Esk State School

Responsible Behaviour Plan for Students

2014

Endorsed Version
Responsible Behaviour Plan for Students

1. Purpose
An integral part of the School-wide Positive Behaviour Support Program (SWPBS) philosophy is a positive, shared and common language about management of student behaviour.

Our Motto:-
Ever Seeking Knowledge (ESK)

Our Mission:--
We aim to work together as a team to develop our students’ full potential in a caring and supportive environment. In this environment, individuals will be respected and an understanding of the rights and responsibilities of good citizens will be nurtured.

We value:-
• Safety
• Respect
• Learning

Our Rules:--
• Be Safe
• Be Respectful
• Be a Learner

2. Consultation and data review
We developed this plan in collaboration with our school community and Education Queensland personnel.
Data relating to attendance, absenteeism, school disciplinary absences and behaviour incidences will be reviewed through the SWPBS meeting process.
The Plan was endorsed by the Principal, the President of the P&C and the Student Council.

3. Learning and behaviour statement
At Esk State School we believe that we are forming citizens of the future. To this end we have developed a Student Exit Statement which is our touchstone for everything we doing at our school (See Appendix 6).

All areas of Esk 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.

Our school plan has clearly defines expectations of student behaviour. These are taught so they become understood thus creating and maintaining a calm, positive and productive learning and teaching environment. ALL members of the school community have a clear understanding of their role in the educational process.
Positive behaviour practices are defined, modelled and reinforced by all members of the school community in ways which are explicit and understood. We use the research of Archer and Hughes and their model of Explicit Instruction (2011) when teaching academic and behaviour lessons. One of our curriculum initiatives has been to adopt the Play is the Way. This promotes and fosters the development of appropriate social skills among our students.
School-Wide Systems for Student Success
A Response to Intervention Model

Flexibility is required in the application of consequences to ensure consideration is given to an individual’s circumstance, background and ability. This is an important aspect of our plan and often will require conversations among community members.

This Responsible Behaviour Plan allows staff and school administration to make professional judgements relating to student behaviour in each specific situation and focuses upon solving the issue, restoring relationships and re-engaging in learning.

Our school rules have been agreed upon and endorsed by all staff, students 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
We take a universal view of behaviour and expectations. There is one set of expectations for all. In any supportive school environment approximately 80% of students require little if any, additional support to follow school rules and demonstrate appropriate social behaviours. We emphasise the importance of directly teaching students the behaviour we expect them to demonstrate. We do this using our Expected Behaviours Matrix (Appendix 7) and associated behaviour lesson plans.

The remaining 20% of students need higher levels of support and intervention.

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.

Typically a school tends to have a spread of support needs. A whole school approach shapes, supports and recognises appropriate behaviours in all students. Approximately 80% to 90% of students will have little or no difficulties. However about 10% to 20% of students may need additional support and timely intervention on some occasions. For a variety of reasons, some 2 to 5% of students may not respond to these early efforts and may need more intensive support and/or flexible learning options to assist them to continue their learning.
Elements of SWPBS

To realise these expectations, we focus on the management process based around the four key elements of the SWPBS framework which are:-

**Outcomes** – Academic and behaviour standards are developed and shared with students, parents and staff. Targets are set in relation to these standards and outcomes are reviewed each year. Expectations match academic and behaviour standards, targets and goals.

**Practices**
Values Education, Social Skills, Leadership Skills and Anti-Bullying are explicitly taught to promote non-violent, non-coercive and non-discriminatory attitudes and actions. The ethos of the school and classrooms is safe, positive and encouraging to promote development of individuals’ self-esteem. Curriculum programs are developed to ensure a balanced, relevant and engaging curriculum. The participation of students in suitable artistic, musical, academic, sporting and recreational pursuits is encouraged to ensure opportunities for a fully rounded approach to personal development. Strategies and interventions are implemented to support positive behaviour and address inappropriate behaviour. There is consistency in expectations, communication, teaching strategies and approaches to supporting and managing students’ behaviour. Individual circumstances and actions of students, and the needs and rights of school community members are considered in determining responses to inappropriate student behaviour.

**Data**
Children’s behaviour is monitored in the playground and the classroom to inform practices and programs. School data is collated and analysed to monitor school-wide behaviour; to determine outcomes in relation to established standards and targets; and to inform planning and decision-making. Parents are kept informed of their child’s behaviour. They are advised of strategies, programs and interventions implemented to support / address identified behaviours. Parents are expected to support school practices and to reinforce them at home.

**Systems**
In line with two of the components of SWPBS – Clarifying and teaching expectations our students are explicitly taught pro-social behaviour and provided opportunities to develop / practice skills and strategies. Staff expertise in relation to the development and support of pro-social behaviour is valued and developed. On-going professional development is provided for staff. New staff members are mentored in the development of behaviour support methods, curriculum knowledge and the Essential Skills for Classroom Management. The requirements of special needs groups, as well as mainstream students, are addressed by the Special Needs Committee to empower all children as learners. Positive partnerships between the school and community are developed using Education Queensland’s Parental and Community Engagement Framework. Student wellbeing is fostered and developed through the school’s Learning and Wellbeing Framework.

**Classroom Management Plans – ‘Green’ Students and all students (Universal)**
At the beginning of the school year and with the support of the Principal, students and teachers together develop a Classroom Management Plan. This explains classroom rules, expected behaviours in various situations, locations and routines. We use “Explicit Instruction” Archer and Hughes (2011) 122 – 123pp as a source for development of the plans. Consequences for positive and inappropriate behaviours are also developed cooperatively but with the guidelines of this document.

**Targeted behaviour support – ‘Yellow’ Students**
Some groups of children and individuals require additional support and assistance to demonstrate positive behaviour. Behaviour support for these children involves a consistent approach, with
consistent language used by staff and students alike and learned through the explicit lesson plans of the SWPBS Framework. Supports for these students include:-

1. Tailored programs and practices to explicitly address identified behaviours: Games Factory (Social Skills Program)
2. High Five – Talk Friendly, Talk Firmly, Ignore, Walk Away, Report to an Adult
3. Friendly Kids Friendly Classrooms
4. Mentoring
5. Involvement of Chaplain
6. Counseling (by arrangement with Guidance Officer)
7. Additional playground support
8. Bullying Prevention In Positive Behaviour Support

We keep parents involved to develop coordinated approaches by keeping them informed using Keep-In-Touch book, Phone calls, meetings, conversations both formal and informal.

**Intensive behaviour support – ‘Red’ Students (AVT Behaviour)**

At times, a student’s behaviour is such that it is necessary for an Individual Behaviour Support Plan (IBSP) to be initiated. It aims to increase the child’s self-control and skills in order for him/her to use appropriate social behaviour, to support and maximise participation in the learning environment.

Steps in developing an IBSP are

1. Form a team with the following members
   i. Administration
   ii. Classroom Teacher - the Case Manager
   iii. Guidance Officer
   iv. Parent (Consent From must be completed and signed)
   v. Behaviour Support Teacher
   vi. External agency (If necessary)
2. Collect Data – observations, interviews, medical information etc
3. Write the Individual Behaviour Support Program (IBSP)
4. Monitor and Review based on data collection and Functional Behaviour Assessment. It identifies the ABC of the behaviour (antecedent, behaviour and consequences) and is the foundation for teaching replacement behaviour. It is explained to the student, their parents or Guardian and is disseminated to all staff. The Team will ensure there is ongoing monitoring of the Plan, checking in with the student and using reflective questions, eg, “Are the required skills being taught?” etc.

Data and observation is used to identify a student who is in need of intensive behaviour support. This student’s data would typically show behaviours which are major, repetitive and may be behaviours considered as violent.

**Reinforcing expected School Behaviours**

Positive Reinforcement is given in our school to recognise and acknowledge appropriate behaviours. Positive Reinforcement encourages students who are modelling agreed desired behaviours and provides students with feedback about their behaviour in relation to the school’s values.

Esk State School’s formal recognition system has been developed with the Student Council, the community and the SWPBS team. It is designed to increase the quantity and quality of positive behaviours. All staff is required to give consistent and appropriate acknowledgement and rewards. Gotchas are our school-wide system of reward. They are collectable tickets and cards Students collect them in order to gain further rewards or acknowledgement.

**Gotchas In the Playground**

**How Students get them?**

1. Staff on playground duty carry Gotchas with them (in playground duty folders). Staff give students Gotchas through a process of “Got you being good”

**What happens then?**
1. Staff tell the student what it is they were doing right to receive the reward and which school Value they upheld.
2. Staff write the student’s name on the Gotcha. A winning Gotcha is drawn out at Friday’s Assembly. (Prizes supplied courtesy of Esk Newsagency.)
3. Winning student’s photos appears in the next newsletter.
4. All Gotchas are returned to the students.

**Gotchas in the Classroom**

**How Students get them?**
Staff award students Gotchas for demonstrating expected and taught in-class behaviours.

**What happens then?**
Students collect them and once they reach 20 Gotchas staff arrange reward activities, eg class party, Free Time, Computer Time.

**Gotcha Gems**

**How Students get them?**
Students achieve a level of Gotcha Gem each time they have collected twenty Gotchas from either the classroom or the playground. Gotcha Gems are business card size awards each representing a gemstone. They are considered prestigious items to own. Students on various levels receive rewards and acknowledgements.

**What happens then?**
1. Students collect the Gotchas.
2. Once students achieve 20 Gotchas they trade them in for a Gotcha Gem. This is an ongoing process through 10 levels of Gotcha Gems.
3. Gotcha Gems are awarded in-class as an opportunity for class recognition of achievement.
4. Staff send award information to Newsletter manager for entry
5. Staff enter their award getters on One School.

**The Gotcha Gems**

<table>
<thead>
<tr>
<th>Gemstone</th>
<th>Number of Gotchas</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peridot</td>
<td>20</td>
</tr>
<tr>
<td>Opal</td>
<td>40</td>
</tr>
<tr>
<td>Garnet</td>
<td>60</td>
</tr>
<tr>
<td>Amethyst</td>
<td>80</td>
</tr>
<tr>
<td>Aquamarine</td>
<td>100</td>
</tr>
<tr>
<td>Topaz</td>
<td>120</td>
</tr>
<tr>
<td>Sapphire</td>
<td>140</td>
</tr>
<tr>
<td>Emerald</td>
<td>160</td>
</tr>
<tr>
<td>Ruby</td>
<td>180</td>
</tr>
<tr>
<td>Diamond</td>
<td>200</td>
</tr>
</tbody>
</table>
Record keeping
One of the components of SWPBS is to have on-going monitoring of system and student behaviour, to this end our school keeps the following records
Each instance involving the use of physical intervention must be formally documented. The following records must be maintained
1. Major Incident Referral (Appendix 3)
2. Workplace Health and Safety Incident record (On line at Teamsite MyHR)
3. Debriefing Plan (for student and staff) (Appendix 5).

The process for recording Major and Minor Behaviours

<table>
<thead>
<tr>
<th>Classroom or any area use for learning</th>
<th>Playground or any area not used for learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minor</td>
<td>Major</td>
</tr>
<tr>
<td>Enter on One School and</td>
<td>Major Incident Referral Form – all locations enter on One School. Include Principal as a referral staff member.</td>
</tr>
<tr>
<td>include Principal as a</td>
<td>Minor Playground Behaviours Form is completed.</td>
</tr>
<tr>
<td>referral staff member.</td>
<td>Major Incident Referral Form – all locations then enter on One School. Include Principal as a referral staff member.</td>
</tr>
<tr>
<td></td>
<td>Subsequent Actions</td>
</tr>
<tr>
<td>Minor</td>
<td>Major</td>
</tr>
<tr>
<td>Staff monitor the behaviours and if necessary move to major behaviour. Three or more entries per student in a five day period move to major behaviour.</td>
<td>Admin/Principal manages the behaviour consequences and provides feedback to student, staff, and caregivers.</td>
</tr>
<tr>
<td>Major</td>
<td>Minor</td>
</tr>
<tr>
<td>Admin/Principal manages the behaviour consequences and provides feedback to student, staff, and caregivers.</td>
<td>STLAN monitors entries and enters them on excel. Provides report to SWPBS committee and staff. Three or more entries per student in a five day period move to major behaviour.</td>
</tr>
<tr>
<td>Minor</td>
<td>Major</td>
</tr>
</tbody>
</table>

Whole-school programs and practices foster responsible behaviour. These include:
1. Programs to develop Social Skills, Leadership, Enrichment, Peer Support
2. Practices and Strategies – modeling, scaffolding, role-play, drama
3. Activities that engage children, foster values and pro-social behaviours eg camps, excursions, sport, team-events, lunch-time activities, ceremonies, events
4. Activities that recognise achievement and celebrate success eg showcasing of work, achievement awards, displays
5. Termly Reward Days
6. Gotchas
7. Afternoon Tea with the Principal – for 100% attendance throughout the term.
8. Student Council fundraising and activity days

At Esk State School we implement the following proactive and preventative processes and strategies to support student behaviour:
1. A dedicated section of the school newsletter, enabling parents to be actively and positively involved in school behaviour expectations.
2. SWPBS Leadership team meets regularly and provides information to staff and parents, and support to others in sharing successful practices
3. Comprehensive induction programs in this Responsible Behaviour Plan for Students delivered to new students as well as new and relief staff.
4. 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.
5. Development of specific policies to address:
   a. The Use of Personal Technology Devices* at School (Appendix 1)
   b. Procedures for Preventing and Responding to Incidents of Bullying (Appendix 2).

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. Manuals are used
to monitor school emergency procedures, ie Lockdown and Evacuation, SWPBS data, the yearly SET (School Evaluation Tool) and the school’s Emergency Procedures Manual.

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.

As soon as practicable staff must notify Administration of the emergency. They must also complete a Major Incident Referral Form. (Appendix 3)

**Basic defusing strategies for use in emergency situations with students**

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. Proactive support could mean strategies for intensive behaviour support would be implemented.

**Physical Intervention**

Staff may make legitimate use of physical intervention if all non-physical interventions have been exhausted and a student is:

1. physically assaulting another student or staff member
2. posing an immediate danger to him/herself or to others.

Appropriate physical intervention may be used to ensure that Esk 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:

1. physical intervention cannot be used as a form of punishment
2. physical intervention must not be used when a less severe response can effectively resolve the situation
3. the underlying function of the behaviour.

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

Any physical intervention made must:
1. be reasonable in the particular circumstances,
2. be in proportion to the circumstances of the incident,
3. always be the minimum force needed to achieve the desired result,
4. take into account the age, stature, disability, understanding and gender of the student and
5. be formally reported to Administration on the Major Incident Referral Form. (Appendix 3)

6. Consequences for unacceptable behaviour
While the focus is on proactive and preventative approaches, certain types of behaviour are unacceptable. Consequences for unacceptable behaviour are consistently applied. When applying consequences consideration is given to both the individual circumstances and actions of the student and the needs and rights of the school and community members.

Where possible natural and/or logical consequences are applied eg the consequence for disrupting a game results in sitting out the game. Students’ unacceptable behaviour is monitored and recorded. Persistent inappropriate or unacceptable behaviour (eg wilful disobedience) and/or unacceptable behaviour of a severe nature (eg conduct prejudicial to the good order and management of the school) may result in suspension or exclusion. Such responses will be used after consideration has been given to all other responses.

Data on nature and frequency of unacceptable behaviour is used to inform outcomes in relation to standards and targets identify support required and evaluate programs and interventions.

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 behaviours are those that:
1. do not require the involvement of school administration.
2. are minor breaches of the school Values and Expectations
3. do not seriously harm others or cause you to suspect that the student may be harmed
4. do not violate the rights of others in any other serious way
5. are not part of a pattern of problem behaviours

Minor problem behaviours may result in the following consequences:
A minor consequence logically connected to the problem behaviour, such as
1. complete removal from an activity or event for a specified period of time,
2. partial removal (time away),
3. individual meeting with the student,
4. apology,
5. restitution or detention
6. A re-direction procedure. The staff member takes the student aside as appropriate and:
   I. names the behaviour that student is displaying,
   II. asks student to name expected school behaviour,
   III. states and explains expected school behaviour if necessary,
   IV. gives positive verbal acknowledgement for expected school behaviour.
**Major behaviours are those that:**
1. do require the involvement of school administration.
2. significantly violate the rights of others
3. put others / self at risk of harm
4. require the involvement of school administration.

**Major problem behaviours may result in the following consequences:**
1. Time in office, removal to withdrawal room, alternate lunchtime activities, loss of privilege, restitution, loss of break times, warning regarding future consequence for repeated offence
2. Parent contact, referral to Guidance Officer, referral to Intensive Behaviour Support Team, suspension from school
3. 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.

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

**Detention**
Students who display minor ongoing or a single major behaviour in the playground may be given a Detention. This is recorded on the *Major Behaviour Incident Form* and entered on One School by the issuing staff member. A Detention is carried out by the student in the Library during the next available morning tea session. A staff member supervises the student/s.

No detentions are given from behaviours in the classrooms. These are managed by the teacher using Essential Skills for Classroom Management techniques, One School and the *Major Behaviour Incident Form*.

**7. Network of student support**
Our approach to student behaviour support includes involvement of all stakeholders of our school community. These include:
1. Administration
2. All Staff
3. Students
4. Parents/Caregivers
5. Guidance Officer
6. Behaviour AVT
7. Special Education Units
8. External Agencies
9. Chaplain
10. Adopt-a-Cop
11. Community Role Models
12. Advisory Visiting Teachers
13. Support is also available through the following government and community agencies:
   14. Disability Services Queensland
   15. Child and Youth Mental Health
   16. Queensland Health
   17. Department of Communities (Child Safety Services)
   18. Somerset Regional Council
   19. Police

**8. Consideration of individual circumstances**
Responses to inappropriate behaviour will be determined through giving consideration to the particular situation and context, the individual circumstances and actions of the student and the needs and rights of the whole school Community. The circumstances surrounding an incident will be considered prior to determining of any consequence. For example, was the behaviour pre-mediated, provoked, re-actional or as a result of a specific disability.
Esk State School considers the individual circumstances of students when applying support and consequences by:-

1. promoting an environment which is responsive to the diverse needs of its students,
2. establishing procedures for applying fair, equitable and non-violent consequences ranging from the least intrusive sanctions to the most stringent,
3. recognising and taking into account students' age, gender, disability, cultural background, socioeconomic situation and their emotional state,
4. expressing personal opinions in an appropriate manner and at the appropriate time recognising the rights of all students to exist in a safe respectful environment,
5. making adjustments appropriate to students’ 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

- Inclusive Education v2
- Student Protection v6
- Student Learning and Wellbeing
- Safe, Supportive and Disciplined School Environment v6.2
- Appropriate Use of Mobile Telephones and other Electronic Equipment by Students v3
- Supporting Students Mental Health and Wellbeing v2.2
- School Management Procedures
- Enrolment in State Primary, Secondary and Special Schools v4.2
- Refusal to Enrol – Risk to Safety or Well-being v2
- Flexible Arrangements for School Students v2
- Exemptions from Compulsory Schooling and Compulsory Participation v3
- Student Dress Code v4
- Using the Department's Corporate ICT Network
- Risk Management

11. Some related resources

- Better Behaviour Better Learning
- Bullying. No Way!
- Schoolwide Positive Behaviour Support
- Learning and Wellbeing Framework
- Code of Conduct for School Students Travelling on Buses

Related Resources

- Code of Conduct for Student Traveling on Buses
- Bullying Prevention in a Supportive Environment
- School Wide Positive Behaviour Support Documents
- Play is the Way
<table>
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<th>Endorsement Date</th>
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<tbody>
<tr>
<td>Principal</td>
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<tr>
<td>P&amp;C President</td>
<td></td>
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<tr>
<td>Staff Representative</td>
<td></td>
</tr>
<tr>
<td>Student Representative</td>
<td>Emily Hatfield, Emily Fitzgerald, Ethan Versace</td>
</tr>
</tbody>
</table>
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 be discouraged from bringing personal technology devices like cameras, digital video cameras, phones, iPads, iPods 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 into the office on arrival and can be picked up 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 Esk State School Students using personal technology devices to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks etc) for the purpose of dissemination among the student body or outside the school, by any means (including distribution by phone or internet posting) builds a culture of distrust and disharmony.

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

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

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

Even where consent is obtained for such recording, the school will not tolerate images or sound captured by personal technology devices on the school premises or elsewhere being disseminated to others, if it is done for the purpose of causing embarrassment to individuals or the school, for the purpose of bullying or harassment, including racial and sexual harassment (or where without such intent a reasonable person would conclude that such outcomes may have or will occur).
Students involved in:
- recording; and/or,
- disseminating material (through text messaging, display, internet uploading etc); and/or,
- knowingly being a subject of a recording

Breach of this policy may be subject to discipline (including suspension and recommendation for exclusion).

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

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

Assumption of cheating
Personal technology devices may not be taken into or be 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, 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. Esk 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 in Esk State School. Research indicates that both those being bullied and those who bully are at risk for behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community's goals and efforts for supporting all students.

3. Bullying behaviours that will not be tolerated at Esk 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 Esk 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

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 Esk 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 for which our students are already accustomed.
**Prevention**

8. Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a 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 three 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.

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 Esk 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. Esk 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.
### Major Incident Referral Form - all locations

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>Location:</th>
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<tbody>
<tr>
<td></td>
<td>Classroom other learning area</td>
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<table>
<thead>
<tr>
<th>Date:</th>
<th>Time:</th>
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<table>
<thead>
<tr>
<th>Class:</th>
<th>Referring staff member:</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Other ___________________</td>
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</table>

<table>
<thead>
<tr>
<th>School Value</th>
<th>Safety</th>
<th>Respect</th>
<th>Learning</th>
</tr>
</thead>
</table>

**Minor** behaviours are those that **DO NOT** require the involvement of school Administration. Examples include behaviours which:-

1. are minor breaches of the school Values and Expectations
2. do not seriously harm others or cause you to suspect that the student may be harmed
3. do not violate the rights of others in any other serious way
4. are not part of a pattern of problem behaviours

**Major** behaviours are those that require the involvement of school Administration. Examples include behaviours which:-

1. put others or self at harm or risk of harm. (physical or psychological)
2. are major physical aggression
3. significantly violate the rights of others.

### Details

### Administration Use
### Minor Playground Behaviours

Actions: RR = Rule reminder, TO = Time out, D = Detention, OR = Office referral

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Who</th>
<th>What</th>
<th>What Area (See Map)</th>
<th>Action RR/TO/D/OR</th>
<th>Staff Initials</th>
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Appendix 5

Esk State School Debriefing Plan

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:

1. Reverse or minimise the negative effects of physical intervention
2. Prevent the future use of physical intervention
3. 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:
1. Who was involved
2. What happened
3. Where it happened
4. Why it happened
5. What we learned

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

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

**Questions for student**
1. What was it that you needed?
2. What upset you most?
3. What did we do that was helpful?
4. What did we do that got it that way?
5. What can we do better next time?
6. Is there anything that you would do differently?
7. Would you do something differently next time?
8. What could we have done to make the physical intervention less invasive?

For students who have language or communication difficulties the debriefing process will need to be modified to accommodate their specific receptive and expressive needs.
Appendix 6

Exit Statement

This statement is a detailed expression of the type of student we aspire to cultivate at Esk State School. We aim to develop our students into well rounded and informed individuals who possess the positive qualities of an Australian citizen. The daily activities of staff at Esk aim to produce students who embody the following qualities:

The Healthy Citizen
Students leaving Esk State School have personal qualities which promote and strengthen relationships. They use skills and strategies to enhance personal identity and self esteem. They operate well as members of a variety of social and cultural groups. They are aware of the social, physical and economic world around them and can take action to manage the health, wellbeing and safety of themselves and others. They have a connection with the world and can think critically to solve problems as they participate in the world.

The Informed Citizen
Our students are informed about the world. They can gather and critically analyse information to help them make decisions. They will use reasoning skills to justify their own beliefs and actions. They can communicate and explain their views and understanding of the world through their use of language, text, sounds and symbols in a variety of ways.

The Democratic Citizen
Students from Esk State School display an understanding of political and legal systems of Australia and their relationship on a global level. They can be active socially and politically in their local and the wider community. Our students have an awareness and understanding of different social, political and cultural groups and associations. They recognise the need for the preservation of equality both locally and globally. Our students understand, promote and display attributes of good citizenship. They are able to take on social responsibilities and value the common good.

The Creative Citizen
Our students will understand that creativity involves the use of their imagination to produce something of value. They will be capable of using a range of media to create functional, aesthetic and expressive results. Students will be confident to take risks and seize opportunities. They will be encouraged to adapt to change, explore ideas and look for solutions.

The Eco-Citizen
Students leaving Esk understand the relationship between the natural and physical world. They work together to make choices about how resources are used within our world to enable them to take action to protect the earth for present and future generations.
# Esk State School

## Expected Behaviours Matrix

### Location / Area

<table>
<thead>
<tr>
<th>Rules</th>
<th>Classroom</th>
<th>Play Areas</th>
<th>Toilets</th>
<th>Bus Time and Travel</th>
<th>Assembly</th>
<th>Tuckshop, Eating Areas</th>
<th>Transitions:-(Stairs, Hallways, Pathways and Courtyard)</th>
<th>Library</th>
</tr>
</thead>
</table>
| **Be Safe** | • Follow instructions  
• Sit safely  
• Walk  
• Use tissue | • No Hat No Play  
• Wear your hat and shoes  
• Stay in your play areas | • 1, 1, 1 Rule*  
• Report any problems  
• Take a partner  
• Straight there straight back | • Follow directions from adults in charge  
• Line up at your bus area  
• Walk to the bus  
• Remain seated  
• Toilet and drink straight from class | • Stay in your class group | • Line up at tuckshop  
• Eat your own food | • Walk safely  
• Line up  
• Stay left on stairs | • Leave furniture tidy  
• Walk safely |
| **Be Respectful** | • Use school talk  
• Listen  
• Be tidy  
• Care for things  
• Wait your turn | • Cooperate to play together  
• Take turns | • Wait your turn  
• Be quick | • Silence for roll  
• Greet the bus driver  
• Listen to the bus driver for instructions | • Be still, quiet and listen | • Say ‘please’ and ‘thankyou’  
• Be tidy | • Move and wait quietly  
• TDL# at first Bell  
• Be ready at the second bell | • Leave the shelves tidy  
• Treat books carefully |
| **Be a Learner** | • Be ready  
• Have a go  
• Co-operate  
• Ask for help | • Be a problem solver – High Five  
• Talk about the rules before you start | • Go at the first bell  
• Go once a day during class time | • Put your bag in bus area  
• Care for your belongings | • Be a public speaker  
• Be an audience | • Obey the whistle by:-  
Stop, Look and Listen  
• Follow instructions  
• Keep your money safe | • Follow Library rules | |

*1, 1, 1 Rule = 1 push of the tap, 1 pump of the soap, 1 paper towel

### Appendix 8

#### MINOR / MAJOR BEHAVIOUR FLOWCHART

**MINOR**
- Running on concrete
- Not walking bike/scooter in school grounds
- Playing in toilets
- Incorrect use of equipment
- Minor physical contact (pushing, shoving)
- Not wearing hat in playground
- Refusing to work
- Not completing set tasks in a reasonable time
- Not being punctual after breaks
- Non compliance
- Uncooporative behaviour
- Minor dishonesty
- Inappropriate language (written/verbal)
- Calling out
- Poor attitude
- Disrespectful tone
- Littering
- Mobile phone switched on in any part of school
- Not playing fairly
- Minor disruption to class
- Minor defiance
- Minor bullying and harassment

**MAJOR**
- Throwing objects
- Possessions of weapons or dangerous products
- Serious physical aggression
- Fighting
- Consistently refusing to work
- Leaving class without permission (out of sight)
- Leaving school without permission
- Major dishonesty
- Offensive language
- Aggressive language
- Verbal abuse
- Use of mobile phone to sms, voicemail, photo or video
- Stealing/major theft
- Wilful property damage
- Vandalism
- Major bullying which is proven to be on-going
- Major harassment
- Major disruption to class
- Blatant disrespect
- Major defiance

---

**Does the behaviour require an instant Admin referral?**

**NO**

- **Record information on Minor Playground Form or OneSchool if in Classroom**

- **Monitor - if this a pattern of behaviour by the student. If so consider Major Incident Referral**

- **Three minor incidents for one student in 5 day period = Admin referral Classroom or Playground**

**YES**

- **Investigate and complete Major Incident Form**

- **Refer/bring Student/s to Admin accompanied by a copy of Major Incident Form**

- **Record incident into One School**

- **Admin Actions the consequence on One School and other actions as required**

- **Admin provides with feedback-staff, students caregivers**

---

**An immediate Office Referral is:-**

- Repeated offences by the same student or group of students
- Physical aggression
- Leaving the learning environment without permission
### Examples of Major and Minor Behaviours

**Minor** behaviours are those that DO NOT require the involvement of school administration.

Examples include behaviours which:-

1. are minor breaches of the school Values and Expectations
2. do not seriously harm others or cause you to suspect that the student may be harmed
3. do not violate the rights of others in any other serious way
4. are not part of a pattern of problem behaviours

#### Minor Behaviour Examples include

**Safety**
- Respect
- Calling out in class
- No hat-no play
- Not wearing shoes
- Low level physical misconduct
- Not playing safely or not taking turns
- Being out of bounds

**Respect**
- Defiance or Disrespect
- Refusal to follow a reasonable request
- Failure to attend a detention
- Put downs
- Inappropriate tone/attitude
- Problems with personal valuables
- Inappropriate comments
- Minor dishonesty
- Not playing safely or not taking turns
- Property Misuse
- Inappropriate Language
- Dress Code
- Not co-operating

**Learning**
- Not being prepared for lessons
- General classroom disruption
- Refusing to work
- Disruption

---

**Major** behaviours are those that require the involvement of school administration.

Examples include behaviours which:-

1. put others or self at harm or risk of harm. (physical or psychological)
2. are major physical aggression
3. significantly violate the rights of others.

#### Major Behaviour Examples include

**Safety**
- Fighting
- Aggressive physical contact
- Leaving school grounds or classroom
- Use of a weapon or object as a weapon
- Smoking
- Alcohol/drugs

**Respect**
- Foul language to student/staff
- Aggressive language
- Threats to students or staff
- Harassment of students or staff
- Vandalism
- Chronic breeches of dress code
- Gambling

**Learning**
- Cheating

---

*Note:* Major Behaviours also occur when there are chronic minor behaviour infractions.