



# SCARBOROUGH STATE SCHOOL

## Responsible Behaviour Plan for Students (Including the Code of School Behaviour)

Effective Date: 31 May 2017

Endorsed by Scarborough State School P and C  
Association

### 1. Purpose

Scarborough 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

In preparing this plan the following stakeholders have provided input:

- Parents via the P&C association
- Staff
- Students
- Administration Staff

To address the area of consultation and response to data Scarborough State School uses a number of approaches. The consultation processes used include:-

- Parent Opinion Survey
- Student opinion survey
- Staff opinion survey

This data provided useful insight into how parent, students and staff view the issue of Behaviour Management at Scarborough State School.

Data collection is also a valuable tool to inform and drive the Behaviour Management programmes being utilised at Scarborough State School. Data collected on OneSchool provides opportunity to respond to the Behaviour areas or situations that arise. For example weekly data on behaviour is reviewed and provides a focus for the next week through PB4L “Rule of the Week”. The “Rule of the Week” then becomes the focus for Assembly and Newsletter along with classroom /playground duty.

The Plan was updated to reflect requirements in accordance with the *Education (Strengthening Discipline in State Schools) Amendment Bill 2013*. It was endorsed by the Principal and the President of the P&C in 2016 and will be reviewed in 2017 as required by legislation.

The expectations and approach documented in our Plan are aligned with the values, principles and expected standards outlined in Education Queensland’s *Code of School Behaviour* and *Statement of Expectations for a Disciplined School Environment* (Appendix 1).

### 3. Endorsement

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Principal

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Date

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P&C President

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Date

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Assistant Regional Director

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Date

#### 4. Learning and Behaviour Statement

All areas of Scarborough 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 Code of Behaviour for Students outlines our system for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviour. Through our Plan shared expectations for student behaviour are plain for everyone to see. This assists staff and students at the 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 has identified the following school agreements to teach and promote our high standards of responsible behaviour.

#### **Scarborough State School Expectations**

Be respectful

Be safe

Be responsible

Be an active learner

Scarborough State School's Mission is to provide a quality education in a supportive learning environment.

**School Vision:** Striving | Supporting | Succeeding.

**School Purpose:** Learning | Living | Caring. (See Appendix 2).

To enable this to occur, we believe in the importance of:

#### **Explicit teaching of appropriate behaviours:**

- *Effective teaching, enhanced learning and ASOT to provide explicit teaching;*
- *Different learning styles and abilities must be catered for through quality curriculum planning, delivery and adjustment;*
- *The expected fair and non-violent behaviours that build positive relationships need to be taught, modelled and encouraged;*
- *Timely feedback;*
- *Students need to have access to and have regular opportunities to practise those skills and processes necessary to become self-managing, self-directed, life-long learners;*
- *Teachers must develop and deliver learning programs that positively engage all learners;*
- *Targeted behaviour support, resources and processes to provide remedial strategies for students requiring consistent correction and consequences;*
- *Individual plans and pathways for students requiring intensive behaviour support.*

### **Clear and consistent expectations of behaviour:**

- *Essential Skills for Classroom Management and ASOT to provide clear and consistent expectations for behaviour;*
- *Positive, proactive encouragement of the expected fair and non-violent behaviours is the foundation;*
- *Acknowledging and rewarding positive behaviour is consistent, deliberate and regular;*
- *Fair and non-violent behaviours, which encompass such qualities as, respect, tolerance, self-discipline and co-operation as outlined in The National Framework for Values Education.*
- *Effective classroom management correlates highly with positive classroom tone;*
- *Positive attitudes to the building of relationships within a safe, supported environment facilitates the development of values and respect for all individuals;*
- *Teachers and support staff continuously access professional learning to improve their skills in effective learning engagement and positive student support.*
- *Informed intervention for students requiring intensive behaviour support.*

### **Parent and community engagement.**

#### **5. Behaviour Management Processes**

At Scarborough State School we believe that facilitating positive behaviour for effective learning is based on a multi-dimensional approach. An approach that:

- Meets each students learning needs through the use of differentiated strategies to support positive behaviour – using strategies that meet the individual social, emotional and learning needs of students.
- Promotes and maintains a positive school culture and learning environment.

<ul style="list-style-type: none"><li>• The student demonstrates behaviours outlined on the school wide PB4L Matrix</li><li>• Classroom strategies, communication and re-direction to modify minor behaviours</li><li>• Parent and community engagement</li><li>• 'Responsible Thinking Processes'</li><li>• High 5 (Appendix 3)</li></ul>	Universal Behaviour Support	<ul style="list-style-type: none"><li>• Explicit teaching of desired behaviours</li><li>• Effective teaching<ul style="list-style-type: none"><li>○ ASOT DQ6 &amp; DQ7</li><li>○ Essential Skills for Classroom Management</li><li>○ Scarborough Common Courtesies (Appendix 3)</li></ul></li><li>• Positive recognition and reward role modelling<ul style="list-style-type: none"><li>○ Pride Paw</li><li>○ Pride Points</li><li>○ Pride Postcards</li></ul></li></ul>
<ul style="list-style-type: none"><li>• Shared Intervention</li><li>• Class Teacher Referral</li><li>• Parental Partnership</li></ul>	Targeted Behaviour Support	<ul style="list-style-type: none"><li>• Specialist providers within the school</li><li>• Targeted remedial strategies and corrective strategies</li></ul>
<ul style="list-style-type: none"><li>• Use of legislative policy and procedure to support intervention</li><li>• Identification of goals and action plans</li><li>• Analysis of behaviour data</li></ul>	Intensive Behaviour Support	<ul style="list-style-type: none"><li>• Student services intervention and access to external, specialist support</li><li>• Flexible and alternative learning options</li><li>• Coordinated case management</li></ul>

## Universal Behaviour Support

The school's key components of universal behaviour support are:

- a) School wide Expectations Matrix
- b) Effective Teaching – the Art and Science of teaching (ASOT) and Essential Skills for classroom management (ESCM)
- c) Classroom Behaviour Monitoring and Feedback
- d) Positive Rewards and Recognition

### a) Universal Behaviour Support: School wide Expectations Matrix

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

The Matrix acts as a set of descriptors that can be used for providing quality feedback to students about their progress over the course of a semester. The School-wide Expectations Teaching Matrix below outlines our agreed expectations and specific behavioural expectations in all school settings.

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

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



WE ARE:	ALL AREAS	LEARNING AREAS	PLAY AREAS	EATING/UNDERCOVER AREAS & PATHWAYS	TOILETS	TUCKSHOP	OFF CAMPUS	POOL
<b>Respectful</b>	<ul style="list-style-type: none"> <li>✓ We use polite and appropriate language</li> <li>✓ We use Scarborough Common Courtesies</li> <li>✓ We encourage and support others</li> <li>✓ We respond appropriately when given directions and corrections</li> <li>✓ We respect the feelings of others</li> </ul>	<ul style="list-style-type: none"> <li>✓ We patiently wait our turn before speaking</li> <li>✓ We raise our hand to ask questions</li> <li>✓ We use our own equipment whenever possible</li> <li>✓ We ask permission before using the equipment of others</li> <li>✓ We listen when others are speaking</li> </ul>	<ul style="list-style-type: none"> <li>✓ We play fairly</li> <li>✓ We invite others to play</li> <li>✓ We respect the personal space of others</li> <li>✓ We share equipment</li> <li>✓ We use positive language</li> </ul>	<ul style="list-style-type: none"> <li>✓ We talk quietly to those close to us during eating time</li> <li>✓ We follow all directions quickly and quietly</li> <li>✓ We remain in our area</li> </ul>	<ul style="list-style-type: none"> <li>✓ We respect the privacy of others</li> <li>✓ We close the toilet doors quietly</li> </ul>	<ul style="list-style-type: none"> <li>✓ We respect the personal space of others</li> <li>✓ We wait patiently and quietly in line</li> <li>✓ We speak respectfully to the tuckshop workers</li> </ul>	<ul style="list-style-type: none"> <li>✓ We demonstrate good sportsmanship by encouraging our teammates and the other team</li> <li>✓ We accept all teacher/umpire/referee decisions</li> <li>✓ We are polite and courteous to all members of the public including parents and volunteers</li> </ul>	<ul style="list-style-type: none"> <li>✓ We respect the privacy of others in the change room</li> </ul>
<b>Safe</b>	<ul style="list-style-type: none"> <li>✓ We keep our hands, feet and all objects to ourselves</li> <li>✓ We report any safety concerns immediately</li> <li>✓ We are sunsafe</li> <li>✓ We leave all electrical devices at the office during school hours</li> <li>✓ We use all equipment appropriately and as directed</li> <li>✓ We stay in approved areas</li> <li>✓ We walk when moving around the school</li> <li>✓ We practise good hygiene</li> </ul>	<ul style="list-style-type: none"> <li>✓ We walk inside</li> <li>✓ We ask before leaving the room</li> <li>✓ We are only in a classroom when an adult is present</li> <li>✓ We go with a buddy when we need to leave our classroom</li> </ul>	<ul style="list-style-type: none"> <li>✓ We stay in the correct areas</li> <li>✓ We leave sticks, stones and other objects on the ground</li> <li>✓ We walk on hard surfaces (concrete, pavers etc.)</li> <li>✓ We follow instructions and directions</li> </ul>	<ul style="list-style-type: none"> <li>✓ We walk calmly keeping to the left</li> <li>✓ We only eat when seated</li> <li>✓ We only eat our own lunch and drink from our own bottles or the bubblers</li> <li>✓ We use covered walkways and stairs when it is raining</li> <li>✓ We leave the school grounds promptly at the end of the day</li> <li>✓ We remain seated and wait for directions when catching the bus</li> </ul>	<ul style="list-style-type: none"> <li>✓ We wash our hands before leaving the toilet block</li> <li>✓ We leave our food in the eating area</li> </ul>	<ul style="list-style-type: none"> <li>✓ We line up safely and sensibly in a single line</li> </ul>	<ul style="list-style-type: none"> <li>✓ We wait for instructions before boarding the bus or walking</li> <li>✓ We use our seatbelts while on the bus</li> <li>✓ We stay with our assigned group at all times</li> <li>✓ We follow all instructions</li> </ul>	<ul style="list-style-type: none"> <li>✓ We walk at all times</li> <li>✓ We are only at the pool when there is staff supervision</li> <li>✓ We wear correct swimwear</li> <li>✓ We shower as directed</li> </ul>
<b>Responsible</b>	<ul style="list-style-type: none"> <li>✓ We leave personal treasures at home</li> <li>✓ We follow the school's dress code</li> <li>✓ We place all litter in bins</li> <li>✓ We are responsible for our own actions and inactions</li> <li>✓ We get help for ourselves and others</li> <li>✓ We are water wise and turn off taps</li> </ul>	<ul style="list-style-type: none"> <li>✓ We arrive at all lessons on time with our equipment</li> <li>✓ We are responsible for our own learning</li> </ul>	<ul style="list-style-type: none"> <li>✓ We participate in approved games</li> <li>✓ We follow the rules</li> <li>✓ We take care of play equipment and return it when finished</li> </ul>	<ul style="list-style-type: none"> <li>✓ We hold onto our rubbish until we are instructed to put it in the bin</li> </ul>	<ul style="list-style-type: none"> <li>✓ We report any damage or inappropriate behaviour</li> <li>✓ We keep the toilets clean</li> </ul>	<ul style="list-style-type: none"> <li>✓ We only go to the Tuckshop if we are buying something or directed by a teacher</li> <li>✓ We line up at the correct window</li> <li>✓ We leave immediately after buying our Tuckshop items and move to our area</li> </ul>	<ul style="list-style-type: none"> <li>✓ We ask permission before going to the toilets</li> <li>✓ We assist with packing, unpacking and transporting equipment</li> </ul>	<ul style="list-style-type: none"> <li>✓ We keep our belongings in the designated area</li> <li>✓ We get changed quickly and quietly</li> </ul>
<b>Active learners</b>	<ul style="list-style-type: none"> <li>✓ We attend school regularly</li> <li>✓ We are ready to learn by 8:40am</li> <li>✓ We actively participate in all activities</li> <li>✓ We are problem solvers</li> <li>✓ We complete tasks as instructed</li> <li>✓ We ask when we don't understand</li> <li>✓ We return from our breaks ready to learn</li> <li>✓ We listen before acting</li> </ul>	<ul style="list-style-type: none"> <li>✓ We follow instructions</li> </ul>	<ul style="list-style-type: none"> <li>✓ We learn new games and activities when possible</li> <li>✓ We leave promptly when the bell rings</li> </ul>	<ul style="list-style-type: none"> <li>✓ We move quickly and quietly when delivering messages</li> </ul>	<ul style="list-style-type: none"> <li>✓ We use the toilet before and after school and during break times</li> </ul>	<ul style="list-style-type: none"> <li>✓ We work out what we want before we are served</li> <li>✓ We work out if we have enough money before we are served</li> </ul>	<ul style="list-style-type: none"> <li>✓ We return all permission forms and payment on time</li> <li>✓ We attend training when requested</li> </ul>	<ul style="list-style-type: none"> <li>✓ We are organised by having our swimming gear ready and at school on the correct days</li> </ul>

## b) Universal Behaviour Support: Effective Teaching – Explicit Teaching, ASOT & ESCM

**A Model for Explicit Teaching**

Phase	Teacher	Student	Pedagogical Considerations
Orientation	<ul style="list-style-type: none"> <li>Asks questions to review relevant prior learning</li> <li>Establishes goals and purpose (WALT)</li> <li>States explicit learning intentions &amp; success criteria (WILF)</li> <li>Introduces the concept or skill to be taught</li> <li>Provides a structured overview of the concept or skill</li> <li>Builds commitment &amp; engagement (TIB)</li> </ul>	<ul style="list-style-type: none"> <li>Actively listens</li> <li>Makes connections</li> <li>Draws on prior knowledge</li> <li>Asks for clarification</li> <li>Is focused and receptive to the learning</li> </ul>	<p>What do the students already know?</p> <p>What do I want the students to learn as a result of the teaching?</p> <p>How will I know if they have achieved success?</p>
Engagement (Gradual Release Model)	Modelling I do, you watch	<ul style="list-style-type: none"> <li>Actively listens</li> <li>Takes notes</li> <li>Asks for clarification</li> </ul>	<p>How will I check for understanding?</p> <p>What deliberate instructional strategies are appropriate for the learning?</p>
	Sharing I do, you help	<ul style="list-style-type: none"> <li>Asks and responds to questions</li> <li>Works with teacher and classmates</li> <li>Completes process alongside others</li> </ul>	<p>What activities will enhance the learning?</p>
	Guiding You do, I help	<ul style="list-style-type: none"> <li>Works with classmates</li> <li>Consolidates learning</li> <li>Completes process in small group</li> <li>Looks to peers for clarification</li> </ul>	<p>How will I cater for students who don't understand?</p>
	Applying You do, I watch	<ul style="list-style-type: none"> <li>Works alone</li> <li>Relies on notes, activities, classroom learning to complete task</li> <li>Takes full responsibility for outcome</li> </ul>	<p>What type of feedback will be appropriate for the learning?</p>
Review	<ul style="list-style-type: none"> <li>Provides reflection opportunities</li> <li>Reviews success criteria (WILF)</li> </ul>	<ul style="list-style-type: none"> <li>Reflects on learning</li> <li>Assesses against success criteria</li> <li>Sets goals for future</li> </ul>	<p>How will I get students to reflect and self-assess?</p> <p>How will I get feedback about my teaching?</p>

The 10 Essential Skills for Classroom Management are:

Essential Skill	Description
1. Establishing expectations	Making rules
2. Giving instructions	Telling students what to do
3. Waiting and scanning	Stopping to assess what is happening
4. Cueing with parallel acknowledgment	Praising a particular student to prompt others
5. Body language encouraging	Smiling, nodding, gesturing and moving near
6. Descriptive encouraging	Praise describing behaviour
7. Selective attending	Not obviously reacting to some bad behaviour
8. Redirecting to the learning	Prompting on-task behaviour
9. Giving a choice	Describing the student's options and likely consequences of their behaviour
10. Following through	Doing what you said you would



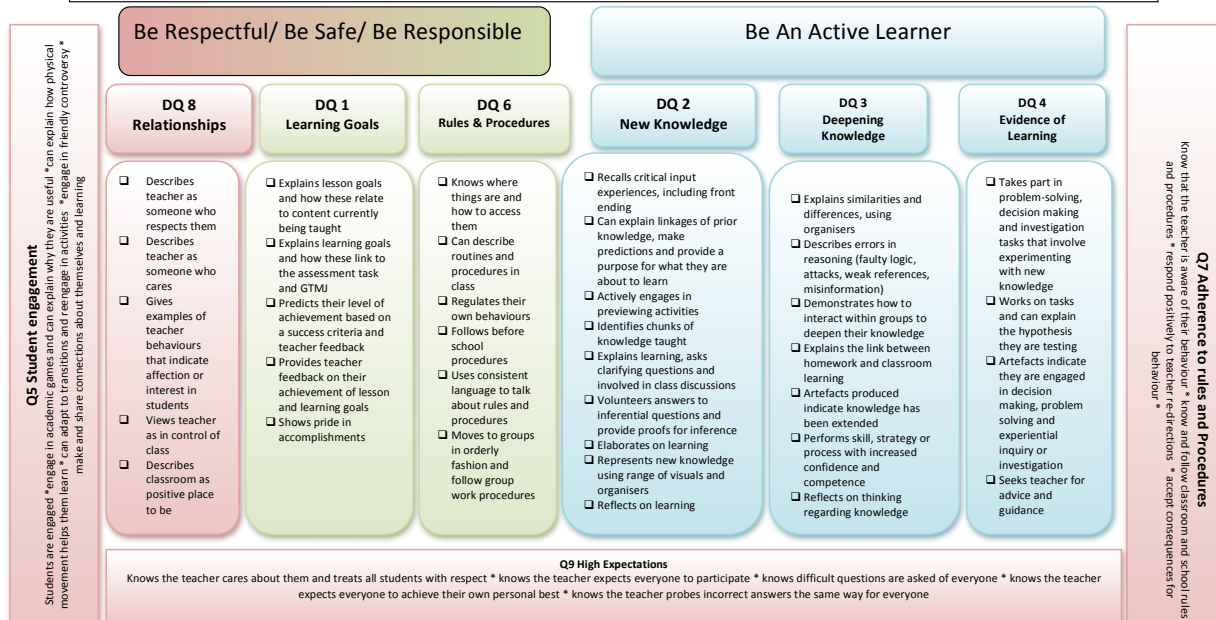
## P – 6 Curriculum and Pedagogical Framework Teacher level

**Deliberate Teaching Practice** is teachers knowing the what, when, why and how of effective teaching.



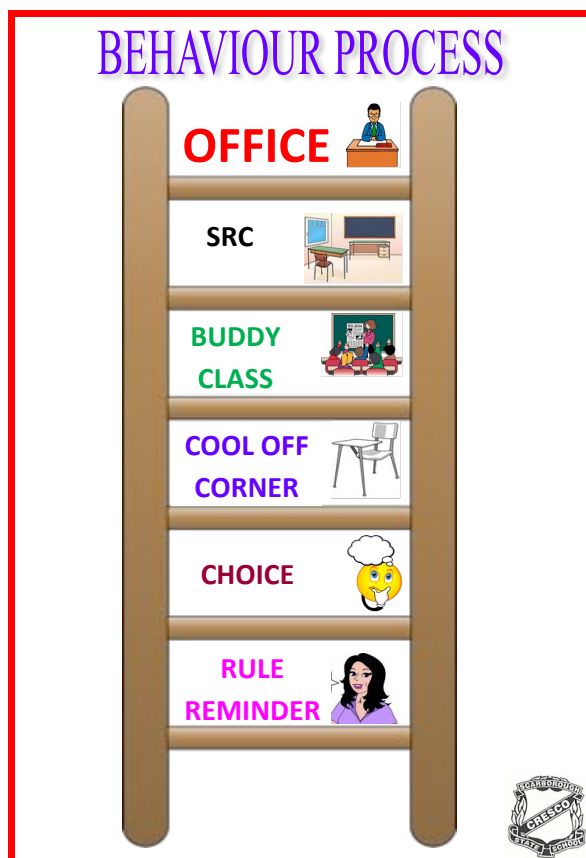
## P – 6 Curriculum and Pedagogical Framework Student Level

**Deliberate Teacher Practice** is teachers knowing the what, when, why and how of effective teaching.



### c) Universal Behaviour Support: Classroom Behaviour monitoring and feedback

In class a consistent process and clear communication is used across the school to monitor and provide feedback to students about their behaviour and progress. This allows students to reflect on their progress and to understand the steps that may occur in the behaviour management process.



### d) Universal Behaviour Support: Positive Rewards and Recognition (appendix 4)

At Scarborough 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.

Students who demonstrate appropriate behaviour may be rewarded. Rewards range from certificates, to celebrations and communication home.

**The rewards below are the minimum whole school processes which will occur:**

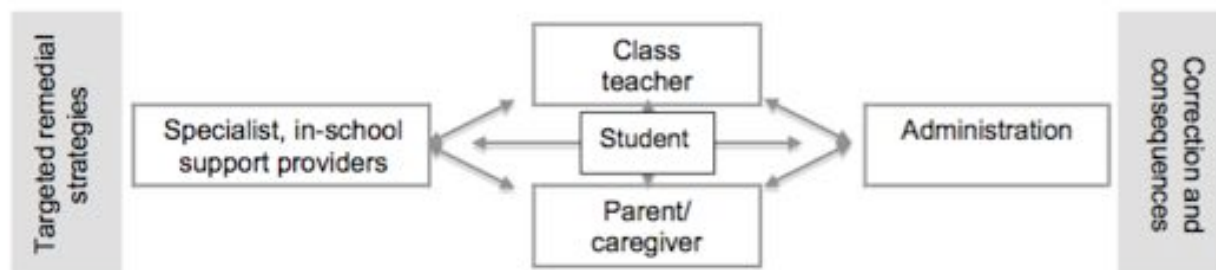
Reward	Selection Criteria	When	Action	OneSchool
Student of the Week	One student allocated per class per week	Weekly	Certificates presented on parade	By teacher
PRIDE Paw (Appendix 5)	Student seen exhibiting role model behaviour consistent with and specific to the four school expectations – be respectful, be safe, be responsible, be an active learner.	Daily	Student collects 5 lion stickers on their Paw print and places in the box in the office	n/a

	Used in class and playground			
PRIDE Paw Postcards (Appendix 5)	Once a student has submitted 3 completed Pride Paws to the office	As achieved	PRIDE Postcard is sent home Recognition on Parade	By Deputy Principal
PRIDE Points (Appendix 4)	PRIDE points can be issued in any or all of the following six areas: <b>Academic</b> <b>Sporting</b> <b>Cultural</b> <b>School Service</b> <b>Community Service</b> <b>Leadership</b>	As achieved	Student collects 5 pride points in the one area and gives to the Deputy Principal	Class teacher places a copy on the student file.
BRONZE award			On receipt of 3 BRONZE awards across a minimum of 3 areas a student can present their awards to the Deputy Principal in exchange for a SILVER award.	Class teacher places a copy on the student file.
SILVER award			On receipt of 2 SILVER awards across a minimum of 4 areas a student can present their awards to the Principal in exchange for a GOLD award (and badge). GOLD awards are presented at a specially convened assembly. Receipt of a GOLD award enables a student to apply for recognition at the BRONZE level of the Redcliffe State High School SABER scheme.	The BRONZE SABER award will be presented by the Principal of Redcliffe State High School at a specially convened assembly.
GOLD award & SABER Scheme				

## Targeted Behaviour Support

This level of intervention focuses on identifying, modifying and growing the individual. It provides a focus on understanding the learner, developing solutions and building from strengths to foster supportive relationships.

Collaborative partnerships are key to successful behavioural outcomes at this level of support and intervention.



## Targeted Behaviour Support: Supportive Plan Program

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

Students are sent to Playground Time-Out and this can also include the following:

- Completion of a Reflection Sheet/Behaviour Plan, which is sent home.
- Requirement to have a Playground Monitoring Card to be signed by the playground teacher on duty for a period of time (usually 5 days).
- Inclusion in the Supportive Play Program (known as 'Games Factory').
- Small group projects and skill development such as Lego Therapy, Boys Group, Girls Group.

Students whose behaviour does not improve after participation in the strategies listed above or whose previous behaviour indicates a need for specialised intervention, are provided with intensive behaviour support.

### **Intensive behaviour support: Behaviour Support Team**

This level of behaviour support focuses on students with complex or intensive support needs.

The support provided aims to allow the individual to reflect, refocus and reconnect with their schooling and positive influence on other learners and members of the school community. This level of intervention centres on the individual and their re-engagement with the learning following a single, high impact behaviour or a complex and challenging pattern of behaviour.

Scarborough State School is committed to educating all students, including those with the highest behavioural support needs. We recognise that students with complex and challenging behaviours need comprehensive systems of support to engage in and experience success with academic, social and emotional learning situations. As such, the school employs the following processes and strategies to support these students

1. Analysis of behaviour data for the accurate identification of students requiring intensive, individualised support;
2. Use of a coordinated, case management approach (*'Intensive Behaviour Support Team'*) to support students and staff, including discussing the needs and appropriate support strategies of individual students with relevant staff and providing administration and leadership team support in meetings, to implement intensive, individualised support strategies. In addition, 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.
3. Development of flexible and alternative learning options, including attendance at ACE, disciplinary absences, individually managed programs and *Discipline Improvement Plan*.
4. Use legislative policies and procedures that support intervention.
5. Access district, regional and state behaviour support options and external agencies.
6. Identification of goals and development of action plans.

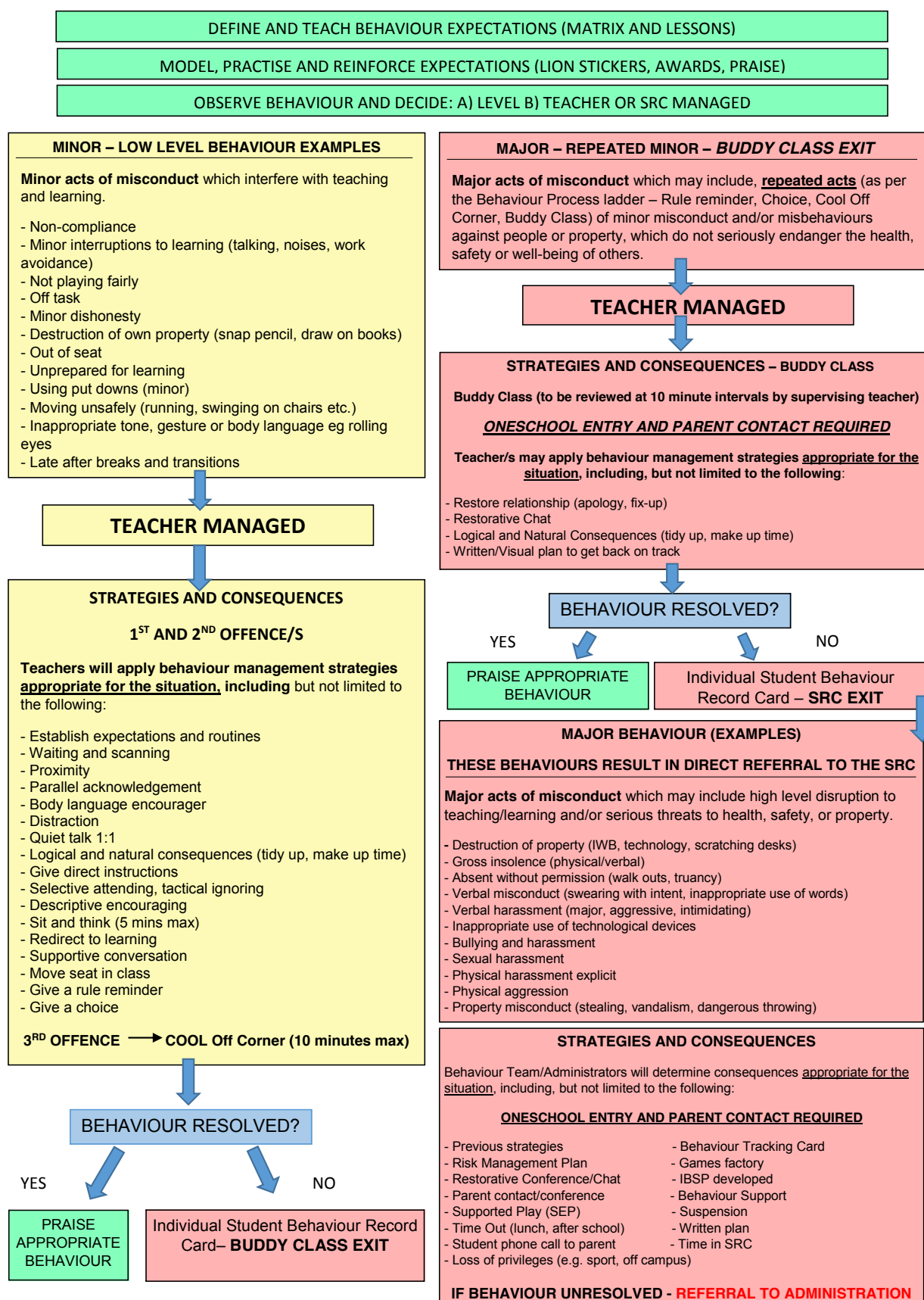
### **6. Response to Unacceptable Behaviour**

Students come to school to learn. Behaviour support represents an important opportunity for learning how to get along with others. Using the Response to Behaviour Flow Chart as a guide, teachers and students alike have a point of reference when dealing with and discussing behaviours and corresponding consequences.

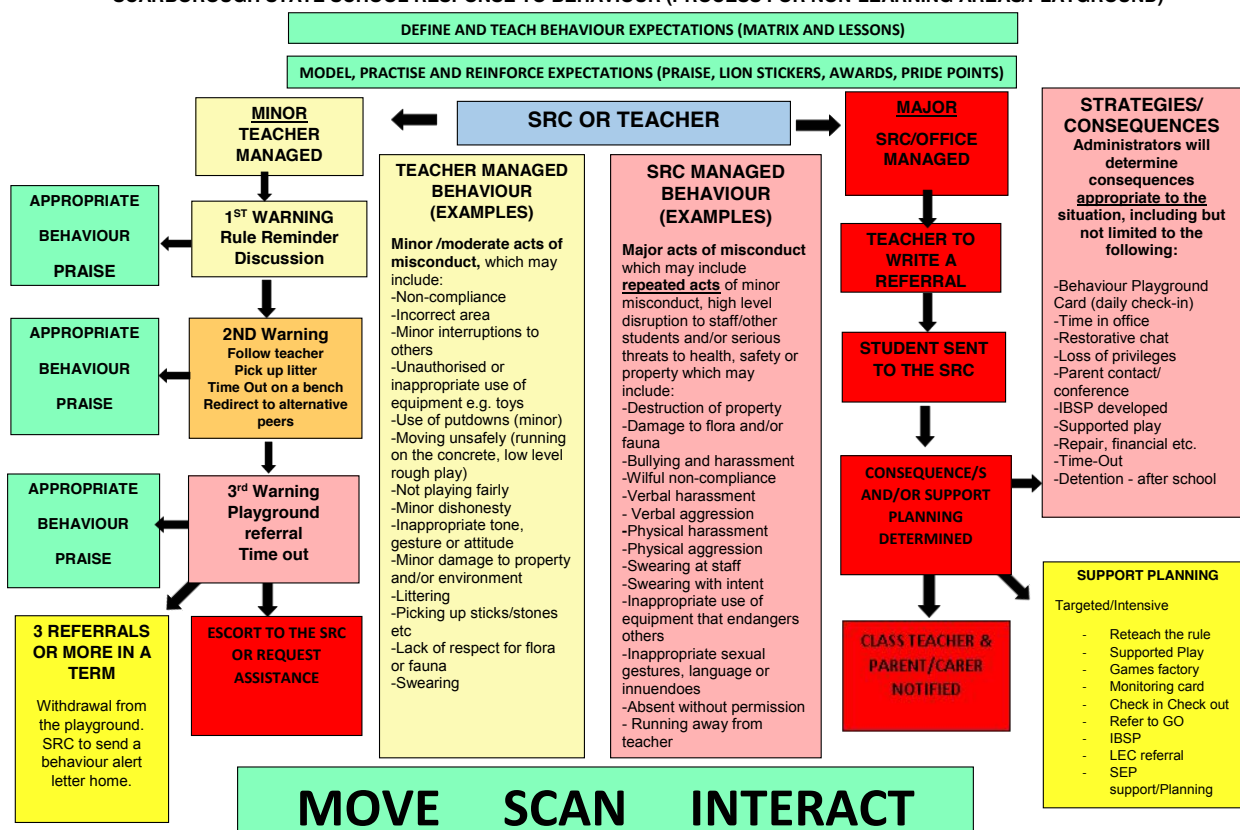
Key points about the **Response to Behaviour Flow Chart**:

- The flow chart shows that the aim of all intervention should focus on re-engaging the student with learning.
- The support and intervention levels address two main scenarios for a student requiring support:
  - A one off or isolated incident or demonstration of inappropriate behaviour by a student.
  - A building pattern of behaviours by a student, and their failure to modify the behaviour in a positive manner.
- The level of support and intervention will ultimately depend on the individual student's context and sound, professional judgement. A teacher's judgement will be made on the given behaviour within the Scarborough State School's context, values and expectations.
- When first responding to challenging student behaviour, the staff member first determines if the issue is a minor or major misdemeanour.

## SCARBOROUGH STATE SCHOOL RESPONSE TO BEHAVIOUR (PROCESS FOR LEARNING AREAS)



# SCARBOROUGH STATE SCHOOL RESPONSE TO BEHAVIOUR (PROCESS FOR NON-LEARNING AREAS/PLAYGROUND)

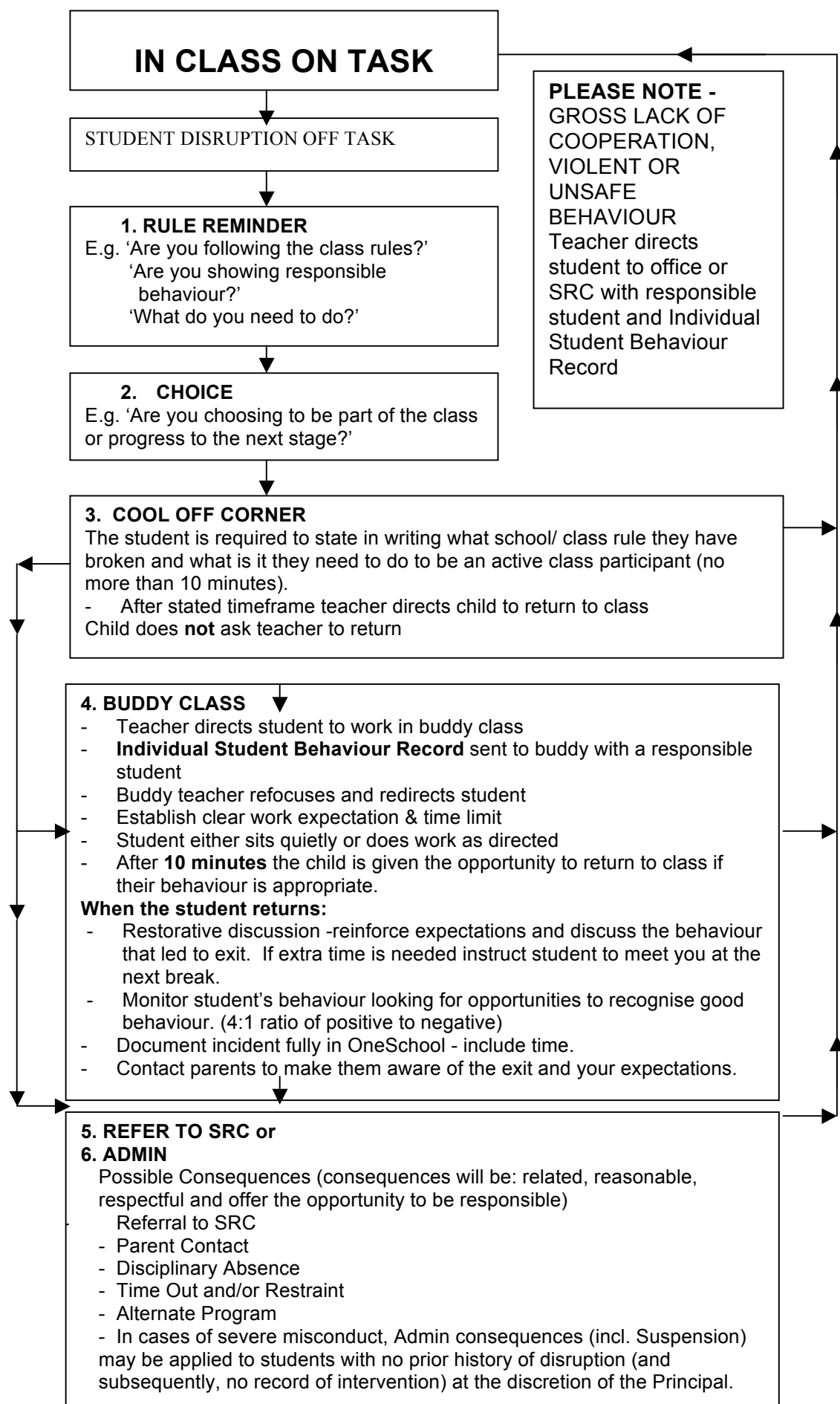


## In the classroom:

We employ procedures to address disruptions in a consistent and respectful manner. A guiding belief for our 'Responsible Thinking Program' is that no child is allowed to disrupt or stop the learning of others in class, specialist lessons or other teaching environments on school property. Procedures for addressing disruptions are included in the six step behaviour process and are as follows:



## Student Support Process - Classroom



## 7. Consequences for Unacceptable Behaviour

Scarborough State School makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When unacceptable behaviour occurs, students experience predictable consequences. Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour. A Student Behaviour Record (Appendix 8) is used to record all major problem behaviour occurring in the playground and our Individual Student Behaviour Record (Appendix 8) for issues occurring in the classroom. Any unacceptable behaviour is recorded on OneSchool.

### 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 Student Reflection Centre or school Administration team

**Minor** behaviours are those that:

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

**Minor** problem behaviours may result in the following consequences:

- A minor consequence logically connected to the problem behaviour, such as complete removal from an activity or event for a specified period of time, partial removal, individual meeting with the student, apology, restitution or detention for work completion.
- A re-direction procedure. Relate problem behaviours to expected school behaviours

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. Explain how their behaviour differs from expected school behaviour,
4. Describe the likely consequences if the problem behaviour continues; and
5. Identify what they will do to change their behaviour in line with expected school behaviour.
6. 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 the Student Reflection Centre (SRC) or school Administration.

**Major** behaviours result in an immediate referral to the SRC or school Administration because of their seriousness. When major problem behaviour occurs, staff members calmly state the major problem behaviour and remind the student of expected school behaviour. The staff member then fills out the Individual Student Behaviour Record and escorts the student to the SRC or school Administration dependent on the severity of the behaviour.

Major problem behaviours may result in the following consequences:

- **Level One:** Time in office, removal to SRC where a behaviour plan will be completed (Appendix 13), alternate lunchtime activities, loss of privilege, restitution, loss of break times, warning regarding future consequence for repeated offence, referral to Respond Program  
AND/OR
- **Level Two:** Parent contact, referral to Guidance Officer, referral to Intensive Behaviour Support Team, suspension from school



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

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

	Area	Minor	Major
Being Safe	Movement around school	<ul style="list-style-type: none"> <li>• Running on concrete or around buildings</li> <li>• Running in stairwells</li> <li>• Not walking bike in school grounds</li> </ul>	
	Play	<ul style="list-style-type: none"> <li>• Incorrect use of equipment</li> <li>• Not playing school approved games</li> <li>• Playing in toilets</li> </ul>	<ul style="list-style-type: none"> <li>• Throwing objects</li> <li>• Possession of weapons</li> </ul>
	Physical contact	<ul style="list-style-type: none"> <li>• Minor physical contact (eg: pushing and shoving)</li> </ul>	<ul style="list-style-type: none"> <li>• Serious physical aggression</li> <li>• Fighting</li> </ul>
	Correct Attire	<ul style="list-style-type: none"> <li>• Not wearing a hat in playground</li> <li>• Not wearing shoes outside</li> </ul>	
	Other		<ul style="list-style-type: none"> <li>• Possession or selling of drugs</li> </ul>
Being Responsible	Class tasks	<ul style="list-style-type: none"> <li>• Not completing set tasks that are at an appropriate level</li> <li>• Refusing to work</li> </ul>	
	Being in the right place	<ul style="list-style-type: none"> <li>• Not being punctual (eg: lateness after breaks)</li> <li>• Not in the right place at the right time.</li> </ul>	<ul style="list-style-type: none"> <li>• Leaving class without permission (out of sight)</li> <li>• Leaving school without permission</li> </ul>
	Follow instructions	<ul style="list-style-type: none"> <li>• Low intensity failure to respond to adult request</li> <li>• Non compliance</li> <li>• Unco-operative behaviour</li> </ul>	
	Accept outcomes for behaviour	<ul style="list-style-type: none"> <li>• Minor dishonesty</li> </ul>	<ul style="list-style-type: none"> <li>• Major dishonesty</li> </ul>
	Rubbish	<ul style="list-style-type: none"> <li>• Littering</li> </ul>	
	Mobile Phone	<ul style="list-style-type: none"> <li>• Mobile phone switched on in any part of the school at any time without authorisation (written permission from an authorised staff member)</li> </ul>	<ul style="list-style-type: none"> <li>• Use of a mobile phone in any part of the school for voicemail, email, text messaging or filming purposes without authorisation</li> </ul>
Being Respectful	Language	<ul style="list-style-type: none"> <li>• Inappropriate language (written/verbal)</li> <li>• Calling out</li> <li>• Poor attitude</li> <li>• Disrespectful tone</li> </ul>	<ul style="list-style-type: none"> <li>• Offensive language</li> <li>• Aggressive language</li> <li>• Verbal abuse / directed profanity</li> </ul>
	Property	<ul style="list-style-type: none"> <li>• Petty theft</li> <li>• Lack of care for the environment</li> </ul>	<ul style="list-style-type: none"> <li>• Stealing / major theft</li> <li>• Wilful property damage</li> <li>• Vandalism</li> </ul>
	Others	<ul style="list-style-type: none"> <li>• Not playing fairly</li> <li>• Minor disruption to class</li> <li>• Minor defiance</li> <li>• Minor bullying / harassment</li> </ul>	<ul style="list-style-type: none"> <li>• Major bullying / harassment</li> <li>• Major disruption to class</li> <li>• Blatant disrespect</li> <li>• Major defiance</li> </ul>

## 8. Emergency or critical responses

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

In all situations the school's *Critical Incident Plan* is followed.

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.

Strategies for avoiding, de-escalating and responding and recording critical incidents are referred to in Appendix 10.

## 9. Network of student support

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

- Parents
- Teachers and teacher aides
- Head of Curriculum, Behaviour Support Teacher, Librarian, Support Teacher: Literacy & Numeracy;
- School Leaders – Principal and Deputy Principals
- School Administrators
- School Chaplain
- Student Support Centre Staff
- Approved Volunteers
- Guidance Officer
- Advisory Visiting Teachers
- District Positive Behaviour Support Teams eg ACE
- External Support Agencies

When a student requires support, a team consisting of classroom teacher, other school support personnel as required and administration develops a plan that is monitored and evaluated according to timeframes set down in the plan. Resource personnel are accessed when required.

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
- Local Council

## 10. 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.

Scarborough State School considers the individual circumstances of students when applying support and consequences by:

- Promoting an environment that 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 and socio-economic situation, and

- Receive adjustments appropriate to their learning and/or impairment needs.

## 11. Explanation of specific consequences

<b>Temporary removal of property</b>	A principal or staff member at Scarborough State School has the power to temporarily remove property from a student, as per the procedure <i>Temporary Removal of Student Property by School Staff</i> .
<b>Detentions</b>	<p>Detentions are included in the school behaviour plan as a disciplinary option. School specific procedures have been developed by the school that meet the requirements set out in the <i>Safe, supportive and disciplined school environment</i> procedure. These procedures include: when detentions will occur; the maximum length of detention dependent on age of student; food and toilet breaks; and which teachers are authorised to impose the various types of detentions. Teachers have been authorised by the principal to implement in school detentions in line with the school's Guidelines for detentions (Appendix 11).</p> <p>If the detention is to be undertaken outside of school hours, including Saturday:</p> <ul style="list-style-type: none"> <li>• If out-of-school hours detentions are to be used, arrangements have been made for the principal or teachers to supervise students.</li> <li>• A risk assessment has been completed and a risk management plan developed</li> <li>• Parents have been notified of the proposed detention at least 24 hours before the detention is scheduled to occur and have given consent</li> <li>• Parents have been consulted about suitable times for the detention to be completed within the parameters set by the school and</li> <li>• Parents have been informed of: <ul style="list-style-type: none"> <li>○ the location and duration of the detention</li> <li>○ their responsibility to arrange travel/supervision to and from the detention, where appropriate.</li> </ul> </li> </ul>
<b>Discipline improvement plan</b>	<p>Discipline improvement plans are included in the school behaviour plan as a disciplinary option. The discipline improvement plan exemplar template is considered. The Principal determines that a discipline improvement plan should be imposed.</p> <p>The conditions of the discipline improvement plan are established in collaboration with the student and their parent/s including:</p> <ul style="list-style-type: none"> <li>• Behaviours expected of the student</li> <li>• Consequences for not meeting the expected behaviours</li> <li>• Participation in relevant programs to address inappropriate behaviour (where appropriate)</li> <li>• Support to be provided by school (e.g. Particular programs, support person) and</li> <li>• The duration of the plan</li> </ul>
<b>Community service intervention</b>	<p>School led community service intervention (conducted under the direct supervision of school staff member)</p> <p><b>Behaviour plan</b> – A community service intervention is included in the school behaviour plan as a disciplinary option.</p> <p><b>Risk management</b> – A risk assessment is undertaken and risk management procedures are put in place.</p> <p><b>Staff supervision</b> – Staff have been authorised to impose community service interventions. Arrangements have been made for supervision of students participating in the community service intervention at all times.</p> <p><b>Parental consent</b> – Parent consent has been obtained using the <i>Community service intervention consent form</i>.</p> <p><b>Proportionality</b> – The use of a community service intervention as a disciplinary consequence is fair and proportionate to the student's behaviour.</p> <p><b>Individual circumstances</b> – The individual circumstances of the student have been taken into account (e.g. Disability, religious or cultural background, home arrangements).</p> <p><b>Student development</b> – The community service intervention activity is constructive, challenging and appropriate for the age of the student.</p>
<b>School Disciplinary Absences</b> – These may be used after consideration has to be given to other possible responses to inappropriate behaviour and the appropriateness of these responses.	
<b>Suspension</b>	<ul style="list-style-type: none"> <li>• Considers whether behaviour constitutes one or more of the following grounds under s.282 of the EGPA <ul style="list-style-type: none"> <li>○ Disobedience</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ Misbehaviour</li> <li>○ Conduct that adversely affects, or is likely to adversely affect, other students enrolled at the school</li> <li>○ Conduct that adversely affects, or is likely to adversely affect, the good order and management of the school</li> <li>○ The student's attendance at the school poses an unacceptable risk to the safety or wellbeing of other students or staff of the school</li> </ul> <ul style="list-style-type: none"> <li>• Considers whether the student's behaviour constitutes one or more of the following grounds under s.282 of the EGPA <ul style="list-style-type: none"> <li>○ The student is charged with a serious offence (as defined in the <i>Commission for Children/Young People and Child Guardian Act 2000</i>);</li> <li>○ The student is charged with an offence, other than a serious offence and the principal reasonably satisfied it would not be in the best interests of other students or staff for the student to attend the school while the charge is pending.</li> </ul> </li> <li>• This may be a short suspension: 1 to 10 days (the student or parent cannot appeal the Principal's decision)</li> <li>• This may be a long suspension: 11 to 20 days (this decision may be appealed through the designated process)</li> </ul>
<b>Proposed or recommended exclusion</b>	<p>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:</p> <p>A Principal of a state school can exclude a student from their school on the following grounds:</p> <ul style="list-style-type: none"> <li>• Persistent disobedience</li> <li>• Misbehaviour</li> <li>• Conduct of the student, including conduct occurring outside of school grounds and outside of school hours, that: <ul style="list-style-type: none"> <li>○ Adversely affects, or is likely to adversely affect other students enrolled at the school.</li> <li>○ Adversely affects, or is likely to adversely affect the good order and management of the school.</li> </ul> </li> <li>• The student's attendance at the school poses an unacceptable risk to the safety or wellbeing of other students or staff of the school.</li> <li>• The student has been convicted of an offence and the Principal is reasonable satisfied it would not be in the best interests of other students or staff for the student to continue to be enrolled at the school.</li> </ul> <p>The Principal must be satisfied that suspension of the student from the school would be inadequate to deal with the student's behaviour, unless the student poses an unacceptable risk to the safety or wellbeing of other students or staff or the student has been convicted on an offence.</p>
<b>Cancellation of enrolment</b>	<p>The Principal can cancel the enrolment of a post compulsory school age student if the student refuses to participate in the educational program. If a student's enrolment is cancelled, it means they can no longer attend that school. A student is no longer of compulsory school age once they turn 16 years of age, or have complete Year 10, (whichever comes first).</p>

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

## 12. 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

### **13. 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

### **14. Related resources**

- Code of Conduct for School Students Traveling on Buses
- National Safe Schools Framework
- Working Together resources for schools
- Cybersafety and schools resources
- Bullying. No way!
- Take a Stand Together
- Positive Behaviour For Learning (PB4L)
- Safe Schools Hub
- National Framework for Values Education in Australian Schools
- National Framework for Values Education in Australian Schools – Queensland
- MindMatters
- School Wide Positive Behaviour Support

## Appendix

Appendix 1: Statement of Expectations for a Disciplined School Environment

Appendix 2: School Purpose & Vision

Appendix 3: Common Courtesies & High 5

Appendix 4: Positive Rewards & Recognition: PRIDE Points

Appendix 5: Positive Rewards & Recognition: PRIDE Paw & Postcards

Appendix 6: The Use of Personal Technology Devices at School

Appendix 7: Procedures for Preventing and Responding to Incidents of Bullying (including cyber bullying)

Appendix 8: Student Behaviour Record

Appendix 9: SRC Behaviour Plans for Students

Appendix 10: Strategies and procedures in the event of a critical incident

Appendix 11: Guidelines for Detentions & Record of out-of-school hours detention

Appendix 12: Use of social networking sites and web-based communication

Appendix 13: Investigations and evidence gathering – guidelines to assist with disciplinary decisions

Appendix 14: Protocols - Recording Incidents on OneSchool

Appendix 15: Physical Restraint / Intervention Report

## Appendix 1: Statement of Expectations for a Disciplined School Environment

The Department of Education, Training and Employment is committed to ensuring that every day, in every lesson, every student in state schooling is learning and achieving within a safe, supportive and disciplined learning environment. Schools promote a positive and inclusive school community that affirms the rights of all members of the school community to feel safe and be safe at school. Schools recognise the reciprocal relationship between academic success and social behaviour.

### Expectations

State schools develop a school-wide behaviour plan collaboratively with the school community and review it regularly. The behaviour plan describes the school's whole-school evidence-based approach to promoting positive behaviour and maintaining teaching and learning environments that support learning and wellbeing for all students. This approach is prevention-based in that the goals are to teach important social skills, prevent the development of new problem behaviours and reduce the intensity and frequency of existing problem behaviours. Finally, development, implementation and evaluation of the school-wide plan must consider and be adapted to the unique cultural and contextual characteristics (e.g. language, rituals, mannerisms, values, histories) of the school's students, their families, staff and community members.

Recent research indicates that consistently implementing an evidence-based whole-school, positive approach to behaviour can improve social behaviour and student performance. Research clearly indicates the positive impact of parents and the community working together with the school and developing shared behaviour expectations, effective school leadership, quality teaching and an engaging curriculum. Analysis of the research indicates there are core elements that make a significant difference in increasing positive behaviour and reducing inappropriate behaviour. The approach detailed in the school's behaviour plan will reflect the following core elements:

#### 1. Principal leadership

- Demonstrate visible and active support of a positive whole-school approach to behaviour.
- Establish and actively participate in a school leadership team to enact the behaviour plan and manage the implementation of a whole-school approach to behaviour.
- Engage all members of the school community and participate in the development, implementation and enhancement of the behaviour plan.
- Regularly review the school's behaviour plan using data to inform discussions and decision-making.
- Facilitate professional learning opportunities for all staff to enable effective implementation of the behaviour plan and to enhance their skills to positively manage behaviour.
- Acknowledge students, staff and family member participation and contribution to the implementation of the behaviour plan.
- Gain staff commitment to implementing the school's behaviour plan consistently and with the highest degree of integrity.

#### 2. Parent and community engagement

- Develop a shared understanding of behavioural expectations and actively seek parent and community participation in the development of the school's behaviour plan.
- Engage in regular positive, respectful interactions with family and community members such that positive, respectful, and valued relationships are established.



- Communicate clearly the school's expectations for student behaviour to students and their parents at enrolment and throughout the student's enrolment.
- Engage parents as partners to support their child's learning and behaviour.
- Promptly inform parents of any behaviour incidents and if their child requires additional support with behaviour and engage parents in developing strategies to support the student.
- Provide opportunities for parents to enhance their skills to positively support behaviour success at school.

### 3. Data informed decision-making

- Regularly and frequently enter data about positive and inappropriate student behaviour into OneSchool, using agreed procedures and protocols.
- Employ standard evaluation questions that consider (a) what, where, when and why students engage in particular behaviours; (b) staff members involved; and (c) accuracy and consistency of implementation of the positive whole-school approach.
- Regularly analyse student behaviour and achievement data at student and systems levels to: evaluate the implementation and effectiveness of the positive whole-school approach; and, inform revision of the school's behaviour plan.
- Regularly communicate and discuss findings with school staff and parents to inform decision-making about individual, group and school-wide responses.

### 4. Clear consistent expectations for behaviour

- Set high expectations for behaviour and learning across the whole-school community and for all students.
- Identify, define and describe three to five positive behaviour expectations that are important in all school settings and for all students and staff members.
- Develop and implement formal lesson plans using positive behaviour examples that are representative of typical school settings and each of the three to five positive expectations.
- Develop and implement procedures for reporting, and responding to inappropriate behaviour and train staff to ensure consistent effective implementation.
- Set disciplinary consequences for unacceptable behaviour that align with the legislative requirements of the *Education (General Provisions) Act 2006* and department policies and procedures. Apply them fairly and consistently.

### 5. Explicit teaching of appropriate behaviour to all students

- Provide differentiated curriculum within the school's pedagogical framework to engage students and promote learning.
- Select evidence-based behaviour strategies that can be organised into a tiered continuum of behaviour supports.
- Define, teach, reteach and model the expected behaviours and provide opportunities for practice in the settings in which they will be used.
- Actively supervise students, promote expected behaviour, prevent and correct inappropriate behaviour and acknowledge positive behaviour continuously.
- Differentiate behaviour support practices and strategies, based on data related to student progress and responsiveness, to teach appropriate behaviour and social and emotional skills to:
  - all students
  - identified groups of students whose behaviour still does not meet the behaviour expectations despite the teaching given to all students



- identified individual students whose behaviour continues to be inappropriate despite participating in the teaching given to all students and their involvement in small group programs.
- Ensure differentiated approaches recognise disability, while not accepting inappropriate behaviour.

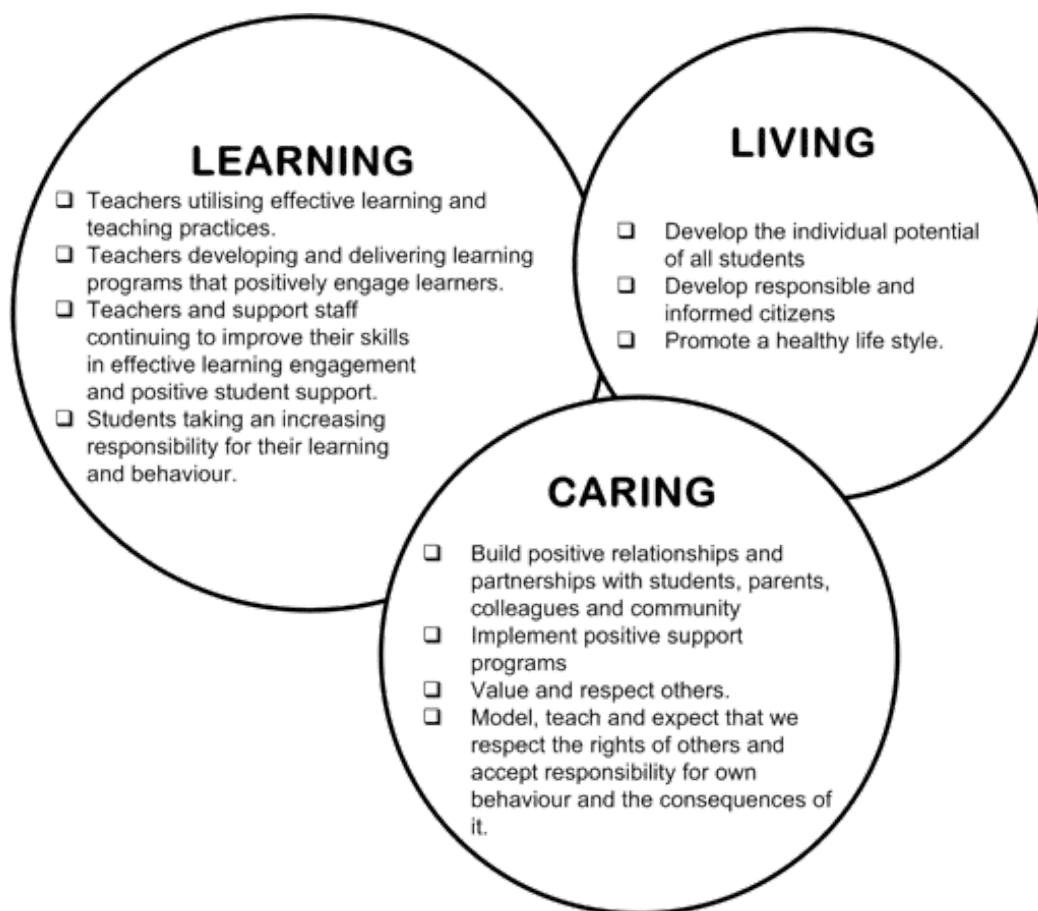
## Appendix 2: School Purpose & Vision

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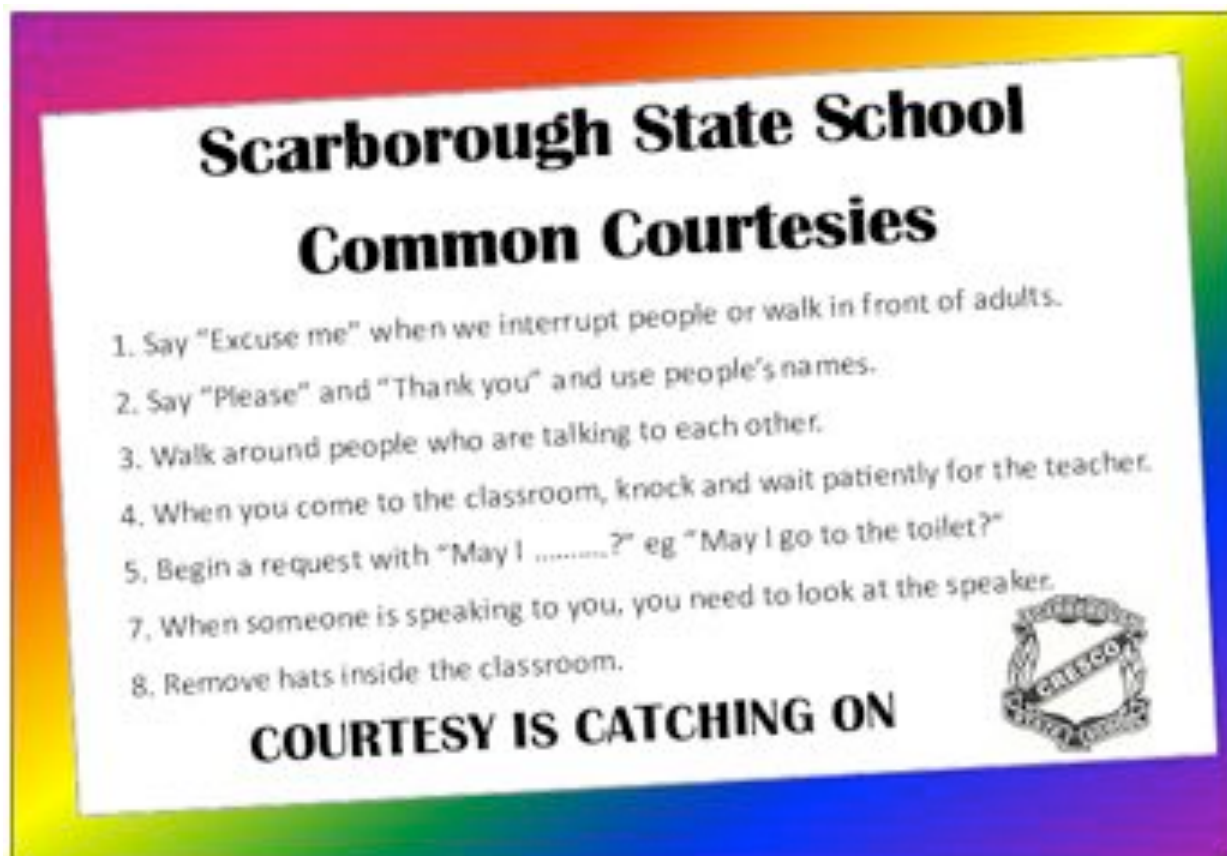
# STRIVE SUPPORT SUCCEED

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- S** TIMULATING LEARNING ENVIRONMENT
  - C** OURTEOUS, OPEN COMMUNICATION
  - A** TMOSPHERE OF GENUINE CARE AND EQUITY
  - R** ESPECT FOR ONESELF, OTHERS AND PROPERTY
  - B** UILDING POSITIVE RELATIONSHIPS
  - O** FFERING FULL AND INCLUSIVE CURRICULUM
  - R** ESPONSIBLE THINKERS – NOW AND IN THE FUTURE
  - O** UTSTANDING DEDICATION TO A LOVE OF LEARNING
  - U** NDERSTANDING AND KNOWLEDGE
  - G** ROWING TOGETHER AS LIFE-LONG LEARNERS
  - H** IGH STANDARDS FOR ALL
-



Appendix 3: Common Courtesies and High-5



SCARBOROUGH STATE SCHOOL

When you need a hand

"Use Your High Five"



DON'T FORGET....USE  
YOUR "HIGH FIVE" TO  
HALT BULLYING  
BEHAVIOUR!

## PRIDE Points!

**Persistence | Respect | Integrity | Determination | Excellence!**

(Based on and Aligned to Redcliffe State High School SABER Scheme)!

The PRIDE scheme is a recognition process for students who consistently demonstrate behaviour and actions that lead to Scarborough State School being the '*Pride of the Peninsula*'. Students are recognised for academic excellence, outstanding leadership, service to school, service to community, sporting excellence/ achievement or cultural excellence.

PRIDE points can be issued in any or all of the following six areas:

**Academic  
Sporting  
Cultural  
School Service  
Community Service  
Leadership**

When a student has received 5 PRIDE points in an area, they can present their points to the class teacher in exchange for a BRONZE award. The class teacher signs and verifies the points. BRONZE awards are presented at the regular weekly assembly. A copy of the

BRONZE award is to be placed on the student's file.

On receipt of 3 BRONZE awards across a minimum of 3 areas a student can present their awards to the relevant Deputy Principal in exchange for a SILVER award. The Deputy Principal signs and verifies the BRONZE awards.

SILVER awards are presented at the regular weekly assembly. A copy of the SILVER award is to be placed on the student's file. On receipt of 2 SILVER awards across a minimum of 4 areas a student can present their awards to the Principal in exchange for a GOLD award (and badge). The principal signs and verifies the SILVER awards.

GOLD awards are presented at a specially convened assembly. A copy of the GOLD award is to be placed on the student's file. Receipt of a GOLD award enables a student to apply for recognition at the BRONZE level of the Redcliffe State High School SABER scheme. The BRONZE SABER award will be presented by the Principal of Redcliffe State High School at a specially convened assembly.

PRIDE points are **not** issued for:

- behaviour in accord with school standards and expectations
- completion of homework or other school assigned tasks
- completion of routine class work

The lifetime of a point exists for as long as a student is enrolled at Scarborough State School, unless redeemed for a BRONZE, SILVER or GOLD award.

Students are responsible for the keeping and redeeming of points and awards. Lost points or awards cannot be replaced.

# Academic

## 1 PRIDE Point



## Scarborough State School



<b>Achievement</b>	<b>Presented By</b>	<b>Frequency</b>	<b>Area</b>
Awarding of an A in an academic area of semester report card	Admin	per semester	Academic
Awarding of an A in an effort area of semester report card	Admin	per semester	Academic
95% or better attendance in a term	Admin	per term	Academic
Demonstration of work ethic, attitude, manners, respect and participation in class on a consistent and sustained level	Class Teacher	per term	Leadership
Weekly raffle ticket draw for daily attendance and arriving to class on time	Class teacher	per week	Attendance
Consistent participation and excellent behaviour in inter school sport competitions	Sports Coach	per semester	Sporting
Selection in representative sporting teams and positive behaviour feedback	PE Teacher	as per selection	Sporting
Participation in school service activities e.g. buddy programmes, mentoring, mediation.	Relevant Teaching Staff	as per involvement	School Service
Participation in school sanctioned community event e.g. ANZAC Day	Admin	as per involvement	Community Service
Participation in academic events e.g. ROBO Cup, ICAAS	Relevant Teaching Staff	as per involvement	Academic
Classroom assistance on a regular basis demonstrating GOLD behaviour	Class Teacher	per semester	Leadership



Participation in cultural events sanction by the school e.g. band performances	Relevant Teaching Staff	per semester	Cultural
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#### Appendix 5: Positive Rewards & Recognition: PRIDE Paw & Postcards



#### Appendix 6: 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 Scarborough 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<sup>1</sup> or harassment, including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur.

Students involved in:

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

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

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<sup>1</sup> Education Queensland does not tolerate bullying behaviour at schools. This includes bullying conducted by electronic means.

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

### **Text communication**

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

### **Assumption of cheating**

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

### **Recording Private Conversations and the *Invasion of Privacy Act 1971***

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

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

### **Special Circumstances Arrangement**

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

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

## **Appendix 7: Procedures for Preventing and Responding to Incidents of Bullying (including cyber bullying)**

### **Purpose**

1. Scarborough 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 Scarborough 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 Scarborough 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 Scarborough 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 Scarborough State School are an addition to our already research-validated school wide 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 school wide 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 3 school rules and have been taught the expected behaviours attached to each rule in all areas of the school
  - All students have been or are being taught the specific routines in the non-classroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms
  - All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the non-classroom areas of the school
  - A high level of quality active supervision is a permanent staff routine in the non-classroom areas. This means that duty staff members are easily identifiable and are constantly moving,

scanning and positively interacting as they move through the designated supervision sectors of the non-classroom areas.

9. The student curriculum modules of the anti-bullying process consist of lessons taught by all teachers in all classrooms to a school wide 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 Scarborough 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. Scarborough 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 8: Student Behaviour Record

Playground:

*Enter student name, class and area where offence occurred*

*Identify the behaviour(s) - there could be more than one (1). Tick the box(es)*

**SCARBOROUGH STATE SCHOOL**

**STUDENT BEHAVIOUR RECORD**

NAME: ..... CLASS: .....

AREA: ..... / .....

before school	first session	first break	second session	second break	last session	after school
---------------	---------------	-------------	----------------	--------------	--------------	--------------

**behaviours**

- A. Unacceptable language / gesture
- B. Disruption to learning / teaching
- C. Persistent / deliberate disobedience
- D. Vandalism
- E. Destruction of Property
- F. Refusal to participate in learning
- G. Fighting
- H. Harassment - verbal, racial, sexual
- I. Physical aggression / Intimidation
- J. Persistent lateness
- K. Bullying
- L. Unacceptable Uniform / Jewellery
- M. Repeatedly in Out of Bounds Areas
- N. Littering
- O. Other -

**actions**

- Playground Warning Given
- Consequence Given e.g. walk with for a time, time out seat, pick up rubbish etc
- Referral to 'Fair Go Room'
- Referral to Mediators
- Playground - Time Out
- Classroom Warning Given
- Classroom Exit to Buddy Class
- Classroom Exit to Office
- Parents Contacted
- Referral to Administration
- Other (Details)

STAFF NAME: .....  
(Please print name)

DATE: .....

*Enter time of offence*

*Identify the action(s) you have taken*

*Use this space to provide details of other actions taken eg resolved, restorative actions etc*

Classroom:

Class: \_\_\_\_\_

### Individual Student Behaviour Record

Term: \_\_\_\_\_

[illegible]

## Appendix 9: SRC Behaviour Plans for Students



## Scarborough State School

### SRC ~ BEHAVIOUR PLAN

NAME: \_\_\_\_\_ CLASS: \_\_\_\_\_ DATE: \_\_\_\_\_

*What did you do?*

*What will you do differently?*

How did you feel?



How do you think you will feel?





# Scarborough State School

## SRC - BEHAVIOUR PLAN

NAME: \_\_\_\_\_ CLASS: \_\_\_\_\_ DATE: \_\_\_\_\_

1. What happened? \_\_\_\_\_

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2. What rule did you break and how did you break it? \_\_\_\_\_

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3. What can happen to others when you break this rule? \_\_\_\_\_

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4. What can you do differently next time? \_\_\_\_\_

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---

5. Looking back, what do you think about your behaviour choices? \_\_\_\_\_

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SCARBOROUGH STATE SCHOOL BEHAVIOUR PLAN

1



# Scarborough State School

## SRC - BEHAVIOUR PLAN

NAME: \_\_\_\_\_ CLASS: \_\_\_\_\_ DATE: \_\_\_\_\_

1. What did you do? \_\_\_\_\_

---

---

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2. What were you thinking and feeling at the time? \_\_\_\_\_

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3. What rule did you break and how did you break it? \_\_\_\_\_

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4. What is the worst thing about what happened? \_\_\_\_\_

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5. Who else is affected by what happened? \_\_\_\_\_

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6. In what way have they been affected? \_\_\_\_\_

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7. How can you prevent the issue happening again? \_\_\_\_\_

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8. On reflection, what do you think about your behaviour choices? \_\_\_\_\_

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Scarborough State School Senior School SRC (Years 9-12)

## **Strategies and procedures in the event of a critical incident**

### **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.

### **Reinforcement and correction strategies**

#### *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.

#### *Follow up strategies*

Restore normal school operations as soon as possible.

Provide post incident opportunities that include:

- o Assisting any distressed student/s to access appropriate support e.g. Guidance Officer.
- o Assisting the individual 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.
- o Recording a reflection or individual learning plan to assist the student to develop a personal framework of expectations and appropriate actions.

### **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 the school's duty of care to protect students and staff from foreseeable risks of injury is met. The use of physical intervention is only considered appropriate where the immediate safety of others is threatened and the strategy is used to prevent injury. Physical intervention can involve coming between students, blocking a student's path, leading a student by the hand/arm, shepherding a student by placing a hand in the centre of the upper back, removing potentially dangerous objects and, in extreme situations, using more forceful restraint. It is important that all staff understand:

- physical intervention cannot be used as a form of punishment
- physical intervention must not be used when a less severe response can effectively resolve the situation



- the underlying function of the behaviour.
- 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
- take into account the age, stature, disability, understanding and gender of the student.

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.

### **Record keeping**

Each instance involving the use of physical intervention must be formally documented.. A debriefing process must occur. The following records must be maintained:

- A written incident report
- Health and safety incident record if applicable
- Debriefing report

## **Debriefing report**

### **Formal debriefing**

A formal debriefing is to be led by a staff member trained in the process, and 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.

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

*Would you do something differently next time?*

*What could we have done to make the physical intervention less invasive?*

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 occurred for both staff and students involved (e.g. names, date, time and outcomes).

#### Appendix 11: Guidelines for Detentions & Record of out-of-school hours detention

##### Inside School Hours

- The detention duration (and activities within the detention) should reflect the nature of the behaviour that led to this consequence.
- A detention should be utilised if it is the most appropriate strategy to assist the student to learn about and modify their behaviour and grow by:
  - Reflecting upon the behaviour which led to the inappropriate behaviour
  - Assisting them to meet responsibilities which have not been fulfilled
- A detention that occurs during a recess **should allow at least 25%** of the scheduled recess time for a student to access toilets, a drink and food during the recess.

It is reasonable to allow a student to eat and drink during the detention in addition to that provided above if the student's completion of the detention is not impacted upon and the environment allows for eating.

- A detention will be recorded on OneSchool.
- A student should understand the reason for the detention and its purpose.

##### External Detention

- A decision to employ an external detention will be made by a member of the administration team after consultation with a teacher and consideration of the student's pattern of behaviour or single incident and the range of intervention strategies available.
- Procedures will be followed as per that outlined in the *Explanation of consequences*.
- The record of out-of-school hours detention will be completed and parental approval will be gained prior to the out-of-hours detention being implemented.

##### Record of out-of-school hours detention

Detention details			
Student:		Class:	
Day:		Date:	
Start time:		End time:	
Circumstances leading to detention/reasons for detention: Outline behaviours that warrant a detention (in line with school's behaviour plan)			
<b>Detention activity details</b>			
Outline all relevant details about the out-of-school hours detention, ensuring that sufficient information is given to parents about the nature of the activities that will be undertaken. Include:			
What the student will be doing (e.g. school work, revision of school agreements, etc)			
Where the student will be (classroom, office etc)			

Any potential hazards (as appropriate)

Transportation (detail how the student will be getting to the activity, e.g. parent transport)

Dress code (e.g. uniform or other suitable clothing to be worn)

Other items to bring (e.g. school work, food or drink, hat)

Any information relevant to students with medical requirements (e.g. due to conditions such as diabetes, asthma, travel sickness, allergies or anaphylaxis).

Staff name:

Email:

School hours phone:

After school hours  
phone:

### Principal's authorisation

I have made this decision under section 276 of the *Education (General Provisions) Act 2006*.

- ✓ a risk assessment has been completed and a risk management plan developed where necessary
- ✓ parents have been notified of the proposed detention at least 24 hours before the detention is scheduled to occur
- ✓ parents have been consulted about suitable times for the detention to be completed within the parameters set by the school
- ✓ parents have been informed of:
  - location and duration of the detention
  - their responsibility to arrange travel/supervision to and from the detention, where appropriate

Principal's name: Principal's signature: ..... Date: / /

### Parent/guardian's consent

If you consent to your child's participation in the out-of-school hours detention outlined above, please complete below and return all pages to (contact name and address).

- I have been notified of the proposed detention at least 24 hours before the detention is scheduled to occur I have been consulted about suitable times for the detention to be completed within the parameters set by
- the school I have been informed of:
- the location and duration of the detention

- my responsibility to arrange travel/supervision to and from the detention (if necessary) I give consent for my child, in class \_\_\_\_\_to
- participate in the out-of-school hours detention detailed above.

Parent/guardian name: ..... Parent/guardian signature: ..... Date: \_\_/\_\_/\_\_

## Appendix 12: Use of social networking sites and web-based communication

### Background

Social networking sites (SNS) are like virtual communities, providing a social lifeline for today's youth. Sites like MySpace, Bebo, Facebook and Xanga allow users/members to create an online profile or web page. Members can then post personal information, photographs, blogs, music clips and other information about their interests online. A big part of customising their space is to upload photos or images. Most sites also have a blog where users can write their thoughts, encourage others to join in and post comments.

### What are the dangers?

Social networking sites hold significant appeal for young people. Whilst such sites provide opportunities for self-expression and identity formation, they also pose risks.

These include:

- Posting inappropriate content. Risks arise when young people give out information that is too personal or allows others to know who they are or where they live.
- Exposure to anti-social or illegal material.
- Being targeted by sex offenders.
- Cyber bullying.
- Identity theft – many people within social networking sites encourage users to join their space or view their profile by encouraging them to click on links that ask for username and passwords. This allows others to gain access to their passwords and other private information.

### Use of Scarborough State School's brand on public sites

The reputation and standing of the school brand, represented by name in written texts, by the school's logo and uniform, can have both a positive and negative impact on all students and staff who attend, have attended or who aspire to attend Scarborough State School.

Any conduct or behaviour deliberate or not intended which may bring the brand into disrepute or portray the school community in a negative manner, or place another person at risk, is unacceptable and incongruent with the school's four expectations:

- Be safe
- Be respectful
- Be responsible
- Be an active learner

The posting or communication\* of any image or text which can be identified or associated with the school, without the written approval of the Principal, will be viewed as a serious breach of the Scarborough State School *Responsible behaviour plan for students* and the Education Queensland *Code of School Behaviour*. Specifically – *Demonstrate respect for themselves, other members of the school community and the school environment*.

\*Posting and communication: includes, but is not restricted to websites, social networking sites, email, mobile phone and video.

### Negatively representing a member of the Scarborough State School community on a public site

Any conduct or communication on the internet or social media site which negatively portrays or diminishes the standing or reputation of an individual or group who attend, have attended or who aspire to attend the school will be viewed as a very serious breach of the school rules and will warrant the most serious consequences under the Scarborough State School *Responsible behaviour plan for students*. This action may be judged to be cyberbullying.

### Breaches and consequences

Following a thorough investigation and dependent on the intent and nature of the breach, a first offence may result in a student's suspension from the school.

Any action that targets another student or staff member will lead to serious consequences under the Scarborough State School *Responsible behaviour plan for students* and may be referred to the police.

Any action that is illegal will be referred to the Police, in addition to serious consequences under the Scarborough State School *Responsible behaviour plan for students*.

### How can parents support this policy?

In regard to social networking:

- Encourage children to only upload pictures that you as their parents/guardians would be happy to see.
- Make sure they don't put any personal information on their profile such as phone number, personal email address, home or school addresses or other personally identifying information

- Ask them to show you how to use a social networking site – getting involved will empower them to share the experience with you.
- Ensure they set their profile to private – but emphasise that a private profile is still public. Nothing on the internet is private or protected.
- Encourage them to limit friendship links to known friends.
- Regularly review your child's profile.
- Negotiate an online contract.
- Make use of free web filters, for example K9 web protection: [www1.k9webprotection.com](http://www1.k9webprotection.com)

## Appendix 13: Investigations and evidence gathering – guidelines to assist with disciplinary decisions

### Investigations and evidence gathering – guidelines to assist with disciplinary decisions

This resource is designed to assist with the process of making disciplinary decisions. Gathering and recording evidence is a process that will vary for each decision.

The school is only required to provide the student with the material facts, supported by relevant evidence used to make a disciplinary decision. Quality is more important than quantity.

#### **What documentation may be considered in investigations?**

- Chapter 12, Part 3, Education (General Provisions) Act 2006
- Department policies and procedures e.g. Safe, supportive and disciplined school environment procedure
- The school's *Responsible behaviour plan for students*
- OneSchool student's behaviour record incident report
- staff reports – OneSchool record of contact
- audio/visual recording of an incident
- signed and dated statements/records of interview/ student's response to allegations
- evidence of individual adjustments and supports implemented for the student/s
- evidence of interventions or supports to manage behaviour (particularly the behaviour that led to the school disciplinary absence)
- parent response or submission or other relevant correspondence received from parents or sent to parents
- evidence of criminal charges and/or bail conditions
- records of referrals to other specialists and/or government agencies
- report cards
- medical/psychological reports
- notes from guidance officer or other staff such as Youth Support Coordinator or school chaplain
- any plans including individual support plans
- other information that is relevant to the investigation.

#### **Statements**

- Obtaining a verbal or written statement is one way of capturing a person's view of what happened.
- When taking statements from children, take care and use your skills to find out what they know about an incident by eliciting, clarifying key information and making an accurate record of it.
- You may record the student's statement by writing down what they say in their own words, being careful not to ask leading questions.
- Ask the student to read and sign your notes.

#### **Criminal charges, court matters and bail conditions**

- Ask the student and/or the student's carers to confirm whether or not the student has been charged and the details of the charges and bail conditions.
- You can also contact the police who are investigating the matter. Police may advise you of the charges and any relevant bail conditions.
- You can contact the regional office of the Department of Justice and Attorney-General for information.
- You may obtain information from media sources or from police press releases about the incident.
- When you become aware that a student has been charged with or is alleged to have committed a serious criminal offence/s, for example, physical or sexual assault, notify the Regional Director and consider taking appropriate disciplinary action.

#### **Audio/visual records of the incident**

- Footage from school security cameras and recordings may be used as evidence.
- A note of caution: where the footage is the property of a third party (e.g. on a student's personal mobile phone), you must have their consent to view it and to take a copy. If the images are otherwise publicly available (such as on the internet), you may view the images without obtaining specific consent.
- A copy of audio/visual records must not be supplied as part of the material considered. In such cases, you should invite the relevant parties to view the audio/ visual records at school by appointment.

OneSchool is the Department's official school record system. Reports and information held on OneSchool are made available to parents upon request.

### Protocols for using OneSchool

- A behaviour incident record must be made in OneSchool by a teacher or teacher-aide with a duty-of-care for the student at the time a recordable incident or behaviour occurs.
- A record must be made if a student is:
  - required to leave the learning environment because of their behaviour
  - involved in a 'major' incident (according to the school definition)
  - referred for intervention.
- All sections of the Behaviour incident report must be completed. (Note: In 'Motivation', *Don't know* should be chosen unless it is explicitly clear from the student the motivation for their behaviour or actions.)
- Choice of Minor and Major must be consistent with our school's definition
  - **Minor** – inappropriate behaviour, including persistent inappropriate behaviour that is likely to have low level consequences for self and others, that is managed in-situ by the supervising teacher through administering consequences and/or making contact with the student's caregiver.
  - **Major** – inappropriate behaviour that is chronically persistent or has severe consequences for self and others. This behaviour may be managed by the supervising teacher, however it is also referred to Administration for shared management and/or additional intervention.
- Choose one behaviour category only.
  - The category should be the one that typifies the reason for recording the incident and primary behaviour concern.
  - If other behaviours result from the intervention (i.e. secondary behaviours and responses) these should be described in the incident report.
- The incident description should be:
  - **factual, and based on observations** Be careful not to draw conclusions about the motivation for behaviour or 'guilt' For example: John punched Brett because he was angry. John punched Brett. John appeared to be angry. John punched Brett. John admitted to being angry with Brett.
  - **non-emotive**
  - **specific** For example: if a student swears – record the exact words using quotation marks ("").
  - **clear** Avoid general descriptors without clarification. For example: John was disruptive. John was disruptive. He was calling out and throwing paper planes.
  - **concise**
  - **complete** The description should meet the 'stand alone test'. That is, it should be able to be read by a parent and provide them with an objective, complete and concise description of their child's behaviour and the context in which it occurred.
- **Referrals**
  - Only refer to one other staff member.
  - Only refer if the incident is to be followed up for intervention, not as a 'for your information'.
  - Responsible Choice slips/Playground slips must be followed up with a more detailed OneSchool incident report completed by the teacher or reporting officer.
- **Action/consequence Feedback**

The person responding to the referral will feedback in regard to the actions and consequences taken.

# Appendix 15: Physical Restraint / Intervention Report

<b>Initial Report Compiled by</b>				<b>Date and Time Report Completed</b>		
<b>Signed</b>						
<b>Details of Student</b>						
<b>Name</b>			<b>Class</b>		<b>Teacher</b>	
<b>Details of Staff involved in Incident</b>						
<b>Name</b>			<b>Role</b>			
<b>Name</b>			<b>Role</b>			
<b>Name</b>			<b>Role</b>			
<b>Name</b>			<b>Role</b>			
<b>Reason for restraint</b>						
<b>In accordance with individual student plan</b>						
<b>To cease the physical assault of another student or staff member</b>						
<b>To avert an immediate danger to him/herself or to others</b>						
<b>To avoid serious property damage</b>						
<b>Other (enter detail of the serious incident)</b>						
<b>Details of Incident</b>						
<b>Date</b>		<b>Time</b>		<b>Initial Location</b>		
<b>Initial Staff involved</b>						
<b>Restraint Location</b>						
<b>Duration of Restraint</b>						
<b>Type of Restraint</b>						
<b>Student Removed to</b>						
<b>De-Escalation Strategies used prior to Restraint</b>						
<b>Distraction</b>	<b>Change of face, place, activity</b>	<b>Offer choices</b>	<b>Cool down time, place</b>	<b>Offer to talk</b>	<b>Reassurance</b>	
<b>Physical condition of Student before Restraint</b>						
<b>Physical condition of Student after Restraint</b>						
<b>Details of any Injury</b>						
<b>Injury to Student</b>	Yes	No	<b>Incident Report Completed</b>		Yes	No
<b>Details of Injury</b>						
<b>Injury to Staff Name:</b>	Yes	No	<b>Incident Report completed</b>		Yes	No
<b>Details of Injury</b>						
<b>Details of Damage</b>						
<b>Details of Trauma</b>						
<b>Notifying Procedures</b>						
<b>Incident Reported to</b>						
<b>Parent / Carer contacted</b>						
<b>Name</b>			<b>Time and Date</b>			
<b>Student/s: Post Incident Discussion / Debrief</b>						
<b>Location</b>			<b>Time and Date</b>			



<b>Present</b>				
<b>Details</b>				
<b>Other Forms Completed</b>				
OneSchool				

**Follow-up Report – to be completed by Form Recipient**

<b>Follow-up Call</b>				
<b>Made by:</b>		<b>Made to:</b>		
<b>Post Investigation</b>				
<b>Necessary</b>	<b>Not</b>	<b>Completed by:</b>		<b>Recorded in:</b>
<b>Review of individual behaviour management plan</b>				
<b>Necessary</b>	<b>Not</b>	<b>Completed by:</b>		<b>Recorded in:</b>
<b>Review of classroom/school management practices</b>				
<b>Necessary</b>	<b>Not</b>	<b>Completed by:</b>		<b>Recorded in:</b>
<b>Damage Repair</b>				
<b>Necessary</b>	<b>Not</b>	<b>Organised by:</b>		
<b>Entered on MYHR / WHS</b>				
<b>Necessary</b>	<b>Not</b>	<b>Completed by:</b>		
<b>Entered on OneSchool</b>				
<b>Necessary</b>	<b>Not</b>	<b>Completed by:</b>		
<b>As Contact</b>		<b>Completed by:</b>	<b>One Student Profile of</b>	
<b>As single student incident:</b>		<b>Completed by:</b>	<b>One Student Profile of</b>	
<b>As multiple student incident:</b>		<b>Completed by:</b>	<b>One Student Profile of</b>	
<b>Other Forms completed</b>				
<b>Debrief Report</b>	<b>Physical restraint / Intervention record</b>		<b>Individual Plan including Physical Restraint</b>	
<b>Signed:</b>				