



Bargara State School

Educating Today's Youth for Tomorrow's World

Responsible Behaviour Plan for Students

- based on *The Code of School Behaviour*
- supported by **School Wide Positive Behaviour Support**

1. Purpose

Education Queensland is committed to provisions that ensure all young Queenslanders have a right to and receive a quality education.

At Bargara State School we actively encourage our students to strive to be the best they can be in all facets of their education.

We aim to provide a happy and safe environment where everyone is encouraged to take responsibility for their own behaviour.

We see the management of this environment as the responsibility of the school staff, parent community and the student body.

Our school plan aligns with and supports the Code of School Behaviour and centres on positive behaviours throughout the school.

2. Consultation and data review

The School's Responsible Behaviour Plan has been collaboratively reviewed with the school community through the 2015 school year. Analysis of school data such as office referrals and suspensions has influenced this review.

Staff, parents (including the P&C) and students have been consulted as the plan has developed to include a school wide tracking system and the continuation of School Wide Positive Behaviour Support (SWPBS). These initiatives have shaped the current Responsible Behaviour Plan.

Continual reviews conducted by the SWPBS team around the implementation of SWPBS are reflected in the Responsible Behaviour Plan. The team includes staff, parents, support personnel (eg Guidance officer) and a community representative (Current School Chaplain)

The Responsible Behaviour Plan will be reviewed in 2018.

3. Learning and behaviour statement

At Bargara State School, we are committed to working in the best interests of students, doing the best we can and taking personal accountability for what we do.

We believe in:

- establishing an environment whereby students learn by experiencing a variety of learning situations in a relevant and meaningful way

- encouraging the students to be active participants and to take responsibility for their own learning and actions
- fostering all students to seek knowledge, independence, positive attitudes and enrichment, and enhance self esteem
- recognising the importance of providing for the individual needs of all students to maximise their educational outcomes
- recognising the importance and value of collaborative decision making involving all stakeholders
- recognising that positive understanding and their inter-relationships between the school, home and community are necessary
- recognising the importance of promoting our awareness and participation in the wider community

We believe that each member of our School Community (students, staff and parents) has the opportunity to enhance our learning environment. Working together will allow us to continue to develop:

- A positive environment within our school
- A supportive school environment where the rights and responsibilities of individuals are respected.
- Opportunities where members work together efficiently and effectively.
- Established rules which protect the rights of individuals and reflect the principles of equity, responsiveness, participation and accountability.

Bargara State School is focussed on three school rules. The three rules are

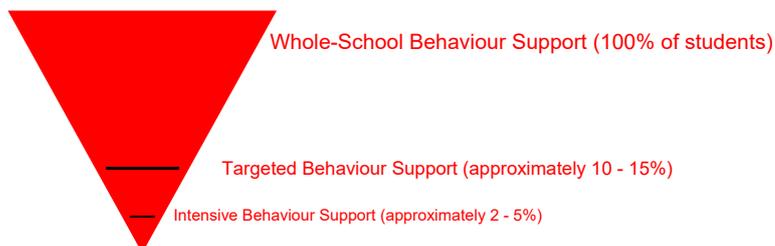
- Be Respectful
- Be Responsible
- Be Safe

By following these three rules students demonstrate/enable the 'Nine Values for Australian Schooling'

- Care and Compassion – Care for self and others.
- Doing Your Best – Seek to accomplish something worthy and admirable, try hard, and pursue excellence.
- Fair Go – Pursue and protect the common good where all people are treated fairly for a just society.
- Freedom – Enjoy all the rights and privileges of Australian citizenship free for a just society.
- Honesty and Trustworthiness – Be honest, sincere and seek the truth.
- Integrity – Act in accordance with principles of moral and ethical conduct, ensure consistency between words and deeds.
- Respect – Treat others with consideration and regard, respect another person's point of view.
- Responsibility – Be accountable for one's own actions, resolve differences in constructive, non-violent and peaceful ways, contribute to society and to civil life, take care of the environment.
- Understanding, Tolerance and Inclusion – Be aware of others and their cultures, accept diversity within a democratic society, being included and including others.

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

• Universal behaviour support



Bargara State School applies a number of strategies across the whole school to support all students to access a successful education.

With the introduction of SWPBS we are explicitly teaching to our students the 3 school rules mentioned above. This is being achieved by a whole school focus on a specific feature of each rule. This feature is chosen based on data or information identifying the feature as a priority within the school. The following steps are then implemented:

- The feature is identified through a whole school discussion such as school parade
- Class lessons are held to reinforce the concept
- Positive rewards are given as these behaviours are displayed by students.
- Data is collected where possible to evaluate how successful the intervention has been.

A school wide statement of expectations has been adopted to teach these expectations. (Appendix 1)

This is further supported by the use of a school behaviour tracking system which reflects a student's level of behaviour. By students attaining a certain level of behaviour they are more able to achieve a realistic perspective and set some achievable improvement goals. (Appendix 2)

Students whose behaviour is tracked onto the higher levels of the system achieve positive reinforcement in the form of letters (which ask for a parental response), certificates, incentives and additional activities such as reward days.

Class teachers also link this tracking program with class management systems which provide immediate feedback for appropriate choices. This feedback is linked with the school rules and classroom expectations

Staff apply each of these systems and work with students to support them in reflecting on their behaviour choices. Students are then able to enjoy the positive consequences associated with appropriate choices or reflect on the negative consequences associated with poor choices.

Other strategies used to reinforce positive behaviour include verbal praise, Gotyas, certificates, class privileges and special awards on parade.

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

- School Behaviour Leadership team members' regular provision of information to staff and parents, and support to others in sharing successful practices
- Induction programs in the Responsible Behaviour Plan for staff
- Induction delivered to new students at the time of enrolment.
- Development of specific policies to address:
 - The Use of Personal Technology Devices* at School (Appendix 3)
 - Procedures for Preventing and Responding to Incidents of Bullying (Appendix 4).

• Targeted behaviour support

At the commencement of each year all classrooms re-visit the school's Code of Behaviour. School/Classroom rules and procedures are negotiated within each class to ensure that there is a consistent approach to behavioural issues. Using the School Wide Positive Behaviour Support processes acceptable behaviours are consistent throughout the school and these are actively taught.

Throughout the whole school a number of effective positive incentives are employed to encourage students to be responsive to the code of conduct and to work to their full potential.

The following strategies are also utilised within the school

- Classroom teachers provide learning experiences which motivate students to participate in and enjoy their school work.
- Clear expectations for classroom behaviour are set. Teacher and students negotiate class rules in line with the Code of Conduct and School rules
- A supportive classroom environment is established.
- Teachers ensure that their classroom program is appropriate and implementation is effective.
- Individual differences of students are catered for and supported within the classroom programs.
- Classroom routines are established but flexible.
- Student of the Week Awards, SWPBS awards, general recognition awards are presented on parade.
- Student successes are celebrated and recognized through parades, school newsletter and local media outlets.
- Good communication skills are utilized.
- Individual behaviour plan when necessary are negotiated and established.
- Teachers communicate with parents via a range of mediums.
- Positive reinforcement both verbal and non-verbal is utilized.
- Tangible rewards such as stickers, raffles, stamps, free time and special privileges are used.
- Group choice for activities may be given as rewards.
- Teachers and staff model appropriate behaviours.
- Communicate good behaviour and successes to parents/ principal/ peers.
- Examples of good work shared with others.
- Teachers use humour within the classroom.
- Teachers and staff present a positive approach to their work.
- Letters to student or home to parents to acknowledge achievement.
- Access the Behaviour Management Specialist
- Access to the School Chaplain
- Use of a School Behaviour Monitoring Card (Appendix 5)
- Referral to School Support Team
- Classroom management of referring student onto a designated Buddy Class or Office.

• Intensive behaviour support

Varied strategies are used for those students requiring intensive behaviour support. These strategies depend greatly on the individual child and those staff members who have the greatest influence on the student.

Staff from outside agencies such as Engagement of Early Learners teachers are sometimes utilized within the school to support teachers and students. These programs highlight and develop student skills in dealing with behavioural issues. The teachers and teacher aides work at an individual and small group level to support student progress.

Classroom teachers frequently provide opportunities within the classroom to address peer pressure issues, bullying and teasing issues.

Major incidents are referred to the Administration team either by personal contact, phone call or written message.

The Administration team then deals with the incident as appropriate. Should the situation escalate then, where possible, a team approach is adopted.

Students demonstrating a need for intensive support may be placed on a School Behaviour Monitoring Card. The card requires the student to report to the Administration team twice a day for a discussion about their behaviour as well as receiving a comment and score each session from their teacher. The students are required to set goals and identify specific behaviours to focus on as well as evaluate any progress made. Parents have input into the card each afternoon and reflect on their child's behaviour.

Some students may also be:

- Supported to access alternative learning options as part of their education program. This maybe supported by an Education Queensland employee or parent.
- Placed on an Individual Behaviour Support plan which will be documented on OneSchool.

Parents are involved in the support processes by:

- Notifying parents of an incident
- Discussions with the class teacher / principal
- Meetings with teachers / principal
- Support team meetings
- Establishing goals / programs for support

Physical Restraints: (Individual Plan)

Where an individual plan includes the use of physical restraints to prevent self-harming behaviours, plans will:

- be approved by the principal with a copy provided to the principal's supervisor
- include strategies to reduce the frequency and severity of inappropriate behaviours and increase socially appropriate and positive behaviours
- not use physical restraint processes in isolation
- develop procedures with support personnel, parents and relevant staff including medical practitioners and the like where applicable
- identify strategies to reduce and eliminate the need for physical restraint.

Prevention strategies could include:

- restoring safety in other practicable ways such as removing harmful objects;
- employing responses such as increased monitoring and support within classrooms and /or referral to appropriately trained staff; and
- use of movement limiting and / or protective devices at times of high risk.

Where an individual plan includes the use of physical restraints to prevent self-harming behaviours, staff will:

- be provided with physical restraint training and professional development that is documented
- complete the required documentation following a physical restraint
- employ responses to support all staff and students involved in, including witnesses to, an incident of self-harm
- establish a regular review process to monitor effectiveness of planned strategies and procedures.

5. Emergency responses or critical incidents

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

An **emergency situation or critical incident** is defined as an occurrence that is sudden, urgent, and usually unexpected, or an occasion requiring immediate action.

Severe problem behaviour is defined as behaviour of such intensity, frequency, or duration that the physical safety of the student or others is likely to be placed in serious jeopardy.

Basic defusing strategies

Avoid escalating the problem behaviour

(Avoid shouting, cornering the student, moving into the student's space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language, provide the student with an appropriate choice or 'out' from the situation).

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).

Provide the student with reasonable alternatives to defuse and distract the student

Follow through

(If the student starts displaying the appropriate behaviour briefly acknowledge their choice and re-direct other students' attention towards their usual work/activity. If the student continues with the problem behaviour then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour).

Debrief

(Help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations).

Physical Intervention

Staff may make legitimate use of physical intervention if appropriate 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
- has the potential to place themselves or others in danger.

Appropriate physical intervention may be used to ensure that Bargara State School's duty of care to protect students and staff from foreseeable risks of injury is met. The use of physical intervention is only considered appropriate where the safety or potential safety of the individual or others is threatened and the strategy is used to prevent injury.

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

It is important that all staff understand:

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

Any physical intervention made must:

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

Record Keeping

Each instance involving the use of physical intervention must be formally documented. The processes can be found at <http://ppr.det.qld.gov.au/corp/hr/workplace/Pages/Health-and-Safety-Incident-Recording,-Notification-and-Management.aspx> online. Following each instance involving the use of physical intervention, the following records are to be maintained:

- Physical Intervention Incident Report (*Refer Appendix*)
- Debriefing Report (*Refer Appendix*)

Teachers, support staff or visiting specialists may at some time experience a student exhibiting high level inappropriate or dangerous behaviour that may place the student or others at risk of harm. Direct contact to the school office via the telephone system, or neighbouring classroom teacher support is to be utilized in emergency issues relating to this behaviour. Depending on the severity of the incident and the risk to other students an evacuation or a lock down procedure may result. Teacher induction folders and evacuation posters outline these procedures.

6. Consequences for unacceptable behaviour

Bargara State School- Behaviour Tracking Steps are linked to a class management system which supports students to reflect on behaviour choices. The management system allows for teachers to use their professional judgement in each situation while also achieving a level of consistency and common language across the school.

This system also allows staff to direct students' reflection towards the 3 school rules of Respect, Responsibility and Safety and the expectations of students attending Bargara State School

The first aspect and most important aspect of classroom management is on the use of positive reinforcers to encourage a positive response from students. This is used to reinforce displayed behaviours, as well as in attempts to modify inappropriate behaviour choices.

The Classroom management system moves students through a number of class levels:

Level 1 – Warning

Level 2 – Infringement

Level 3 – Time Out (in class)

Level 4 – Buddy Class

Level 5 – Office

Students will move through these levels depending on the seriousness of the behaviour (Minor or Major). Administration is notified of students moving to the Office level, or repeat offenders on the

Buddy Class levels. Major incidents are referred directly to the office. Repeated minor offences may also be referred to the office.

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

There are however some behaviours which would result in immediate suspension. These are examples of behaviours which might result in suspension, such as:

- Gross misconduct,
- Physical abuse,
- Verbal abuse
- Possession of cigarettes
- Possession of Alcohol
- Possession of Drugs

The decision to suspend or exclude a student from attending school is a very serious step. The decision to apply a suspension is made only after consideration has been given to all other responses. Each case is taken on its specific circumstances and previous history of behaviour. Students who are suspended or excluded have wilfully failed to adjust to the minimum behavioural requirements of the school community. They would display some or all of the following characteristics.

- Persistent and gross disruption of the classroom or the playground environment.
- Repeated insolence to staff members or school community helpers.
- Lack of respect for the rights of other students to access education and be physically and emotionally secure.
- Repeated use of abusive or obscene language towards others.
- Antisocial behaviour- unacceptable moral behaviour- involving self (exposure/ abuse), involving others (soliciting, consorting).
- Exhibiting offensive material (pornographic, debasing or degrading)
- Dangerous and unlawful behaviours.

Support from outside agencies as identified below would be accessed.

7. Network of student support

Bargara State School has a range of support personnel which we access in an effort to supports students to make improved behaviour choices.

Students requiring support are identified by class teachers and referred to the School Support Team for discussion. This team, consisting of the class teacher, Support Teacher for Learning Difficulties, Guidance Officer, Special Needs Teacher, Behaviour Management Support Teacher and Principal and Deputy Principal meet fortnightly to discuss current issues.

From this discussion further actions are then planned for implementation. These could include a referral to the school Guidance Officer for assessment, the Chaplain, the Engaging Early Learners team, the Senior Admin team or the school's Adopt-a-Cop.

The SWPBS Team meet on a regular basis to review the current behaviours being displayed in the school. Particular focus areas may be directed to support current high level behaviour being displayed by students

Referrals to external agencies are also considered.

SCAN: Gary Hohn Senior Guidance Officer	41540328	Community Child Health Services	41502413
Child and Youth Mental Health	41502620	Centacare	41532532
Bush Children's	41523799	Phoenix House	41534299
Dept of Child Safety	41345517	Lifeline	131114
TSDAT	41502590	Kids Help Line	1800551800

8. Consideration of individual circumstances

To ensure alignment with the Code of School Behaviour when applying consequences, the individual circumstances and actions of the student and the needs and rights of school community members are considered at all times.

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

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

Ensuring the right actions and strategies are used to support students is best achieved through a team approach. It is this team approach which will open doors to understanding, opportunities and ideas which may hold the key to a student's future success.

9. Related legislation

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

10. Related policies

- Statement of expectations for a disciplined school environment policy
- Safe, Supportive and Disciplined School Environment
- Inclusive Education
- Enrolment in State Primary, Secondary and Special Schools
- Student Dress Code
- Student Protection
- Hostile People on School Premises, Wilful Disturbance and Trespass
- Police and Child Safety Officer Interviews with Students, and Police Searches at State Educational Institutions
- Acceptable Use of the Department's Information, Communication and Technology (ICT) Network and Systems

- Managing Electronic Identities and Identity Management
- Appropriate Use of Mobile Telephones and other Electronic Equipment by Students
- Temporary Removal of Student Property by School Staff

11. Some related resources

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

Endorsement

Principal

P&C President / School Council President

Effective Date: 1 January 2016 – 31 December 2018

APPENDIX

Safety:

We feed the bin not the ground.
We are nice to others and they are nice to us
We work, we play, in a safe way
We like to be safe as we bus, walk, bike.



Respect:

We are honest and truthful
We communicate respectfully to all
We have a positive attitude
We respect ourselves, others and property.



Responsibility

We accept and follow the school rules
We are great listeners
We make smart choices
We are responsible, positive and organised learners.



Statement of Expectations

	All Settings	Classroom	Bus	Walkways	Tuck-shop/ Canteen	Oval HPE	Playground
Safe	Show self control Report any problems Gain permission to leave and to be in any setting Keep body to self. Follow directions.	Use equipment carefully Keep bodies calm	Wait in designated area Keep all of your body inside the bus. Keep bodies calm	Walk Keep left Keep bodies calm	Wait patiently Walk Place rubbish in bins. Keep bodies calm	Use equipment for intended purpose. Participate in school approved games only.	Use equipment for intended purpose. Participate in school approved games only.
Respectful	Be tolerant of others Accept individual differences Care for self, others and the environment Use polite language	Respect others right to learn.	Older students to look out for little ones Show driver respect.	Walk quietly so others can continue learning	Eat only your food.	Listen to / for instructions Play fair – show good sportsmanship	Play fair – show good sportsmanship
Responsible	Be on task. Do your best. Manage your time. Be prepared.	Challenge yourself. Listen actively Follow instructions Do your best		Be on time for next class Return to class promptly	Eat healthily. Manage your money.	Learn new games and activities.	Learn new games and activities.

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 handed into the office in the morning and collected in the afternoon. Should a student need to use their device during school time they may see the office staff at lunchtime and use it in the office areas only.

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 Bargara 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 bullying¹ or harassment, including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur.

Students involved in:

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

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

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

Text communication

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.*

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

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

Purpose

1. Bargara 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 Bargara 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 Bargara State School include persistent 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 Bargara 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 Bargara 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.

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 nonclassroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms
 - All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the nonclassroom areas of the school
 - A high level of quality active supervision is a permanent staff routine in the nonclassroom areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the nonclassroom areas.

9. The student curriculum modules of the anti-bullying process consist of lessons taught by all teachers in all classrooms to a 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. Bargara 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.

11. Bargara State School also focuses on supporting the victim of bullying. We look to support them to deal with the actions as well as provide them with strategies to lessen the likelihood of the action reoccurring.

Physical Restraint / Intervention Report

Initial Report Compiled by		Date and Time Report Completed	
Signed			
Details of Student			
Name		Class	Teacher
Details of Staff involved in Incident			
Name		Role	
Reason for restraint			
To cease the physical assault of another student or staff member			<input type="checkbox"/>
To avert an immediate danger to him/herself or to others			<input type="checkbox"/>
To avoid serious property damage			<input type="checkbox"/>
Other			<input type="checkbox"/>
Details of Incident			
Date		Time	Initial Location
Initial Staff involved			
Restraint Location			
Duration of Restraint			
Student Removed to			
De-Escalation Strategies Used Prior to Restraint			
<input type="checkbox"/> Distraction	<input type="checkbox"/> Change of face, place, activity	<input type="checkbox"/> Offer choices	<input type="checkbox"/> Cool down time, place
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Physical Condition of Student Before Restraint			
Physical Condition of Student After Restraint			
Details of Any Injury			
Injury to Student	<input type="checkbox"/> Yes <input type="radio"/> No	Incident Report Completed	<input type="checkbox"/> Yes <input type="radio"/> No
Details of Injury			
Injury to Staff Name:	<input type="checkbox"/> Yes <input type="radio"/> No	Incident Report completed	<input type="checkbox"/> Yes <input type="radio"/> No
Details of Injury			
Details of Damage			
Details of Trauma			
Notifying Procedures			
Incident Reported to			
Parent / Carer Contacted			
Name		Time and Date	
Student/s: Post Incident Discussion / Debrief			
Location		Time and Date	
Present			

Details			
Staff: Post Incident Discussion / Debrief			
Location		Time and Date	
Present			
Details			
Other Forms Completed			
<input type="checkbox"/> One School	<input type="checkbox"/> Individual Support Plan - Behaviour	<input type="checkbox"/> Individual Plan including Physical Restraint	<input type="checkbox"/> Other:

Follow Up Report – to be completed by Form Recipient

1. Follow up Call				
Made by:		Made to:		
2. Post Investigation				
<input type="checkbox"/> Necessary <input type="radio"/> Not	Completed by:		Recorded in:	
3. Damage Repair				
<input type="checkbox"/> Necessary <input type="radio"/> Not	Organised by:			
4. Entered on MYHR / WHS				
<input type="checkbox"/> Necessary <input type="radio"/> Not	Completed by:			
5. Entered on OneSchool				
<input type="checkbox"/> Necessary <input type="radio"/> Not	Completed by:			
<input type="checkbox"/> As Contact	Completed by:		On Student Profile of	
<input type="checkbox"/> As single student incident	Completed by:		On Student Profile of	
<input type="checkbox"/> As multiple student incident	Completed by:		On Student Profile of	
6. Other Forms completed				
<input type="checkbox"/> Debrief Report	<input type="checkbox"/> Physical restraint / Intervention record	<input type="checkbox"/> Individual Plan including Physical Restraint		
Signed:				

Debriefing Report

Formal debriefing

Formal debriefing should be led by a staff member trained in the process who has not been involved in the event. The goals of debriefing are to:

- reverse or minimise the negative effects of physical intervention;
- prevent the future use of physical intervention; and/or
- 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.

Debriefing should provide information on:

- who was involved;
- what happened;
- where it happened;
- why it happened; and
- 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 has occurred for both staff and students involved (e.g. names, date, time and outcomes).

Working together to keep Bargara State School safe- possession / use of knives at school

We can work together to keep knives out of school. At Bargara State School:

- Every student has the right to feel safe and be safe at school.
- There is no reason for a student to have a knife at school.
- No knives are allowed to be taken to school by students
- It is against the law for a student to have a knife at school.
- A student that has a knife at school can receive very serious consequences.

What kinds of knife are banned?

- You are not allowed to have type of knife at school including:
- Flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives or craft knives
- Any item that can be used as a weapon eg a chisel

If you need a knife or tools for school subjects, school staff will provide them and supervise their use.

What will happen if I bring a knife to school?

- If you have a knife at school, the Principal may call the police.
- Police can search you and your property at school if they think you have a knife.
- If you have a knife at school you may be disciplined eg an immediate period of suspension, recommendation for exclusion
- You may be charged with a criminal offence and face serious consequences if convicted, including a fine or jail.
- School property such as desks or lockers can be searched if the Principal suspects you have a knife on or in school property.
- If the Principal thinks you have a knife in your bag, the bag can be confiscated until the police arrive.
- If you have a knife at school, it can be confiscated by the Principal and given to the police.
- You may face serious disciplinary consequences if you bring a knife to school.

How can I help to keep Bargara State School safe?

- Make sure you know the rules and laws about knives.
- Ask your parents not to put knives or knife tools into your lunchbox, pencil case or craft kit.
- Contact your teacher if you are being threatened or bullied at school.
- Immediately tell a teacher or adult if you think someone has a knife at school, or if they say they will bring a knife to school
- Immediately tell a teacher if a student is threatening anyone with an object that could injure them.

How can parents help to keep Bargara State School safe?

- Make sure your child knows what the laws and rules are about knives.
- Do not include knives or knife tools in children's lunch boxes, pencil cases or craft kits.
- Contact your school Principal if you believe your child is being bullied or threatened at school.
- If you want to talk about students and knives at school, please contact the Principal or Deputy Principal.

Referenced at

http://education.qld.gov.au/studentservices/behaviour/qsaaav/docs/working_together_toolkit.pdf

2017 - BARGARA STATE SCHOOL - Behaviour Steps

1

GOLD

- Over 15 consecutive days – no warnings
- Letter
- Certificate

2

SILVER

- Exhibits exemplary conduct
- Provides a positive role model for others
- Willing to participate in all class activities
- Demonstrated a high standard of behaviour over an extended period

- Over 10 consecutive days- 9 good days, with only 1 warning allowed.

- Letter
- Certificate
- Demonstrates a high standard of behaviour regularly
- Willing to participate in all class activities
- Is courteous to all staff and other students

3

BRONZE

- Over 5 consecutive days- 4 good days with only 1 warning allowed.

- Letter
- Certificate
- Follows the schools/classroom code of behaviour regularly

4

GREEN

- Teacher use of various behaviour management strategies

If a child receives a Buddy Class

- 2 breaks detention
- Note to parents

5

YELLOW

2nd Buddy Class or a total of -7 points or more over 5 consecutive days

- Note to parents / phone contact
- 2 breaks detention
- Each time -7 points are accrued while on step

5, then 2 more detentions are added.

Maximum of -6 points over 5 days – Move to step 4

Classroom Management System	
1 point	Good Day
Not counted	Away
Level 1 (-1 point)	Warning
Level 2 (-2 points)	Infringement
Level 3 (-3 points)	Time Out
Level 4 (-4 points)	Buddy Class
Level 5 (-5 points)	Office

6

ORANGE

3rd REMOVAL TO BUDDY CLASS IN 5 CONSECUTIVE DAYS

- In - school suspension for 0-5 days
- Administration contact parents.
- Letter outlining possible suspension (2nd Step 6 offence)
- Guidance officer / Administration support

Once Students have completed their in-school suspension they return to Step 5

7

RED

A child will move to step 7 if inappropriate behaviour continues while on step 6 or if they have previously been on step 6.

- 1-5 day suspension (after 2 Step 6 infringements)
- 6-15 day suspension
- Exclusion

Once Students have completed their suspension they return to Step 5

1 WARNING- MOVE DOWN ONE STEP

2 WARNINGS IN 10 CONSECUTIVE DAYS OR 1 INFRINGEMENT- MOVE DOWN ONE STEP

2 WARNINGS OVER 5 CONSECUTIVE DAYS OR

1 INFRINGEMENT - MOVE DOWN ONE STEP

The steps are reset back to step 4 at the beginning of each term.

For a child to participate in any school event they must be on the required step 1 week before the set date. If they achieve the step after the deadline they will not participate in the event.





WHATS HAPPENING CARD

Parents,

This card gives you a weekly view of how your child's week at school.

PLEASE SIGN IT AND RETURN IT EACH DAY.

Any comments from you regarding your child's home behaviour and attitude to school is welcomed.

The goal of this card is to record when an incident happens, how a student reacts to the situation and a rating out of 10 of how 'Highly Effective' they were.

NAME

CLASS

DATE ISSUED

What happened?
 How did you react.
 How effective were you?

WHAT'S HAPPENING CARD

Goal for this week is to _____

<i>Date Started:</i>	<i>MONDAY</i>	<i>TUESDAY</i>	<i>WEDNESDAY</i>	<i>THURSDAY</i>	<i>FRIDAY</i>
BEFORE SCHOOL					
SESSION 1 Comment					
LUNCH					
SESSION 2 Comment					
AFTERNOON TEA					
SESSION 3 Comment					
PRINCIPAL					
PARENT					

APPENDIX

Unacceptable behaviour that needs improving



BARGARA STATE SCHOOL

IMPROVEMENT
NOTED

BEHAVIOUR CARD

- | | | |
|--|---------------------------|--------------------------|
| <input type="radio"/> Persistent and wilful disobedience | <input type="radio"/> Yes | <input type="radio"/> No |
| <input type="radio"/> Verbal harassment / threats | <input type="radio"/> Yes | <input type="radio"/> No |
| <input type="radio"/> Physical harassment / violence | <input type="radio"/> Yes | <input type="radio"/> No |
| <input type="radio"/> Refusal to comply with school expectations | <input type="radio"/> Yes | <input type="radio"/> No |
| <input type="radio"/> Classroom behaviour | <input type="radio"/> Yes | <input type="radio"/> No |
| <input type="radio"/> Being dishonest | <input type="radio"/> Yes | <input type="radio"/> No |
| <input type="radio"/> Being rude to others | <input type="radio"/> Yes | <input type="radio"/> No |
| <input type="radio"/> Not working to the best of my ability | <input type="radio"/> Yes | <input type="radio"/> No |
| <input type="radio"/> Playground Behaviour | <input type="radio"/> Yes | <input type="radio"/> No |
| <input type="radio"/> Other | <input type="radio"/> Yes | <input type="radio"/> No |

Parents,

This Behaviour Card gives you a weekly view of how your child is progressing.

PLEASE SIGN IT AND RETURN IT EACH DAY.

Any comments from you regarding your child's home behaviour and attitude to school is welcomed.

It is important that you be aware that Behaviour Cards are issued to students whose behaviour has been deemed consistently inappropriate by Class Teachers or Principal / Deputy Principals. Unacceptable behaviour over a period of time could lead to a 3-5 day school suspension.

NAME

CLASS

DATE ISSUED

BEHAVIOUR CARD

SCORE: 10 – 7 = Good session
 6 – 4 = OK session
 3 – 1 = Poor session

<i>Date Started:</i>	<i>MONDAY</i>	<i>TUESDAY</i>	<i>WEDNESDAY</i>	<i>THURSDAY</i>	<i>FRIDAY</i>
BEFORE SCHOOL					
SESSION 1 Comment					
LUNCH					
SESSION 2 Comment					
AFTERNOON TEA					
SESSION 3 Comment					
PRINCIPAL					
PARENT					

My goal this week is to _____

- My behaviour this week was Really Terrific Good OK Unsatisfactory
- I could be better behaved if I _____
- A parent /teacher/ Deputy Principal/ Principal meeting is requested to discuss your child’s behaviour this week. Yes No

Respectful Responsible Safe

Bargara State School
591 Bargara State School
Bargara
Qld 4670
Ph: 41505333
Email: principal@bargarass.eq.edu.au
Website: www.bargarass.eq.edu.au

