Springwood Central State School

Responsible Behaviour Plan

For Students

Sarah Fraser
Principal

Tracey Cooley
P&C President

Endorsed: 9 August 2016  Effective July 2016
Springwood Central State School

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

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

This Responsible Behaviour Plan for Students is necessary in order to support our purpose which will:
- Make a difference to all our students' lives and allow them to strive for excellence; and
- Ensure a safe, supportive and disciplined environment in which all students can learn at high levels.

2. Consultation and data review
Springwood Central State School developed this plan in collaboration with our school community. Broad consultation with parents, staff and students was undertaken through survey distribution and community meetings held during 2015. A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents from 2013 and 2014 also informed the development process.

The Plan was endorsed by the Principal, the President of the P&C and Assistant Regional Director (Schools) in 2016, and will be reviewed in 2019 as required by legislation.

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

Our Responsible Behaviour Plan outlines our system for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours. Through our school plan, shared expectations for student behaviour are clear to everyone, assisting Springwood Central State School in creating and maintaining 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.

Positive Behaviour for Learning (PBL) at Springwood Central State School.
We have 3 school rules:
- Be Safe and Healthy
- Be Co-Operative
- Be a Learner and an Achiever

These rules work in conjunction with our "You Can Do It" values – Getting Along, Organisation, Confidence, Resilience and Persistence.

We explicitly teach our students how to meet the expectations of these rules through lessons developed for the entire school (school-based lessons) and through lessons devised by individual teachers to meet the particular needs of the students within their classroom. These lessons are introduced at the beginning of each year in our Learning to Learn unit and then revised consistently throughout the year.

We also organise our school environment, both inside and outside classrooms, to promote demonstration of appropriate behaviour by students. We identify areas where problems may arise and manage the physical environment to prevent as many of these problems as possible.

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Our school rules have been agreed upon and endorsed by all staff and our school P&C. They are aligned with the values, principles and expected standards outlined in Department of Education and Training State School Code of School Behaviour.

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

Positive Behaviour for Learning (PBL) - Universal Behaviour Support, Tier 1

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

PBL is a prevention framework for organising evidence-based practices within our school and classrooms and for individual students. PBL is a problem solving approach that emphasises
1. Providing a continuum of support for all students;
2. Evaluating the implementation and outcomes of those supports; and
3. Using data to guide decision making about how to improve or sustain implementation.

PBL is based on decades of research and work in prevention science which has shown that we need to
- invest in prevention for all (Tier 1);
- identify and provide targeted support for individuals who are at risk for developing challenges (Tier 2); and
- provide individualised and intensive support for individuals which chronic or significant needs (Tier 3).

This continuum of support, is often depicted as a triangle also known in schools as Response to Intervention (RTI) or a multi-tiered approach.
Across each of the tiers, PBL emphasises four critical and interrelated features: outcomes, data, practices and systems.

Outcomes are locally determined, contextually and culturally relevant, observable and measurable goal statements that describe indicators of successful implementation of PBL for students and staff.

To know which outcomes are relevant and to set realistic goals, we collect and use data on student behaviour, attendance and other key indicators.

Practices are the interventions and supports for students, eg:
- positively stated school expectations or rules
- explicit teaching of these expectations
- arrangement of environment to promote appropriate behaviour
- implementation of a system for recognising appropriate behaviour
- implementation of a system for responding to inappropriate behaviour.

We also have systems to support staff to sustain implementation of these practices with fidelity.

(Source: *Classwide Positive Behavior Interventions and Supports*, Brandi Simonson & Diane Myers, 2015)

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

<table>
<thead>
<tr>
<th>Area</th>
<th>Be Safe and Healthy</th>
<th>Be Co-operative</th>
<th>Be a Learner and Achiever</th>
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</thead>
<tbody>
<tr>
<td>Travelling around the school</td>
<td>- Be aware of other's personal space</td>
<td>- Walk together in lines – where possible boys &amp; girls line</td>
<td>- Listen for bells/ teacher directions &amp; respond immediately</td>
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<td></td>
<td>- Interim stopping points</td>
<td>- No talking</td>
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<td></td>
<td>- Staying on paths</td>
<td>- After lunch leave in lines as dismissed</td>
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<td></td>
<td>- Hands &amp; feet to yourself</td>
<td>- Follow instructions</td>
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<td></td>
<td></td>
<td>- Listen</td>
<td></td>
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<td></td>
<td></td>
<td>- Use manners</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>- Respect others</td>
<td></td>
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<tr>
<td>Toilets</td>
<td>- Toilet buddy of opposite sex</td>
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<tr>
<td></td>
<td>- Buddy wait outside</td>
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<tr>
<td></td>
<td>- Walk along concrete paths</td>
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<tr>
<td></td>
<td>- Flush</td>
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<td></td>
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<tr>
<td></td>
<td>- Wash hands</td>
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<td></td>
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<tr>
<td></td>
<td>- No playing</td>
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<td></td>
<td>- Wear out of room lanyard</td>
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<tr>
<td>Oval &amp; Senior Playground</td>
<td>- No physical aggression - tackling/fitting</td>
<td></td>
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<tr>
<td></td>
<td>- Wear hat and shoes</td>
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<tr>
<td></td>
<td>- Walk on concrete to get to oval</td>
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<tr>
<td></td>
<td>- No food</td>
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<td></td>
<td>- No talking to strangers outside school</td>
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<table>
<thead>
<tr>
<th>Area</th>
<th>Expectations</th>
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</thead>
<tbody>
<tr>
<td>Eating Areas</td>
<td>Sit on benches&lt;br&gt;Put rubbish in bin when invited&lt;br&gt;Lunch boxes in crate – zipped up&lt;br&gt;Wear hats</td>
</tr>
<tr>
<td>Courts</td>
<td>Stay away from fences&lt;br&gt;Basketballs, netballs and play balls are allowed&lt;br&gt;Wear hats at all times&lt;br&gt;No contact sports or physical aggression&lt;br&gt;No eating&lt;br&gt;Grassed areas out of bounds</td>
</tr>
<tr>
<td>Junior Playground</td>
<td>Line up on path – wait for staff member to lead students to playground&lt;br&gt;Leave the playground after the first bell&lt;br&gt;Walk on the concrete&lt;br&gt;Wear a hat at all times&lt;br&gt;Keep hands and feet to themselves&lt;br&gt;No playing with sticks or rocks</td>
</tr>
<tr>
<td>Prep play area</td>
<td>Walk on concrete&lt;br&gt;Wear a hat at all times&lt;br&gt;Take turns&lt;br&gt;Keep hands and feet to themselves</td>
</tr>
<tr>
<td>Learning environment</td>
<td>Respond immediately to teacher instructions</td>
</tr>
<tr>
<td></td>
<td>Wait quietly outside in lines&lt;br&gt;Wait to be invited in&lt;br&gt;Take turns and share&lt;br&gt;Hats off inside&lt;br&gt;Walk around the area&lt;br&gt;Use manners&lt;br&gt;Clean up your area&lt;br&gt;Use appropriate communication&lt;br&gt;Follow instructions&lt;br&gt;Listen&lt;br&gt;Use manners&lt;br&gt;Respect others</td>
</tr>
<tr>
<td></td>
<td>Be organised and ready to learn&lt;br&gt;Keep belongings and equipment in the correct place&lt;br&gt;Enter and exit the area in an appropriate manner&lt;br&gt;Be on time&lt;br&gt;Respect other people’s right to learn and teach</td>
</tr>
</tbody>
</table>

These expectations are communicated to students via a number of strategies, including:
- Explicit school-based lessons and “You Can Do It” program lessons conducted by classroom teachers;
- Reinforcement of learning from behaviour lessons on School Parades and during active supervision by staff during classroom and non-classroom activities;

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• Modelling of behaviour expectations in environmental context, eg. Travelling Manners, Eating Time Manners.

Springwood Central State School implements the following proactive and preventative processes and strategies to support student behaviour:
• The school newsletter regularly outlines or details specific behaviour expectations;
• The Positive Behaviour for Learning team members regularly provide information to staff and parents, and support others in sharing successful practices;
• Focus Rules support specific areas of attention to encourage safe and cooperative behaviour
• OneSchool reports/referrals are reviewed and actioned;
• Development of specific policies to address:
  ▪ The Use of Personal Technology Devices* at school (refer Appendix 1)
  ▪ Procedures for Preventing and Responding to Incidents of Bullying (refer Appendix 2).

**Reinforcing Expected School Behaviour**
At Springwood Central State School, communication of our key behaviour messages is supported through reinforcement, which provides students with feedback for engaging in expected school behaviour. All staff members are trained to give consistent and appropriate acknowledgement and rewards.

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.

**Springwood Central Gotcha Cards and Rewards Tickets/Buzzy Bee Shop**
Staff members distribute ‘Gotcha’ cards daily to students they observe following school rules in both classroom and non-classroom areas. This reinforcement occurs continuously throughout the day. When a student receives a ‘Gotcha’ card, this is recorded on the student’s Rewards Ticket. Once a student’s Rewards Ticket is filled (after receiving 25 Gotchas), the student may attend the weekly Buzzy Bee Shop where they can ‘trade’ their reward ticket in for a reward, for example
• Lucky dip prize
• Sit on a chair at parade
• Sit on the teacher’s chair for a day
• Be the line leader for their class for a week.

Students who have attended the Buzzy Bee Shop with a completed Rewards Ticket also receive a ‘Mega-Gotcha’ certificate at the whole school parade.

**Springwood Central State School – Students of the Week**
Staff members award Student of the Week Certificates to students who are observed following school rules in both classroom and non-classroom areas. Certificates are presented at school parades.

**Classroom Reward System**
All classrooms have a reward system in place to assist in reinforcing expected school behaviours.

**Targeted Behaviour Support (Tier 2)**
Prevention and proactive practices are the most important aspects of discipline.

A number of behaviour support options are available to assist students, who require extra support, to manage their own behaviour more appropriately.

At Springwood Central State School these include
• Playground card – where movement and play area may be restricted for a period of time, allowing for greater supervision and monitoring;

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• Regular contact and support with our school Behaviour Support personnel;
• Parent contact and meetings;
• Classroom teachers working collaboratively with other staff members to develop appropriate behaviour support strategies;
• Making adjustments as required for the student; and
• Student referral to Student Support Team for access to Guidance Officer and other support personnel.

Students whose behaviour does not improve after focussed individualised programs, or whose previous behaviour indicates a need for specialised intervention, are provided with intensive behaviour support.

**Intensive Behaviour Support: Behaviour Support Team (Tier 3)**

Intensive behaviour support is implemented when a student does not respond to general classroom/playground practices and his/her conduct seriously affects the rights of others, including the student's future self.

• A case manager is appointed and an Individual Behaviour Management Plan developed;
• The IBMP may include: behaviour monitoring sheets, anti-bullying program, external agency referral, School Disciplinary Action (SDA), or a modified timetable;
• Specialist support personnel are used as appropriate;
• Counselling is offered to the student; and
• External agencies/regional personnel are consulted if necessary.

Following identification, all stakeholders are contacted and a support team is formed to begin the assessment and support process. In some cases the support team also includes individuals from outside agencies already working with the student and their family, a representative from the school's administration and district-based behavioural support staff as necessary.

**5. Consequences for Minor and Major Behaviour**

Springwood Central State School makes systematic efforts to prevent inappropriate student behaviour by teaching and reinforcing expected behaviour on an ongoing basis. When unacceptable behaviour occurs students experience predetermined, known consequences.

Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour. Unacceptable behaviour choices are noted on OneSchool in line with EQ procedures.

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 managed by teaching staff within the classroom;
- **Major** problem behaviour is referred directly to the school Administration team.

**Minor Behaviours (Orange Cards)**

Minor behaviours are those that:

- Are less significant 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; and
- Do not require involvement of specialist support staff or Administration.

Minor problem behaviours may result in the following consequences:

- Time out from an activity for a specific period of time
- Removal to Buddy Class for time out
- Individual meeting with the student
- Apology

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Major Behaviours (Pink Cards)

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 the following consequences:
- An immediate referral to school Administration;
- Parents/carers are notified;
- Detention; and
- School Leaders will lose their office/position.

Behaviour Management Overview

The Behaviour Management Plan outlines four levels of behaviour and a leadership level. The Level C - Standard, Level B - Good and Level A - Excellence Leadership indicate satisfactory to excellent behaviour while levels Level D - Restricted and Level E - Unacceptable indicate behaviour that is less than satisfactory. As a final action – School Disciplinary Absences can be enacted. It is hoped that the rewards and consequences taken at each level will encourage students to strive to reach the Excellence Level of Behaviour.

**Level A - Excellence (LEADERSHIP)**

Students at this level display exemplary levels of the expected behaviours all of the time. They also support other students to behave well. In the senior years, students also demonstrate leadership qualities.

<table>
<thead>
<tr>
<th>DEMONSTRATED BEHAVIOUR FOR THIS LEVEL</th>
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<tbody>
<tr>
<td>Students' behaviour will include the following:</td>
</tr>
<tr>
<td>- Being a role model for other students</td>
</tr>
<tr>
<td>- Consistently working to potential</td>
</tr>
<tr>
<td>- Always wearing uniform to the school standard</td>
</tr>
<tr>
<td>- Displaying a genuine commitment to their schooling, including regular attendance and punctuality.</td>
</tr>
<tr>
<td>- Always co-operating with all members of the school</td>
</tr>
<tr>
<td>- Helping and encouraging others</td>
</tr>
<tr>
<td>- Completing homework and class work</td>
</tr>
<tr>
<td>- Always following instructions</td>
</tr>
<tr>
<td>- Respecting others</td>
</tr>
<tr>
<td>- Active participation in the education program</td>
</tr>
<tr>
<td>- Participating in and/or supporting school and regional events, e.g. swimming carnival, sports days, cross country, camps, Arts Council and Life Education etc.</td>
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<tr>
<td>- Demonstrating commitment to and involvement in their school</td>
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<table>
<thead>
<tr>
<th>POSSIBLE PRIVILEGES FOR DEMONSTRATED BEHAVIOUR AT THIS LEVEL</th>
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<tbody>
<tr>
<td>- Public speaking at assemblies</td>
</tr>
<tr>
<td>- Greeting guests to the school and presenting impromptu vote of thanks</td>
</tr>
<tr>
<td>- Organising school events both within the class and whole school. These may include organising assemblies for special events, e.g. ANZAC Day.</td>
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<tr>
<td>- Assisting all staff in the running of the school, including informing staff of the actions of others</td>
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<tr>
<td>- Encouraging the appropriate behaviour of other students</td>
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<tr>
<td>- All Level B privileges</td>
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</table>
"Please note that it is an expectation of Springwood Central State School that all children wishing to nominate for School Captain have achieved Level A – Excellence (Leadership) for at least one semester prior to their nomination.

**Level B – Good**

Students at this level display good levels of the expected behaviours most of the time.

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<td>• Usually wearing uniform to the school standard</td>
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<tr>
<td>• Displaying a genuine commitment to their schooling, including regular attendance and punctuality.</td>
</tr>
<tr>
<td>• Usually co-operating with all members of the school</td>
</tr>
<tr>
<td>• Helping and encouraging others</td>
</tr>
<tr>
<td>• Completing homework and class work most of the time</td>
</tr>
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<td>• Usually following instructions</td>
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<thead>
<tr>
<th>POSSIBLE PRIVILEGES FOR DEMONSTRATED BEHAVIOUR AT THIS LEVEL</th>
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<tbody>
<tr>
<td>• All students at this level are eligible to be elected to Student Council.</td>
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<tr>
<td>• At this level, at the end of year 5, students can be considered for election to School Vice-Captain, House Captain, Music Captains or Student Council President for the following year.</td>
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<tr>
<td>• Students at this level will be eligible to represent the school at special events if selected</td>
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<tr>
<td>• All Level C privileges.</td>
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</table>

**LEVEL C - Standard**

Students at this level usually display the expected behaviours. All students are assigned to this level when they enrol at Springwood Central State School.

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Students’ behaviour will include the following:</td>
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<tr>
<td>• Being considerate and respecting others.</td>
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<tr>
<td>• Being courteous towards others.</td>
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<tr>
<td>• Co-operating with all members of the school.</td>
</tr>
<tr>
<td>• Caring for others and their property.</td>
</tr>
<tr>
<td>• Using common sense at all times.</td>
</tr>
<tr>
<td>• Displaying commitment to their schooling.</td>
</tr>
<tr>
<td>• Completing assessment requirements including class and homework.</td>
</tr>
<tr>
<td>• Displaying all of the responsibilities listed in The Code of Behaviour.</td>
</tr>
<tr>
<td>• Following instructions</td>
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<tr>
<td>• Wearing school uniform to the school standard.</td>
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<tr>
<th>POSSIBLE PRIVILEGES FOR DEMONSTRATED BEHAVIOUR AT THIS LEVEL</th>
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<tbody>
<tr>
<td>• Students at this level will be eligible to be involved in school sporting and social events including excursions and camps.</td>
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</table>
- Students at this level will be eligible to be involved in the choir and school band.
- Students at this level will be eligible to represent the school at inter-school carnivals.

**LEVEL D - Restricted**

Students at this level have not demonstrated appropriate behaviour and have made choices that are not safe, cooperative or encourage learning. These poor choices may continue even after school support and intervention.

### DEMONSTRATED BEHAVIOUR FOR THIS LEVEL

Student’s behaviour **COULD** include the following:
- Repeated unwillingness to follow directions
- Inappropriate behaviour in classroom or on school ground.
- Persistent disruption
- Leaving the classroom without permission
- Use of inappropriate language.
- Not keeping hands and feet to themselves.
- Disregard for the property of others.
- Bullying
- Not following the school dress code
- Inappropriate use of computers, internet, mobile phones, cameras and other electronic equipment.

### POSSIBLE CONSEQUENCES FOR INAPPROPRIATE BEHAVIOUR AT THIS LEVEL

For matters which relate to classroom behaviour, the student **MAY** be required:
- To give up any office of responsibility and **may** be counselled by the Guidance Counsellor or Behaviour Management team;
- In consultation with the classroom teacher the student may be placed on a Behaviour Plan. Behaviour Plans may also include restricted play. The length of time will be at the discretion of the school Administration team;
- The student **will be** excluded from extracurricular activities, e.g. discos, sporting teams, graduation, concerts, camps, excursions etc;
- Failure to improve behaviour **may** result in the student being placed on Level E and incur a suspension or exclusion.

### ADMINISTRATION PLAN OF ACTION:

The following action **MAY** be taken:

The School Administration will inform parents of major inappropriate behaviour. At this time a meeting time with a member of Administration may be arranged. If deemed necessary the child’s classroom teacher, a member of administration and the parent may meet to develop a plan of action which focuses on improved student behaviour. When complete, the student will be involved in discussing the plan of action with key stakeholders. The student and class teacher will confer and revise the plan after a negotiated time frame, set new goals and expectations and revise consequences.
### Suspension

#### Defiant Behaviour

Examples may include:
- Disobedience – including refusing to follow teacher directions
- Failure to attend Buddy Class/Detention
- Wilfully disobedient through failure to report to Administration staff when directed
- Persistently or significantly disruptive behaviour
- Repeated truancy from school and/or class, entering out of bounds area

The severity of disciplinary outcomes is determined by the school Principal based on
- an assessment of the totality of the alleged misbehaviour,
- the consequences of the said misbehaviour and
- the student's personal circumstances (including their behavioural history).

Possible outcomes may include:
- **Suspension 1-20 days**

### Acts of physical aggression

Examples may include:
- Physical Misconduct eg fighting
- Verbal abuse of any member of the school community
- Unsafe behaviour including throwing objects, inappropriate use of objects and property.

### Regulated, prohibited or illegal substances/items

- Smoking, cigarettes/tobacco or being in possession of lighters, cigarettes or tobacco
- Possession or sharing of pornographic material
- The unauthorised publication or posting of recorded sound or video at school or school events
- Breaches of school 'Personal Technology Policy'

### EXCLUSION

#### Misconduct/Disobedience

- Behaviour that interferes with the property of the school or others of the school (including but not limited to vandalism, graffiti, wilful damage, theft, etc)
- Serious behaviour or action in a private capacity that is prejudicial to the good order and management of the school
- Encouraging others to disobey rules.

The severity of disciplinary outcomes is determined by the School Principal based on
- an assessment of the totality of the alleged misbehaviour,
- the consequences of the said misbehaviour and
- the student's personal circumstances (including their behavioural history).

Possible consequences of the behaviour noted opposite may or may not include exclusion.

#### Acts of intimidation/physical aggression

- Behaviour that poses an unacceptable risk to the safety or wellbeing of other students, staff or other members of the school community (including but not limited to defamation, bullying, cyber bullying, racial fighting, violence, threats, harassment, sexual harassment, intimidation or facilitation thereof by others, encouraging persons to trespass onto school premises or to interfere with school activities, use of internet or electronic media/devices to abuse or denigrate).
- Aggressive and/or intentional physical assault of any staff member, student and/or school community member.

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Regulated, prohibited or illegal substances

- Possession/threat to use certain inappropriate things or weapons (including but not limited to knives of any type, sharp objects, knuckle dusters, sling shots, firearms or replicas thereof, fire crackers or explosives etc)

- Knives are not permitted at school, this includes flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives or craft knives. Knives required for school subjects will be provided by staff who will supervise their use and follow risk management policies.

- Any item that can be used as a weapon, for example, a chisel.

- Inappropriate supply, use or possession of intoxicating substances and/or utensils (including but not limited to illegal drugs or illegal drug implements, alcohol, paint, glue, prescription medication, etc)

6. Emergency or Critical Incident Responses

- A critical incident is one which has the potential to impair normal functioning. Springwood Central State School policy is to respond immediately with the necessary support to aid recovery and avoid the possibility of the debilitating effects of post-traumatic stress disorder.

- Springwood Central State School has a detailed Emergency Management Plan that is regularly reviewed by staff.

7. Network of Student Support

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

- Parents
- Teachers
- Support Staff
- Administration staff
- Guidance Officer
- Advisory Visiting Teachers
- School Chaplain
- Adopt-a-Cop

Support is also available through the following government and community agencies:

- Disability Services
- Child and Youth Mental Health
- Queensland Health
- Department of Communities (Child Safety Services)
- Police
- Autism Queensland
- PCYC – Strength and Support Program
- Family and Child Connect

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8. Consideration of Individual Circumstances
   - A fair process of investigation will be followed in all disciplinary actions.
   - In all circumstances individual students will receive appropriate educational programs to ensure that their learning is in no way negatively impacted.

9. Related legislation
   - Commonwealth Disability Discrimination Act 1992
   - Commonwealth Disability Standards for Education 2005
   - Education (General Provisions) Act 2006
   - Education (General Provisions) Regulation 2006
   - Criminal Code Act 1899
   - Anti-Discrimination Act 1991
   - Commission for Children and Young People and Child Guardian Act 2000
   - Judicial Review Act 1991
   - Workplace Health and Safety Act 2011
   - Workplace Health and Safety Regulation 2011
   - Right to Information Act 2009
   - Information Privacy (IP) Act 2009

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

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

Endorsement

Principal

P&C President or Chair, School Council

Endorsed: 9 August 2016  Effective July 2016
Appendix 1

The Use of Personal Technology Devices* at School

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

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

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

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

Students who have a personal technology device confiscated more than once will not be permitted to have this device at school for at least one month, or longer, if deemed necessary by the Principal.

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 Springwood Central State School. Students using personal technology devices to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks etc) for the purpose of dissemination among the student body or outside the school, by any means (including distribution by phone or internet posting), builds a culture of distrust and disharmony.

Students must not record images where that recording would not reasonably be considered reasonably 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 this is done for the purpose of causing embarrassment to individuals, or the school, for the purpose of bullying¹ or harassment (including racial and sexual harassment), this will not be tolerated.

¹ Education Queensland does not tolerate bullying behaviour at schools. This includes bullying conducted by electronic means.
Students involved in:
- recording; and/or
- disseminating material (through text messaging, display, internet uploading etc); and/or,
- knowingly being a subject of a recording
are in breach of this policy and may be subject to discipline (including suspension and recommendation for exclusion).

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 should ensure they keep the message as evidence and bring the matter to the attention of the school Administration.

**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)

POLICY

The Department of Education’s Code of Conduct states that all members of the school community:

- Respect property and personal rights.
- Co-operate with and support each other.
- Take responsibility for a safe environment.

Springwood Central State School is committed to developing positive interpersonal relationships between members of the school community. Bullying and harassment at school are unacceptable behaviours and will not be tolerated.

BULLYING

Bullying is an aggressive behaviour that relies on an abuse of power and seeks to deprive people of their rights.

- It is deliberate, hurtful physical and/or psychological behaviour. It is done with intent to injure, embarrass or violate.
- It is repeated intimidation; verbal, non-verbal, emotional, social or physical, conducted by an individual or group against others, resulting in the emotional disturbance of the victim.
- It is not necessarily a repetitive attack that causes distress but the threat of future attacks.
- It is recognised that bullying can be carried out by anyone in the school community.

Bullying behaviours that will not be tolerated at Springwood Central State School include:

<table>
<thead>
<tr>
<th>PHYSICAL</th>
<th>VERBAL</th>
<th>SOCIAL</th>
<th>NON-VERBAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Invading personal space</td>
<td>- Name calling</td>
<td>- Talking about others</td>
<td>- Threatening body language</td>
</tr>
<tr>
<td>- Hitting/punching/chooking/pinching</td>
<td>- Threats</td>
<td>- Writing notes about others</td>
<td>- Hand or body gestures</td>
</tr>
<tr>
<td>- Taking and throwing property</td>
<td>- Abuse</td>
<td>- Use of the internet or e-mail to spread misinformation and rumour or to threaten</td>
<td>- Exclusion</td>
</tr>
<tr>
<td>- Taking and hiding property</td>
<td>- Unwanted requests</td>
<td>- Deliberately ignoring</td>
<td>- Facial expressions</td>
</tr>
<tr>
<td>- Borrowing property without permission</td>
<td>- Suggestive or unwanted comments</td>
<td>- Rejecting</td>
<td>- Closes/stares</td>
</tr>
<tr>
<td>- Tripping/kicking</td>
<td>- Obscene or vulgar language</td>
<td>- Ostracising</td>
<td></td>
</tr>
<tr>
<td>- Grabbing</td>
<td>- Teasing/taunting</td>
<td>- Instilling fear</td>
<td></td>
</tr>
<tr>
<td>- Pushing/jostling</td>
<td>- Intimidation</td>
<td>- Isolating</td>
<td></td>
</tr>
<tr>
<td>- Unwelcome touching</td>
<td>- Creating/communicating rumours</td>
<td>- Negative comments about family</td>
<td></td>
</tr>
</tbody>
</table>

HARASSMENT

Harassment is any unwelcome attention that is offensive, humiliating or intimidating. It is designed to make the person feel embarrassed, frightened, hurt or uncomfortable because of a comment or action. Harassing behaviours are directed toward someone on the basis of differences such as:

- race, religion or culture
- ability and disability
- gender
- appearance or health conditions
- sexual orientation
- sexist or sexual language
- appearance and,
- socioeconomic status.

REPORTING

It is important to remember that all bullying and harassment needs to be reported. This is 'not
dobbing'. Students wishing to report an incident can report directly to any staff member or any
member of the school's Administration team.

Assistance is available through contact with:
- Class Teacher
- Specialist Teachers
- BAT
- Chaplain
- Guidance Officer
- School Administration
- Friends/Peer supporters

INTERVENTION PROCESS

Springwood Central State School has specific intervention practices. All reports of bullying are
taken seriously. They are investigated in a timely and reasonable manner. Appropriate action to
protect the well-being of all students will be undertaken.

Communication
- Promotion of self-responsibility for all members of the school community.
- Published Responsible Behaviour Plan.
- Interview with identified student/s.
- Clear communication of consequences of unacceptable behaviour.
- Parent contact(phone, email)
- Documentation

Intervention
- Further interview with alleged bullies.
- Monitoring
- Support and protection of victims
- Peer mediation(if appropriate)
- Conflict resolution.
- Parent contact(interview, phone, email)
- Further counselling (Guidance Officer, Chaplain,)

Cyber-bullying
Students are connected constantly to their peer group through the use of technology.

Technology forms such as email, text, chat rooms, MSN, mobile phones, camera phones,
"Facebook", "YouTube" are immediate. These technologies may be used for repeated hostile
communication. The communication can be forwarded widely and quickly. The identity of the
perpetrator may also be hidden.

This form of bullying is far-reaching and has significant impact on families.
Cyber-bullying, like all other bullying forms, is not tolerated at Springwood Central State School.

Suggested strategies:
- Supervise students’ use of technology
- Report incidents to the police
- Ensure the “messages” are reproducible as evidence.
- Do not respond via any communication mode.
- Inform perpetrator’s guardians
- Inform the school
Appendix 3

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.