Silkstone State School

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

1. Purpose

Silkstone 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

Silkstone State School developed this plan in collaboration with our school community. Broad consultation with parents, staff and students was undertaken through survey distribution and allotted meetings organised during February 2009. A review of the school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents from 2009-2012 also informed the development process. The plan has again been reviewed to align with current school data, strategies, policies and practises in 2016.

The Plan was endorsed by the Principal, the President of the P&C and Assistant Regional Director in May, 2016.

3. Learning and behaviour statement

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

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

- Be Safe
- Be Respectful
- Be Responsible
- Be an Active Learner.

These expectations provide a reference point to all staff to refer back to during open and positive discussions with the students about their behaviour. It promotes ownership of behaviour which leads to a greater development of life long skills such as self-discipline and respect for ourselves and others.

For effective learning to occur in a safe, supportive and disciplined environment, it is vital that all school community and wider community members respect:
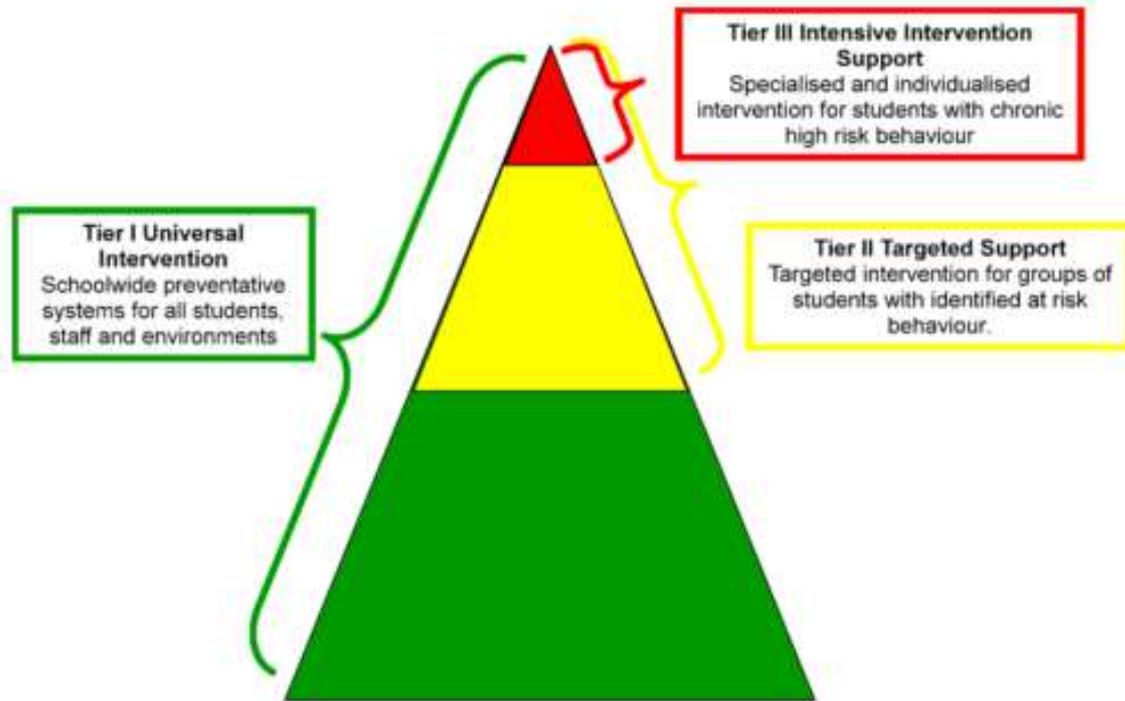
- The rights of all students to learn
- The rights of all teachers to teach
- The rights of all to be safe

Students who are unwilling to recognise and adhere to these expectations are issued with relevant and natural consequences that assist in reinforcing the importance of upholding these beliefs.

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

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

Silkstone State School is committed to the Positive Behaviour for Learning framework. This is a school systems approach designed to enhance the capacity of schools to teach and succeed with all students. It is a process for developing whole school, small group and individualised approaches to promote positive behaviour and maximise learning engagement. The levels of behavioural support are identified in the diagram below.

Tier III Intensive Intervention Support
Specialised and individualised intervention for students with chronic high risk behaviour

Tier I Universal Intervention
Schoolwide preventative systems for all students, staff and environments

Tier II Targeted Support
Targeted intervention for groups of students with identified at risk behaviour.

Universal Behaviour Support
The first step in facilitating standards of positive behaviour is communicating those standards (i.e. our 4 school expectations) to **all** students. At Silkstone 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. It also provides a framework for responding to unacceptable behaviour.

A set of behavioural expectations in specific settings has been attached to each of our four school expectations. The Schoolwide Expectations Teaching Matrix on the following page outlines our agreed rules and specific behavioural expectations in all school settings.

These expectations are communicated to students via a number of strategies, including:
- Weekly behaviour lessons conducted by classroom teachers where the focus is related to specific behavioural interventions;
- Reinforcement of learning from behaviour lessons on School Assemblies and during active supervision by staff during classroom and non-classroom activities.
- Daily class behaviour discussions held at the end of each day where students to have received stickers as per the school wide behaviour process are acknowledged.

	Be Safe	Be Respectful	Be Responsible	Be an Active Learner
Silkstone State School Expectations Matrix				
Whole School	• I keep my hands, feet, objects and comments to myself • I report any problems. • I solve problems with my words • I am in the right place at the right time doing the right thing • I follow safe travel procedures	• I follow adult directions • I use polite and positive language • I use the verandas and Student window respectfully • I treat all visitors to the school with respect • I care for my school	• I am responsible for my behaviour and the consequences • I leave valuable and dangerous items at home. • I am an ethical bystander	• I participate in school activities. • I am organised, ready and prepared to learn • I set goals for my own improvement.
Classroom		• I speak respectfully and at appropriate times, using classroom protocols	• I keep the classroom tidy and use furniture and equipment correctly	• I try my best
Before and after school	• I follow before and after school protocols		• I follow the procedures for late arrival and early departure	
Play/ Under-cover Area	• I follow the school dress code including wearing appropriate shoes and a sun smart hat • I play safely	• I show good sportsmanship		
Eating Areas	• I sit while eating my own food and use my own drink bottle	• I leave for play only when my area is clean from litter and a teacher/teacher aide has dismissed me		• I make healthy choices
Toilets/ Swimming Pool			• I use toilet facilities responsibly and respect the privacy of others I visit the toilet and have a drink before the second bell and I sit in line and wait for my teacher	• **I know the swimming pool and Sunsafe rules, and dress codes.
Tuckshop/ Sports Room		• I use manners	• I treat sports' equipment correctly and return equipment at end of playtime	
Excursions/ Off Campus	• **I follow adult directions and I stay with the group. • **I follow Bus Code of Conduct	• I show pride in self and school • **I follow the sports code of conduct	• **I take responsibility for my behaviour and my belongings	

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

- A dedicated section of the newsletter to staff informed by data to identify lesson focus;
- A dedicated section of the school newsletter, enabling parents to be actively and positively involved in school behaviour expectations;
- School Behaviour Leadership team members' regular provision of information to staff and parents, and support to others in sharing successful practices;
- Induction programs are delivered to new students as well as newly appointed staff;
- Behaviour overviews are provided to relief staff;
- Individual support profiles developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings;
- Development of specific policies to address:
  o The Use of Personal Technology Devices* at School (Appendix 1)
  o Procedures for Preventing and Responding to Incidents of Bullying (Appendix 2). The Silkstone State School community is concerned about cybersafety. We acknowledge the vital role parents/carers play in keeping their child cybersafe and preventing cyberbullying. The school will implement strategies to minimise harm. Research has shown that students do not always report incidents of cyberbullying. We encourage parents to educate themselves to increase their cybersafety knowledge. We support parent learning by providing information about key websites including:
    – www.cybersafety.gov.au
    – http://bullyingnoway.gov.au
    – http://education.qld.gov.au/studentservices/behaviour/qsaav
  Parents/carers are encouraged to use parental controls on phones and personal technology devices. We encourage parents/carers to regularly review the terms and conditions of social networking sites e.g. Facebook to ensure that legal obligations are met.
  o Procedures regarding the use of possession of weapons including knives and any other items that could be considered a weapon in school (Appendix 3).

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

Silkstone State School Positive Sticker System
At the beginning of each school year students are provided with a blank sticker book. Each afternoon, teachers hand out a designated number of stickers for each of the school's expectations (respectful, responsible, learning and safe). Students stick these stickers into their books and work towards achieving bronze, silver, gold and platinum milestones.

Bronze level	25 stickers
Silver level	50 stickers
Gold level	75 stickers
Platinum level	100 stickers

Once students achieve a milestone they are then entitled to attend the Rewards Day activities planned for the end of the term. Students also receive an Award and a coloured wristband when they reach a milestone.

Silkstone State School Positive Tokens
Staff members hand Positive Tokens out regularly 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 give them a Positive Token. When students are given a Positive Token they retain them for 'cashing in' at the Student Council Shop (Tuesday and Thursday second break)

Each Tuesday (Junior school) and Thursday (Senior school) at second break the Student Council Shop is open for students to 'cash in' their tokens for prizes. Tokens are 'cashed in' in amounts of 5, 10, 15, 20, 50 or 70. Tokens are never removed as a consequence for problem behaviour but will be taken if students attempt to forge teacher's signatures, obtain tokens under false pretences or take more prizes than they are entitled to. Student's 'shopping' privileges are also put on hold for the rest of the term when the incident occurs. Students are still able to earn tokens during this time.

Positive Rewards
Silkstone State School offers students further positive rewards which include but are not limited to; recognition on assembly, certificates, prizes, Principal's Morning Tea (held monthly), classroom rewards/recognition and positive praise.

Student Behaviour Management Process

Establish Clear Expectations

Staff member prepares students, pre-corrects potential misbehaviours, intentionally sets the tone for learning

Waiting and Scanning, Selective Attending

Staff member observes and identifies problem behaviours and acknowledges appropriate behaviours

Establishing the environment for learning

Staff members provide clear expectations for students during learning that align to the school expectations and monitor student behaviour and effort constantly.

Redirection

Student is redirected to School Expectations

(Be safe, be respectful, be responsible and be an active learner)

First Reminder

Staff member reminds student of appropriate behaviour and potential positive/negative consequences

Second Reminder

Staff member reminds student of appropriate behaviour and potential positive/negative consequences

Redirection/Expectation Reminders

Students may move this green zone more than once during a lesson, session or day. Students will move through this process again after returning from any consequence.

Time Out

Student takes time out to reflect on their behaviour

Buddy Class

Student attends buddy class and then returns to their own class with the intent to turn behaviour around re-engaging with school expectations

Administration Referral

Student returning from buddy class who has not engaged with school expectations on return to class is referred to administration

Consequences applied

Staff member applies consequence as an opportunity for students to reflect and take steps towards self-regulating and improving their behaviour.

Redirection/Expectation reminders (green zone) take place prior to students moving to next consequence. (eg. Student returns from time out, is redirected to school expectations, refocused on learning, and if behaviour continues, provided with a first and second reminder before Buddy Class consequence is applied.)

5

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, 'as an active learner how might they 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.

Targeted behaviour support: Tier 2 Intervention
Each year a small number of students at Silkstone State School are identified, through our data, as needing extra in the way of targeted behavioural support. In most cases the problem behaviours of these students may not be immediately regarded as severe. However, the frequency of their behaviours and the negative impact on others may put these students' learning and social success at risk if not addressed in a timely manner.

Students identified as requiring Tier 2 Intervention (referral to Student Support Services (SSS) team) attend their scheduled classes and activities with appropriate adjustments if required. However they have increased daily opportunities to receive positive contact with adults, additional support from check-in/check-out coaches and increased opportunities to receive positive reinforcement. Where required, adjustments are made to the Program through academic support, adult mentoring or intensive social skills training.

Tier 2 Intervention is coordinated by a school-based team with active administrator support and staff involvement. All staff members are provided with continuous professional development consisting of an overview of the program, the referral and response process, and the reporting responsibilities of staff and of the students being supported.

Students whose behaviour does not improve after participation in Tier 2 Intervention, or whose previous behaviour indicates a need for specialised intervention, are provided with intensive behaviour support.

Intensive behaviour support: Behaviour Support Team
Silkstone 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 SSS *team*:
- assists with referrals to support agencies and regional behaviour 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 Behaviour Leadership Team to achieve continuity and consistency.

The SSS team has a simple and quick referral system in place. Contact with parents is a necessary requirement of referral. Follow-up will involve all relevant staff members to form a support team and begin the assessment (where necessary) 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.

5. 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 so 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 Silkstone 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 to self or others is threatened and the strategy is used to prevent injury.

Physical intervention can involve coming between students, blocking a student's path, leading a student by the hand/arm, shepherding a student by placing a hand in the centre of the upper back, removing potentially dangerous objects and, in extreme situations, using more forceful restraint.

It is important that all staff understand:
- physical intervention cannot be used as a form of punishment
- physical intervention must not be used when a less severe response can effectively resolve the situation
- the underlying function of the behaviour.

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

Any physical intervention made must:
- be reasonable in the particular circumstances,
- be in proportion to the circumstances of the incident
- always be the minimum force needed to achieve the desired result, and
- take into account the age, stature, disability, understanding and gender of the student.

Record keeping

Each instance involving the use of physical intervention must be formally documented. The following records must be maintained:
- incident report (Appendix 4)
- Health and Safety incident record
- debriefing report (for student and staff) (Appendix 6).

6. Consequences for inappropriate or unacceptable behaviour

Silkstone 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. However, each incident must be judged on its own merit with all aspects taken into consideration. Consequences may vary according to criteria such as:

- Age of the student
- Previous behaviour record
- Severity of the incident and the amount of reliable evidence
- Degree of provocation and intent of the action

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.

Behaviour referrals including specific incident details are recorded on the student's profile in Oneschool.

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 direct 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/time out), 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.

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 provides incident details to Administration and if necessary the student is escorted to Administration.

Major problem behaviours will result in consequences which may include:

- **Office Behaviour Referral:** Time in office, alternate lunchtime activities, loss of privilege, restitution, loss of break times, warning regarding future consequence for repeated offence, referral to TAP room at first break;
- **Administration Follow up:**
    - Parent/guardian contact, referral to Guidance Officer, referral to Intensive Behaviour Support Team, suspension from school, modified program/attendance.
    - 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.

Appendix 3 outlines examples of major and minor problem behaviours:

Definition of consequences*

Time out	A principal or school staff may use time out as a strategy for students to manage their own behaviour and to assist the student to calm down. During time out, student is to be supervised and given an opportunity to rejoin class when appropriate.
Detention	A principal or teacher may use detention as a consequence for disobedience, misconduct, or other breaches of school expectations.

	A detention is no more than 20 minutes during school lunch or 30 minutes after school (parent will be contacted before after school detention is imposed).
Temporary Removal of Property	A principal or staff member of Silkstone State School has the power to temporarily remove property from a student, as per the procedure *Temporary Removal of Student Property by School Staff*.

School Disciplinary Absences (SDA)	
Suspension	A principal may suspend a student from school under the following circumstances: ▪ disobedience by the student ▪ misconduct by the student ▪ other conduct that is prejudicial to the good order and management of the school.
Behaviour Improvement Condition	A principal may impose a behaviour improvement condition if the principal is reasonably satisfied that the student has engaged in behaviour that warrants the grounds for exclusion or other conduct that is so serious that suspension of the student from school is inadequate to deal with the behaviour. A *Behaviour Improvement Condition* requires the student to undertake a behaviour management program arranged by the school's principal. The program must be: ▪ reasonably appropriate to the challenging behaviour ▪ conducted by an appropriately qualified person ▪ designed to help the student not to re-engage in the challenging behaviour ▪ no longer than three months.
Proposed exclusion or recommended exclusion	A student may be suspended pending a decision to exclude when the student's behaviour is so serious that suspension of the student from the school would be inadequate to deal with the behaviour. A student may be suspended or excluded for the following reasons: ▪ disobedience ▪ misconduct ▪ other conduct that is prejudicial to the good order and management of the school, or ▪ breach of Behaviour Improvement Conditions.
Cancellation of enrolment	The enrolment of a post compulsory school age student may be cancelled if the student's behaviour amounts to a refusal to participate in the educational program provided at the school.

*Refer to departmental procedure Safe, Supportive and Disciplined School Environment for further details.

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
At Silkstone State School staff members 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. Network of student support
Students at Silkstone 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
- Kids' Hope Mentors.

Support is also available through the following government and community agencies:
- Disability Services Queensland
- Child and Youth Mental Health
- Queensland Health
- Neighbourhood Centre
- Department of Communities (Child Safety Services)
- Police
- Local Council

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.

Silkstone State School considers the individual circumstances of students when applying support and consequences by:
- promoting an environment which is responsive to the diverse needs of its students;
- establishing procedures for applying fair, equitable and non-violent consequences for infringement of the code ranging from the least intrusive sanctions to the most stringent;
- recognising and taking into account students' age, gender, disability, cultural background, socioeconomic situation and their emotional state;
- recognising the rights of all students to:
  - express opinions in an appropriate manner and at the appropriate time;
  - work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation; and
  - receive adjustments appropriate to their learning and/or impairment needs.

9. Related legislation

- *Commonwealth Disability Discrimination Act 1992*
- *Commonwealth Disability Standards for Education 2005*
- *Education (General Provisions) Act 2006*
- *Education (General Provisions) Regulation 2006*
- *Criminal Code Act 1899*
- *Anti-Discrimination Act 1991*

- *Commission for Children and Young People and Child Guardian Act 2000*
- *Judicial Review Act 1991*
- *Weapons Act 1990*
- *Work Health and Safety Act 2011*
- *Work 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

- *Schoolwide Positive Behaviour Support*
- *Code of Conduct for School Students Travelling on Buses*
- *National Safe Schools Framework*

- *National Safe Schools Framework Resource Manual*
- *Working Together resources for schools*
- *Cybersafety and schools resources*
- *Bullying. No way!*
- *Take a Stand Together*

12. Endorsement

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Principal   **P&C President**   **Assistant Regional Director**

Effective Date: 1 January 2016 – 31 December 2018

Appendix 1
The Use of Personal Technology Devices* at School

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

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

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

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

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

Personal Technology Device Etiquette
Bringing personal technology devices to school is not encouraged by the school because of the potential for theft and general distraction and/or disruption associated with them. However, if they are brought to school, they must be turned off and out of sight during assemblies or classes. Personal technology devices may be used at morning tea and lunch breaks and before and after school.

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

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

Students must not record images anywhere that recording would not reasonably be considered appropriate (e.g. in change rooms, toilets or any other place where a reasonable person would expect to be afforded privacy).
Recording of events in class is not permitted unless express consent is provided by the class teacher.

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

Even where consent is obtained for such recording, the school will not tolerate images or sound captured by personal technology devices on the school premises or elsewhere being disseminated to others, if it is done for the purpose of causing embarrassment to individuals or the school, for the purpose of bullying[1] or harassment, including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur.

Students involved in:
- recording; and/or
- disseminating material (through text messaging, display, internet uploading etc); and/or,
- knowingly being a subject of a recording
Breach of this policy may be subject to discipline (including suspension and recommendation for exclusion).

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

Text communication

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

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.*

Inappropriate behaviour outside of school hours
Students may receive disciplinary consequences for bullying or cyberbullying or other inappropriate online behaviour that occurs out of school hours, and affects the good order and management of the school.

* *Personal Technology Devices include, but are not limited to the following devices; portable gaming devices, the IPhone, IPod, IPod Touch or IPad, Tamagotchi® and similar games, laptop computers, PDAs, Blackberries®, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile telephones and devices of a similar nature.*

Appendix 2
Procedures for Preventing and Responding to Incidents of Bullying (including Cyberbullying)

Purpose

1. Silkstone 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 Silkstone 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 Silkstone State School include name-calling, taunting, mocking, making offensive comments, kicking, hitting, pushing, taking belongings, inappropriate text messaging, sending offensive or degrading images by phone or internet, producing offensive graffiti, gossiping, excluding people from groups, and spreading hurtful and untruthful rumours.

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

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

Prevention

8. Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, our schoolwide universal behaviour support practices will be maintained at all times. This will ensure that:
   - Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour
   - All students know the four 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 at Silkstone State School takes care to combine knowledge with practice in a process of active learning, so that students understand by 'doing' as much as by 'knowing'.

13. Silkstone 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

WORKING TOGETHER TO KEEP SILKSTONE STATE SCHOOL SAFE

We can work together to keep knives out of school. At Silkstone State School:
- Every student has the right to feel safe and be safe at school.
- No knives are allowed to be taken to school by students.
- There is no reason for a student to have a knife at school, and it is against the law for a student to have a knife

If a student has a knife a school, they can expect serious consequences, such as fines and possibly jail. Longer jail
someone is injured with a knife during an assault.

What kinds of knife are banned?
- No knives of any type are allowed at school, including flick knives, ballistic knives, sheath knives, push da
  knives, butter knives, fruit knives or craft knives, or any item that can be used as a weapon, for example a chis
- Knives needed for school activities will be provided by the school, and the use of them will be supervised by sc
- In circumstances where students are required to have their own knives or sharp tools for particular subjects o
  information about the procedures for carrying and storing these items at school.

The Principal can take action against a student who brings a knife to school.

- If a student has a knife at school, principals can inform the police.
- Possessing a knife at school may result in serious disciplinary consequences including suspension.
- Police can search a student and their property at school if they suspect a student has a knife.
- A student may be charged with a criminal offence and may face serious consequences if convicted, including a

- School property such as desks or lockers may be searched if the principal suspects that a student has a knife
- If the principal suspects the student has a knife in their bag, the bag may be temporarily confiscated until police
- If the student does have a knife at school, it can be confiscated by the principal and given to the police.

How can parents help to keep Silkstone State School safe?
- Make sure your child knows what the laws and rules are about knives.
- Do not include knives or knife tools in children's lunch boxes, pencil cases or craft kits.
- Contact your school principal if you believe your child is being bullied or threatened at school.
- If you want to talk about students and knives at school, please contact the Principal (theprincipal@silkstonss.eq

Minor behaviours

	Referral	Definition	Example	Non-example	Strategy
Academic Infringement	**Disruption**	Low-intensity, but inappropriate interference that takes away from the learning environment but does not cause physical harm or injury to one's self or others	• Inappropriate, non-related comments • Talking to friends • Throwing paper wad • Talking • Tapping pencils • Repeated noise / blurting/calling out • Playing with toys/objects • Throwing/idling with objects • Whining • Passing notes	• Accidentally dropping stationery objects • Unintentional dislocation of objects e.g. dropping pencils • Students requiring sensory feedback	• Instructional – prompt. Restate expectations • Problem solving Explain responsibility to allow others to learn • Remove objects
	Non-compliance/work refusal	Brief or low intensity failure to respond to adult requests	• Talks or puts fingers in ears while adult is talking • Is slow to respond, but eventually does what was asked • Saying "this is stupid", "I'm not doing it", "You can't make me!"	• Students who have difficulty maintaining focus due to medical (diagnosed or undiagnosed), educational and/or emotional needs (auditory processing difficulties) • Not completing work due to a skill deficit which would impair completion of work	• Instructional • Problem solving • Identify triggers • Offer work choices – ensure they are real choices
Verbal aggression	**Minor - Inappropriate verbal language**	Low intensity instance of inappropriate language, which is not directed at a person	• "This sucks" in a structured/supervised activity/setting • Calling names and use of inappropriate tones • Name calling	• Culturally accepted language norms which are age appropriated e.g. bugger	• Chill out time • Instructional – offer additional strategies • Problem solving "What happened?
**Bullying / Harassment – all forms are major behaviours**				
Physical Aggression	**Minor - Physical contact**	Non-serious, but inappropriate physical contact /touching with the hands or feet which does not result in injury	• Pushing/shoving • Horseplay • Throwing objects • Tripping others • Spitting	• Unintentional contact – bumping into someone, tripping over someone	• Rule reminder
Serious Misdemeanour	**Dress code**	Student wears clothing that does not fit within the dress code guidelines practiced by the school district.	• Wearing a shirt with an inappropriate text or message on it • Wearing a short skirt or shorts • Wearing non-sun smart clothing	• Not wearing the school uniform due to circumstances out of their control i.e. not having a jumper on a cold day, being unclean, parent inability to provide the clothing, sensory issues	• Instructional - Explain consequences of sun safety • Problem solving • Case by case basis – variables outside students control • Contact parents

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	Minor – unsafe behaviour	Behaviours which may cause low level unintentional harm to self or others	• Pushing/shoving to get into line • Spirited play (boisterous) • Climbing on the outside stairwell on the railing • Running on cement • Being in out 'out-of-bounds' areas • Climbing fences • Rocking on chairs	• Bumping into someone • Making unintentional contact with peers as part of a game	• Conference • Rule reminder • Walk with adult on duty • "Go back and walk"
Anti-social Behaviour	**Inappropriate display of affection**	Personal physical contact with another student	• Senior students kissing • Holding hands • Public displays of affection • Invading mate's space	• Going too close into someone's personal space • Taking a peer's hand as part of a game • Age appropriate platonic social interaction	• Conference with those involved
Non-compliance	**Minor - Disrespect**	Brief or low-intensity failure to respond to adult requests and refusing boldly to obey	• Talking back, refusal to follow directions, not completing class work • Rolling eyes • "Whatever" • Talk to the hand • Engages in power struggles • Smirking • Making faces • Hand gestures	• Culturally sensitive behaviours eg indigenous students – making eye contact is rude when directed towards an elder • Asian students – beckon to come here hand gestures is rude, inappropriate to touch students on the head.	• Wait time (allow reasonable time – expect that student will comply and give them time to do so) • NCI – respond to information seeking questions, redirect challenging questions e.g. 'why?' questions
Vandalism	**Property misuse**	Low-intensity misuse of property for a purpose for which it was not intended and does not cause physical harm or injury to one's self or others	• Covering paper with whiteout • Hitting another student with a hat • Using school property for a purpose not intended but with no damage • Kicking furniture, breaking pencils, crayons, etc. • Taking shoes off to play football	• Playing with pencils/stationery items in a non-obtrusive way (consider age appropriateness)	• Instructional problem solving • Restorative Justice • Remove items
Avoidance Behaviour	**Tardy**	Not in class at the appropriate time	• Comes to class after bell. • Playing in the wrong area • Not in the right area at right time	• Arriving late at school due to transport delays	• Discussion
IT Abuse	**Technology misuse**	Logging onto site without permission	• Logging onto YouTube during Mathletics • Chatting on MSN during class time • Inappropriate comments to others on-line	• 'Pop-ups' appearing on screen while doing class directed research	• Procedure reminder
Substance Abuse – all forms are major behaviours					

Major behaviours

	Referral	Definition	Example	Non-example	Strategy examples
Academic Infringement	**Continual Disruption**	Persistent behaviour causing an interruption to learning in class or activity causing the teacher to stop the activity for a prolonged period of time.	• Yelling/persistent calling out • Turning over furniture • Sustained loud talk • Noise with materials; • Sustained out-of-seat behaviour.	• Making loud noises which are disability related i.e. tics • Calling out the answers to questions through enthusiasm	• Visual cues • Instructional problem solving • Contact parents
Verbal aggression	**Abusive language/ profanity**	Swearing or curse words directed towards others in a demeaning or provoking way Disrespectful messages include negative comments related to religion, race, gender, ethnicity, disabilities or other personal matters	• Repeated name calling and personal attacks about self and family members • Repeated swearing to adult or student "You s#*t me", "I hate doing this s#*t" ,"F….. off", "F…You"	• Saying "stupid" or "ugly" and it is not directed at others • Consider age appropriateness of student	• Instructional problem solving
	Teasing/ taunting	Inappropriate comments and/or unwanted verbal, physical, or emotional advances.	• Inappropriate comments based upon race, religion, ethnicity, origin, disability, age, appearance and presentation etc. • Repeated name calling with intent	• Acceptable humour without malice	• Instructional • Problem solving • Restorative Justice – if repeated then aversive
Bullying / Harassment	**Bullying / Harassment**	Student delivers disrespectful messages (written, verbal or gestural) to another person that includes threats, humiliation and intimidation, obscene gestures, texts, emails, pictures, or written notes. Disrespectful messages include negative comments based on race, religion, gender, age, national origin; sustained or intense verbal attacks based on ethnic origin, disabilities, personal matters.	• Bullying • Repeated verbal abuse • Inappropriate touching of others • Inappropriate gestures, pictures, or notes, sexual comments • Verbal/physical threats to harm another person • Stalking	• Reactions related to disability	• Identify cause • Remove from situation • Depends on severity • Instructional problem solving
Physical Aggression	**Fighting/ Physical aggression**	Physical contact with the intent or outcome causing injury or harm to others	• Punching/Hitting • Kicking • Biting • Spitting • Hitting with an object (not hat) • Hair pulling • Scratching	• Physical aggression as secondary behaviour e.g. tantrum after being corrected for minor behaviour verbally escalates • Inability to cope with change • Putting hands on student to move/escort and student scratches to remove from hold	• Chill out time
	Use/ Possession of weapons	Student is in possession of knives or guns (real or look alike), or other objects readily capable of causing bodily harm	• Having possession of knives or guns (real or look alike), or other objects readily capable of causing bodily harm	• Bringing a cultural item (which could be considered a weapon) to school for 'Show and Tell"	• Notify admin immediately

Serious Misdemeanour	**Dishonesty**	Student delivers message that is untrue and/or deliberately violates rules.	• Cheating on tests /copying work • lying to an adult • accusing others with intent of getting them into trouble	• Misinterpretation of a message	• Reminder to Being Responsible
	Unsafe behaviours	Behaviours which endanger self or others with a very high risk	• Climbing on structures to an unsafe height • Entering construction zones • Climbing on ledges in stairwells • Climbing fences to access dangerous areas, under building • Running through groups of people causing harm		• Supervise, ensure safety, allow to calm down then problem solve
	Theft	Taking someone else's property	• Taking other's property/lunch and saying it is their own	• Accidently taking another's property e.g. confusion over whose lunch box belongs to whom	• Conference with those involved
Anti-social Behaviour	**Truancy**	Unexplained absence/s with or without parent's knowledge	• Leaving the school grounds without permission • Not arriving at school without parent permission • Repeated lateness, early departures	• Cool down time/break space	• As per direction at back of class roll • Case by case • Instructional problem solving
Non-compliance	**Continual Defiance**	Persistent refusal to follow directions and/or rules combined with rebellious attitude that challenges an adult after appropriate take up time	• Repeated yelling at teacher • Repeated leaving class without permission after other support strategies are in place • Verbal defiance • Talking/arguing back when spoken to • Words/actions designed to mock/taunt others • Repeatedly refusing to follow directions • Socially rude interactions. • No attempt at learning activity	• Refusal to follow directions due to the skill/emotional deficit ie inability to complete task/direction	• Chill out time
Vandalism	**Arson**	Student plans and/or participates in malicious burning of property.	• Lighting toilet rolls, rubbish in bins	NA	• Notify admin immediately
	Property damage/ Vandalism	Student participates in an activity that results in substantial destruction or disfigurement of property	• Breaking classroom items, throwing desks, chairs, computers, • defacing school property or the property of others • graffiti • misuse of computer hardware	• Throwing lunch wrappers on ground	• Ensure safety of other students

Avoidance Behaviour	Continual lateness	Repeated unwillingness to participate in class	• Continual lateness to class – patterns identified with data • Skipping class • Repeatedly participating in alternate tasks	• Not participating due to skill deficit or social-emotional concerns	• Instructional problem solving • Functional behaviour analysis
IT Abuse	Cyber bullying	Using technological devices with intent to cause harm to others	• Cyber bullying • Internet / email violation • Social media related	•	• Referred to IT personnel • Disable log-in
Substance Abuse	Cigarettes/illicit substances	Student is in possession of or is using cigarettes, medications or illicit substances	• Students in possession of prescription medication either their own or others • Possession of paracetamol • Cigarettes brought into the school grounds	• Prescribed medication accompanied by a doctor's letter and parent consent where a medical condition exists	• Contact parents • Instructional problem solving
	Combustibles	Student is in possession of substances/ objects with perceived intent capable of causing bodily harm and/or property damage	• Matches/Lighters • Firecrackers • Gasoline/Lighter fluid	• Finding a combustible item within the school ground and handing it in	• Instructional problem solving • Parent contact

- Identify function of behaviour – access or avoid,
- Try instructional problem solving first before aversive consequences

Silkstone State School Incident Report

Person Completing Form:	Date:
Student Name:	Date of incident:

Precipitating Activity *(description of the activity in which the student was involved prior to the* incident)

Time incident started:	Time incident ended:

Where was the student located when the incident occurred?

Who was engaging with the student when the incident occurred?

List other staff members present at the time of the incident and the role they took during the incident.

Describe the behaviour that prompted the Physical intervention
What was the student observed doing at the time of the incident?
Who was next to the student when the incident occurred?
Describe what the student did during the incident.

Describe the observed level of severity of the incident. (e.g. damage, injury to self/others)

What action was taken to de-escalate or re-direct the problem at the time immediately prior, during or after the incident?

Debrief occurred on:	Debrief was led by:
Principal's signature:	Date:

Appendix 5
Debriefing Report

Formal debriefing should be led by a staff member trained in the process who has not been involved in the event. The goals of debriefing are to:
- **Reverse or minimise the negative effects of physical intervention**
- **Prevent the future use of physical intervention**
- **Address organisational problems and make appropriate changes**

Notes on the discussion that occurs during the debriefing report are not required to be documented, however a note should be made that the debriefing has occurred for both staff and students involved (e.g. names, date, time and outcomes).

Debriefing should provide information on:
- Who was involved
- What happened
- Where it happened
- Why it happened
- What we learned

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

Questions for staff
- What were the first signs?
- What de-escalation techniques were used?
- What worked and what did not?
- What would you do differently next time?
- How can physical intervention be avoided in this situation in the future?
- What emotional impact does using physical intervention have on you?
- What was you 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.