



Kolan South State School

Responsible Behaviour Plan for Students

1. Purpose

Kolan South 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.

All members of our school community are expected to uphold the responsibilities defined in the Code of School Behaviour to ensure the best possible outcomes for students, staff and parents.

Kolan South State School's Responsible Behaviour Plan is designed to facilitate positive support for high standards of achievement and behaviour combined with clear responses and consequences to inappropriate behaviour so that the learning and teaching in our school can be most effective and students can participate positively within our school community.

2. Consultation and data review

Kolan South State School developed this plan in collaboration with our school community – parents, staff and students. Broad consultation was undertaken through meetings held throughout the latter part of 2015. A review of school data sets from 2014 – 2015 relating to attendance, absenteeism, school disciplinary absences and behaviour (both positive and incident records) also informed the development process.

This Plan has been endorsed by the Principal and the President of the P&C and will be reviewed as required, and in 2018, as required by legislation.

3. Learning and behaviour statement

All areas of Kolan South State School are teaching and learning 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. The school's learning approach to behaviour:

1. Principal leadership of a team approach to behaviour
2. Parent and Community engagement
3. Data informed decision making
4. Clear consistent expectations for behaviour and
5. Explicit teaching of appropriate behaviour to all students

Our Responsible Behaviour Plan outlines our systems for facilitating positive behaviours, preventing new cases of problem behaviours and responding to unacceptable behaviours. Through our school plan, shared expectations for student behaviour are plain to everyone, assisting Kolan South State School to create and maintain a positive and productive learning and teaching environment, where ALL school community members have clear and consistent expectations and understandings of their role in the educational process.

Our school community has identified the following three overarching values to teach and promote our high standards of responsible behaviour:

- **Be Safe**
- **Be Responsible**
- **Be Respectful**



The Code of
**School
Behaviour**

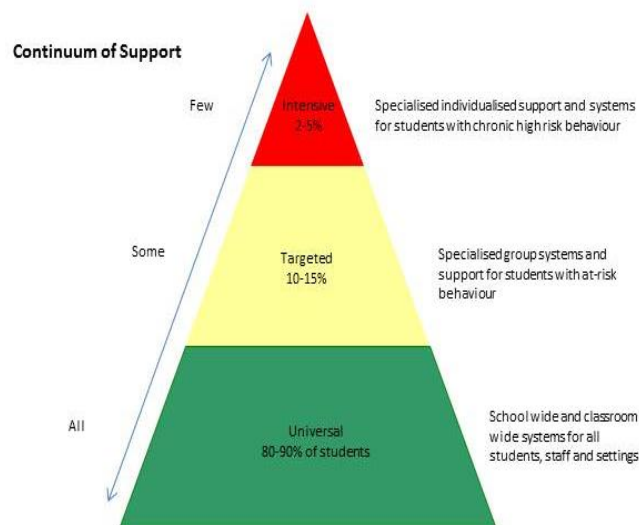
Better Behaviour
Better Learning

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

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

A matrix of behavioural expectations in specific settings has been attached to each of our three school values. This matrix outlines our agreed rules and appropriate behaviours for all school settings.

Kolan South uses a three-tiered continuum of evidenced based supports (**Tier 1 'Universal'**; **Tier 2 'Targeted'**, and **Tier 3 'Intensive'** levels of support services) to facilitate standards of positive behaviour and to respond to unacceptable behaviour. This whole school approach shapes, supports and recognises appropriate behaviour in all students.



Behaviour Expectations – Kolan South State School

SCHOOLWIDE EXPECTATIONS MATRIX						
	ALL AREAS	CLASSROOM / BUILDINGS	PLAYGROUND / SPORTS EQUIPMENT	EATING TIMES	TOILETS	TRAVEL / ARRIVAL & DEPARTURE
BE RESPECTFUL	<ul style="list-style-type: none"> Use appropriate, polite and courteous language Respect others Respect all property Demonstrate school pride by wearing uniform with pride, shirt tucked in 	<ul style="list-style-type: none"> Be considerate of others, working and learning Respect others' right to learn Move around the classrooms and buildings quietly 	<ul style="list-style-type: none"> Care for sports and play equipment and facilities Care for the environment 	<ul style="list-style-type: none"> Touch only your own food and lunch items Ensure all scraps and litter go into bins Maintain quiet behaviour Keep passage ways clear at all times 	<ul style="list-style-type: none"> Respect the privacy of others Be considerate by behaving in a hygienic manner, having respect for others use of, and the cleaning of, the amenities 	<ul style="list-style-type: none"> Use own bike only Demonstrate care and respect for the property of bus operators Display courtesy and respect to bus drivers
BE RESPONSIBLE	<ul style="list-style-type: none"> Follow instructions Be on time Line up, assemble or return to class quietly Use 'Common Sense' 	<ul style="list-style-type: none"> Keep your work space and classroom tidy Ask permission to leave the classroom Maintain an 'appropriate' noise level 	<ul style="list-style-type: none"> Follow equipment borrowing and return procedures Play fairly – take turns, invite others to join in, and follow agreed rules Play 'school approved' games 	<ul style="list-style-type: none"> Be responsible with food items – they are not for play! Ensure lunch boxes are returned to classroom areas before play Students are not allowed in classrooms without special permission Students are to eat lunches in designated areas 	<ul style="list-style-type: none"> Behave quietly and sensibly – it is not a play area! Use consumables (ie toilet paper and soap) for their intended use Use toilets during breaks, where possible 	<ul style="list-style-type: none"> Arrive at school after 8.00am, unless permission provided Walk bikes in school grounds Follow bus rules and procedures, and the directions of drivers If riding or walking, leave school promptly following approved activities
BE SAFE	<ul style="list-style-type: none"> Stay away from out-of-bound areas (behind toilets, grounds shed, incinerator, gardens) Remain in the school grounds unless permitted to leave Behave safely at all times 	<ul style="list-style-type: none"> Walk in, and around, buildings – no running on concrete or paving Play sensibly and safely in these areas 	<ul style="list-style-type: none"> Be sun safe; wear a broad-brimmed hat and sunscreen Wear shoes and socks unless permitted otherwise Use sports equipment safely – no running or chasing on adventure playgrounds 	<ul style="list-style-type: none"> Eat only your own lunch items – <u>No sharing of lunches!</u> 	<ul style="list-style-type: none"> Display hygiene by washing hands with soap 	<ul style="list-style-type: none"> Use the school crossing if walking or riding to or from school Walkers and riders use the walking/bike path Wait at the designated area, if being collected by car

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

- quality learning and teaching practices;
- a balanced, relevant and engaging curriculum;
- collaboratively developed procedures;
- regular monitoring and review of school procedures and programs;
- professional development and support for all staff;
- adoption of practices that are non-violent, non-coercive and non-discriminatory; and
- an approach that values relationships between staff, students and parents as pivotal for success

Tier 1 'Universal' Behaviour Support

At Kolan South State School, a number of whole-school strategies are designed to:

- facilitate the development of acceptable standards of behaviour to create a caring, productive and safe environment for learning and teaching
- promote an effective learning and teaching environment that allows positive aspirations, relationships and values to develop
- foster mutual respect
- encourage all students to take increasing responsibility for their own behaviour and the consequences of their actions.

- **School Values and Behaviour Expectations**

The first step in facilitating standards of positive behaviour is communicating those standards to all students. School values and behaviour expectations are reinforced regularly with students at assemblies, within the classroom, and throughout all school activities. Early in the year, targeted school behaviour procedures are a coordinated focus with all classes on a weekly basis eg line-up and movement procedures. These are revisited throughout the year on a needs basis. A school matrix is available in all classrooms for referral by staff.

- **Quality Curriculum and Teaching Practice**

Implementation of the school curriculum program in hand with effective teaching practice, along with differentiated support and consideration, provides the basis for a successful learning environment. Staff are supported in their roles through access to relevant professional development.

- **Staff Professional Development**

Staff are involved in regular discussion about behaviour management approaches, while reviews of class management micro-skills are undertaken at appropriate intervals.

- **Extra-Curricular Activities**

A diverse range of extra-curricular activities and programs foster a positive learning environment and attitudes, cooperation, and self-esteem. These include:

- Excursions
- Corps of Drums
- Instrumental Music Program
- Choir
- Competitions
- Dance
- Lunchtime sports training and options programs
- After School Programs
- Discos and Dance Nights
- Special days and events eg Free Dress, Qld Day
- Community events eg Fair, Family Night
- Tuckshop

- **Sport and Physical Activity**

Students at Kolan South are strategically and regularly involved in lunchtime sports training and competitions. Students in Year 4-6 traditionally participate in interschool or school sport throughout the year. Various competitions and organised activities are coordinated by staff for other year levels, as well. Classes participate in Kilometre Club throughout the year in the cooler months. Students enjoy their sport and physical activity, and there are a range of positive outcomes.

- **Assembly**

Weekly assembly is an opportunity to discuss current events and issues, share group and individual class items, and recognise positive efforts and achievements. School community values are promoted, and school rules and procedures are reinforced. Class awards are presented each week on Assembly. These are published in the weekly newsletter.

- **Leadership Opportunities**

Students are encouraged to demonstrate leadership around the school by being rostered on various school and classroom duties, helping younger students at lunchtime games, and etc.

- **Communications**

The weekly newsletter is a regular means for communicating information regarding procedures and current and future issues eg positive achievements, attendance data, school agendas and priorities, etc. The school website and roadside message board pass on positive messages and reminders of school events and achievements.

Responding to unacceptable behaviour

Tier 1 'Universal' behaviour support:

Re-directing low-level (minor) and infrequent problem behaviour

Staff at Kolan South State School apply 'least to most intrusive' micro-strategies based on the Essential Skills for Classroom Management. 'Least intrusive' strategies may include selective attending, proximity and non-verbal cueing. When a student exhibits low-level (minor) and infrequent problem behaviour, the initial verbal response of school staff members is to remind the student of expected school behaviour, then ask them to change their behaviour so that it aligns with our school's expectations. 'Most intrusive' strategies include redirections, giving choices and following through, and removal to time out / reflection area for repeated low-level problem behaviours.

Continued low-level problem behaviours are referred to the Principal.

Tier 2 'Targeted' behaviour support

Each year a number of students at Kolan South State School are identified as needing extra in the way of targeted behaviour support due to them not fully responding to the Tier 1 behaviour support processes and strategies outlined previously. 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.

Features of these Tier 2 supports include:

- support for teachers seeking assistance to support the identified students
- timely contact with parents following moderate or repeated incidents
- a whole school or team approach to supporting students
- making adjustments for individual needs
- Individual behaviour plans as required
- targeted / small group social skilling

Tier 3 'Intensive' behaviour support

Kolan South State School is committed to educating all students, including those with the highest behavioural support needs. We recognise that students with highly complex and challenging behaviours need comprehensive systems of support. These include:

- a whole-school approach to developing appropriate behaviour support strategies;
- monitoring the impact of support for individual students;
- making adjustments as required for the student;
- developing an individualised behaviour or intervention plan;
- identifying flexible / alternative learning options;
- accessing regional behaviour support staff and resources.

Physical Restraints: (Individual Plan)

Physical Restraint, involving the manual restriction of a student's movement for reasons of safety may be used in cases where a student is behaving in a manner that is potentially injurious to themselves or others, or to prevent serious property damage.

When provision is made for the use of physical restraint in a student's individual plan as an ongoing response strategy due to frequency of behaviour risk/patterns (including prevention of 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.

- in preventing self-harming behaviours, strategies may 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.

- complete documentation according to Student Protection requirements

Where physical restraints are included as part of a student's individual plan deemed necessary due to frequency of behaviour risk/patterns (including prevention of 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 or critical incident responses

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

1. 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.
2. 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.
3. 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, and withdraw if the situation escalates.
4. 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.
5. 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 and Restraints – Immediate or Emergency Response

Appropriate physical interventions and restraints may be used to ensure that Kolan South State School's duty of care to protect students and staff from foreseeable risks of injury is met. The use of physical restraints (manual restriction of a student's movement for reasons of safety) is only considered appropriate where the immediate safety of others is threatened and the strategy is used to prevent injury.

Staff may make legitimate use of physical restraints if all non-physical (including defusing strategies) and more moderate physical interventions have been exhausted and a student is:

- physically assaulting another student or staff member; or
- posing an immediate danger to him/herself or to others; or
- to prevent serious property damage.

Staff will:

- give clear verbal instruction before physical restraints are used, unless the urgent nature of the situation makes this impractical
- call for assistance from another member of the school staff and make arrangements to ensure that other students in the vicinity are safe and properly supervised
- notify the principal (if not directly involved) and the student's parent of the incident detailing:
 - the behaviour that preceded the use of physical restraint
 - the type and duration of restraint used
 - staff members and other witnesses present during the period of the restraint
 - student's physical condition before and after the period of physical restraint
 - planned future action to prevent further incidents of the behaviour

More moderate 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 interventions and restraints must not be used when a less severe response can effectively resolve the situation and
- the underlying function of the behaviour.

Physical interventions or restraints are not to be used as a response to:

- school disruption;
- refusal to comply;
- verbal threats;
- property destruction, unless serious; and
- leaving a classroom or the school, unless student safety is clearly threatened.

Any physical intervention made must:

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

Debriefing

Following each instance involving the use of physical restraint:

- debriefing to be provided for the student and any other students after a suitable interval of time has elapsed
- a debriefing meeting with the relevant staff members to be held
- an individual plan to be developed if physical restraint is deemed necessary as an ongoing strategy

Record Keeping

Each instance involving the use of physical restraint 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 restraint, the following records are to be maintained:

- Physical Intervention Incident Report (Refer Appendix 5)
- Debriefing Report (Refer Appendix 6)

6. Consequences for unacceptable behaviour

Kolan South 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. Minor behaviours are monitored through the use of classroom checklists. A referral form (Appendix 4) is used to record all moderate (including multiple minor) and major problem behaviour.

Specific policies have been developed to address:

- The Use of Personal Technology Devices at School (Appendix 1);
- Procedures for Preventing and Responding to Incidents of Bullying (Appendix 2); and
- Appropriate Use of Social Media (Appendix 3).
- Work together to keep knives out of school (Refer Appendix 7)

Minor, Moderate and Major Behaviours

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

- **Minor** problem behaviour is handled by staff members at the time it happens.
- **Moderate** problem behaviour is handled by staff members at the time it happens, may involve referring directly to Principal, but must also be referred to Admin (and Principal)
- **Major** problem behaviour is referred directly to the Principal

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; and
- do not require involvement of specialist support staff or Administration.

Minor problem behaviours may result in the following consequences:

- Staff will use Essential Skills for Classroom Management to correct students exhibiting minor behaviours (least to most intrusive)
- a re-direction procedure. The staff member takes the student aside and:
 1. names the behaviour that the student is displaying;
 2. asks the student to name expected school behaviour;
 3. states and explains expected school behaviour if necessary; and
 4. gives positive verbal acknowledgement for expected school behaviour.
- a minor consequence that is 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.

Moderate problem behaviours are those that could be minor, in nature, but that continue to be repeated, or infringe the rights of others to learn or be safe. The Principal would likely be consulted or involved at this level, and advice from Guidance Officer and Behaviour specialist could be sought.

Moderate behaviours are those that:

- are repeated or continuous minor breaches of the school rules
- violate the rights of others to learn or be safe
- require the involvement of the Principal
- are significant enough to be recorded on student profile in OneSchool

Consequences for moderate problem behaviours might be:

- Include consequences listed for minor problem behaviours
- Contact with Parents / Carers
- Time out (short term) from selected activities
- Loss of privilege eg participation in an event
- Cross-classing

Major behaviours – Single Incident - are those that:

- significantly violate the rights of others;
- put others / self at risk of harm; and
- require the direct involvement of school Administration (Principal)
- are recorded on student profile in OneSchool

Major behaviours – Levels One and Two

When major problem behaviours (either level 1 or 2) occur, the student may be directed to spend time either in a 'Cross Class' or 'Reflection Area' to allow the opportunity to 'calm' and reflect on appropriate school and class expectations. This process assists with the reinforcement of expectations and fosters positive relationships between staff and students. Parents will be contacted.

Time Out: Removal to a buddy class 'cross/classing' / removal from the playground 'Reflection Area' for major behaviours or cumulative recordings of minor behaviour)

Time Out procedures may be used:

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

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

- giving the student opportunity to rejoin class at intervals of no more than 10 minutes
- provide the student with opportunities to complete assessments to fulfil educational requirements
- ensure when using Time Out as a management technique that it is consistent with:
 - o developmental stage of the student
 - o any special needs that the student may have
- ensuring the student is safe and under supervision at all times
- ensuring emergency procedures are in place for students 'out of class'
- the regular review of time out procedures, frequency of use with particular students, and effectiveness measured using data
-

Major behaviours – Levels Two and Three

Major behaviours will result in an immediate referral to the Principal because of their seriousness. A referral form is completed (*Appendix 4*).

Major problem behaviours may result in the following consequences:

- **Level One:** Parent contact, removal to cross-class or Reflection area, alternate lunchtime activities, loss of privilege, restitution, loss of break times, warning regarding future consequence for repeated offence, and /or referral to Tier 2 ‘Targeted’ behaviour supports

AND/OR

- **Level Two:** Parent contact, referral to Regional Behaviour Support personnel / Guidance Officer, Suspension from school:

AND/OR

- **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.

Detentions may be used to prevent the escalation of inappropriate behaviour or as a last resort alternative to suspension or exclusion.

- Cross classing as a temporary measure (eg till end of lesson, then debrief with student)
- Student might work in a cross classing area for a session if he or she is being a disruptive influence to others’ learning (as a temporary measure until support can be provided)

*Principal is involved in any cross classing decisions

Student Disciplinary Absences are only used after consideration has been given to all other responses, and the unique circumstances of the situation have been considered.

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

	Area	Minor	Moderate	Major
			Record on OneSchool	
Being Safe	Movement around school	<ul style="list-style-type: none"> • Running on concrete, around or in buildings • Not walking bike in school grounds 		
	Play	<ul style="list-style-type: none"> • Careless use of equipment • Not playing school approved games • Playing in toilets 	<ul style="list-style-type: none"> • Playing dangerously (repeated) 	
	Physical contact	<ul style="list-style-type: none"> • Minor physical contact (eg: pushing and shoving) 	<ul style="list-style-type: none"> • Moderate physical aggression • Fighting (repeated) 	<ul style="list-style-type: none"> • Serious and dangerous physical aggression
	Correct Attire	<ul style="list-style-type: none"> • Not wearing a hat in playground • Not wearing shoes outside • Shirt untucked (repeat offender) 	<ul style="list-style-type: none"> • Wearing provocative or inappropriate dress and/or clothing not in line with uniform and dress code 	
	Other			<ul style="list-style-type: none"> • Possession or selling of drugs • Possession of weapons
Being Responsible	Class tasks	<ul style="list-style-type: none"> • Not completing set tasks that are at an appropriate level 	<ul style="list-style-type: none"> • Refusal to complete a set task that is at an appropriate level 	<ul style="list-style-type: none"> • Refusal to work
	Being in the right place	<ul style="list-style-type: none"> • Not being on time (eg: lateness after breaks) • Being in an out-of-bounds area 	<ul style="list-style-type: none"> • Leaving class without permission (out of sight) 	<ul style="list-style-type: none"> • Leaving school without permission
	Follow instructions	<ul style="list-style-type: none"> • Low intensity failure to respond to adult request • Uncooperative behaviour 		<ul style="list-style-type: none"> • Refusal to follow directions • Non-compliance
	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 or food throwing 	<ul style="list-style-type: none"> • Repeated littering or food throwing 	

Being Respectful	Language	<ul style="list-style-type: none"> • Inappropriate language (w ritten/verbal) • Calling out • Poor attitude • Disrespectful tone 	<ul style="list-style-type: none"> • Offensive or aggressive language or verbal abuse directed at another student 	<ul style="list-style-type: none"> • Offensive or aggressive language or verbal abuse directed at staff member
	Property	<ul style="list-style-type: none"> • Lack of care for school or others' property • Lack of care for the environment 	<ul style="list-style-type: none"> • Petty theft • Minor w iful property damage 	<ul style="list-style-type: none"> • Stealing / major theft • Major w iful property damage • Vandalism
	Others	<ul style="list-style-type: none"> • Not playing fairly • Minor disruption to class • Minor defiance 	<ul style="list-style-type: none"> • Bullying / harassment • Disruption to class • Blatant disrespect • Continued defiance • Lew d Behaviours (eg exposing privates) 	<ul style="list-style-type: none"> • Major bullying / harassment • Major disruption to class • Blatant disrespect (ongoing) • Major defiance (ongoing) • Repeated lew d behaviours

Relate problem behaviours to expected school behaviours

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

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

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

Ensuring consistent responses to problem behaviour

At Kolan South State School, staff members authorised to issue consequences for problem behaviour are provided with appropriate professional development and/or training. Through training activities, we work to ensure consistent responses to problem behaviour across the school.

Students also receive training in how to respond appropriately when other students display problem behaviour, and the courteous way to respond when a staff member re-directs their behaviour or consequences are applied for problem behaviour.

7. Network of student support

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

- Parents
- Teachers
- Other Staff
- Principal
- Guidance and Senior Guidance Officers
- Advisory Visiting Teachers
- Engaging Early Learners - Positive Learning Centre Staff

External 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
- Others relevant to Kolan South State School.

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.

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

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

9. Related legislation

- [Commonwealth Disability Discrimination Act 1992](#)
- [Commonwealth Disability Standards for Education 2005](#)
- [Education \(General Provisions\) Act 2006](#)
- [Education \(General Provisions\) Regulation 2006](#)
- [Criminal Code Act 1899](#)
- [Anti-Discrimination Act 1991](#)
- [Commission for Children and Young People and Child Guardian Act 2000](#)
- [Judicial Review Act 1991](#)
- [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 and procedures

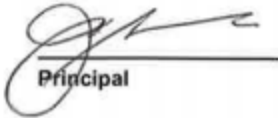
- [Statement of expectations for a disciplined school environment policy](#)
- [Safe, Supportive and Disciplined School Environment](#)
- [Inclusive Education](#)
- [Enrolment in State Primary, Secondary and Special Schools](#)
- [Student Dress Code](#)
- [Student Protection](#)
- [Hostile People on 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](#)

11. Some related resources

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

Endorsement

Endorsement



Principal



P&C President

Effective Date: 1 January 2016 – 31 December 2018

Personal Technology Devices

This policy reflects the importance the school places on students displaying courtesy, consideration and respect for others.

Personal Technology Devices

Personal technology devices are not to be brought to school because of the potential for theft and general distraction and/or disruption associated with them. On occasions, there are special circumstances, and the Principal would give considerations to these.

Personal technology devices include cameras, digital video cameras, MP3 players, or mobile phones. Such devices will be confiscated by school staff and may be collected by parents.

Digital cameras may be allowed to be brought to school on special situations, such as school excursions or graduation ceremonies. Mobile phones may only be brought to school in special circumstances, possibly for after school contact with parents, with the permission of the Principal. In this case, the mobile phone would be kept at the office throughout the school day.

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

Recording voice and Images

Every member of the 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.

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 school activities such as excursions or graduation ceremonies) or violent, illegal or embarrassing matter capable of bringing the school into public disrepute will be

Students involved in:

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

may be subject to discipline (including suspension and recommendation for exclusion).

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

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

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

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

Special Circumstances

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 situation) should negotiate a special arrangement with the Principal.

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

Appendix 2

School policy for preventing and responding to incidents of bullying (including cyberbullying)

Purpose

1. Kolan South 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 Kolan South 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 Kolan South State School include name-calling, taunting, mocking, making offensive comments, kicking, hitting, pushing, taking belongings, inappropriate messages or notes, 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
 - ability and disability
 - socioeconomic status, appearance or health conditions
 - sexual orientation, sexist or sexual language
 - children in care

5. 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 responses 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 Kolan South State School are an addition to our schoolwide positive behaviour support processes. This means that all students are being explicitly taught the expected school behaviours and receiving high levels of social acknowledgement for doing so.

Prevention

8. Attempting to address bullying behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, our schoolwide universal behaviour support practices will be maintained at all times. This will ensure that:
 - Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including bullying
 - All students know the 3 overarching school rules and have been taught the expected behaviours attached to each rule in all areas of the school
 - All students are receiving high levels of positive reinforcement for demonstrating expected behaviours
 - A high level of supervision is a permanent staff routine in the nonclassroom areas. Playground duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move around the designated supervision areas.
9. Anti-bullying sessions will be conducted at assemblies and in classrooms on a regular basis. The 4-step process to be used by all students when experiencing bullying behaviour either as a person being bullied, the person bullying, or bystander.
10. Kolan South State School reviews the effectiveness of its anti-bullying process, as required, to make any necessary adjustments, and to identify specific bullying behaviours that may need to be revisited or revised.

Appendix 3

Appropriate use of social media

Kolan South State School embraces the amazing opportunities that technology and the internet provide to students for learning, being creative and socialising online. Use of online communication and social media sites and applications (apps) can provide positive social development experiences through an opportunity to develop friendships and shape identities.

When used safely, social media sites and apps such as Facebook, Twitter and Instagram can provide positive opportunities for social learning and development. However, inappropriate, or misguided, use can lead to negative outcomes for the user and others.

Kolan South State School is committed to promoting the responsible and positive use of social media sites and apps.

No student of Kolan South State School will face disciplinary action for simply having an account on Facebook or other social media site.

As is set out in the school policy for preventing and responding to incidents of bullying (including cyberbullying) found at **Appendix 2**, it is unacceptable for students to bully, harass or victimise another person whether within Kolan South State School's grounds or while online. Inappropriate online behaviours can have a negative impact on student learning and the good order and management of Kolan South State School, whether those behaviours occur during or outside school hours. This policy reflects the importance of students at Kolan South State School engaging in appropriate online behaviour.

Role of social media

The majority of young people use social media sites and apps on a daily basis for school work, entertainment and to keep in contact with friends. Unfortunately, some young people misuse social media technologies and engage in cyberbullying.

Social media by its nature will result in the disclosure and sharing of personal information. By signing up for a social media account, users are providing their personal information.

Students need to remember that the internet is a free space and many social media sites and apps, like Twitter, have limited restrictions placed upon allowable content and regulated procedures for the removal of concerning posts.

Social media sites and apps are designed to share online content widely and rapidly. Once students place information and/or pictures online, they have little to no control over how that content is used.

The internet reaches a global audience. Even if students think that comments or photos have been deleted, there can be archived records of the material that will continue to be searchable into the future.

Inappropriate online behaviour has the potential to embarrass and affect students, others and the school for years to come.

Appropriate use of social media

Students of Kolan South State School are expected to engage in the appropriate use of social media. Specific examples of appropriate use of social media sites and apps include:

- Ensuring that personal information, such as full name, address, phone number, school name and location or anyone else's personal information, is not shared.

- Thinking about what they want to say or post, and how it could be interpreted by others, before putting it online. Remember, once content is posted online you lose control over it. Students should not post content online that they would be uncomfortable saying or showing to their parents' face or shouting in a crowded room.
- Remembering that it can be difficult to work out whether messages typed on social media sites and apps are meant to be funny or sarcastic. Tone of voice and context is often lost which can lead to unintended consequences. If students think a message may be misinterpreted, they should be cautious and make the decision not to post it.
- Never provoking, or engaging with, another user who is displaying inappropriate or abusive behaviour. There is no need to respond to a cyberbully. Students should report cyberbullying concerns to a teacher and allow the teacher to record and deal with the online concern.

If inappropriate online behaviour impacts on the good order and management of Kolan South State School, the school may impose disciplinary consequences for that behaviour regardless of whether the behaviour occurs during or outside of school hours.

Disciplinary consequences could include suspension and/or exclusion. In serious cases of inappropriate online behaviour, the school may also make a report to the police for further investigation.

Kolan South State School will not become involved in concerns of cyberbullying or inappropriate online behaviour where the incident in question does not impact upon the good order and management of the school. For example, where cyberbullying occurs between a student of this school and a student of another school outside school hours. Such an incident will be a matter for parents and/or police to resolve.

Laws and consequences of inappropriate online behaviour and cyberbullying

Inappropriate online behaviour may in certain circumstances constitute a criminal offence. Both the *Criminal Code Act 1995* (Cth) and the *Criminal Code Act 1899* (Qld) contain relevant provisions applicable to cyberbullying.

The Commonwealth Criminal Code outlines a number of criminal offences concerning telecommunications services. The most relevant offence for cyberbullying is “using a carriage service to menace, harass or cause offence to another person”.

The Queensland Criminal Code contains several applicable sections for cyberbullying. Potential relevant criminal offences are:

- Unlawful stalking.
- Computer hacking and misuse.
- Possession of child exploitation material.
- Involving a child in making child exploitation material.
- Making child exploitation material.
- Distribution of child exploitation material.
- Criminal Defamation.

There are significant penalties for these offences.

Kolan South State School strives to create positive environments for all students at all times of the day, including while online. To help in achieving this goal, Kolan South State School expects its students to engage in positive online behaviours.

Appendix 4

Kolan South State School
Behaviour Referral form – Moderate to Major

Student Name:			Location (please tick)			
Date:	Time:	Class:	Playground			
Referring staff member :			Specialist Lesson			
Incident Description:			Classroom			
			Other			
Problem Behaviour						
Moderate (Please tick)			Major (Please tick)			
Defiance/Disrespect Refusal to follow directions, talking back			Defiance/Disrespect Continued refusal to follow directions, talking back and/ or socially rude interactions.			
Physical Aggression Student engages in inappropriate and/or aggressive physical contact. (eg hitting, punching, hitting with an object, kicking, scratching etc).			Physical Aggression Actions involving serious physical contact and aggression			
Inappropriate language Verbal messages that involve swearing or use of words in an inappropriate way directed at other individual or group.			Inappropriate /Abusive language Verbal messages that involve swearing or use of words in an inappropriate way directed at staff or adults			
Disruption Repeated behaviour causing an interruption in a class or playground. (eg. Yelling or screaming, noise with material, disrupting games, sustained out of seat behaviour etc).			Disruption Sustained behaviour causing a major interruption in a class or playground. (eg. Yelling or screaming, noise with material, disrupting games, sustained out of seat behaviour etc).			
Property Damage or Misuse Causing intentional damage to other students' or school's property.			Vandalism Student engages in an activity that results in substantial destruction or disfigurement of property.			
Dress Code Student wears inappropriate clothing.			Dress Code Refusal to comply with school dress code.			
Safety Student engages in repeated safety violations			Safety Student engages in frequent unsafe activities where injury may occur following reminders or a single dangerous action			
Dishonesty Student engages in minor lying/cheating not involving any other person.			Major Dishonesty Student delivers message that is untrue and / or deliberately violates rules and/or harms others.			
Other Physical or verbal intimidation or harassment of a student.			Harassment / Bullying Repeated significant teasing, physical and verbal intimidation of a student.			
Other Behaviour Category / Issue			Other Behaviour Category / Issue			

Others involved in incident						
None (Tick)		Peers		Staff		Other

Entered on OneSchool (Tick)		Date entered	
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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	
Name		Role	
Name		Role	
Name		Role	
Reason for restraint: Emergency Response <input type="checkbox"/> OR Individual Student Plan <input type="checkbox"/> (Select One)			
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 (enter detail of the serious incident)			
Details of Incident			
Date		Time	Initial Location
Initial Staff involved			
Restraint Location			
Duration of Restraint			
Type of Restraint			
Student Removed to			
De-Escalation Strategies used prior to Restraint			
Distraction	Change of face, place, activity	Offer choices	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	Yes <input type="checkbox"/> No <input type="checkbox"/>	Incident Report Completed	Yes <input type="checkbox"/> No <input type="checkbox"/>
Details of Injury			
Injury to Staff Name:	Yes <input type="checkbox"/> No <input type="checkbox"/>	Incident Report completed	Yes <input type="checkbox"/> No <input type="checkbox"/>
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				
Other Forms Completed				
OneSchool				

Follow Up Report – to be completed by Form Recipient (Admin/Delegate)

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

Appendix 6

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).

Appendix 7

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

We can work together to keep knives out of school. At Kolan South 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 Kolan South 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 Kolan South 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