Tewantin State School

Responsible Behaviour Plan for Students

based on The Code of School Behaviour
Purpose

Tewantin State School is committed to providing learning environments which maximise the educational opportunities and outcomes for all students. Our aim is to create the conditions for each learner to progress towards responsible self-management, whilst learning about how and why people behave the way they do. Catering for individual differences allows students to move towards this goal at their own pace, supporting individual needs along the way.

Staff recognise the importance of developing the whole child, (ie physically, cognitively, emotionally, and socially) and are committed to assisting each child in acquiring the skills necessary to have healthy relationships, sound values, strong self-esteem and effective communication. This goal incorporates flexibility in regard to individual circumstances at any given time. In every case, due regard is given to individual differences to ensure all processes align with a proactive, educative and supportive approach.

In response to these expressed values, Tewantin State School is committed to providing an inclusive curriculum that will enhance and foster the knowledge and skills of the students. This is so they may become happy, confident, self-managed, socially responsible and positive contributors, not only within the local community but also capable, independent citizens of the global community.
Learning and Behaviour Statement

Tewantin State School is committed to the provision of a safe and supportive learning environment, catering for the individual’s needs. Through curriculum differentiation our community of learners are inspired. Respecting the rights of each school community member, we encourage and support responsible thinking and self-managing behaviour.

All areas of Tewantin 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. Throughout our school plan, shared expectations for student behaviour are ‘the norm’, assisting Tewantin 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 rights to teach and promote our high standards of responsible behaviour.

Everyone has the:

- Right to be safe
- Right to learn
- Right to be respected
Processes for facilitating standards of positive behaviour and responding to unacceptable behaviour

Universal behaviour support
At Tewantin State School, we realise the importance of communicating the behaviour expectations to all students. Daily behaviour reminders explicitly teach students the standards we expect to be demonstrated at school. These behaviour reminders are sourced from the Tewantin State School's Schoolwide Behaviour Expectations Matrix. Teaching students expected behaviour is a form of universal behaviour support, assisting students to subsequently demonstrate positive behaviours. Consequently, this minimises problem behaviours and provides a framework for responding to unacceptable behaviours.
### Schoolwide Behaviour Expectations Matrix

<table>
<thead>
<tr>
<th>Safety (across all areas)</th>
<th>Learning (across all areas)</th>
<th>Respect (across all areas)</th>
</tr>
</thead>
</table>
| - I use kind hands and feet.  
- I stay in the correct areas.  
- I wear the correct uniform.  
- I report incidents.  
- I use furniture and equipment appropriately.  
- I walk on hard surfaces.  
- I follow staff directions.  
- I report bullying. | - I use appropriate language.  
- I take my turn.  
- I use manners.  
- I share when appropriate.  
- I listen to others.  
- I am honest.  
- I respect personal space.  
- I place rubbish in bins.  
- I look after property. | - I listen to and follow instructions.  
- I try new things.  
- I accept differences of opinion.  
- I ask for permission to be in an area.  
- I fully participate.  
- I remind and role model others about appropriate behaviour. |
<table>
<thead>
<tr>
<th>Rights</th>
<th>Learning Environment</th>
<th>Tuckshop</th>
<th>Play Area</th>
<th>Toilets or Change Rooms</th>
<th>Transition</th>
<th>Wider Community</th>
<th>ICT</th>
<th>Hall</th>
</tr>
</thead>
</table>
| Safety | I only enter learning areas when a teacher is present.  
I ask permission to leave a room.  
I am on time.  
I keep stairways clear.  
I return promptly after breaks. | I line up in single file.  
I wait my turn.  
I sit in the undercover area.  
I walk the tuckshop box over sensibly. | I leave sticks and stones on the ground.  
I wear a hat.  
I play safely.  
I use equipment as intended.  
I am mindful of others in shared areas. | I use soap and paper appropriately.  
I take a buddy during class time.  
I return to class promptly.  
I use toilets as intended. | I use paths for walking.  
I sign out when I leave early.  
My personal transport is wheeled or carried once I reach the gate.  
I stay with my class.  
I wait in bus areas safely. | I stay with my group.  
I follow rules of places visited.  
I walk across the crossing.  
I follow the crossing supervisor’s instructions.  
I follow the bus driver’s instructions. | I report online bullying.  
I report inappropriate messages.  
I keep my password secret.  
I keep personal information to myself.  
I follow school ICT guidelines. | I enter the hall only when a teacher is present.  
I move in and out of the hall sensibly. |
| Learning | I allow others to learn.  
I am prepared and ready for work.  
I do my best.  
I maintain my equipment.  
I contribute during group work.  
I complete homework regularly. | I quietly and politely drop off tuckshop boxes so I allow others to continue learning.  
I make healthy choices. | I play games by the rules.  
I play in the correct areas. | I use the toilet before and after school and in the breaks.  
I get changed as quickly as possible. | I follow all road rules for bikes and walking.  
I follow all bus rules. | I adhere to community expectations.  
I follow school rules on excursions. | I use all devices as instructed with care and attention.  
I turn off all personal devices inside school time. | I listen to all presentations.  
I listen carefully to weekly reminders.  
I participate in class parade items. |
| Respect | I raise my hand to speak.  
I respect the teacher’s right to teach.  
I am a polite audience member.  
I follow reasonable adult directions.  
I encourage others.  
I respect difference and opinions. | I place my morning tea and tuckshop orders in the tuckshop box before school.  
I return the tuckshop box at break times.  
I say please and thank you. | I respect the privacy of others.  
I leave the toilets neat and tidy.  
I turn off the tap.  
I leave the change rooms neat and tidy. | I am respectful of others when walking and speaking.  
I leave school grounds promptly in the afternoon.  
I arrive at school after 8:00 am.  
I wait quietly after breaks for my teacher. | I listen to and follow instructions.  
I care for trees, gardens and community property.  
I wear my uniform appropriately.  
I use manners. | I only use cameras when supervised.  
I send and use text messages at appropriate times.  
I respect the privacy of others.  
I move away when I have finished using a device. | I sit and stand quietly at parade.  
I clap and acknowledge award winners appropriately. |
The Schoolwide Behaviour Expectations Matrix specifically identifies the behavioural expectations in certain settings.

Tier 1 (Universal), Tier 2 (Targeted) and Tier 3 (Intensive) behaviour support includes:

- quality learning and teaching practices;
- a balanced, relevant and engaging curriculum;
- supportive and collaboratively developed procedures;
- the implementation of evidence-based programs;
- regular monitoring and review of school procedures and programs;
- professional development for all members of the school community consistent with the school's evidence-based approach to promoting positive behaviour;
- adoption of practices that are non-violent, non-coercive and non-discriminatory; and
- a continuum of whole school positive preventative action for all students.
Tewantin State School has proactive and preventive whole-school processes and strategies for developing positive behaviour for all students, including rewards for acceptable behaviour.

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Proactive Description</th>
<th>Preventive Description</th>
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</thead>
<tbody>
<tr>
<td>1. Classroom based reward system restarts each semester</td>
<td>A class based school wide reward system is implemented at the beginning of each semester.</td>
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<tr>
<td>2. Whole school based reward system</td>
<td>Classroom teachers and students discuss positive behaviours from the matrix. Students receive ticks for demonstrating these positive behaviours in the classroom and in the playground.</td>
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<tr>
<td>3. Pelican stickers</td>
<td>Students are awarded a pelican sticker after five classroom stickers have been accumulated.</td>
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<tr>
<td>4. Pelican Praise Certificate Bronze and Silver</td>
<td>Students are recognised for the achievement of this certificate at a parade. Students are eligible for these certificates after earning three Pelican Stickers (30 ticks).</td>
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<tr>
<td>5. Gold Pelican Badge/Certificate</td>
<td>Students who have Pelican Praise Certificates (Bronze and Silver) and nine Pelican Stickers in total are awarded a Gold Pelican Badge in the first instance, then a Gold Pelican Certificate thereafter (for that year).</td>
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<tr>
<td>6. Pelican postcard</td>
<td>Postcards are sent home to parents, recognising their child’s positive actions.</td>
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<tr>
<td>7. Competitions promoting excellence</td>
<td>Encouraging students to be involved in a range of competitions and events which promote excellence including:</td>
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<td>• International Competitions</td>
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<td>• Australian Mathematics Competition</td>
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<td>• Voices on the Coast</td>
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<td>• Tournament of the Minds</td>
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<td>• Eisteddfods</td>
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<td>• School and District Sporting Events</td>
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<td>• Poetry Writing</td>
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<td>• Noosa Snow Art Competition</td>
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<td>• CWA Competitions</td>
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<td></td>
<td>• Local events</td>
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<td></td>
<td>1. Step System for Classrooms</td>
<td>Should students fail to meet behaviour expectations, the Step System comes into play within the classroom environment. Steps 1 – 3 are usually enough to refocus a child’s inappropriate behaviour.</td>
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<td><strong>8. Curriculum and Pedagogy</strong></td>
<td>Curriculum and Pedagogy have a focus to reducing behavioural issues within classrooms. Units of work which are engaging, interesting and meet the needs and abilities of the students reduce the amount of behavioural issues within a class.</td>
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<tr>
<td><strong>9. Parent/Teacher interviews</strong></td>
<td>Parent/Teacher interviews are offered and conducted once a year to coincide with the handing out of the school report. Parents are also encouraged to arrange parent/teacher interviews when they feel it is necessary to do so. Teachers are also encouraged to arrange parent/teacher interviews as well.</td>
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<tr>
<td><strong>10. Tewantin Tickets</strong></td>
<td>Tewantin Tickets are given to students by teachers for demonstrating expected behaviour (picking up paper, wearing a school hat whilst in the sun, playing safely, etc). These tickets are collected and one ticket is drawn out at a parade, awarding the child with a prize.</td>
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<tr>
<td><strong>11. Lunch time sport</strong></td>
<td>Sporting equipment can be borrowed by the students throughout the break times from the Sports Shed. Student leaders referee a variety of games during lunch time play.</td>
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<tr>
<td><strong>12. Teacher/Student sporting competitions</strong></td>
<td>Through out the year a number of Teacher / Student sporting competitions are held (Netball, Soccer, and Touch Football).</td>
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<td><strong>13. “At risk” students</strong></td>
<td>Children deemed “at risk” are afforded extra supervision in the playground or in alternative areas.</td>
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<tr>
<td><strong>14. Individual Circumstances</strong></td>
<td>Tewantin State School staff responds to individual circumstances (eg trauma).</td>
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<tr>
<td><strong>15. Behaviour lessons</strong></td>
<td>Classroom teachers implement behaviour lessons in accordance with the focus area for that week. These lessons have been planned by teachers focusing on specific behaviours from the matrix.</td>
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<tr>
<td><strong>16. Administration communication</strong></td>
<td>Administration reinforces the behaviour lessons being taught by classroom teachers over messages and at weekly parades.</td>
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</table>

2. Withdrawal / Reflection time

Teachers may ask children who are behaving inappropriately to sit out of the activity that they are involved in. Students will be asked to sit in a safe and supervised area to reflect on their behaviour before re-joining the activity.

3. Curriculum Adjustments

Curriculum adjustments and modifications may be used to support a student’s behavioural outcomes.

4. Buddy Class

Buddy Classes are used by teachers for children in Step 5. Children who reach Step 5 are relocated to a Buddy Classroom.
Targeted Behaviour Support

Tewantin State School has a number of proactive and preventative strategies and programs that facilitate acceptable standards of behaviour in students. These programs and strategies include support, intervention and adjustments in responding to students demonstrating higher than average rates of problem behaviour.

<table>
<thead>
<tr>
<th>Proactive</th>
<th>Preventive</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strategy</strong></td>
<td><strong>Description</strong></td>
</tr>
<tr>
<td>1. Investigative Process</td>
<td>Investigations into incidents are conducted by classroom teachers. Each incident investigation of significance is documented in OneSchool.</td>
</tr>
<tr>
<td>2. Administration Input (Deputy Principal / Principal)</td>
<td>The Deputy Principal (and/or Principal) make regular contact with students around behaviour. The Deputy Principal (and/or Principal) frequently analyses and acts upon, both school and student specific behaviour data.</td>
</tr>
<tr>
<td>3. Student Support Services meeting</td>
<td>The Student Support Services team (Learning Support, Guidance Officer, Behaviour Support Consultant, classroom teachers) may intervene to discuss issues which have emerged. Each case is documented on OneSchool.</td>
</tr>
<tr>
<td>4. Guidance Officer</td>
<td>The Guidance Officer may be involved with a student's behavioural issues at the request of the Student Support Services team, administration or the parent. In all cases parents have to give their written consent for this to occur.</td>
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## Intensive Behaviour Support

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<thead>
<tr>
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<th>Preventive</th>
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<tbody>
<tr>
<td><strong>Strategy</strong></td>
<td><strong>Description</strong></td>
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</tbody>
</table>
| 1. Investigative Process | Investigations into incidents are conducted either by the Principal or the Deputy Principal. Each incident investigation is documented in OneSchool and if necessary, taken to the Student Support Services meeting for review. | 1. The Classroom Step System | Steps 7-9 may be used for students who fail to react appropriately to preventive strategies listed in the Targeted Behaviour Support. Steps 7-9 involve:  
- Suspensions of 1 – 5 days  
- Suspensions of 6 – 20 days  
- Suspensions of 6 – 20 days with the recommendation to exclude from this school. (This will be used as a last resort when all other avenues have been considered/exhausted.) |
| 2. Case Management | The Deputy Principal or Principal counsel students who have been identified through the Student Support Services meeting process and/or data analysed in OneSchool. | 2. Behaviour Incident form | Persistent and/or serious incidents recorded on the Behaviour Referral forms can be analysed using OneSchool.  
Steps 7-9 may involve:  
- Suspensions of 1 – 5 days  
- Suspensions of 6 – 20 days  
- Suspensions of 6 – 20 days with the recommendation to exclude from this school. (This will be used as a last resort when all other avenues have been considered/exhausted.) |
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<tbody>
<tr>
<td>3. Guidance Officer Intervention</td>
<td>In consultation with and approval of parents, the student may be referred to the Guidance officer for diagnostic testing and/or counselling.</td>
</tr>
<tr>
<td>4. Re-entry Contracts</td>
<td>Re-entry Contracts may be developed for children returning to the school from suspension. These contracts outline the behaviours which are expected from the student on return to school. These contracts are signed and dated by the student, parent, classroom teacher and Principal/Deputy Principal. Behaviour Contracts are completed by the Deputy Principal or Principal. This information is recorded in OneSchool.</td>
</tr>
</tbody>
</table>
| 5. Individual Behaviour Management Plans | Individual Behaviour Management Plans may be developed for students who are returning from suspension. These plans may outline:  
- modified arrival and departure times for school attendance  
- alternative lunch |
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<tr>
<td><strong>breaks</strong></td>
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<td>- specific timetables for lunch and play where students may be separated to minimise potential incidents.</td>
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<tr>
<td><strong>6. Behaviour Support Funding</strong></td>
<td>Applications for Behaviour Support Funding from the coalition or District may be made to support and monitor students who have been suspended more than once.</td>
</tr>
<tr>
<td><strong>7. Interagency intervention</strong></td>
<td>Intervention and or advice may be sort from other government and non-government agencies:</td>
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<tr>
<td></td>
<td>- Department of Child Safety</td>
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<td>- Suspected Child Abuse Network</td>
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<td>- Juvenile Aid Bureau – Child Abuse Investigation Unit</td>
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<td></td>
<td>- Child and Adolescent Mental Health Unit</td>
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<td>- AIM team</td>
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</tbody>
</table>
Consequences for unacceptable behaviour

Tewantin 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 and fair consequences. Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour.

A Behaviour Incident Form (Appendix 1) is used to record all minor and major problem behaviour. The recording of three minor behaviours constitutes a major behaviour.

Minor and major behaviours

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

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

**Minor** behaviours are those that:

- are minor breeches of the school rules
- do not seriously harm others or cause you to suspect that the student may be harmed
- do not violate the rights of others in any other serious way
- are not part of a pattern of problem behaviours
- do not require involvement of specialist support staff or Administration.
Minor problem behaviours may result in the following consequences or by following Steps 1-3 [Classroom Step System]:

1. Verbal re-direction. The staff member takes the student aside and:
   - names the behaviour that student is displaying,
   - asks student to name expected school behaviour,
   - states and explains expected school behaviour if necessary
   - gives positive verbal acknowledgement for expected school behaviour.
2. Visual and verbal re-direction.
3. Withdrawal time which may include partial removal or complete removal from an activity or an event for a specified period of time.

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 expectations. The staff member then fills out the Behaviour Referral Form and the student is escorted to Administration.
Major problem behaviours may result in the following consequences:

- **Level One possibilities:** Time in office, activity withdrawal, alternate lunchtime activities, red slip (detention), loss of privilege, restitution, loss of break times, formal warning

  **AND/OR**

- **Level Two possibilities:** Parent contact, red slip (detention), referral to Guidance Officer, referral to Intensive Behaviour Support Team, classroom withdrawal, possible suspension from school

- **Level Three possibilities:** Students who engage in very serious problem behaviours such as major violent physical assault, or the use or supply of weapons or drugs may be recommended for exclusion from school following a possible immediate period of suspension.

The following table outlines examples of major and minor problem behaviours, but is not limited to:

<table>
<thead>
<tr>
<th>Area</th>
<th>Minor</th>
<th>Major</th>
</tr>
</thead>
<tbody>
<tr>
<td>Movement around school</td>
<td>Running on concrete or around buildings</td>
<td>Throwing objects</td>
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<tr>
<td></td>
<td>Running in stairwells</td>
<td>Possession of weapons</td>
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<td></td>
<td>Not walking bike in school grounds</td>
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<tr>
<td>Play</td>
<td>Incorrect use of equipment</td>
<td>Serious physical aggression</td>
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<td></td>
<td>Not playing school approved games</td>
<td>Fighting</td>
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<td></td>
<td>Playing in toilets</td>
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<tr>
<td>Physical contact</td>
<td>Minor physical contact (eg: pushing and shoving)</td>
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<tr>
<td>Correct Attire</td>
<td>Not wearing a hat in playground</td>
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<td></td>
<td>Not wearing shoes outside</td>
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<tr>
<td>Other</td>
<td></td>
<td>Possession or selling of drugs</td>
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<tr>
<td>Class tasks</td>
<td>Not completing set tasks that are at an appropriate level</td>
<td>Leaving class without permission (out of sight!)</td>
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<td></td>
<td>Refusing to work</td>
<td>Leaving school without permission</td>
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<td>Being in the right place</td>
<td>Not being punctual (eg: lateness after breaks)</td>
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<td></td>
<td>Not in the right place at the right time</td>
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<td>Follow instructions</td>
<td>Low intensity failure to respond to adult request</td>
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<td></td>
<td>Non compliance</td>
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<td></td>
<td>Unco-operative behaviour</td>
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<tr>
<td>Accept outcomes for</td>
<td>Minor dishonesty</td>
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<tr>
<td>behaviour</td>
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<td></td>
<td>Major dishonesty</td>
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<tr>
<td>Right to be respected</td>
<td>Language</td>
<td>Property</td>
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<tr>
<td>Inappropriate language (written/verbal)</td>
<td>Petty theft</td>
<td>Not playing fairly</td>
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<tr>
<td>Calling out</td>
<td>Lack of care for the environment</td>
<td>Minor disruption to class</td>
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<tr>
<td>Poor attitude</td>
<td>Minor defiance</td>
<td>Minor bullying*/harassment*</td>
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<td>Disrespectful tone</td>
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* Bullying, harassing, teasing, being mean or threatening, include verbal, non-verbal or physical actions. These also extend to abuse through technology, such as computers, telephones, mobile phones, text messages and emails.

When responding to problem behaviours, staff members ensure that students understand the relationship of the problem behaviour to expected school behaviour. One method that staff members might use to achieve this is to have students:

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

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

- as one of a range of options for students to manage their own behaviour;
- in order to assist a student in the calming down process;
- as a strategy to reduce the frequency of a particular behaviour;

All staff, students and parents are made aware of the appropriate use of, and procedures for withdrawal. These include:

- giving the student opportunity to re-join class at regular intervals;
- provide the student with opportunities to complete assessments to fulfil educational requirements;
- ensure when using withdrawal as a management technique that it is consistent with:
  - developmental stage of the student
  - any special needs that the student may have
  - ensuring the student is safe and under supervision at all times
  - ensuring emergency procedures are in place for students ‘out of class’
  - the regular review of withdrawal procedures, frequency of use with particular students, and effectiveness.
Bullying/Harassment

At Tewantin State School we want all students to develop respect for others and their rights. All students and teachers have the right to learn and work in an environment free from harassment and it is the responsibility of each of us to make sure this happens (Appendix 7). Through behaviour reminders, students are guided through activities and strategies to deal with negative interactions and are empowered to ‘standby’ others when they witness bullying. The processes to report such behaviours are regularly discussed on parade and in individual and small group sessions. Our school’s approach is to investigate every complaint of bullying in line with our procedures set out within this document.

Emergency or critical incidents

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

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.

Staff at Tewantin State School are encouraged to use basic defusing strategies when dealing with unacceptable behaviour such as:

- 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 Tewantin State School’s duty of care to protect students and staff from foreseeable risks of injury is met. The use of physical intervention is only considered appropriate where the immediate safety of others is threatened and the strategy is used to prevent injury. The school has a number of staff members
that have been trained in physical intervention. These staff members will be called upon to make physical intervention if necessary. However, if physical intervention is required, other staff members may have to make use of physical intervention to protect students and staff where the safety of others is immediately threatened.

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 generally 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:

- Behaviour Incident report (Appendix 2)
- Health and Safety Incident Record (Appendix 4)
- Debriefing report (Appendix 5)

Network of student support

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

- Parents
- Teachers
- Support Staff (School Chaplin, Teacher Aides)
- Administration Staff
- Guidance Officer

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

- Disability Services Queensland
- Child and Youth Mental Health
- Queensland Health
- Department of Communities (Child Safety Services)
- Police
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.

Tewantin 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, history, disability, cultural background, socioeconomic situation and their emotional state;
- recognising the rights of all students to:
  o express opinions in an appropriate manner and at the appropriate time
  o work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation, and
  o receive adjustments appropriate to their learning and/or impairment needs,

Consequences for breaking or breaching the school's Responsible Behaviour Plan for students vary according to a number of factors which may include:

- Age of the child
- History of Trauma
- Previous behaviour record
- Severity of the incident
- Amount of reliable evidence
- Degree of provocation
- Intent of the Action
- Honesty and perceived level of genuine remorse
- Personal circumstances

Knife Policy

We can work together to keep knives out of school.

At Tewantin State School...

- Every student has the right to feel safe and be safe at school.
- No weapons/knives are allowed to be taken to school by students.
- There is no reason for a student to have a weapon/knife at school, and it is against the law for a student to have a weapon/knife at school.

If a student has a weapon/knife a school, they can expect serious consequences, school based consequences such as suspension or exclusion but also criminal consequences such as fines and possibly juvenile detention. Longer sentences can be given to young people if someone is injured with a weapon/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 daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives or craft knives, or any item that can be used as a weapon, for example a chisel.
- Knives needed for school activities will be provided by the school, and the use of them will be supervised by school staff.
• In circumstances where students are required to have their own knives or sharp tools, the school will provide information about the procedures for carrying and storing these items at school.

The Principal can take disciplinary 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 such as suspension and/or exclusion.

• 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 fine or juvenile detention.

• School property such as desks or lockers may be searched if the principal suspects that a student has a knife on or in school property.

• If the principal suspects the student has a knife in their school bag, the bag may be temporarily confiscated until police arrive.

• 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 Tewantin 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 school principal.

**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

Related Policies and Procedures

- 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

Some Related Resources

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

**Endorsement**

Principal

P&C President / School Council President

Effective Date: 1 January 2016 – 31 December 2018
# Tewantin State School Classroom Step System

Referral form completed for steps 5-7

<table>
<thead>
<tr>
<th>Step</th>
<th>Classroom/Learning Environment</th>
<th>Playground</th>
<th>Specialist lessons (PE, Music, LOTE)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td>Verbal warning</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>Visual and verbal warning</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Withdrawal</td>
<td>Withdrawal, Shadow teacher, Pick up papers</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Re-entry (after consultation with the teacher)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Buddy class</td>
<td>Detention, Teacher completes Behaviour Referral form, Parents are notified via letter or phone</td>
<td>Buddy class, Teacher completes Behaviour Referral form, Parents are notified via letter or phone</td>
</tr>
<tr>
<td>6</td>
<td>Re-entry (after consultation with the teacher)</td>
<td></td>
<td>Re-entry (after consultation with the teacher)</td>
</tr>
<tr>
<td>7</td>
<td>Interview with administrator, Administrator documents on OneSchool, Parents are notified by phone</td>
<td>Interview with administrator, Administrator documents on OneSchool, Parents are notified by phone</td>
<td>Interview with administrator, Administrator documents on OneSchool, Parents are notified by phone</td>
</tr>
<tr>
<td>8</td>
<td>Classroom Withdrawal, Administrator documents on OneSchool, Parents are notified by phone</td>
<td>Classroom Withdrawal (for subject only)</td>
<td>Administrator documents on OneSchool, Parents are notified by phone</td>
</tr>
<tr>
<td>9</td>
<td>Possible Suspension from school, Administrator documents on OneSchool, Parents are notified by phone and letter</td>
<td></td>
<td>Administrator documents on OneSchool, Parents are notified by phone</td>
</tr>
</tbody>
</table>
# Behaviour Incident Form

**Tarahae State School Behavioural Referral**

Everybody has the
- Right to learn
- Right to be safe
- Right to feel happy & respected

<table>
<thead>
<tr>
<th>NAME:</th>
<th>[ ] Classroom</th>
<th>[ ] Library</th>
<th>[ ] LOTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLASS:</td>
<td>[ ] Computer</td>
<td>[ ] PE</td>
<td>[ ] Tuckshop</td>
</tr>
<tr>
<td>DATE:</td>
<td>[ ] Bus Line</td>
<td>[ ] Music</td>
<td>[ ] Oval</td>
</tr>
<tr>
<td>TIME:</td>
<td>[ ] Infant Play Area</td>
<td>[ ] Tennis Courts</td>
<td>[ ] Hall</td>
</tr>
<tr>
<td>REFERRED BY:</td>
<td>[ ] Toilets</td>
<td>[ ] Excursion</td>
<td></td>
</tr>
<tr>
<td>REQUIRED ON OneSchool:</td>
<td>[ ] Yes</td>
<td>[ ] No</td>
<td></td>
</tr>
</tbody>
</table>

(already entered on OneSchool)

<table>
<thead>
<tr>
<th>INCIDENT REPORT</th>
<th>PARENTS INFORMED BY:</th>
<th>[ ] letter</th>
<th>[ ] phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>TIME FOR CONSEQUENCE TO OCCUR:</td>
<td>[ ] Buddy Class</td>
<td>[ ] Detention</td>
<td>[ ] Administration</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>DESCRIPTION OF INCIDENT:</th>
<th>[ ] Non-compliance</th>
<th>[ ] Physical</th>
<th>[ ] Verbal</th>
<th>[ ] Refusal</th>
</tr>
</thead>
<tbody>
<tr>
<td>[ ] Property Damage</td>
<td>[ ] Not following instructions</td>
<td>[ ] Other</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>BUDDY CLASS</th>
<th>DETENTION</th>
<th>ADDED CONSEQUENCE:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sent at:</td>
<td>[ ] 1/2 Session</td>
<td>Duration:</td>
</tr>
<tr>
<td>Please send back at:</td>
<td>[ ] Full Session</td>
<td>Date:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>BEHAVIOUR WHILST AT BUDDY CLASS / DETENTION:</th>
</tr>
</thead>
<tbody>
<tr>
<td>[ ] Cooperative &amp; working</td>
</tr>
</tbody>
</table>

Signed (supervising teacher) ____________________________

REASON FOR REFERRAL: (Include as many details as possible, e.g. what happened, witnesses...)

[ ] Added information on the back.
Appendix 3

Parent Letter - Notification of Recorded Behaviour Incident

Date: ..............................................

This letter is to advise that ............................................................... has been given consequences at school for the following inappropriate behaviour:

                                                                                                     ...............................................................                                                                                                     ...............................................................                                                                                                     ...............................................................

His consequence has been  Detention.   Buddy Class.   

Our school has a policy of keeping parents/guardians closely informed of unsuitable behaviour of children.

If you wish to discuss the matter further, please do not hesitate to contact the school.

Yours faithfully

...............................................................  
CLASSROOM TEACHER/S

...............................................................  
PRINCIPAL

...............................................................  

Please sign and return this section to your child’s teacher tomorrow so that we can be sure you have perused the above letter.

Parent’s Name: ...............................................................  

Parent’s Signature: ...............................................................  

Date: ...............................................................
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.
Appendix 6

The Use of Personal Technology Devices at Tewantin State School

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

**Personal Technology Devices**

Personal technology devices like cameras, digital video cameras or MP3 players are to remain turned off during school hours. These items are the students’ responsibility, therefore the school takes no responsibility for such items. Students are encouraged to leave these items at home due to the associated risks of damage, theft or breach of personal privacy. If such devices are in use or seen by a staff member, the item will be confiscated by school staff and it may be collected at the end of the day from the school office. If personal technology devices have been confiscated by school staff more than once, parents will be requested to collect the device from the office.

**Mobile Telephones**

Tewantin State School understands that many parents provide their children with personal Mobile telephones. Phones that are brought to school must be turned off at all times. Students wanting to receive or make phone calls, must see a member of the administration team. These items are the students’ responsibility, therefore the school takes no responsibility for such items. Students are encouraged to leave these items at home due to the associated risks of damage, theft or breach of personal privacy. If phones are in use or seen by a staff member, the item will be confiscated by school staff and it may be collected at the end of the day from the school office. If mobile phones have been confiscated by school staff more than once, parents will be requested to collect the device from the office.

**Confiscation**

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

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

There may be opportunities for students to use recording devices provided by the school as part of their studies, e.g. digital cameras, video cameras or voice recording devices. Use of Departmental recording devices is only permitted when expressed consent is provided by the class teacher.

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). A student at school who uses a technology device to record private conversations, or violent, illegal or embarrassing matter capable of bringing the school into public disrepute is considered to be in breach of this policy.

Education Queensland does not tolerate bullying behaviour at schools. This includes bullying conducted by electronic means. Even where consent is obtained for recording, the school will not tolerate such images or sound being disseminated to others, if it is done for the purpose of causing embarrassment to individuals or the school, for the purpose of bullying or harassment, including racial and sexual harassment, or where without such intent, a reasonable person would conclude that such outcomes may have or will occur.

Students involved in:
- recording; and/or
- disseminating material (through text messaging, display, internet uploading etc); and/or,
- knowingly being a subject of a recording

are in breach of this policy, and 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.

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

**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.
Appendix 7

Definition of Bullying
Bullying is when someone, or a group of people, who have more power at the time deliberately upset or hurt another person, their property, reputation or social acceptance on more than one occasion.

Types of Bullying
There are three broad categories of bullying:

Direct physical bullying
This form includes hitting, tripping, and pushing or damaging property.

Direct verbal bullying
This form includes name calling, insults, homophobic or racist remarks, or verbal abuse.

Indirect bullying
This form of bullying is harder to recognise and often carried out behind the bullied person’s back. It is designed to harm someone’s social reputation and/or cause humiliation. Indirect bullying includes:
- Lying and spreading rumours;
- Playing nasty jokes to embarrass and humiliate;
- Mimicking;
- Encouraging others to socially exclude someone;
- Damaging someone’s social reputation and social acceptance; and
- Cyber-bullying, which involves the use of email, text messages or chat rooms to humiliate and distress someone.

What Bullying is Not
Many distressing behaviours are not examples of bullying, even though they are unpleasant and often require teacher intervention and management. There are three socially unpleasant situations that are often confused with bullying:

Mutual Conflict
In mutual conflict situations, there is an argument or disagreement between but not an imbalance of power. Both parties are upset and usually both want a resolution to the problem. However, unresolved mutual conflict sometimes develops into a bullying situation with one person becoming targeted repeatedly for ‘retaliation’ in a one-sided way.

Social rejection or dislike
Unless the social rejection is directed towards someone specific and involves deliberate and repeated attempts to cause distress, exclude or create dislike by others, it is not bullying.
Single-episode acts
Single episodes of nastiness or physical aggression are not the same as bullying. If a student is verbally abused or pushed on one occasion they are not being bullied.

Nastiness or physical aggression that is directed towards many different students is not the same as bullying.