STATEMENT OF PURPOSE

To foster children’s learning in a supportive, creative and harmonious environment, preparing them to become lifelong learners and responsible contributing members in our society.

SCHOOL VISION

ENJOY, LEARN, SUCCEED

Revised September 2015
Responsible Behaviour Plan for Students
Based on The Code of School Behaviour

1. Purpose

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

This responsible behaviour plan reflects our school’s purpose to work in partnership with pupils, parents and the wider community to ensure that all pupils receive a high quality education appropriate to their individual needs. This document affirms that learning is the central function of this school and each person in the school community is valued and has the right to feel safe.

The staff at Caboolture State School aim to achieve a safe, supportive school environment through the three key areas of LEARNING…..LIVING…..CARING. The model below shows an overview of the current practices employed by our staff to achieve this.

SAFE, SUPPORTIVE SCHOOL COMMUNITY

Caring: Build relationships, develop positive social interactions, value and respect others, practice rights and responsibilities of staff and students.
Learning: Model effective learning and teaching practices, provide ongoing professional development of staff and develop partnerships.
Living: Develop individual potential, promote quality of life and living skills, incorporate support programs.

RESPONSIBILITY AND RIGHTS OF OUR SCHOOL COMMUNITY

“Your right, is …………………my responsibility.”
(C.S. Lewis, 1978)

Responsibilities are actions that are displayed when people take ownership of their behaviour. Responsibilities enable everyone to ‘enjoy’ their rights.

Rights (e.g. the right to be treated fairly, the right to feel safe, the right to learn, etc.) stem from the basic values (e.g. respect, personal safety, education, etc.) agreed on by the school community.

A right is something that belongs to an individual and should not be taken away by anyone.
<table>
<thead>
<tr>
<th>RIGHTS OF STAFF</th>
<th>RESPONSIBILITIES OF STAFF</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To be treated with respect</td>
<td>1. To respect others</td>
</tr>
<tr>
<td>2. To be treated professionally and courteously by colleagues, by Departmental Officers and by the wider school community.</td>
<td>2. To act professionally by providing positive role models</td>
</tr>
<tr>
<td>3. To receive support from parents/caregivers.</td>
<td>3. To respect the rights of parents/caregivers.</td>
</tr>
<tr>
<td>4. To work in a safe and healthy environment.</td>
<td>4. To promote a safe and healthy environment.</td>
</tr>
<tr>
<td>5. To teach without undue interruption from students.</td>
<td>5. To provide a sound educational environment for all students.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>RIGHTS OF STUDENTS</th>
<th>RESPONSIBILITIES OF STUDENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To earn trust.</td>
<td>1. To respect others.</td>
</tr>
<tr>
<td>2. To earn respect.</td>
<td>2. To act in a trustworthy manner.</td>
</tr>
<tr>
<td>3. To express an opinion in a relevant and appropriate manner.</td>
<td>3. To allow others to express their opinion.</td>
</tr>
<tr>
<td>4. To have a safe and happy school.</td>
<td>4. To follow the Code of Behaviour.</td>
</tr>
<tr>
<td>5. To receive a sound education consistent with their level of development.</td>
<td>5. To do the best of which they are capable.</td>
</tr>
<tr>
<td>6. To learn without interruption.</td>
<td>6. To allow others to learn without interruption.</td>
</tr>
<tr>
<td>7. To have relevant decisions explained.</td>
<td>7. To abide by decisions made by the staff.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>RIGHTS OF PARENTS</th>
<th>RESPONSIBILITIES OF PARENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To have their child taught in a professional manner.</td>
<td>1. To support and assist teachers in academic and social development.</td>
</tr>
<tr>
<td>2. To be informed of their child’s academic and social development.</td>
<td>2. To advise staff of relevant information regarding their child.</td>
</tr>
<tr>
<td>3. To be informed of the school’s policies and expectations.</td>
<td>3. To support the school’s policies and expectations.</td>
</tr>
<tr>
<td>4. To expect that each child will be treated fairly and safely.</td>
<td>4. To support the school’s Code of Behaviour.</td>
</tr>
<tr>
<td>5. To be treated with respect by members of the school community.</td>
<td>5. To respect and support all members of the school community.</td>
</tr>
</tbody>
</table>
2. Consultation and data review

Caboolture 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 during October 2009. A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents from 2006–2009 also informed the development process.

The plan was endorsed by the Principal, the President of the P & C and the Assistant Regional Director School Improvement in December 2012, was reviewed in 2014 as required in legislation and is subject to further review and amendment.

3. Learning and behaviour statement

**CODE OF BEHAVIOUR**

Rights and Responsibilities have determined the direction of our school’s Code of Behaviour. All members of our school community must demonstrate courtesy, consideration and respect for the rights of others in all school related activities.

Our Code of Behaviour applies to all school based activities whether they be on or off campus and are based on the following school expectations:

- **BE COURTEOUS**
- **BE RESPECTFUL**
- **BE PREPARED**
- **BE RESPONSIBLE**
- **BE ENVIRONMENTALLY AWARE**

*For further explanation of these expectations see Appendix A.*
4. Processes for facilitating standards of positive behaviour and responding to unacceptable behaviour

Positive Behaviour Support is defined as a broad range of systemic and individualised strategies for achieving positive social and learning outcomes while preventing problem behaviour. It consists of four elements that work together to support social competence and academic achievement.

Positive behaviour support is the redesign of environments, not the individual.

At Caboolture State School, we are informed by research that tells us that the most effective responses to problem behaviour are:

- Teaching Behavioural Expectations
- Academic Restructuring
- Behavioural Interventions

Caboolture State School and the SWPBS (School Wide Positive Behaviour Support) team recognise the link between behaviour and learning through the **Continuum of School-Wide Instructional and Positive Behaviour Support**. Data, and strategies are put in place to encourage high expectations for positive behaviour and therefore academic success. The Continuum visually represents that although all students at Caboolture are entitled to and do receive effective and positive behaviour support, further specialised behavioural strategies are implemented for students who may require further intervention to achieve schooling success.
Investing in SWPBS results in:

- Change in school discipline systems.
- Reduction in problem behaviour.
- Improved academic performance.
- Savings in staff and student time.
- Improved effectiveness of individual interventions.
- Improved perception of school safety and mental health.

**Primary Prevention support**

- Explicit teaching of school expectations (Appendix A)
- Explicit teaching of 5 Be’s Matrix (Appendix E)
- Explicit teaching of Bullying (Appendix B)
- Explicit teaching of High Five (Appendix C)
- Use of the KABUL board each Monday - Expectation of the week
- Admin afternoon teas
- Rewards…Expectation Slips, stickers
- Awards…….certificates
- Recognition of student effort/success:
  - Assemblies
  - Newsletters
  - Letters to parents (Appendix F)
  - Expectation Slips
  - Stickers
  - Rewards Days
  - Positive Phone Calls Home

**Secondary Prevention support**

These strategies come into effect when a student displays regular low level inappropriate behaviours and are given detentions and/or buddy room referrals:

- Some students need positive planned intervention.
- Admin support
- Guidance Officer support
- Indigenous Advisor support
• Adopt-a-cop support
• Mediation
• Letters to parents (Appendix G)
• Time out (‘buddy class’/classroom – Appendix K)

For further information see Appendix L

**Tertiary Prevention support**

These strategies come into effect when a student is at risk of or has been suspended:

• A few students need intensive support.
• Admin, parent, teacher, student conference
• Time Out (playground)
• Behaviour Contracts (IBSP – Appendix I)
• Support/skilling by BM Team
• Guidance Officer support
• Indigenous Advisor support
• Adopt-a-cop support
• Letter to parents (Appendix H)
• Exclusion, suspension/parent/teacher consultation

For further information see Appendix L

These are underpinned by:

• Positive classroom tone
• Explicit teaching of school expectations (see Appendix C)

**PROACTIVE SCHOOL BEHAVIOUR MANAGEMENT**

*Effective management correlates highly with positive school tone. A school with a positive tone is one that is organised so that the self-esteem of students is enhanced, effective learning takes place and disruptions are minimised.*

**PRO-ACTIVE MANAGEMENT PRACTICES**

Building positive relationships with students.

Have clear expectations (about work, tasks, behaviour, etc.) that are communicated positively.

Use positive reinforcement to promote appropriate behaviour.

Explicitly teach the school expectations. (See appendix A)

Develop (with a class) a short list of clear rules.

Present a curriculum that is inclusive and that caters for the needs, abilities and interests of all.

Have well established routines for early finishers, for lining up, for handing in work etc.

Maintain an attractive, comfortable and interesting environment.

Organise furniture for ease of work and movement.
Be prepared.

Include some enjoyable fun activities, using humour.

Staff are expected to act on all reports, observations or suspicions of harassment or bullying.

Teachers introduce or revise the HIGH FIVE PROGRAM in Term 1.

Expectation slips are issued by teachers whilst on playground duty and in classrooms. These acknowledge students “caught” tidying the grounds, helping a friend or displaying other cooperative behaviours. These students are part of a random draw each fortnight and if selected are rewarded with an afternoon tea with the Principal.

Information updates regarding the safe and supportive school environment policy will be given via Kabul Tales.

Active and systematic recording of all incidences that occur, enables patterns of behaviour to be determined.

“Students of the Week” (one student per fortnight chosen by their Class teacher) will be acknowledged on parade (Wednesday), recognised in Kabul Tales and be invited to the Principal’s Afternoon Tea each week.

**MEDIATION PROCESS**

When children have a disagreement/problem with each other, we encourage them to solve their problem by mediation. By agreeing to them working through a series of steps, the children are able to negotiate a solution acceptable to both parties. Prior to this process being implemented some students may need a ‘cool off’ time.

**Mediation Steps:**

1. *Follow the rules.*
2. *Each person takes a turn to speak.*
3. *How can the problem be resolved?*
4. *Each person comes up with a possible solution.*
5. *Negotiate a solution.*
6. *Shake hands and say one nice thing about the other person.*

**5. Emergency responses or critical incidents**

It is important that all staff have a consistent understanding of how to respond to emergency situations or critical incidents involving severe problem behaviour. This consistency ensures that appropriate actions are taken to ensure that both students and staff are kept safe.
An **emergency situation or critical incident** is defined as an occurrence that is sudden, urgent and usually unexpected, or an occasion requiring immediate action.

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

All emergency situations, critical incidents and severe problem behaviours must be reported to the office immediately via phone, teacher or student for Administration support.

**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).

**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 Caboolture 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 and for removing potentially dangerous objects.

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:
- Incident report (Appendix L)
- Health and safety incident record
- Debriefing report (for student and staff) (Appendix M)

Consequences for unacceptable behaviour

LOGICAL CONSEQUENCES

As staff members, one of our roles is to protect rights, encourage responsibility and enforce rules. When rules are broken, logical consequences are applied. They are not a punishment – they are a means of developing fair accountability.

Students must see consequences as a result of their own behaviour choice. Logical consequences must be fair, relevant to the broken rule and able to be carried out.

When applying logical consequences we need to concentrate on the student’s present behaviour and emphasise:

- self control
- responsibility and accountability
- choice
“...if consequences are not consistently applied students see little point in making the effort to work within the rules.”


CONSEQUENCES

1... Children must know in advance what the consequences are for their behaviours and that they will be enforced. This helps them to make decisions about their behaviour.

2... Consequences must help remediate the behaviour. They should foster some connection in the child’s thinking and future action.

3... Be consistent in applying consequences. Don’t give in, or give up, or let children off, because the probability of them re-offending will increase dramatically. If it’s the rule for the ‘naughty’ children, make it the rule for the ‘good’ children as well.

In all cases, if there is an emergency, send a runner to Administration.

Logical consequences may be implemented in situations where an incident has occurred outside the school grounds, bringing the school’s name into disrepute or affecting the good order and management of the school.

Be consistent with consequences but always change rewards to maintain interest

ROUTINE PROCEDURES

INAPPROPRIATE BEHAVIOURS

LOW LEVEL
In wrong area for eating and/or play
Not responding promptly to siren/bells
In out-of-bounds area

MIDDLE LEVEL
Running away from teacher
Disobedience

HIGH LEVEL
Leaving grounds without permission
Persistent disobedience

LOGICAL CONSEQUENCES

Restate rule
Leave area
Sit down for 5 mins
Make up missed time

Community service (time with teacher)
Parent notified (see appendix “G”)

Refer to Admin using referral form (see appendix “J”)
Parent notified (see appendix “H”)
Suspension
Exclusion

# HEALTH AND SAFETY PROCEDURES

## INAPPROPRIATE BEHAVIOURS

<table>
<thead>
<tr>
<th>LOW LEVEL</th>
<th>MIDDLE LEVEL</th>
<th>HIGH LEVEL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Running on hard surfaces</td>
<td>Unsafe play i.e. tackle football, contact games, throwing food, spitting, playing in gardens, playing/swinging on chairs</td>
<td>Dangerous play/using objects</td>
</tr>
<tr>
<td>In wrong area</td>
<td></td>
<td>Swinging off rafters in undercover area</td>
</tr>
<tr>
<td>No hat/shoes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Littering</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### LOGICAL CONSEQUENCES

<table>
<thead>
<tr>
<th>Sit out for 5 mins.</th>
<th>Community service (time with teacher picking up papers, etc.)</th>
<th>Refer to Admin using referral form (see appendix “J”)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Walk with teacher</td>
<td>Parent notified (see appendix “G”)</td>
<td>Parent notified (see appendix “H”)</td>
</tr>
<tr>
<td>Restate rule</td>
<td>Leave area</td>
<td>Suspension</td>
</tr>
<tr>
<td>Leave area</td>
<td></td>
<td>Exclusion</td>
</tr>
</tbody>
</table>

# RELATIONSHIP RULES

## INAPPROPRIATE BEHAVIOUR

<table>
<thead>
<tr>
<th>LOW LEVEL</th>
<th>MIDDLE LEVEL</th>
<th>HIGH LEVEL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Playing unfairly</td>
<td>Swearing</td>
<td>Abusive swearing</td>
</tr>
<tr>
<td></td>
<td>Disrespect to others</td>
<td>Crude gestures</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Harassment</td>
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<tr>
<td></td>
<td></td>
<td>Inappropriate physical contact</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Physical fighting</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Bullying – may have different levels and degrees</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Inappropriate use of Multi-Media (see appendix “O”)</td>
</tr>
</tbody>
</table>

### LOGICAL CONSEQUENCES

<table>
<thead>
<tr>
<th>Teacher redirection (e.g. sit out)</th>
<th>Teacher intervention (clean up, walk with teacher)</th>
<th>Refer extreme case to Admin. Using referral form (see appendix “J”)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Parent notified (see appendix “G”)</td>
<td>Parent notified (see appendix “H”)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Suspension</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Exclusion</td>
</tr>
</tbody>
</table>
### PROPERTY RULES

#### INAPPROPRIATE BEHAVIOURS

<table>
<thead>
<tr>
<th>LOW LEVEL</th>
<th>MIDDLE LEVEL</th>
<th>HIGH LEVEL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Touching/interfering with property of others</td>
<td>Taking personal items</td>
<td>Damaging property, flora, fauna, Theft</td>
</tr>
</tbody>
</table>

#### LOGICAL CONSEQUENCES

<table>
<thead>
<tr>
<th>LOW LEVEL</th>
<th>MIDDLE LEVEL</th>
<th>HIGH LEVEL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sit on own</td>
<td>Return property</td>
<td>Replacing broken/damaged/lost property</td>
</tr>
<tr>
<td>Issue warning</td>
<td>Time-out with Teacher Parent notified (see Appendix “G”)</td>
<td>Refer extreme case to Admin using referral form (see appendix “J”) Parent notified (see Appendix “H”)</td>
</tr>
</tbody>
</table>

### CLASSROOM RULES

#### INAPPROPRIATE BEHAVIOUR

<table>
<thead>
<tr>
<th>LOW LEVEL</th>
<th>MIDDLE LEVEL</th>
<th>HIGH LEVEL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Talking</td>
<td>Backchat</td>
<td>Constant disruption</td>
</tr>
<tr>
<td>Not prepared for class</td>
<td>Low level swearing</td>
<td>High level swearing</td>
</tr>
<tr>
<td>Homework not completed</td>
<td>Interrupting others</td>
<td>Constant non-compliance</td>
</tr>
<tr>
<td>Refusal to work</td>
<td>Non-compliance</td>
<td></td>
</tr>
</tbody>
</table>

#### LOGICAL CONSEQUENCES

<table>
<thead>
<tr>
<th>LOW LEVEL</th>
<th>MIDDLE LEVEL</th>
<th>HIGH LEVEL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Detention</td>
<td>Buddy room referral (see appendix “J”) Parent notified (see Appendix “G”)</td>
<td>Refer to Admin using referral form (see appendix “J”) Parent notified (see appendix “H”)</td>
</tr>
<tr>
<td>Time out</td>
<td></td>
<td>Suspension Exclusion</td>
</tr>
</tbody>
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Working Together to keep Caboolture State School Safe
Parents and students can work together to keep any form of weapons or objects of harm out of school. At Caboolture State School, every student has the right to feel safe and be safe at school. Students are not to bring knives (of any description) or objects (e.g. slings, lasers, lighters, tools) which can be used to, or have the potential to, harm others. Bringing a knife to school is a criminal offence. This includes pocket knives, butter knives, fruit knives or craft knives.

If a student has a knife, police will be notified and serious disciplinary consequences will occur. If a student brings other objects, police may be notified and serious disciplinary consequences may occur also. Bringing prohibited items to school, or engaging in activities with prohibited items (e.g. drugs) is a criminal offence, and police will be notified and serious disciplinary consequences will occur such as immediate suspension and recommendation for exclusion.

Parents can enhance safety, by checking school bags regularly, and ensuring that fruit/foods in lunches is pre-cut or peeled. All staff, students and parents have a responsibility to immediately inform the school Principal or Deputy Principal if a student is threatening anyone with an object that could injure them; or if they have knowledge that a student has any prohibited items in their possession, or is engaging in behaviour that may cause physical or emotional harm to any student/adult.
SCHOOL RULES

Good rules are the preventative side of classroom management. Each class should develop a short list of clear rules directly related to the School Expectations:

- Be Courteous
- Be Respectful
- Be Prepared
- Be Responsible
- Be Environmentally Aware

DEVELOPING THE RULES

1. **Negotiate the rules with your students** at the beginning of each year.
2. **Ensure that rules are positive in intent.** (e.g. ‘Hand up to speak!’ rather than ‘Don’t call out!’).
3. **Rules should be few in number.**
4. **Make rules clear and specific.** (e.g. ‘Speak in a friendly tone!’ rather than ‘Get along with others!’).
5. **Teach the rules.** (Rules should be modelled and practised so that students know what is expected).

OWNING THE RULES

Students will "own" the rules if they have been involved in making them and if they see that rules protect their rights:

e.g. Everyone has a right to their say providing that they have their say fairly; and/or they speak at appropriate times; and/or give the same courtesy to others as they expect for themselves, etc.

REWARDS

POSITIVELY RE-INFORCING THE RULES

1. **Be behaviour specific.** Make sure the children know what they are being praised for.
2. **Choose appropriate rewards.** (class certificates, stickers, etc.). Negotiate the rewards with your class!
3. **Give the reward immediately.**
4. **Make the children feel they belong to a special class.** They will feel proud to uphold their responsibilities.
5. **Be consistent with your rewards.**
7. Network of student support

Behaviour support is provided to students through a diverse network which may include one or all of the following:

- Administrators
- Class teacher
- Other school staff
- Other students
- S.E.U. staff
- Guidance Officer
- Parents/carers
- School Adopted Grandparents
- Local Police Officers
- Adopt a Cop
- Positive Learning Centre Staff
- CHYMS officers
- Department of Child Safety officers
- Neighbourhood Centre
- Advisory Visiting Teachers
- Counsellor
- Chaplain
- Queensland Health
- Local Council

This list is not exhaustive but provides an easily accessible network for supporting our students.

8. Consideration of individual circumstances

Caboolture State School has a diverse student population which comes from a wide range of cultures and socio-economic backgrounds. There is a significant number of Indigenous students (10%). There is also a significant number of students with Special Needs who experience learning difficulties and require modified class programs.

As a result of this diversity all inappropriate behaviours will be assessed on an individual basis. After consultation with relevant stakeholders an appropriate logical consequence will be applied.

9. Related legislation, policies and procedures

- Education (General Provisions) Act 2006
- Education (General Provisions) Regulation 2006
- Safe, Supportive and Disciplined School Environment
- Code of School Behaviour
- 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
- Freedom of Information Act 1992
10. Related policies

- SMS-PR-021: Safe, Supportive and Disciplined School Environment
- CRP-PR-009: Inclusive Education
- SMS-PR-027: Enrolment in state
- SMS-PR-022: Student Dress Code
- SMS-PR-012: Student Protection
- SMS-PR-018: Information Sharing under Child Protection Act 1999
- SMS-PR-008: Family Law Matters Affecting State Educational Institutions
- SMS-PR-019: Mature Age Students
- SMS-PR-017: Enforcement of Compulsory Education Provisions
- SMS-PR-031: Flexible Arrangements
- SCM-PR-005: School Security
- SCM-PR-006: Hostile People on School Premises, Wilful Disturbance and Trespass
- HLS-PR-012: Curriculum Activity Risk Management
- GVR-PR-001: Police Interviews and Police or Staff Searches at State Educational Institutions
- CRP-PR-005: Drug Education and Intervention in Schools
- HLS-PR-009: Administration of Routine and Emergency Medication and Management of Health Conditions
- CMR-PR-001: Complaints Management
- LGS-PR-002: Freedom of Information
- SMS-PR-001: Publishing Student and Staff Information on School Web Sites
- IFM-PR-004: Managing Electronic Identities
- SCM-PR-003: Appropriate Use of Mobile Telephones and other Electronic Equipment by Students
- SMS-PR-024: Internet – Student Usage
- WFR-PR-005: Code of Conduct
- SDV-PR-001: Employee Professional Development

Some related resources

- National Safe Schools Framework (ncab.nss/bestpractice.org.au/resources/resources.shtml)
- National Framework for Values Education in Australian Schools (www.valueseducation.edu.au)
- National Safe Schools Week www.safeschoolsweek.dest.gov.au
- Bullying. No Way! (www.bullyingnoway.com.au)
- MindMatters (www.curriculum.edu.au/mindmatters)
## Endorsement

<table>
<thead>
<tr>
<th>Principal</th>
<th>P&amp;C President or Chair, School Council</th>
<th>Regional Executive Director or Executive Director (Schools)</th>
</tr>
</thead>
</table>

**Date effective:**

from .............................. to ..............................
School Expectations Explained

Be Courteous -
This means:
- Using good manners and asking permission to use the property of others
- Speaking politely to everyone, no “put downs”
- Not swearing
- No play fighting, tackling or games which could result in injuries or hurt feelings

Be Respectful -
This means:
- Listening to and following teacher instructions
- Following classroom rules and routines
- Staying on task
- Participating in all learning activities

Be Prepared -
This means:
- Being ready to begin work
- Attempting all homework given
- Being prompt to rooms after breaks

Be Responsible
This means:
- Being clean and tidy in appearance and wearing school uniforms
- Eating healthy and nutritious food
- Ensuring adequate rest prior to school
- Leaving valuable and precious toys at home (remember that personal property is your responsibility)

Be Environmentally Aware
This means:
- Taking care of our buildings and grounds (no graffiti or wilful damage)
- Taking care of furniture and equipment (classroom, P.E., art, music and library)
- Keeping our school environment clean and tidy and putting rubbish in bins
- Not bringing gum to school
Bullying

At Caboolture State School, bullying is unacceptable in any of its forms.

Bullying is an aggressive behaviour that has the intent to hurt another person. It is often persistent, involves someone being hurt and the person doing the behaviour gaining enjoyment from seeing the distress of another.

Bullying can be physical, social, verbal and psychological. Underlying most bullying is an abuse of power and a desire to dominate and intimidate (Quon, M. 2001:p45).

Bullying will not be tolerated. This means there will be no:

Physical Bullying: including fighting, pushing, shoving, gestures, or invasion of personal space.

Verbal Bullying: including name calling, offensive language, putting people down behind their backs, harassing people because of their race, gender or religious beliefs.

Visual Bullying: including offensive notes or material, graffiti, or damaging other people’s property.

Victimisation: including stand over tactics, picking on others, threats to “get” people, or repeated isolation of others.

What to do

At our school, it is your right and your responsibility to report Bullying, whether this happens to you or someone else.

HIGH FIVE

Ignore
Talk friendly
Talk firmly
Walk away
Report
Strategies for Students

‘THE HIGH FIVE’

The high five hand is designed to give students a visual and physical prompt to remember strategies to deal with bullying or harassment in the playground. Each strategy is taught individually and students learn to use each skill in conjunction with the others to deal with their own problems in a constructive problem solving way.

Other Strategies I can use:
Strategies that Teachers Use

(Classroom and Playground)

- Communicate openly and honestly with students and parents
- Ensure effective communication using verbal and non-verbal cues at all stages including: prevention, intervention & follow up
- Remain calm, in control and consistent
- Establish and publish classroom/ playground rules with clear expectations and consequences, visit and review regularly
- Ensure students understand their Rights and Responsibilities
- Know your students, their patterns of behaviour, needs, and triggers for misbehaviour
- Be observant of signs of distress and incidents of bullying
- Reinforce, reward and praise appropriate behaviour
- Avoid confrontation and minimise attention to inappropriate behaviours
- Be vigilant and proactive while on duty addressing students’ concerns immediately, or at an appropriate time and place, recording when necessary
- Use fair and consistent strategies that are in line with the school’s beliefs and understanding of children
- Provide students with an annual structured skills program so that students are able to participate in a positive manner at school
- To encourage resolution, conduct accountability conferences with relevant parties
# Caboolture State School

## 5 Be’s Matrix

<table>
<thead>
<tr>
<th>Location</th>
<th>Be Respectful</th>
<th>Be Courteous</th>
<th>Be Prepared</th>
<th>Be Responsible</th>
<th>Be Environmentally Aware</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>General</strong></td>
<td><em>I follow adult directions/instructions</em></td>
<td><em>I use appropriate language</em></td>
<td><em>I am on time</em></td>
<td><em>I take care of equipment</em></td>
<td><em>I put rubbish in bins</em></td>
</tr>
<tr>
<td>(to be used across all areas of the school)</td>
<td><em>I keep my hands and feet to myself</em></td>
<td><em>I listen to instructions</em></td>
<td><em>I stop &amp; think before I act</em></td>
<td><em>I think of possible consequences before acting</em></td>
<td><em>I take care of the environment</em></td>
</tr>
<tr>
<td></td>
<td><em>I speak respectfully &amp; politely</em></td>
<td><em>I use my manners</em></td>
<td><em>I move around the school with a buddy and a pass out</em></td>
<td><em>I make sensible choices</em></td>
<td><em>I care for flora and fauna</em></td>
</tr>
<tr>
<td></td>
<td><em>I use appropriate language</em></td>
<td></td>
<td></td>
<td><em>I follow adult instructions promptly</em></td>
<td><em>I keep things tidy</em></td>
</tr>
<tr>
<td></td>
<td><em>I work quietly</em></td>
<td></td>
<td></td>
<td><em>I act safely</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>I wear the correct uniform</em></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Learning Areas</strong></td>
<td><em>I respect myself</em></td>
<td><em>I listen to others</em></td>
<td><em>I have the equipment I need to learn</em></td>
<td><em>I use equipment safely</em></td>
<td></td>
</tr>
<tr>
<td>(including classroom, library, verandahs)</td>
<td><em>I have a positive attitude to learning</em></td>
<td><em>I share with others</em></td>
<td><em>I complete homework and assignments on time</em></td>
<td><em>I take notes home</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>I try my best</em></td>
<td><em>I wait my turn</em></td>
<td></td>
<td><em>I return equipment when I have finished</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>I encourage others</em></td>
<td><em>I treat others the way I would like to be treated</em></td>
<td></td>
<td><em>I leave toys at home</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>I raise my hand to speak</em></td>
<td><em>I help others</em></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>I speak nicely to everyone</em></td>
<td><em>I ask politely to borrow equipment</em></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>I take care of others’ property</em></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Play Areas</strong></td>
<td><em>I am a good sport and share fairly</em></td>
<td><em>I wait for an adult before entering the play area</em></td>
<td><em>I stay in the correct play areas</em></td>
<td><em>I report dangerous trees/areas</em></td>
<td></td>
</tr>
<tr>
<td>(including Ovals, Adventure Playground, Quadrangle)</td>
<td><em>I respect the property of others and stay away from the staff car park</em></td>
<td><em>I line up quietly to borrow equipment</em></td>
<td><em>I return sporting equipment</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><em>I use sports equipment appropriately</em></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Eating Areas & Tuckshop | *I sit quietly and wait to be dismissed*  
| *I wait my turn in line at the tuckshop* | *I use my manners when being served at the tuckshop.*  
| *I place my tuckshop order before school* | *I sit quietly in the correct area*  
| *I finish eating before playing or moving away* | *I eat my own food*  
| *I buy from the tuckshop at the correct time* | *I stay off the rails at the tuckshop*  
| *I go to the correct eating area* |  |
| Toilets | *I use the toilets quickly and quietly*  
| *I respect the privacy of others* | *I flush the toilet*  
| *I wait sensibly for my turn* | *I go to the toilet before school and at break times*  
| *I return to class quickly and quietly* | *I report damage*  
| *I turn off taps* |  |
| Transition/ Lining Up | *I respect others space*  
| *I will be quiet & seated before the second bell* | *I walk quietly past other classes*  
| *I move quickly from play to line up on time* | *I leave the play area promptly and go to the correct area*  
| *I walk on verandahs* |  |
| Before & After School | *I sit quietly in the undercover area*  
| *I wait to be dismissed* | *I am prepared for class*  
| *I stay in the correct area before and after school quietly* | *I leave the grounds when dismissed*  
| *I follow the bus “Code of Behaviour”* | *I am on time for class*  
| *I use school crossings* | *I go straight to the undercover area before school*  
| *I keep sports equipment still* | *I walk and ride home safely*  
| *I respect school rules* |  |
| Parade | *I sit quietly and still in lines*  
| *I face the flag and stand still during the National Anthem* | *I stand quietly when asked*  
| *I clap politely* | *I enter and leave parade quietly with my teacher*  
| *I sit and face the speaker* | *I walk on paths to parade* |
Lesson Structure – Term 1
All teaching staff use the KABUL board and focus the weekly lesson on an expectation responsive to behaviour referral form content as determined by the Principal. The following tables outline additional focus areas that me be used.

In Term 1 we will be focussing on lessons from the General area of the Matrix. Please remember to be referring to the Matrix as often as possible with your class.

<table>
<thead>
<tr>
<th>Week</th>
<th>Expectation/Skill Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Four</td>
<td>BE RESPECTFUL, BE COURTEOUS, BE PREPARED &amp; BE RESPONSIBLE: I follow adult directions/ instructions; I listen to &amp; follow instructions &amp; school rules; I listen to instructions. (pg 1)</td>
</tr>
<tr>
<td>Five</td>
<td>BE RESPECTFUL: I keep my hands &amp; feet to myself. (pg 2) BE RESPECTFUL: I speak respectfully &amp; politely. (pg 4)</td>
</tr>
<tr>
<td>Six</td>
<td>BE RESPECTFUL &amp; BE COURTEOUS: I use appropriate language. (pg 5) BE RESPECTFUL: I work quietly. (pg 6)</td>
</tr>
<tr>
<td>Seven</td>
<td>BE RESPECTFUL: I wear the correct uniform. (pg 7) BE COURTEOUS: I use my manners. (pg 8)</td>
</tr>
<tr>
<td>Eight</td>
<td>BE COURTEOUS: I am polite when talking with others. (pg 9) BE PREPARED: I am on time. (pg 10)</td>
</tr>
<tr>
<td>Nine</td>
<td>BE PREPARED: I move around the school with a buddy &amp; a pass out. (pg 11) BE RESPONSIBLE: I stop &amp; think before I act; I think of possible consequences before acting; I make sensible choices. (pg 12)</td>
</tr>
<tr>
<td>Ten</td>
<td>BE RESPONSIBLE: I act safely. (pg 13) BE RESPONSIBLE: I take care of equipment. (pg 14)</td>
</tr>
<tr>
<td>Eleven</td>
<td>BE ENVIRONMENTALLY AWARE: I put rubbish in bins; I take care of the environment; I care for flora &amp; fauna; I keep things tidy. (pg 16)</td>
</tr>
</tbody>
</table>
Lesson Structure – Term 2

This term we will be focussing on lessons from the Learning Areas (incorporating the classroom, library & verandahs) & Toilet areas of the Matrix. Please remember to be referring to the Matrix as often as possible with your class.

<table>
<thead>
<tr>
<th>Week</th>
<th>Expectation/Skill Focus</th>
</tr>
</thead>
</table>
| One  | **BE RESPECTFUL:** I respect myself.  
      | **BE RESPECTFUL:** I raise my hand to speak; I speak nicely to everyone. |
| Two  | **BE RESPECTFUL:** I have a positive attitude towards my learning; I try my best.  
      | **BE RESPECTFUL:** I take care of others’ property. |
| Three| **BE RESPECTFUL:** I encourage others.  
      | **BE COURTEOUS:** I listen to others. |
| Four | **BE COURTEOUS:** I treat others the way I would like to be treated.  
      | **BE COURTEOUS:** I share with others; I ask politely to borrow equipment. |
| Five | **BE COURTEOUS:** I wait my turn; I help others.  
      | **BE PREPARED:** I have the equipment I need to learn. |
| Six  | **BE PREPARED:** I complete homework & assignments on time.  
      | **BE PREPARED:** I take everything from my bag at the beginning of break time. |
| Seven| **BE RESPONSIBLE:** I use equipment safely.  
      | **BE RESPONSIBLE:** I take notes home; I leave toys at home. |
| Eight| **BE RESPONSIBLE:** I return equipment when I have finished.  
      | **BE ENVIRONMENTALLY AWARE:** I keep my learning areas clean & organised; I keep my bag in the racks. |
| Nine | **BE RESPECTFUL:** I respect the privacy of others. |
| Ten  | **BE RESPECTFUL,** **BE COURTEOUS,** **BE RESPONSIBLE,** **BE ENVIRONMENTALLY AWARE:** I use the toilets quickly & quietly; I flush the toilet; I wait sensibly for my turn; I return to class quickly & quietly; I turn off taps; I go to the toilet at break times; I report damage. |
Lesson Structure – Term 3

This term we will be focussing on lessons from the Play Areas & Parade area of the Matrix. Please remember to be referring to the Matrix as often as possible with your class.

<table>
<thead>
<tr>
<th>Week</th>
<th>Expectation/Skill Focus</th>
</tr>
</thead>
</table>
| One  | **BE RESPECTFUL:** I am a good sport & share fairly.  
      | **BE RESPECTFUL:** I respect the property of others & stay away from the staff carpark. |
| Two  | **BE COURTEOUS:** I wait for an adult before entering the play area.  
      | **BE RESPONSIBLE & BE COURTEOUS:** I line up quietly to borrow equipment; I use sports equipment appropriately; I return sporting equipment. |
| Three| **BE PREPARED:** I wear a sunsafe hat and correct footwear and clothes while playing in outside areas.  
      | **BE PREPARED:** I stay in the correct play areas. |
| Four | **BE ENVIRONMENTALLY AWARE:** I report dangerous trees/areas. |
| Five | **BE RESPECTFUL & BE COURTEOUS:** I sit quietly & still in lines; I sit & face the speaker; I stand still & face the flag during the National Anthem. |
| Six  | **BE COURTEOUS:** I stand quietly when asked; I clap politely.  
      | **BE RESPONSIBLE & BE ENVIRONMENTALLY AWARE:** I enter & leave parade quietly with my teacher; I walk on paths to parade. |
| Seven| |
| Eight| |
| Nine | |
| Ten  | |
Lesson Structure – Term 4

This term focus lessons will be from the following areas of the Matrix: Eating Areas & Tuckshop; Before & After School; Transition & Lining Up. Please remember to be referring to the Matrix as often as possible with your class.

<table>
<thead>
<tr>
<th>Week</th>
<th>Expectation/Skill Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>One</td>
<td>BE RESPECTFUL: I sit quietly in the undercover games area; I wait to be dismissed; I stay in the correct area before &amp; after school quietly. BE RESPECTFUL: I follow the bus “Code of Behaviour”.</td>
</tr>
<tr>
<td>Two</td>
<td>BE PREPARED: I am prepared for class. BE PREPARED: I use school crossings.</td>
</tr>
<tr>
<td>Three</td>
<td>BE PREPARED: I am on time for class; I leave the grounds when dismissed. BE RESPONSIBLE: I walk or ride home safely.</td>
</tr>
<tr>
<td>Four</td>
<td>BE RESPONSIBLE: I respect school rules. BE RESPONSIBLE: I go straight to the undercover area before school; I keep sports equipment still.</td>
</tr>
<tr>
<td>Five</td>
<td>BE RESPECTFUL: I sit quietly and wait to be dismissed. BE COURTEOUS &amp; BE RESPECTFUL: I wait my turn in line at the tuckshop; I use my manners when being served at the tuckshop.</td>
</tr>
<tr>
<td>Six</td>
<td>BE PREPARED &amp; BE RESPONSIBLE: I place my tuckshop order before school; I buy from the tuckshop at the correct time; I stay off the rails at the tuckshop. BE RESPONSIBLE: I sit quietly in the eating area; I finish eating before playing or moving away; I eat my own food.</td>
</tr>
<tr>
<td>Seven</td>
<td>BE ENVIRONMENTALLY AWARE: I go to the correct eating area.</td>
</tr>
<tr>
<td>Eight</td>
<td>BE RESPECTFUL: I respect others’ space. BE RESPECTFUL: I will be quiet &amp; seated before the 2nd bell.</td>
</tr>
<tr>
<td>Nine</td>
<td>BE COURTEOUS: I walk quietly past other classes. BE PREPARED: I move quickly from play to line up on time; I have a drink &amp; go to the toilet before I line up.</td>
</tr>
<tr>
<td>Ten</td>
<td>BE RESPONSIBLE: I leave the play area promptly &amp; go to the correct area; I walk on verandahs.</td>
</tr>
</tbody>
</table>
Dear

Congratulations. Your child …………………………… has maintained a behaviour of a Self-Managing nature on the school's Code of Behaviour throughout the semester.

This means…………………………has responsibly managed his/her behaviour for the whole semester. As a staff we would like to congratulate…………………………. We would also like to congratulate you on your support for…………………………and the school.

Thank you and again congratulations on a job well done.

Yours sincerely

Class Teacher

Administrator
Dear………………………………………………

Caboolture State School values and supports a supportive partnership with parents so that together, we can provide the very best support to enable each child to be successful academically and socially.

We believe that early intervention is the key towards ensuring all students maintain a self managing behavioural standard in which students are able to make sensible, positive choices about their behaviours.

Recently I have noticed that …………………………………….has displayed some behaviours that are not up to his/her usual standard and I would very much value your involvement in discussing this with ……………………..with the aim of his/her returning to Self Managed Behaviour. If you would like to discuss this further please contact either of us at your convenience.

Yours sincerely

Class Teacher

Administrator
Dear

Caboolture State School values and supports a supportive partnership with parents so that together, we can provide the very best support to enable each child to be successful academically and socially.

We believe that early intervention is the key towards ensuring all students maintain a self-managing behavioural standard in which students are able to make sensible, positive choices about their behaviours.

Recently I have noticed that ………………………………….has displayed some behaviours that are not up to his/her usual standard and I would very much value your involvement to construct a plan that supports …………………………in his/her return to more positive behaviours.

Please contact me so that we can organise a time that suits us both.

Yours faithfully,

Class Teacher
## Individual Behaviour Support Plan

**Caboolture State School**

<table>
<thead>
<tr>
<th>Student</th>
<th>School</th>
<th>Commencement Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>DOB</td>
<td>Teacher</td>
<td>Review Dates</td>
</tr>
<tr>
<td>Year Level</td>
<td>Care Manager</td>
<td></td>
</tr>
<tr>
<td>EQ ID Number</td>
<td>Parent/Guardian</td>
<td></td>
</tr>
</tbody>
</table>

### Strengths

<table>
<thead>
<tr>
<th>Academic</th>
<th>Social</th>
</tr>
</thead>
</table>

### Weaknesses

<table>
<thead>
<tr>
<th>Academic</th>
<th>Social</th>
</tr>
</thead>
</table>

### Interests/Motivators

<table>
<thead>
<tr>
<th>Dislikes</th>
</tr>
</thead>
</table>

### Behaviour Most Likely to Occur

<table>
<thead>
<tr>
<th>People</th>
<th>Time of Day</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Behaviour Least Likely to Occur</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>People</th>
<th>Time of Day</th>
</tr>
</thead>
</table>

### Current Unsuccessful Strategies

<table>
<thead>
<tr>
<th>Early Signs of Agitation/Excalation</th>
</tr>
</thead>
</table>

### Current Successful Strategies

<table>
<thead>
<tr>
<th>De-excitation/Crisis Steps</th>
</tr>
</thead>
</table>

### Behaviours of Concern: Currently

<table>
<thead>
<tr>
<th>Times per day/</th>
</tr>
</thead>
</table>

### Behaviour Goals: For to...

<table>
<thead>
<tr>
<th>Times per day/</th>
</tr>
</thead>
</table>
### Caboolture State School
### Behaviour Referral

**Student name:** ________________________  **Class:** ________________________

**Referred by:** ________________________  **Date:** __________  **Time:** __________

**Classroom Behaviour** [ ]  **Playground Behaviour** [ ]  **Buddy Room** [ ]  **Other** [ ]

**Location:** ________________________

**Time left Buddy Room (if appropriate):** ________________________

<table>
<thead>
<tr>
<th>Number the primary behaviour, tick any other relevant concerns</th>
<th>Third minor referral</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bullying/Harassment</td>
<td>Verbal Misconduct</td>
</tr>
<tr>
<td>Non-compliant with routine</td>
<td>Misconduct involving object</td>
</tr>
<tr>
<td>Dress Code</td>
<td>Physical Misconduct</td>
</tr>
<tr>
<td>IT Misconduct</td>
<td>Possess prohibited items</td>
</tr>
<tr>
<td>Late to class</td>
<td>Prohibited items</td>
</tr>
<tr>
<td>Other conduct prejudicial to the good order and management of school</td>
<td>Substance Misconduct involving tobacco &amp; other legal substance</td>
</tr>
<tr>
<td>Threats to others</td>
<td>Truant/Skip class</td>
</tr>
</tbody>
</table>

**Motivation for primary behaviour**

- Avoid activity or event  Access activity or event  Access sensory stimulation
- Avoid instructional task  Access adult attention  Access tangible object
- Avoid peer attention  Access peer attention  Other:

**Comments:**

<table>
<thead>
<tr>
<th>Teacher action taken - tick appropriate box</th>
<th>Buddy class</th>
</tr>
</thead>
<tbody>
<tr>
<td>Selective attending</td>
<td>Warning 1/2</td>
</tr>
<tr>
<td>Rule reminder</td>
<td>Time Out</td>
</tr>
<tr>
<td>Redirection</td>
<td>Changed seating</td>
</tr>
<tr>
<td>Individual close talk</td>
<td>Time out in classroom</td>
</tr>
<tr>
<td>Walk and talk with teacher</td>
<td>Litter duty</td>
</tr>
</tbody>
</table>

**Administrator's action taken - tick appropriate box**

- Natural Consequences: Buddy Room  Internal Suspension _______ days
- Restorative Justice: Time Out  Suspension _______ days
- Litter Duty: Monitoring Card  Referred to
- Detention: Withdraw privileges  Other
- Admin Supervision: Conference with student  Collected by parent/carer
- Student to apologise: Parent contacted  Student to make restitution

**Other**

**Witnesses**

**Teacher follow up required:**

- Discuss with student  Playground support plan  Contact parent
- Behaviour contract  IBSP  Monitor – tracking sheet
- Refer to  Other

Please file after teacher follow up is actioned
OVERVIEW OF PROCEDURES FOR MANAGING INAPPROPRIATE BEHAVIOUR

When managing behaviour it is important that you act in a decisive, non-aggressive way while directing the student back on task quickly, fairly and positively. A decisive approach entails:

- Establishing eye contact
- Speaking clearly and firmly
- Being brief
- Addressing the primary behaviour
- Expecting compliance rather than demanding it, and
- Re-establishing working relationships as soon as possible

STEPS TO FOLLOW WHEN RULES ARE BROKEN

Step 1. Tactically ignore behaviour and/or use non-verbal gestures.

Step 2. Give simple direction: “I...Statement” or remind student of school rule or question (What are you doing? What should you be doing?).

Step 3. Repeat Step 2 if child resists or argues. Call student aside. (Find out if a personal problem is causing the inappropriate behaviour. Re-establish school rule and state the consequence if the behaviour continues).

Step 4 Follow up the choice by “time out”. Give a clear choice to work by the rules or leave!

Step 5 Exit the student to set location. Quick phone call to appropriate contact.

Step 6 Student returns to class/playground when settled or work completed or as appropriate.

Please note: If at any time a student behaves in a way that is abusive, threatening or dangerous to him/herself or others – exit the student to the office immediately.
ON – GOING DISRUPTIVE BEHAVIOUR
(SUPPORTED STUDENTS)

Intensive Behaviour Support

When a student can’t or won’t follow the established rules and the form letter needs to be sent to the parents and an “Individual Behaviour Support Plan” must be developed for that student (see appendix “I”).

PREPARING AN INDIVIDUAL BEHAVIOUR MANAGEMENT PLAN

Step 1. Identify the student’s needs and strengths. Define the goal.

Step 2. Identify the individual support you are already providing.

Step 3. Find out if there are any resources and/or programs in the school that might be of benefit (eg> “Stop, Think, Do”, Guidance Officer, Admin).

Step 4. Decide on the procedures you need to put in place to manage the support process.

Step 5. Prioritise the needs of the student.

Step 6. Write up the plan. This is done together with the student as a problem solving activity. Emphasis is on options, action and positive reinforcement.

Step 7. Monitor achievement.

Step 8. Review all aspects of the plan with the student. Where necessary begin the cycle again, modifying the support as needed.

Please note:
Admin/Parent/Teacher Conference must be arranged to develop a child IBMP. This will be completed via a face to face interview.
Appendix L

Incident Report

Name: 
Date: 
Person completing Form: 

Name PROBLEM BEHAVIOUR: 

Date of Incident: 
Time of incident: 
Time incident ended: 

Where was the student when the incident occurred? 

Who was working with the student when the incident occurred? 

Where were 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. (eg. 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. (eg. 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; and
- 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 (eg. 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 students

- What was it that you needed?
- What upset you most?
- What did we do that was helpful?
- What did we do that got in the 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.
Appendix N

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 disciplinary action.

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 the purposes of disciplinary investigation, when it will only be returned in the presence of a parent.

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

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

Personal Technology Device Etiquette
Bringing personal technology devices to school is not encouraged by the school because of the potential for theft and general distraction and/or disruption associated with them. However, if they are brought to school they must be handed in at the first aid room for the duration of the day.

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 Caboolture 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 (eg. 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.

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

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

**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 messages 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, gaming 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, USB sticks and devices of a similar nature.*
Appendix O

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

Purpose

1. Caboolture 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 at Caboolture State School. Research indicates that both those being bullied and those who bully are at risk of behavioural, emotional and academic problems. These outcomes are in direct contradiction of our school community’s goals and efforts for supporting all students.

3. Bullying behaviours that will not be tolerated at Caboolture State School include name-calling, taunting, mocking, making offensive comments, kicking, hitting, pushing, taking belongings, inappropriate text messaging, sending offensive or degrading images by phone or internet, producing offensive graffiti, gossiping, excluding people from groups, and spreading hurtful and untruthful rumours.

4. Bullying may be related to:
   - Race, religion or culture
   - Disability
   - Appearance or health conditions
   - Sexual orientation
   - Sexist or sexual language
   - Young carers or children in care

5. At Caboolture State School there is broad agreement among students, staff and parents that bullying is an observable and measurable behaviour. When considering whether or not bullying has occurred, we will therefore avoid speculation on the intent of the behaviour, the power of individuals involved, or the frequency of its occurrence. Whether bullying behaviour is observed between students of equal or unequal power, whether it occurs once or several times, and whether or not the persons involved cite intimidation, revenge, or self-defence as a motive, the behaviour will be responded to in similar fashion, that is, as categorically unacceptable in the school community.
6. Social networking sites such as Facebook, MySpace, Twitter and Bebo have changed the way young people communicate and can be used inappropriately. Technology such as mobile phones, SMS, in-phone cameras, emails and chat rooms can be used inappropriately as a means to convey methods of bullying.

It is important parents monitor children’s behaviours on these sites and ensure they are being used in an appropriate manner. They must also ensure that children are of a legal age to use such devices. For information, tips and advice to help you and your family, please visit the Australian Government’s CyberSmart website at www.cybersmart.gov.au/parents.

**Examples of cyber-bullying may include but are not limited to:**

- the use of email, text messaging, social networking sites or chat rooms to humiliate and distress someone, students or staff; lying and spreading rumours; use of offensive, threatening language; playing nasty jokes to embarrass and humiliate; encouraging others to socially exclude someone; and damaging someone’s social reputation and social acceptance.

**Strategies - Caboolture State School will aim to:**

- Raise awareness in the school community of cyber-bullying; its impact on those being bullied; and that cyber-bullying behaviour is unacceptable and can constitute a criminal offence.
- Ensure that students are protected through Child Protection Policies and procedures.
- Provide information to appropriate authorities to ensure the safety of all students.
- Encourage parents to act responsibly and inform the school if a student is being cyber-bullied, or if the student is aware that another student is being cyber-bullied.

**Rationale**

7. 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.

8. The anti-bullying procedures at Caboolture State School are an addition to our already research-validated 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. Adding lessons on bullying and how to prevent and respond to it is a subset of procedures that our students are already accustomed to.
9. Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, our 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 preventing the subset of bullying behaviour.
- All students know the 5 school expectations and have been taught the expected behaviours attached to each expectation in all areas of the school.
- All students have been or are being taught the specific routines in the nonclassroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms.
- All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the nonclassroom areas of the school.
- A high level of quality active supervision is a permanent staff routine in the nonclassroom areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the nonclassroom areas.

10. The student curriculum modules of the anti-bullying process consist of lessons taught by all teachers in all classrooms to a schoolwide schedule of instruction. At all times simultaneous instruction is our goal, in order to maintain consistency of skill acquisition across the school.

11. An initial introductory lesson is delivered, which teaches the 5 step process to be used by all students when experiencing bullying behaviour either as a person being bullied, the person bullying or bystander.

12. The introductory lesson is followed by several shorter lessons, each of which focuses on one of the bullying behaviours that the school has identified and defined. These lessons include instruction on how to approach adults and also on what reactions and systemic responses they should expect from adults.

13. Research indicated that a common outcome of anti-bullying programming is an improvement in understanding of bullying but little change in the frequency or nature of actual bullying behaviour. One of the reasons cited for this outcome is the lack of behavioural rehearsal in the programming. The anti-bullying process at Caboolture State School takes care to combine knowledge with practice in a process of active learning, so that students understand by “doing” as much as by “knowing”.

14. Caboolture State School uses behavioural data for decision-making. This data is entered into our database on a daily basis and can be recalled as summary reports at any time. This facility allows the school to track the effectiveness of its anti-bullying process, to make any necessary adjustments, and to identify specific bullying behaviours that may need to be revisited or revised in the instructional process.