Thangool State School

Responsible Behaviour Plan for Students

1. Purpose

Thangool State School is committed to providing a safe, respectful and disciplined learning environment for students and staff, where students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing.

This Responsible Behaviour Plan for Students is designed to facilitate high standards of behaviour so that the learning and teaching in our school can be effective and students can participate positively within our school community. When high standard of behaviour occurs, both students and teachers will be able to work together to move towards meeting the school goals as outlined in the school improvement agenda.

2. Consultation and data review

Thangool State School developed this plan in collaboration with our school community. Broad consultation with parents, staff and students was undertaken through survey distribution and community meetings held during 2012. A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents from 2009-2012 also informed the development process.

The Plan was endorsed by the Principal, the President of the P&C and Assistant Regional Director in 2012, and will be reviewed in 2015 as required in legislation.

3. Learning and behaviour statement

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

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

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

- We Care
- We Learn
- We are Safe

Classroom management Plan

An effective classroom management plan is an essential component of the whole-school behaviour plan. The following elements are included in all classrooms:

- A consistent routine in the classroom that is understood by all students
- Rules for managing student behaviour are posted in all classrooms
- Rules are inclusive, appropriate, succinct and stated positively
- Consequences for inappropriate behaviour are posted in all rooms
- Consequences are fair, consistent and appropriate
4. Processes for facilitating standards of positive behaviour and responding to unacceptable behaviour

**Universal Behaviour Support**

The first step in facilitating standards of positive behaviour is communicating those standards to all students. At Thangool State School we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school. These expectations are communicated to students via a number of strategies, including reinforcement of learning from behaviour lessons on School Assemblies and during active supervision by staff during classroom and non-classroom activities as well as through specific signage throughout the school. These expectations are communicated to the wider school community via a number of strategies, including regular columns in the weekly school newsletter and regular items in Principal’s Report for P&C [monthly meetings].

A set of behavioural expectations in specific settings has been attached to each of our four school rules. The School Wide Expectations Teaching Matrix below outlines our agreed rules and specific behavioural expectations in all school settings.

<table>
<thead>
<tr>
<th>We....</th>
<th>All Settings</th>
<th>Classroom</th>
<th>Walkways</th>
<th>Eating Times</th>
<th>Toilets</th>
<th>Playground</th>
<th>Assemblies/Parade</th>
<th>Bus Duty/ Bike Racks</th>
<th>Off Campus Activities</th>
</tr>
</thead>
</table>
| **Care** | - Talk friendly  
- Listen and follow instructions  
- Interact appropriately  
- Respect others, property and the environment  
- Be honest  
- Participating appropriately  
- Problem Solving | - Help peers when asked to  
- Follow classroom rules | - Keep left  
- Move in an appropriate manner  
- Use provided pathways | - Place all litter in bins  
- Look after our environment  
- Listen to staff on eating duty | - Respect the privacy of others  
- Clean up after yourself | - Play friendly  
- Play fair  
- Invite others who want to join in  
- Enter and exit library centre peacefully  
- Share materials  
- Use positive language  
- Take care of equipment | - Listen to school leaders and staff  
- Sit quietly  
- Respect other students  
- Acknowledge other students achievements  
- Be an active listener  
- Take off your hat for the National Anthem | - Line up quietly and mark name off bus roll  
- Help younger / new students | - Use appropriate language  
- Follow all directions  
- Show good ‘sportsmanship’  
- Have respect for all equipment and the environment |
| **Learn** | - Be an active participant  
- Give full effort  
- Be accountable for your choices  
- Be prepared for all activities  
- Be responsible for your learning | - Be a risk taker – challenge yourself  
- Be organised  
- Make good choices  
- Do your own work | - Return to class promptly  
- Walk directly to intended destination  
- Plan ahead | - Use proper manners  
- Leave when adult excuses  
- Keep track of your belongings  
- Tidy up before you leave… lunch box away before playing | - Follow toilet procedures  
- Return to class promptly  
- Turn off the taps – be waterwise  
- Use toilets for intended purposes | - Be a problem solver  
- Learn new games and activities  
- Report issues  
- Think before acting  
- Share play spaces | - Raise your hand to share  
- Keep comments and questions on topic  
- Be on time | - Be a problem solver  
- Report issues  
- Follow school/bus rules  
- Be on time | - Learn new games and activities  
- Be organized  
- Be on time |
| **are Safe** | - Keep bodies calm in line  
- Report any problems  
- Ask permission to leave any setting | - Maintain personal space  
- Use furniture properly  
- Enter and exit rooms calmly | - Walk  
- Line up close to buildings  
- Walk quietly and orderly so that others are not disturbed | - Wash hands with soap and water  
- Keep water in the sink  
- One person per cubicle | - Use equipment for intended purpose  
- Mulch is for the garden  
- Participate in school approved games only  
- Stay in approved areas  
- Keep body to self [hands and feet to yourself]  
- Play fairly | - Walk  
- Enter and exit under covered area in an orderly manner  
- Apply for a new drivers license  
- Wait for traffic | - Walk  
- Place bags in bus line  
- Watch for traffic  
- Use crossing  
- Remain inside school grounds until bus has stopped  
- Walk bikes/ scooters etc out of school grounds, through car park and across crossing | - Remain seated in bus/car  
- Wear seat belt if provided  
- Body parts inside vehicle  
- Wear appropriate clothing  
- Follow all instructions  
- Use buddy system |
Proactive and Preventative Behaviour Management Strategies

Students at our school will be encouraged to develop a high standard of self-discipline through consistent practice of the positive behaviours promoted.

Our whole school approach provides a supportive learning environment through:

- Open communication with the school community on the school’s Responsible Behaviour Plan for Students and building strong community relationships through a dedicated section of the school newsletter.
- Explicit and scheduled teaching of rules, behavioural expectations and values
- Induction of new students and staff
- Shared school values and a positive, supportive and inclusive culture
- Establishment of agreed programs and procedures that are known and understood by all members of the school community
- Staff, student and parent access to professional development, education or training
- Managing of incidents through clear and well-understood processes
- Implementation of “You Can Do It” to bully proof Thangool SS Students (refer to Bully Prevention strategy)
- Reinforcement of learning from behaviour focus on Weekly Assemblies
- Individual support plans developed for students with high behavioural needs
- Development of specific policies to address:
  - The use of Personal Technology Devices at School (Appendix 1)
  - Procedures for preventing and responding to incidents of bullying (Appendix 2)
  - Knives in schools (Appendix 4)

Positive Reinforcement

Positive recognition of appropriate and desirable student behaviour is a crucial component of the school’s overall behaviour management strategy.

Thangool State School Gotcha’s

Staff members hand “Gotcha Cards” out each day to students they observe following school rules in both classroom and non-classroom areas. This reinforcement occurs continuously throughout the day. When staff see a student following the rules, they can choose to give them a “Gotcha Card”. Teachers tally these at the end of the day in each classroom. Records are kept by the teacher. Students receive “Gotchas” for recognition of them following the school rules: We Care, We Learn and We are Safe.

Level System

Appropriate behaviours and the achievement of excellence in school activities, are fostered through a reward system which enables students to progress through a sequence of levels. “Gotchas” can be awarded by all who come in contact with students ie teachers, support staff, cleaners, grounds people, bus drivers, visiting specialists, RE teachers and volunteers.

For Prep – Year 3 students “Gotchas” get turned into stickers. Each child has an individual booklet where they keep their collection of “stickers”.

For Year 4-7 students the classroom teacher has a class record book in which they record all the “Gotchas” given throughout the week for each student. Each class establishes their own procedures to record these. All students start the year at 0. Students starting at the school throughout the year will have their starting gotcha score determined by their classroom teacher, based on averages within the classroom. Certificates are presented to students on parade once a level has been reached. A Rewards Day (3 activities) is held at the end of each term for students to participate in. Choice of activity is determined by – “Gotchas, playground / classroom behaviour and teacher discretion.
### Principal Honour Roll – PREP to year 7

Students who have not been involved in any Major incident or a recurring minor incident will be placed on the Principal’s Honour Roll at the end of each term. At the end of term parade they will receive a certificate for achieving this.

- **Term 1** – Bronze
- **Term 2** – Silver
- **Term 3** – Gold
- **Term 4** – Rainbow

Each new term, the students start with a clean slate and have the opportunity to gain the certificate that they missed.

<table>
<thead>
<tr>
<th>LEVEL</th>
<th>HOW ATTAINED</th>
<th>REWARDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUNYIP</td>
<td>Student has continued displaying outstanding behaviour or excellence in school activities. 850 stickers acquired.</td>
<td>Student receives a sixth Principal’s certificate and prize (storybook). Name is published in the school newsletter and classroom honour roll.</td>
</tr>
<tr>
<td>SEAL</td>
<td>Student has continued displaying outstanding behaviour or excellence in school activities. 700 stickers acquired.</td>
<td>Student receives a fifth Principal’s certificate and prize (stencils). Name is published in the school newsletter and classroom honour roll.</td>
</tr>
<tr>
<td>KOOKABURRA</td>
<td>Student has continued displaying outstanding behaviour or excellence in school activities. 550 stickers acquired.</td>
<td>Student receives a fourth Principal’s certificate and prize (Gel/felt pens). Name is published in the school newsletter and classroom honour roll.</td>
</tr>
<tr>
<td>KANGAROO</td>
<td>Student has continued displaying outstanding behaviour or excellence in school activities. 400 stickers acquired.</td>
<td>Student receives a third principal’s certificate and prize (Coloured pencils). Name is published in the school newsletter and classroom honour roll.</td>
</tr>
<tr>
<td>PLATYPUS</td>
<td>Student has continued displaying outstanding behaviour or excellence in school activities. 250 stickers acquired.</td>
<td>Student receives a second principal’s certificate and prize (notebook). Name is published in the school newsletter and classroom honour roll.</td>
</tr>
<tr>
<td>KOALA</td>
<td>Student has displayed outstanding behaviour or excellence in school activities. 100 stickers acquired.</td>
<td>Student receives first principal’s certificate and small prize (pencil/rubber). Name is published in the school newsletter and classroom honour roll.</td>
</tr>
</tbody>
</table>
Re-directing low-level and infrequent problem behaviour

When a student exhibits low-level and infrequent problem behaviours, the first response of school staff members is to remind the student of expected school behaviour, then ask them to change their behaviour so that it aligns with our school’s expectations.

Our preferred way of re-directing low-level problem behaviour is to ask them to think of how they might be able to act more safely, more caring or like a learner. This encourages students to reflect on their own behaviour, evaluate it against expected school behaviour, and plan how their behaviour could be modified so as to align with the expectations of our school community.

Targeted Behaviour Support

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

| Curriculum Adjustment | Staff determine whether a student may need further support in curriculum related areas, and adjustments are made where necessary. This may involve:  
| | • working with a teacher aide or learning support teacher  
| | • adjusted class work  
| | • working with a peer or older student. |
| Verbal | Verbal reinforcement, used every day in both the classroom and playground, includes:  
| | • specific reinforcement e.g. Thank you for sitting down.  
| | • Targeted direction giving. |
| Non-Verbal | Non-verbal reinforcement, used every day in both the classroom and playground, includes:  
| | • body language – smile, thumbs up  
| | • behaviour charts  
| | • privately understood signals  
| | • proximity to the child in terms of desk placement or where staff members are standing  
| | • awards. |
| Increased attention | Students may require increased attention for either curriculum needs or to reinforce acceptable behaviour. This may occur through:  
| | • One on one curriculum support with the teacher  
| | • Teacher aide support  
| | • Work with another member of school staff  
| | • Curriculum support through an older classmate. |
| Communication within the school community | Communication with the parents/caregivers occurs through all stages of targeted behaviour support, and includes positive/encouraging letters or phone calls home. |
| Added responsibilities - meaningful roles | A child who is receiving targeted behaviour support may benefit from added responsibilities within the class or school. These responsibilities can include:  
| | • Peer tutoring  
| | • Working with a younger or older classmate  
| | • Classroom jobs  
| | • School jobs. |

Students whose behaviour does not improve or whose previous behaviour indicates a need for specialised intervention, are provided with intensive behaviour support.
Intensive Behaviour Support:
Thangool 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.

Intensive behaviour support is required when the behaviour is of such frequency and intensity that there is:
- A distinct risk of learning disengagement
- Learning disruption
- Serious injury to the student or to others

This level of support is generally necessary when less intensive support strategies have not fully met the student’s needs.

Where required, after parent permission, a student may be referred to the regional behaviour support staff. Following referral, a team member contacts parents and any relevant staff members to form a support team and begin the assessment and support process. In many cases the support team also includes individuals from other agencies already working with the student and their family, a representative from the school’s administration and regional behavioural support staff member.

Case Management
Students who are considered to be at risk and have experienced an array of severe management strategies, such as suspension or exclusion, should proceed through a systematic assessment procedure. This may include:
- collation of data which gives an overview of (a) problematic behaviours and (b) consequences implemented i.e. detentions, suspensions etc
- referral for discussion with school principal
- referral to Guidance Officer for assessment and preliminary behavioural support
- referral to Advisory Visiting Teacher for Behaviour Support for consultation or support
- full team collaboration to undertake a functional behavioral assessment and develop an Individual Behaviour Support Plan.

Strategies used will be:

Preventative – the action taken to prevent or minimise unnecessary disruption. This may include effective learning and teaching practices, classroom organisation, positive modelling and the use of appropriate content and curriculum material.

Supportive – the action taken to employ support for the student and teacher. This may mean strategies teachers put in place to assist students or it may mean additional support from other staff in the school for the teacher and student.

Corrective – the actions teachers take when disruptive behaviour occurs.

5. Consequences for unacceptable behaviour
Thangool 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. An office referral form (Appendix 3) is used to refer all major problem behaviours. All minor behaviours are recorded in the Playground folder or the classroom folder. Oneschool is used to record all major problem behaviour incidents.

Minor and Major Behaviours
When responding to problem behaviour the staff member first determines if the problem behaviour is major or minor, with the following agreed understanding:
- Minor (Level 1 and 2) problem behaviour is handled by staff members at the time it happens
- Major (Level 3, 4, and 5) problem behaviour is referred directly to the school Administration team
Minor behaviours [teacher managed behaviours] are those that:

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

Major [office managed] behaviours are those that:

- significantly violate the rights of others
- put others / self at risk or harm
- require the involvement of school Administration.

Examples of Inappropriate Minor and Major Behaviours

| WE CARE |
|-------------------|-------------------|
| **Minor**         | **Major**         |
| Yelling/Shouting  | Encouraging others to bully |
| Wolf Whistling    | Laughing or calling out for an audience when someone is being bullied |
| Inappropriate noises | Witnessing teasing, name calling, excluding behaviours and not reporting it to a teacher |
| Name Calling      | Ignoring, walking past a bullying incident without interrupting or reporting |
| Negative Nicknames | Malicious swearing directed at another person |
| Commenting negatively on someone’s appearance, abilities, family and friends | Sexual actions towards another person |
| Sexual Comments   | Continuous and repeated use of the following when a person has asked them to stop |
| Pushing in front of lines | Negative nicknames |
| Not using manners (please, thank you, pardon, excuse me) | Commenting negatively on someone’s appearance, abilities, family and friends |
| Telling someone to do something instead of asking | Sexual Comments |
| Inappropriate non-verbals | Breaking, not following school rules |
| Flinching at someone | Arguing instead of questioning respectfully |
| Rolling eyes      | Responding to an inappropriate behaviour with another inappropriate behaviour |
| Pulling faces     | *possession or selling drugs/smoking nicotine |
| Mimicking, mocking | Non-compliance |
| Scaring, taunting others | Refusing without reason |
| Intimidating, fake head butting | Destroying school property |
| Not letting the person know how they are affecting you | graffiti |
| Not co-operating with peers, teachers or visitors | Breaking, scratching equipment |
| Not following the rules of games | Killing wildlife |
| Not thinking about a problem carefully before seeing a teacher | Lying to get out of trouble |
| Not using problem solving strategies | Leaving the school grounds |
| Not asking the person to stop | Storming out of a teaching space a student may be angry, swearing, threatening.
### WE LEARN

<table>
<thead>
<tr>
<th>Minor</th>
<th>Major</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not arriving to class on time with a reasonable excuse.</td>
<td>Rushing to get work done</td>
</tr>
<tr>
<td>Not completing work in given time during class</td>
<td>Not reflecting on work ethics or the effort made</td>
</tr>
<tr>
<td>Not completing homework/assignments by the set date</td>
<td>Not putting effort into school work or behaviour</td>
</tr>
<tr>
<td>Leaving the tap on after washing hands</td>
<td>Not working to the best of your ability</td>
</tr>
<tr>
<td>Splashing water out of the sink</td>
<td>Not challenging yourself</td>
</tr>
<tr>
<td>Using class time for drinks and toilet breaks</td>
<td>Incomplete assessment items</td>
</tr>
<tr>
<td>Not have stationary and books ready by the time a lesson is to begin.</td>
<td>Not handing in assessment items</td>
</tr>
<tr>
<td>Homework late or not submitted</td>
<td></td>
</tr>
<tr>
<td>Not going to the toilet and lining up within 5 minutes after the bell</td>
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<tr>
<td>has rung.</td>
<td></td>
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<tr>
<td>Blocking sinks or toilets</td>
<td></td>
</tr>
<tr>
<td>Not listening to learn</td>
<td></td>
</tr>
<tr>
<td>Not following instructions</td>
<td></td>
</tr>
<tr>
<td>Not handimg mobile phone into the office</td>
<td></td>
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<tr>
<td>Taking inappropriate photos or film with phone/camera</td>
<td></td>
</tr>
<tr>
<td>Using technology to bully others</td>
<td></td>
</tr>
<tr>
<td>Losing wallet</td>
<td></td>
</tr>
<tr>
<td>Leaving money behind</td>
<td></td>
</tr>
</tbody>
</table>

### WE ARE SAFE

<table>
<thead>
<tr>
<th>Minor</th>
<th>Major</th>
</tr>
</thead>
<tbody>
<tr>
<td>Touching other students clothes or body (face, arms, legs, hair)</td>
<td>Sexual touching of other students</td>
</tr>
<tr>
<td>Gently/playfully hitting, tapping, poking, prodding, slapping, tripping, kicking, pinching</td>
<td>Intended and forceful punching, slapping, biting, kicking, hitting, spitting, pinching</td>
</tr>
<tr>
<td>Shoving when travelling around the school</td>
<td>Throwing chairs</td>
</tr>
<tr>
<td>Leaning on body or arms around shoulders</td>
<td>Pulling chairs out from someone else</td>
</tr>
<tr>
<td>Piggy backing or leap flogging</td>
<td>Throwing stationary deliberately and forcefully at someone</td>
</tr>
<tr>
<td>Picking up another student</td>
<td>Using staplers as guns</td>
</tr>
<tr>
<td>Throwing stationary to someone</td>
<td>Hitting, stabbing with stationary (pens, pencils, glue, rubber, ruler, protractor, sharpener etc)</td>
</tr>
<tr>
<td>Running with or passing scissors blade first</td>
<td>Intentionally and forcefully hitting someone with equipment</td>
</tr>
<tr>
<td>Flicking paint, glue, elastic bands or other stationary</td>
<td>Threatening others with equipment</td>
</tr>
<tr>
<td>Using equipment for unintended purposes</td>
<td>Possession of or use of a knife or a weapon to harm someone</td>
</tr>
<tr>
<td>While riding the bike the student does not have approved head gear fastened</td>
<td>Breaking major rules whilst in uniform after/before school or on excursions</td>
</tr>
<tr>
<td>When travelling to school on personal transport (bike, scooter) not using the correct gate</td>
<td>Not leaving sticks and stones and using them to hurt/annoy/distrect others by throwing, poking, hitting or touching</td>
</tr>
<tr>
<td>Rack and gate area out of bounds until home time</td>
<td>Kicking up sticks, stones, dirt, sand</td>
</tr>
<tr>
<td>Leaving bike laying on the ground</td>
<td>Running on stairs</td>
</tr>
<tr>
<td>Leaning bikes up against trees or other bikes</td>
<td>Not taking steps one at a time</td>
</tr>
<tr>
<td>Playing/being on the oval or out of bounds area</td>
<td>Sliding down handrails</td>
</tr>
<tr>
<td>Toilet paper, hand paper thrown around or in sinks</td>
<td>Jumping from top stairs to landing</td>
</tr>
<tr>
<td>Not going to the toilet in the toilet or urinal</td>
<td>Climbing over the wall at the Undercovered area to the drink taps</td>
</tr>
<tr>
<td>Playing in or around the toilets</td>
<td>Messing up equipment in the shed</td>
</tr>
<tr>
<td>Locking the toilet door and leaving</td>
<td>Putting equipment back in the wrong place</td>
</tr>
<tr>
<td>Anywhere in the school grounds (unless stipulated by a special event)</td>
<td>Leavin equipment on oval</td>
</tr>
<tr>
<td>While walking to and from school</td>
<td>Not disposing of sanitary items appropriately</td>
</tr>
<tr>
<td>Where shoes are dirty and will wreck the school rooms</td>
<td>Filling up water bottles in the sink</td>
</tr>
<tr>
<td>Not tied correctly or firm</td>
<td></td>
</tr>
<tr>
<td>Rocking, standing on, carrying above head, sitting on them back to front, kicking</td>
<td></td>
</tr>
<tr>
<td>Taking someone else's food</td>
<td></td>
</tr>
<tr>
<td>Offering or sharing food with others</td>
<td></td>
</tr>
<tr>
<td>Playing games at the bike racks or gates</td>
<td></td>
</tr>
<tr>
<td>Standing and talking to others for long periods</td>
<td></td>
</tr>
<tr>
<td>Not leaving sticks and stones and using them to hurt/annoy/distrect others by throwing, poking, hitting or touching</td>
<td></td>
</tr>
<tr>
<td>Kicking up sticks, stones, dirt, sand</td>
<td></td>
</tr>
<tr>
<td>Running on stairs</td>
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<tr>
<td>Climbing over the wall at the Undercovered area to the drink taps</td>
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</tr>
<tr>
<td>Messing up equipment in the shed</td>
<td></td>
</tr>
<tr>
<td>Putting equipment back in the wrong place</td>
<td></td>
</tr>
<tr>
<td>Leaving equipment on oval</td>
<td></td>
</tr>
<tr>
<td>Not disposing of sanitary items appropriately</td>
<td></td>
</tr>
<tr>
<td>Filling up water bottles in the sink</td>
<td></td>
</tr>
</tbody>
</table>
The following tables outline examples of teacher and office managed behaviours.

**Teacher Managed Behaviour**

<table>
<thead>
<tr>
<th>Violation</th>
<th>Example</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inappropriate Verbal Language including calling out and put downs</td>
<td>&quot;Shut – up&quot; &quot;This Sucks!&quot;</td>
<td>Unsuitable use of words; Calling names; Use of inappropriate tones</td>
</tr>
<tr>
<td>Touching [hands off policy]</td>
<td>Pushing, shoving, horseplay, public displays of affection</td>
<td>Inappropriate touching with the hands or feet which does not result in injury</td>
</tr>
<tr>
<td>Defiance</td>
<td>Talking back, not following directions, not completing homework, sleeping, late to class</td>
<td>Resisting authority; engaging in power struggles</td>
</tr>
<tr>
<td>Disruptive Class Behaviour</td>
<td>Talking, tapping pencils, repeated noise, playing with toys, electronic devices i.e. cell phones, iPods, Gameboys, C.D. players...</td>
<td>Any disturbance or interference that takes away from the learning environment which does not cause physical harm or injury to one's self or others</td>
</tr>
<tr>
<td>Preparedness</td>
<td>Not being at class on time, not having correct materials for class [including hat for sport]</td>
<td>Not being organized for class, refusing to follow class/teacher expectations</td>
</tr>
<tr>
<td>Property Misuse</td>
<td>Kicking furniture, breaking pencils, crayons, etc.</td>
<td>Use of property in a way which it was not designed that does not cause physical harm or injury to one's self or others</td>
</tr>
<tr>
<td>Disrespect (Teasing / Taunting)</td>
<td>Making faces, calling other students names, making fun of other students</td>
<td>Inappropriate comments and / or unwanted verbal, physical, or emotional advances</td>
</tr>
<tr>
<td>Lying / Cheating</td>
<td>Cheating on tests, copying work, plagiarism, lying to an adult</td>
<td>Lying – making a statement which one knows to be untrue Cheating – using dishonest methods to gain academic advantage</td>
</tr>
</tbody>
</table>

**Office Managed Behaviour**

<table>
<thead>
<tr>
<th>Violation</th>
<th>Example</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abusive or aggressive Language</td>
<td>Using vulgar gestures or language</td>
<td>Repeated gestures or words directed toward others in a demeaning or provoking manner [including any sexual or racial or religious slurs]</td>
</tr>
<tr>
<td>Disrespect / Defiance</td>
<td>&quot;I'm not going to!&quot; &quot;You can't make me!&quot; Refusal to go to the office</td>
<td>Refusing boldly to obey staff. Yelling at teacher, leaving class without permission, verbal defiance</td>
</tr>
<tr>
<td>Disruptive Class Behaviour</td>
<td>Yelling, turning over furniture</td>
<td>Any major disturbance or interference that takes away from the learning environment causing potential harm to one's self or others</td>
</tr>
<tr>
<td>Fighting / Physical aggression [including self harm]</td>
<td>Punching, hitting, kicking, spitting, biting</td>
<td>Physical contact with the intent or outcome of causing injury or harm to others or self</td>
</tr>
<tr>
<td>Theft</td>
<td>Taking valuable property that belongs to someone else</td>
<td>Stealing school, teacher, or student property</td>
</tr>
<tr>
<td>Harassment / Threats / Touching Others / Self Harm</td>
<td>Touching others on the bottom or other private areas, Threatening physical violence</td>
<td>Bullying, repeated verbal abuse, inappropriate touching, threatening others or self with physical harm</td>
</tr>
<tr>
<td>Property Damage</td>
<td>Breaking classroom materials, throwing desks, chairs, computers, destroying textbooks</td>
<td>Intentional destruction of property belonging to the school or the teacher through misuse or aggressive behaviour</td>
</tr>
<tr>
<td>Persistent Violations of Minor Offenses</td>
<td>Violating minor offences repeatedly</td>
<td>Any problem behaviours that are considered to be persistent violations</td>
</tr>
<tr>
<td>Weapons / Threats of Weapons</td>
<td>Knives or guns or other objects (or threats of causing bodily harm)</td>
<td>Having possession of a weapon or weapon look alike capable or causing bodily harm; Threatening to bring a weapon to school</td>
</tr>
<tr>
<td>Drugs and Alcohol</td>
<td>Alcohol, cigarettes, or drugs found in a student’s possession or in their belongings</td>
<td>Having possession of any substance deemed to be a drug, including cigarettes</td>
</tr>
<tr>
<td>Sexual Harassment</td>
<td>Touching other students inappropriately or using language of a sexual nature.</td>
<td>Is intimidation, bullying or coercion of a sexual nature, or the unwelcome or inappropriate promise of rewards in exchange for sexual favours</td>
</tr>
<tr>
<td>Inappropriate Online Behaviour</td>
<td>Accessing inappropriate online material of a sexual or violent nature.</td>
<td></td>
</tr>
</tbody>
</table>
In alignment with The Code of School Behaviour when applying consequences, the individual circumstances and actions of the student and the needs and rights of the school community members are considered at all times.

<table>
<thead>
<tr>
<th>Level</th>
<th>Behaviour</th>
<th>Consequences</th>
</tr>
</thead>
</table>
| Level 1 | At this level, all students are on task and no disciplinary action is required. | Positive reinforcement of appropriate behaviours and positive achievements could include:  
- verbal reinforcement and recognition  
- record of achievement for formal acknowledgement  
- phone calls/letters/email to parents or carers for positive recognition |
| Level 2 | Inappropriate student behaviours to be dealt with at this level include:  
- minor incidents  
- ignoring instructions  
- lateness to class  
- littering  
- minor disrespect  
- use of mobile phone  
- uniform/make-up/jewellery transgressions | Teacher-initiated actions could include:  
- verbal negotiation with the student  
- teacher records on Oneschool  
- teacher aides, specialists, TRS record incident and refer to classroom teacher  
- reminder of classroom expectations  
- in-class separation or isolation  
- removal from classroom for one-on-one resolution  
- assign student to accompany you on playground duty  
- assign student a lunchtime detention  
- contact with parent / carers |
| Level 3 | Inappropriate student behaviour to be dealt with at this level include:  
- continued level 2 behaviours  
- referrals from teachers  
- repeated defiance  
- all forms of bullying  
- physical aggression  
- verbal abuse, including swearing and major outbursts  
- use of electronic devices to bully, threaten or breach privacy laws | Teacher and Administration will initiate actions that could include:  
- monitoring program  
- resolution meeting between teacher/student/aggrieved party  
- referral for assessment and specialist support  
- recess detention  
- restitution  
- parent / carer contact  
- referral to Principal  
- suspension |
| Level 4 | Inappropriate student behaviours to be dealt with at this level include:  
- continued level 3 behaviours  
- stealing  
- truancy  
- unprovoked physical aggression  
- smoking  
- pornography  
- intimidation of staff  
- vandalism  
- sexual harassment/misconduct | Principal-initiated actions in consultation with GO, AVT/BM and class teacher could include:  
- parent / carer contacted for interview  
- detention  
- referral to outside agency  
- consultation with Principal  
- recommend suspension (minimum 5 days for unprovoked physical aggression)  
- restorative conferences on return from suspension, including conditions for re-entry  
- police notification |
| Level 5 | Inappropriate student behaviours to be dealt with at this level include:  
- extreme or repeated incidence of level four behaviours  
- repeated acts of unprovoked physical aggression or bullying  
- inappropriate online behaviour  
- behaviour outside of school that affects good order and management of the school  
- possession of drugs  
- possession of a weapon  
- supply of drugs  
- use of a weapon (knives – Appendix 4)  
- violent assault | Principal, in consultation with GO, AVT/BM, class teacher, determines the most appropriate course of action with include the following:  
- parent / carer interview  
- suspension in line with Education Qld Policy for Student Disciplinary Absences (6-20 days for repeated acts of physical aggression)  
- Behaviour Improvement Condition in line with Education QLD Policy for Student Disciplinary Absences  
- Recommendation for exclusion in line with Education Qld Policy for Student Disciplinary Absences  
- Police Notification |

NB: Student Disciplinary Absences are used after consideration has been given to all other responses.
Relate problem behaviours to expected school behaviours
When responding to problem behaviours, staff members ensure that students understand the relationship of the problem behaviour to expected school behaviour. One method that staff members might use to achieve this is to have students:

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

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

Ensuring consistent responses to problem behaviour
At Thangool 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 about how to respond when other students display problem behaviour, and the courteous way to respond when a staff member re-directs their behaviour or consequences are applied for problem behaviour.

6. 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 are kept safe.

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

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

Basic defusing strategies

Avoid escalating the problem behaviour
(Avoid shouting, cornering the student, moving into the student’s space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language).

Maintain calmness, respect and detachment
(Model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, avoid humiliating the student, be matter of fact and avoid responding emotionally).

Approach the student in a non-threatening manner
(Move slowly and deliberately toward the problem situation, speak privately to the student/s where possible, speak calmly and respectfully, minimise body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates).

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

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

Step 1. Prevention
• Create a safe and supportive environment which does not trigger crises.
• Adopt a planned approach.

Step 2. Teacher self-control
• Avoid triggering or escalating crisis behaviour.
• Stay rational and calm to manage the student’s crisis behaviour.

Step 3. Early stage intervention (anxiety/agitation)
• Read the signs of student agitation and anxiety and respond to defuse.

Step 4. Contain verbal aggression (defensiveness, acceleration)
• Answer any questions, repeat simple directions, offer choices.
• Allow the student to vent, but remove the audience.
• Listen to student, looking for real messages to use to resolve issues later.

Step 5. Manage physical aggression
• Move away from the student to a safe distance.
• Notify administration to instigate crisis procedures.
• Direct other students to a safe location.
• As a last resort, if trained, may physically restrain the student.

Step 6. Recover and debrief (tension-reduction/de-escalation)
• Allow the student time and space to rest and reflect.
• Debrief any victims or witnesses and also self.
• Later, complete restitution /resolution with offending student. Parents are contacted.

Step 7. Review and plan
• School examines details behind the incident.
• Review effectiveness of crisis management plan.
• Modifications to existing procedures.
• Further professional development of staff

Each instance must be formally documented on Oneschool.

Physical Intervention

Staff may make legitimate use of physical intervention if all non-physical interventions have been exhausted and a student is:
• physically assaulting another student or staff member
• posing an immediate danger to him/herself or to others.

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

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

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

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

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

Record keeping

Each instance involving the use of physical intervention must be formally documented. The following records must be maintained:
- OneSchool Behaviour Incident (Appendix 5)
- Health and Safety incident record (link)
- Debriefing Report (for student and staff). (Appendix 6)

7. Network of student support

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

<table>
<thead>
<tr>
<th>OFFICER</th>
<th>POSITION</th>
<th>PROCEDURES</th>
</tr>
</thead>
<tbody>
<tr>
<td>David Eborn</td>
<td>Principal Advisor</td>
<td>Contact by phone or email through District Office.</td>
</tr>
<tr>
<td></td>
<td>Education Services</td>
<td></td>
</tr>
<tr>
<td>Shauna Cameron</td>
<td>Behaviour Advisory Visiting Teacher</td>
<td>Contact through Biloela State High School. Forward Request for Services, through Administration. Should be notified of impending suspensions.</td>
</tr>
<tr>
<td>Michael Watson</td>
<td>Guidance Officer</td>
<td>Forward Request for Services through Administration. GO does Intellectual Assessments, student counselling and staff training.</td>
</tr>
<tr>
<td>Tom Gardiner</td>
<td>Adopt-a-Cop</td>
<td>Contact at Biloela Police Station. Assists with Road Safety, Police Liaison, and students who may need guidance if they are breaking the law.</td>
</tr>
<tr>
<td>Lyn Webb</td>
<td>School Chaplain</td>
<td>Contact directly or through Administration.</td>
</tr>
</tbody>
</table>
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.

Thangool 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 Regulation 1997
- Right to Information Act 2009
- Information Privacy (IP) Act 2009

10. Related policies

- SMS-PR-021: Safe, Supportive and Disciplined School Environment
- CRP-PR-009: Inclusive Education
- SMS-PR-027: Enrolment in State Primary, Secondary and Special Schools
- SMS-PR-022: Student Dress Code
- SMS-PR-012: Student Protection
- SCM-PR-006: Hostile People on School Premises, Wilful Disturbance and Trespass
- GVR-PR-001: Police Interviews and Police or Staff Searches at State Educational Institutions
- ICT-PR-004: Using the Department's Corporate ICT Network
- IFM-PR-010: Managing Electronic Identities and Identity Management
- SCM-PR-003: Appropriate Use of Mobile Telephones and other Electronic Equipment by Students

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

Assistant Regional Director

Effective Date: 1 January 2013 – 31 December 2015
Appendix 1

The Use of Personal Technology Devices* at School

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

Certain Personal Technology Devices Banned From School

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

Confiscation

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

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

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

Personal Technology Device Etiquette

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

Recording voice and Images

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

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

Students must not record images anywhere that recording would not reasonably be considered appropriate (e.g. in change rooms, toilets or any other place where a reasonable person would expect to be afforded privacy).

Recording of events in class is not permitted unless express consent is provided by the class teacher.

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

Even where consent is obtained for such recording, the school will not tolerate images or sound captured by personal technology devices on the school premises or elsewhere being disseminated to others, if it is done for the purpose of causing embarrassment to individuals or the school, for the purpose of bullying 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.

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1 Education Queensland does not tolerate bullying behaviour at schools. This includes bullying conducted by electronic means.
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.*
Appendix 2

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

Rationale

State schools in Queensland are committed to providing quality learning opportunities that enable all students to achieve within safe, supportive and disciplined learning environments.

School community beliefs about bullying

Thangool State School is committed to ensuring a safe, supportive learning environment that is devoid of all forms of bullying.

1. Bullying is repeated oppression, psychological or physical, of a less powerful person by a more powerful person or groups of persons.
2. Bullying is behaviour intended to hurt and is typically repeated over time.
3. Harassment is an expression of superiority of one person or group over another.

Bullying might include;

1. Physical threats or assaults: pushing, hitting, punching, slapping, biting, hairpulling, stalking, taking belongings.
2. Verbal: swearing, threats, insults, putdowns, name calling, sarcasm, spreading rumours, teasing, intimidation, persuading others to verbally abuse, taunts, demands.
3. Social exclusion: leaving someone out of a group or activity, tormenting
4. Communicative: threatening or demeaning messages by notes, letters, SMS, e-mail, sending offensive or degrading images, internet chat rooms or personal pages, video calls, telephone calls.
5. Gender based: unwanted physical contact, abuse or derogatory remarks.
6. Non-verbal: gestures, signs, socially unacceptable body language
7. Menacing: demanding money, possessions, school projects/assignments, threatening the victim or bystanders to remain silent about the incident.
8. Particular groups of people: race, religion or culture; disability; appearance or health conditions; sexual orientation; sexist or sexual language; young carers or children in care.

Signs and symptoms of a Child Who is being bullied

Quiet and moody, nervous, depressed, pretends illness, personality changes, tears, under/over eating, loss of confidence, school refusal, bullying behaviours, torn/ damaged clothing, requesting extra money without giving a reason, schoolwork quality suffering, changing method of transport or route to school.

Why do people Bully?

Low self esteem, been bullied /abused, think it's fun/cool, feel in control, difficulty displaying feelings and emotions appropriately, like to blame others, lack empathy, believe that they will not be found out, lonely, attention seeking, to get power.

Reporting

Children often fail to report when they are being bullied because they believe that they will be labelled a "dobber" or a "wimp". They also believe that reporting will make the bullying worse. At our school our students are encouraged to report bullying to a trusted staff member. When our staff are made aware we can act.

At Thangool State School bullying in all its forms is not accepted and all members of Thangool State School accept their responsibility to promote positive relationships and to prevent bullying.

Cyberbullying can be conducted in many ways, using different media including:

- the sending of abusive texts or emails
- taking and sharing unflattering or private images, including naked or sexual images
- posting unkind messages or inappropriate images on social networking sites
- excluding individuals from online chats or other communication
- assuming the identity of the victim online and representing them in a negative manner or manner that may damage their relationship with others
- repeatedly, and for no strategic reason, attacking players in online gaming
Educational Programs

It is important that students, staff, and parents understand what bullying is, how it impacts on people and how bullying is responded to at Thangool State School. At Thangool State School we use the following educational strategies.

1. Sharing current research, e.g., bullying:
   - Is often hidden from the gaze of adults
   - Often includes elements of harassment and discrimination on the grounds of difference
   - Occurs in all age groups but the most vulnerable is 10-14 years
   - Mostly takes place when bystanders are present
   - Happens in extremities of the grounds/poorly supervised areas

2. Class meetings
3. Professional Development for Staff
4. Newsletter Items

Prevention Programs

Effective social skill and positive relationships act to prevent bullying. At Thangool State School we promote effective social skills and positive relationships by:

- Providing Students with Strategies- decide you can do something, talk about it, think positively, say “Stop, I don’t like it”, it's O.K. to ask for help, use your sense of humour, stand up for your rights, face your fears, ignore, stay out of the way, become more assertive, practice your verbal response. Cyber bullying- contact ISPs/telephone providers, do not respond
- You Can Do It Program- by building skills especially resilience
- Active learning and behavioural rehearsal
- Parade and classroom discussions
- Rewards for students’ positive behaviours
- Raising awareness
- Reading and listening to appropriate stories, DVDs
- Conducting bullying surveys
- Role plays and focus group discussions

Responses to Bullying

Reports of bullying will be investigated and acted upon. Responses to bullying might include targeted support for victims and perpetrators and/or sanctions or consequences consistent with the Responsible Behaviour Plan for Students.

At Thangool State School we support victims and perpetrators by utilising any of the following methods:

- Conducting a thorough investigation
- Providing counselling support
- Conducting bully interviews (e.g., method of shared concern)-
  - A bully/victim problem is identified. The bully(ies) are individually interviewed in turn beginning with the ringleader. Concern is shared, then a plan of positive action formed. Victim is interviewed. After a period of time bullies are re-interviewed to check on plan’s progress. Victim is re-interviewed.
- Restorative Justice- Focus on the relationship and how the person has been affected. "Who’s been hurt? What are their needs? How can we repair the harm?"
- Applying the social group method- a non-blaming approach which works effectively when there are some children present who are known to be sympathetic to the victim.
- Increased supervision of “at risk areas”
- Social skills programs targeting victims and perpetrators
- Educating bystanders about their responsibilities

At Thangool State School the consequences for bullying might include the following:

- applying consequences as per Responsible Behaviour Plan for Students
- Bully interviews
• Family meetings
• School Service
• Suspension and recommendation for exclusion where bullying is so severe no other form of consequence would be deemed adequate

Reporting and Monitoring Bullying

At Thangool State School reports of bullying are taken seriously. Students and parents may report bullying in the following ways.

• Directly to a member of staff
• To the chaplain, siblings, friends, classmates who then report to a member of staff
• In written form via the bullybox (outside the office)
• On the School Opinion Survey

Reports of bullying will be collated and monitored to inform the school community about the extent of bullying and to identify particular areas of concern for future action.

Related legislation

• Education (General Provisions) Act 2006
• Education (General Provisions) Regulation 2006
• Anti-Discrimination Act 1991
• Commission for Children and Young People and Child Guardian Act 2000
• Workplace Health and Safety Act 1995
• Workplace Health and Safety Regulation 1997

Related policies

• SMS-PR-012: Student Protection
• SMS-PR-021: Safe, Supportive and Disciplined School Environment
• CRP-PR-009: Inclusive Education
• SMS-PR-018: Information Sharing under Child Protection Act 1999
• SMS-PR-008: Family Law Matters Affecting State Educational Institutions
• CMR-PR-001: Complaints Management
• SCM-PR-003: Appropriate Use of Mobile Telephones and other Electronic Equipment by Students
• SMS-PR-024: Internet - Student Usage
• SDV-PR-001: Employee Professional Development
• The Code of Conduct

Some Related Resources

• National Safe Schools Framework (ncab.nssfbestpractice.org.au/resources/resources.shtml)
• National Framework for Values Education in Australian Schools (www.valueseducation.edu.au)
• Bullying. No Way! (www.bullyingnoway.com.au)
• MindMatters (www.curriculum.edu.au/mindmatters)
• Kids Help line: 1800551800
• Parentline: 1300301300
• www.kenrigby.net/
Appendix 3

Office Referral Major Incidents

Date:                          Time:

Referring Teacher:                                           Location:

Students Involved:                                                                                           Class:

Witnessing Individuals:                                                                                     Class:

Brief description of incident:

Major Categories (Choose one, see below for definitions)

- Verbal misconduct – Talk Friendly, Interact appropriately
- Truant/Skip class – Participate appropriately
- Threat/s to others – Talk Friendly
- Third minor referral
- Substance misconduct involving tobacco...
- Refusal to participate in program of instruction – Listen and Follow directions
- Property misconduct – Respect environment
- Prohibited items
- Possess prohibited items
- Physical misconduct – Keep hands, feet and objects to yourself
- Misconduct involving object – Use equipment properly
- Bullying/harassment – Talk friendly
- Non compliant with school routine – Listening and following instructions
- Other conduct prejudicial to the good order & management of the school – Be honest.

<table>
<thead>
<tr>
<th>Behaviour incident category</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Verbal Misconduct Major</td>
<td>This is when a student verbally abuses a staff member, parent or other students. Verbal abuse is verbal aggression directed at a person that may include: swearing or name-calling.</td>
</tr>
<tr>
<td>Talk Friendly, Interact appropriately</td>
<td></td>
</tr>
<tr>
<td>Truant/Skip class</td>
<td>This is when a student does not have permission to stay at home or when a student leaves the school without permission.</td>
</tr>
<tr>
<td>Participate appropriately</td>
<td></td>
</tr>
<tr>
<td>Threat/s to others</td>
<td>This is when a student says, writes a statement or acts in a manner that makes someone else feel unsafe or worried about their physical, social or emotional safety.</td>
</tr>
<tr>
<td>Talk Friendly</td>
<td></td>
</tr>
<tr>
<td>Third minor referral</td>
<td>This occurs when a student has their third minor incident recorded.</td>
</tr>
<tr>
<td>Substance misconduct involving tobacco, other legal and illicit substances</td>
<td>This is when a student uses a substance or offers it to others such as prescription medication, alcohol, cigarettes and illicit substances e.g. a student brings cut up grass to school and tries to sell it to other students.</td>
</tr>
<tr>
<td>Refusal to participate in program of instruction Listen and Follow directions</td>
<td>This is when a student removes themselves from the learning environment without permission and refuses to return following teacher intervention.</td>
</tr>
<tr>
<td>Property misconduct</td>
<td>This is when a student intentionally damages their own, others or the schools property that results in significant cost to others or the school.</td>
</tr>
<tr>
<td>Respect environment</td>
<td></td>
</tr>
<tr>
<td>Prohibited items</td>
<td>This is when a student uses a prohibited item such as: knives, cigarettes, lighters, slingshots, materials which could be used for weapons, sticks or pornographic material.</td>
</tr>
<tr>
<td>Possess prohibited items</td>
<td>When a student has in their bag or on their person any prohibited item such as knives, cigarettes, lighters, slingshots, materials which could be used for weapons, sticks or pornographic material.</td>
</tr>
<tr>
<td>Physical misconduct</td>
<td>This is when there is inappropriate physical contact between students, for instance – aggressive, sexual or annoying. This can be in the form of hitting, punching, kicking, pushing, slapping, hair-pulling, pinching, being overly affectionate/annoying, pulling at clothing, holding hands, cuddling, kissing (sexual).</td>
</tr>
<tr>
<td>Keep hands, feet and objects to yourself</td>
<td></td>
</tr>
<tr>
<td>Misconduct involving object</td>
<td>When a student is using items in an unsafe or inappropriate way with intent to harm or injury.</td>
</tr>
<tr>
<td>Use equipment properly</td>
<td></td>
</tr>
<tr>
<td>Bullying/harassment</td>
<td>This is when a student is demonstrating repetitive inappropriate behaviour towards another student or adult over a period of time including teasing, swearing, invasion of personal space, following, taking their things, manipulating friendship groups, text messaging, MSN, internet.</td>
</tr>
<tr>
<td>Talk friendly</td>
<td></td>
</tr>
<tr>
<td>Non compliant with school routine Listening and following instructions</td>
<td>This is when a student is using items in an unsafe or inappropriate way with intent to harm and results in injury.</td>
</tr>
<tr>
<td>Other conduct prejudicial to the good order &amp; management of the school</td>
<td>This is any major behaviour not otherwise defined that puts others or self at risk of harm or significantly violates the rights of others. This can include behaviour that occurs outside of school that has repercussions within the school context.</td>
</tr>
</tbody>
</table>
WORKING TOGETHER TO KEEP THANGOOL STATE SCHOOL SAFE

We can work together to keep knives out of school. At Thangool 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 any 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, for example, 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 [For example, suspension]
- 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 that 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 police arrive.
- If you have a knife at school, it can be confiscated by the principal and given to the police.

How can I help to keep Thangool State School safe?

- Make sure you know the laws and rules about knives.
- Ask your parents not to put knives or knife tools in your lunch box, pencil case or craft kit.
- Contact your teacher if you are being bullied or threatened 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.
## Incident Report

<table>
<thead>
<tr>
<th>Name:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Person Completing Form:</td>
<td></td>
</tr>
</tbody>
</table>

### Name PROBLEM BEHAVIOUR

<table>
<thead>
<tr>
<th>Date of incident</th>
<th>Time incident started</th>
<th>Time incident ended</th>
</tr>
</thead>
</table>

Where was the student when the incident occurred?

Who was working with the student when the incident occurred?

Where was staff when the incident occurred?

Who was next to the student when the incident occurred?

Who else was in the immediate area when the incident occurred?

What was the general atmosphere like at the time of the incident?

What was the student doing at the time of the incident?

What occurred **immediately** before the incident? Describe the activity, task, event.

Describe what the student did during the incident.

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

Describe who or what the incident was directed at.

What action was taken to de-escalate or re-direct the problem?

Briefly give your impression of why the student engaged in the above-described incident. (e.g. was angry because I asked him/her to stop teasing).
Debriefing Report

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

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

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

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

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

Questions for student
- What was it that you needed?
- What upset you most?
- What did we do that was helpful?
- What did we do that got it that way?
- What can we do better next time?
- Is there anything that you would do differently?
- Would you do something differently next time?
- What could we have done to make the physical intervention less invasive?

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