Gladstone South State School

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

1. Purpose
Gladstone South 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
This plan was developed in collaboration with our school community. Broad consultation with parents, staff and students was undertaken through survey distribution and community meetings held during semester one 2010.

The Plan was ratified by all Principals, the President of the school P&C and Executive Director (Schools) in December 2010, and was again reviewed in 2013 as required in legislation.

3. Learning and behaviour statement
All areas of schools 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 Gladstone South 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 motivated
- Have an A+ attitude
- Be respectful and responsible, and
- Be truthful and trustworthy.

Our school rules have been agreed upon and endorsed by all staff and Gladstone South State School Parents & Citizens’ Association. 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. Gladstone Schools 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 five school rules. The Schoolwide Expectations Teaching Matrix (Appendix 8) outlines our agreed rules and specific behavioural expectations in all school settings.

WE ARE SOUTH SMART!

Safe
Motivated
A+ Attitude

Truthfulness & Trustworthiness

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

- SWPBS Behaviour lessons conducted by classroom teachers each week
- Reinforcement of learning from behaviour lessons on School Assemblies and during active supervision by staff during classroom and non-classroom activities

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

- A dedicated section of the school newsletter
- SWPBS team members’ regular provision of information to staff and parents, and support to others in sharing successful practices
- Induction of the Responsible Behaviour Plan for Students delivered to new students as well as new and relief staff
- Individual Behaviour Support Plans 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)
  - Teachers use a wide range of positive strategies to redirect inappropriate behaviours.

Reinforcing expected school behaviour

Gladstone South State School communication of 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.

Positive Notices (Yellow slips)

Staff members hand out yellow slips (Appendix 3) to students they observe following school rules in both classroom and non-classroom areas. This reinforcement occurs continuously throughout the day. When they ‘catch’ a student following the rules they can choose to give them a yellow slip. When students are given a yellow slip the student adds the slip to the class display.

Yellow Slips are collected for the term for each student and displayed in the classroom. When a student reaches 7 Yellow Slips they are invited to join in the end of term South SMART celebration morning.

Responding to unacceptable behaviour

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

Re-directing low-level and infrequent problem behaviour

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

Our preferred way of re-directing low-level problem behaviour is to ask them to think of how they might be able to act more safely, more respectfully or more responsibly. This encourages students to reflect on their own behaviour, evaluate it against expected school behaviour, and plan how their behaviour could be modified so as to align with the expectations of our school community.

Students are given three opportunities to redirect and restore positive behaviours before being issued a Pink Slip (Appendix 5). Over a term, if three Pink Slips are issued, the student will be considered for targeted behaviour support.
Targeted behaviour support: Respond Program

Each year a small number of students is identified through our data as needing a little bit extra in the way of targeted behavioural support. In most cases the problem behaviours of these students may not be immediately regarded as severe, but the frequency of their behaviours may put these students' learning and social success at risk if not addressed in a timely manner.

Students receiving targeted support attend their normal scheduled classes and activities with appropriate adjustments if required. However they have increased daily opportunities to receive positive contact with adults, additional support from mentors and increased opportunities to receive positive reinforcement. Where required, adjustments are made to the student’s program through academic support, adult mentoring or intensive social skills training. An individual timetable is developed in this instance for students receiving targeted behaviour support and a South SMART behaviours card (Appendix 9) developed and communicated daily with parents.

This support is coordinated by the school student support services team with active administrator support and staff involvement. Students whose behaviour does not improve after participation in the Respond Program, or whose previous behaviour indicates a need for specialised intervention, are provided with intensive behaviour support.

Intensive behaviour support:

Gladstone South State School is committed to educating all students, including those with the highest behavioural support needs. We recognise that students with highly complex and challenging behaviours need comprehensive systems of support. The student support services team:

- Works with other staff members to develop appropriate behaviour support strategies
- Monitors the impact of support for individual students through continuous data collection
- Makes adjustments as required for the student, and

- Works with the school Guidance Officer to achieve continuity and consistency
- Develops an Individual Behaviour Support and Risk Management Plan in collaboration with parents and support staff
- May negotiate a Flexible Learning Plan agreement which may constitute flexible attendance at school

The school may request the services of the Intensive Behaviour Support Team. The Intensive Behaviour Support Team has a referral system in place. Following referral, a team member contacts parents and any relevant staff members to form a support team and begin the assessment and support process. In many cases the support team also includes individuals from other agencies already working with the student and their family, a representative from the school’s administration and district-based behavioural support staff.

Intensive intervention, behaviour support processes and/or programs that respond to unacceptable behaviour and support continued learning engagement include:

Students form a vital part in the development and commitment to the intensive intervention strategies and/or programs. This is usually developed in case-type meetings with students, parents and other key personnel including school administration.
5. Consequences for unacceptable behaviour

Gladstone South State School makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When unacceptable behaviour occurs, students experience predictable consequences. Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour. A Red Slip (Appendix 4) is used to notify the administration immediately of major problem behaviour. The recording of three minor behaviours constitutes a major behaviour. All major behaviours are recorded on Oneschool and the incident is referred to applicable staff.

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

- **Minor** problem behaviour is handled by staff members at the time it happens
- **Major** problem behaviour is referred directly to the school Administration team

**Minor** behaviours are those that:
- are minor breaches of the school rules
- do not seriously harm others or cause you to suspect that the student may be harmed
- do not violate the rights of others in any other serious way
- are not part of a pattern of problem behaviours
- do not require involvement of specialist support staff or Administration.

Minor problem behaviours may result in the following consequences:
- a minor consequence logically connected to the problem behaviour, such as complete removal from an activity or event for a specified period of time, partial removal (time away), individual meeting with the student, apology, restitution or detention for work completion.
- a re-direction procedure. The staff member takes the student aside and:
  1. names the behaviour that student is displaying,
  2. asks student to name expected school behaviour,
  3. states and explains expected school behaviour if necessary
  4. gives positive verbal acknowledgement for expected school behaviour.

A Pink Slip is issued following 3 warnings for minor problem behaviour. 3X Pink Slips constitutes a major behaviour.

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

**Major** behaviours result in an immediate referral to Administration because of their seriousness. When major problem behaviour occurs, staff members calmly state the major problem behaviour and remind the student of expected school behaviour. The staff member then fills out the administration notification Red Slip and the student is escorted to administration. The incident is recorded on Oneschool and the incident is referred to applicable staff.

Major problem behaviours may result in the following consequences:
- **Level One**: 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, referral to the Student Support Services Committee AND/OR
- **Level Two**: Parent contact, referral to Guidance Officer, Chaplin or Elders, referral to District Behaviour Support Team, suspension from school, modified attendance program.
• **Level Three:** Students who engage in very serious problem behaviours such as major violent physical assault, or the use or supply of weapons or drugs can expect to be recommended for exclusion from school following an immediate period of suspension.

That SDA will be used after consideration has been given to all other responses.

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

<table>
<thead>
<tr>
<th>Area</th>
<th>Minor</th>
<th>Major</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Being Safe</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Movement around school</td>
<td>• Running on concrete or around buildings</td>
<td>• Throwing objects</td>
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<tr>
<td></td>
<td>• Running in stairwells</td>
<td>• Possession of weapons</td>
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<tr>
<td></td>
<td>• Not walking bike in school grounds</td>
<td></td>
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<tr>
<td><strong>Play</strong></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></td>
<td>• Playing in toilets</td>
<td></td>
</tr>
<tr>
<td><strong>Physical contact</strong></td>
<td>• Minor physical contact (eg: pushing and shoving)</td>
<td>• Possession of or selling of drugs</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
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<tr>
<td><strong>Correct Attire</strong></td>
<td>• Not wearing a hat in playground</td>
<td>• Fighting</td>
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<tr>
<td></td>
<td>• Not wearing shoes outside</td>
<td></td>
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<tr>
<td><strong>Other</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class tasks</td>
<td>• Not completing set tasks that are at an appropriate level</td>
<td>• Possession of or selling of drugs</td>
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<tr>
<td></td>
<td>• Refusing to work</td>
<td></td>
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<tr>
<td><strong>Being Responsible</strong></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>
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<td></td>
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<tr>
<td>Follow instructions</td>
<td>• Low intensity failure to respond to adult request</td>
<td>• Stealing / major theft</td>
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<tr>
<td></td>
<td>• Non compliance</td>
<td>• Wilful property damage</td>
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<tr>
<td></td>
<td>• Unco-operative behaviour</td>
<td>• Vandalism</td>
</tr>
<tr>
<td><strong>Accept outcomes for behaviour</strong></td>
<td>• Minor dishonesty</td>
<td>• Major dishonesty</td>
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<tr>
<td><strong>Rubbish</strong></td>
<td>• Littering</td>
<td></td>
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<tr>
<td><strong>Mobile Phone</strong></td>
<td>• Mobile phone switched on in any part of the school at any time</td>
<td>• Use of a mobile phone in any part of the school for voicemail, email, text messaging or filming purposes without authorisation</td>
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<tr>
<td></td>
<td>without authorisation (written permission from an authorised staff member)</td>
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<tr>
<td><strong>Language</strong></td>
<td>• Inappropriate language (written/verbal)</td>
<td>• Offensive language</td>
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<td></td>
<td>• Calling out</td>
<td>• Aggressive language</td>
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<tr>
<td></td>
<td>• Poor attitude</td>
<td>• Verbal abuse / directed profanity</td>
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<tr>
<td></td>
<td>• Disrespectful tone</td>
<td></td>
</tr>
<tr>
<td><strong>Property</strong></td>
<td>• Petty theft</td>
<td>• Stealing / major theft</td>
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<tr>
<td></td>
<td>• Lack of care for the environment</td>
<td>• Wilful property damage</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Vandalism</td>
</tr>
<tr>
<td><strong>Others</strong></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>
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<tr>
<td></td>
<td>• Minor defiance</td>
<td>• Blatant disrespect</td>
</tr>
<tr>
<td></td>
<td>• Minor bullying / harassment</td>
<td>• Major defiance</td>
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</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 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**

Gladstone South State School staff members authorised to issue consequences for problem behaviour are provided with appropriate professional development and/or training. Through training activities, we work to ensure consistent responses to problem behaviour across the school. Students also receive training about how to respond when other students display problem behaviour, and the courteous way to respond when a staff member re-directs their behaviour or consequences are applied for problem behaviour.
6. Emergency 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 Gladstone South 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:
• recording of the incident on Oneschool and referral of the incident to the Principal
• Health and Safety incident record (link)
• debriefing report and restorative justice (for student and staff) (Appendix 6).

Flowchart
The Supporting Positive Student Behaviours – Gladstone South State School flowchart (Appendix 7) may assist staff and parents understand the procedures outlined in this plan at a glance

7. Network of student support

Students 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
• Senior Guidance Officer
• School Chaplain
• School Based Police Officer
• Youth Health Nurse
• Youth Support Coordinator
• Behaviour Management Team
• Adopt-An-Elders

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 including Police Liaison Officers
• Gladstone Regional Council
• Neighbourhood Centre
• Nhulundu Health Services.

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.
Gladstone South 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, socio-economic situation and their emotional state
- individual management plan
- recognising the rights of all students to:
  - express opinions in an appropriate manner and at the appropriate time
  - work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation, and
  - receive adjustments appropriate to their learning and/or impairment needs.

9. Related legislation

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

10. Related policies

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

11. Some related resources

- Bullying. No Way!
- Schoolwide Positive Behaviour Support
- Code of Conduct for School Students Travelling on Buses
- http://www.cccoe.net/social/skillsslist.htm

Endorsement

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

Effective Date: 1 November 2013
Appendix 1

The Use of Personal Technology Devices* at School

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

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

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

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

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. 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).

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

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

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

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

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

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

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

*Personal Technology Devices includes, but is not limited to, games devices (such as Portable gaming devices, Tamagotchis®,) laptop computers, PDAs, Blackberrys®, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile telephones, IPods® and devices of a similar nature.*
Appendix 2

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

**Purpose**

1. Gladstone South 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 Gladstone South 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 Gladstone South State School and 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 Gladstone South 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 Gladstone South 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. The South SMART and South STAMP procedures are explicitly taught to students;

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

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

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

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

12. Research indicates that a common outcome of anti-bullying programming is an improvement in understanding of bullying but little change in the frequency or nature of actual bullying behaviour. One of the reasons cited for this outcome is the lack of behavioural rehearsal in the programming. The anti-bullying process 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. Gladstone South 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.
Appendix 3 – Yellow Slips (copied on Yellow Paper)

To: You did a great job of being motivated today. Everyone is very proud of you!
From:

To: You worked hard to be safe at school today. You deserve a lot of credit!
From:

To: Well done for being responsible! You worked hard today.
From:

To: We all noticed that you were showing an A+ Attitude! You’re doing a great job.
From:

To: Thanks for being trustworthy! It’s been a great day.
From:

To: Everyone noticed that you were respectful today! Great job!
From:
Appendix 4 – Red Slip (Copied on Red Paper)

Follow up slip

Student: ___________________________________________ 

Managed by: _______________________________________

Consequence/actions taken:

[ ] Classroom time out  [ ] Removal from play
[ ] Thinking Room  [ ] Community service
[ ] Monitoring card  [ ] Parent contacted
[ ] Removal to buddy class  [ ] Entered on OneSchool
[ ] Restorative justice

Further details:

________________________________________________________________________

Incident Slip!

Name/s________________________________________________________________________

Staff member:________________________________________

Class ______    Date______________  Time:_____________

[ ] Before school  [ ] First session
[ ] First break  [ ] Middle session
[ ] Second break  [ ] Last session
[ ] After school

Location:__________________________________________

Was not being South SMART and displayed the following major behaviour

[ ] Substance misconduct  [ ] IT misconduct
[ ] Prohibited items  [ ] Bullying/harassment
[ ] Verbal misconduct  [ ] Threats to others
[ ] Physical misconduct  [ ] Refusal to participate in program of instruction
[ ] Misconduct involving an object  [ ] Other conduct prejudicial to the good order and
[ ] Property misconduct management of the school
[ ] Third minor referral

Witness/es

1. __________________________________________

2. __________________________________________

Details/Details of incidences:

________________________________________________________________________
Appendix 5 – Pink Slip (Copied on Pink Paper)

STRIKE 3

I have been given 3 Strikes for my behaviour…

Take this PINK card to the office

Take this PINK card to your Buddy Class

Date: Time:

Student’s name:

Class:

Supervising staff:

Staff member supervising at the time when PINK card was issued.
Please provide details of the student behaviours and staff actions taken prior to issuing the pink card.

Please enter as a minor incident & refer to C Teacher on Onschool ASAP & by the end of day.

Details:

*Please return this PINK card to the Class Teacher for monitoring purposes.
Appendix 6

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.

One of our processes that we use at Gladstone South is known as Restorative Justice. This involves the use of conferences to address wrongdoing in a variety of ways. Restorative Justice is a practice that is used in the home, school or workplace, or in any situation in which there is tension and conflict in relationships. It is also used in dealing with criminal acts.

What does it involve?
Restorative Justice Processes at Gladstone South involve a structured meeting (conference) between offenders, victim and observers in which they deal with the consequences of the wrong doing and decide how best to repair the situation. It is neither a counselling nor a mediation process. Conferencing is a straightforward problem-solving method that demonstrates how citizens can resolve their own problems when provided with a constructive forum to do so.

It deals with three very important issues:

1. What happened?
2. How were people affected?
3. What needs to be done to make things better?

Conferences provide victims and others an opportunity to confront the offender, express their feelings, ask questions and have a say in the outcome. Offenders hear firsthand how their behaviour has affected people. They may begin to repair the harm by apologising, making amends and agreeing to financial restitution or personal or community service work.

This process is very time consuming but it is one that we are committed to using to provide students with a set of skills that they can use in life in solving tension and conflict without violent outbursts, abuse or physical violence.

Research shows that where restorative approaches to behaviour management are used, it has the capacity to transform the way school communities responds to wrongdoing and at the same time teaching concepts of accountability, responsibility and empathy to all members of the community.
Appendix 7
Supporting Positive Student Behaviours – Gladstone South State School -Flowchart
Students demonstrate South SMART behaviours
Proactive Support and Acknowledgement SWPBS

In Class
* refer regularly to explicit, observable and reasonable class rules and expectations
* verbal praise, physical proximity, peer modelling etc.
* increase praise ratio and extrinsic rewards when required (certificates, YELLOW SLIP, marble jar etc.)

In the Playground
* refer to playground rules consistently
* duty backpacks
* engage actively with students
* use extrinsic rewards (South Stamps)

One off low level behaviour (class or playground)
Rule Reminders/Redirection

STRIKE 1
1. Reminder- Why behaviour is unacceptable
2. Redirection-What should child should be doing
3. Articulate consequence if repeated (logical consequence)
   * Minimise risk of student re-offending – advise and support

Continued low level Behaviour Intervention

STRIKE 2
In class
Time-out/Detention
Alternative Activity

Playground
Red Spot (Time Out)
Alternative Activity

STRIKE 3
In class
Buddy Class PINK card
PINK card is returned to CT for records
Supervising Teacher enters as a minor incident on Oneschool (Refers to CT not Admin)

Playground
Timeout Office PINK card
PINK card is returned to CT for records

3 X STRIKE 3 or 1 X Major
(eg. Refusal to follow T directions /risk to safety of self/others)
Crisis Management – Student/Others at risk

Classroom or Playground – Call for help/intervention RED card
Minimise further risk to student/others – re-establish calm/routine
Principal/HOC to contact parents – ensure safety of staff/student
Supervising Teacher ENTERS as a major incident on Oneschool and refers to Admin
   * Incident is then ACTIONED by Principal or HOC
   * Referred to Student Support Services Committee
   * Develop Individual Behaviour Plan (C Teacher, parents, GO, Principal, AVT Beh.)
   * Minimise risk of student re-offending (risk management plan)