen to go to the RTP. Please take your work with you.” The teacher also fills out a referral from to be taken to the RTP
Students are strongly supported in their behaviour and decision making processes, but when they choose to behave inappropriately, they accept the consequences of those decisions.

<table>
<thead>
<tr>
<th>Behaviour</th>
<th>Minimum Consequence</th>
<th>Monitoring period</th>
<th>ReOffence consequences in the monitoring period - Minimum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cyber Bullying</td>
<td>Parent Notification for each offence.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Excessive RTP Time</td>
<td>Two Reflection Room Detentions</td>
<td>One week</td>
<td>One Day in school Suspension</td>
</tr>
<tr>
<td>Defiance</td>
<td>Two Reflection Room Detentions</td>
<td>One week</td>
<td>One Day in school Suspension</td>
</tr>
<tr>
<td>Truancy</td>
<td>Two Reflection Room Detentions</td>
<td>One week</td>
<td>One Day in school Suspension</td>
</tr>
<tr>
<td>Vandalism</td>
<td>One Day in school Suspension</td>
<td>One week</td>
<td>Two Day suspension</td>
</tr>
<tr>
<td>Bullying (possible cyber bullying)</td>
<td>One Day in school Suspension</td>
<td>One week</td>
<td>Two Day suspension</td>
</tr>
<tr>
<td>Stealing</td>
<td>One Day in school Suspension, Police notification if money is involved</td>
<td>One week</td>
<td>Two Day suspension</td>
</tr>
<tr>
<td>Substance Abuse</td>
<td>Two day suspension, Police notification if drugs involved</td>
<td>Two weeks</td>
<td>Four Day Suspension</td>
</tr>
<tr>
<td>Sexual Harassment (possible cyber bullying)</td>
<td>Two day suspension, Authorities notified in line with Protective Behaviours Guidelines</td>
<td>Two weeks</td>
<td>Four Day Suspension</td>
</tr>
<tr>
<td>Intimidation of Staff</td>
<td>Three day suspension</td>
<td>Three weeks</td>
<td>Five Day suspension</td>
</tr>
<tr>
<td>Abusive Language or threats (possible cyber bullying)</td>
<td>Three day suspension, Authorities notified in line with Protective Behaviours Guidelines</td>
<td>Three weeks</td>
<td>Five Day suspension</td>
</tr>
<tr>
<td>Physical Aggression</td>
<td>Five day suspension, Authorities notified in line with Protective Behaviours Guidelines</td>
<td>Three weeks</td>
<td>Ten Days suspension</td>
</tr>
</tbody>
</table>

* All Students on Red Level Behaviours are **ineligible** for extra curricular activities and school representation for the monitoring period. Student to carry Red (Pink) Card for monitoring period to focus attention on required behaviours.

All suspensions will require a restorative conference to define conditions for the student’s return to normal timetabling.
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 your emotional state at the time of the escalation?

Questions for student

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

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