



TAIGUM STATE SCHOOL

Responsible Behaviour Plan for Students

based on The Code of School Behaviour

1. Purpose

Taigum State School is committed to providing a safe, respectful and disciplined learning environment for students and staff, where students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing. This Responsible Behaviour Plan for Students is designed to facilitate high standards of behaviour so that the learning and teaching in our school can be effective and students can participate positively within our school community.

2. Consultation and data review

Taigum State School developed this plan in collaboration with our school community. Broad consultation with parents, staff and students was undertaken through consultation with the P&C Association, discussion at staff meetings and feedback from parents and students through the school's newsletter

The Code of
**School
Behaviour**

Behaviour
Learning

A review of the following important data sets for this school relating to attendance, unexplained absences, suspensions and exclusions, behaviour incidents including bullying and cyberbullying. Other online behaviour including inappropriate use of mobile phones or other electronic devices also informed the development process.

3. Learning and behaviour statement

All areas of Taigum State School are learning and teaching environments. We consider the Responsible Behaviour Plan to be an opportunity for valuable social learning as well as a means of maximising the success of student learning programs. Our Responsible Behaviour Plan outlines our system for facilitating positive behaviours and responding to inappropriate and unacceptable behaviours. Through our school plan, shared expectations for student behaviour are plain to everyone, assisting Taigum 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

- **Be respectful of all people and their property**
- **Follow all school rules and teacher directions**
- **Observe health and safety rules**
- **Keep our buildings and playgrounds tidy**

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

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

Universal Behaviour Support



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

The rights and responsibilities of all groups within the school community are guided and protected by rules. We have attempted to produce broad categories of school rules to enable this to occur. Teachers develop classroom rules as a subset of these. We then use the Responsible Thinking Process as a medium to develop informed, appropriate and responsible behaviour in our school. Our Level System is used as a simple reference for all students to understand the impact, the consequences and the support mechanisms that are in place in relation to the severity of their behaviour

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

SCHOOLWIDE EXPECTATIONS TEACHING MATRIX						
	ALL AREAS	CLASSROOM	PLAYGROUND	STAIRWELL	TOILETS	CAR PARK LINES / BIKE RACKS
BE RESPECTFUL	<ul style="list-style-type: none"> Respect others' personal space and property Care for equipment Use polite language Wait your turn Be on time Use good manners 	<ul style="list-style-type: none"> Be prepared The students' job is to learn Take an active role in classroom activities Respect others' right to learn Talk in turns Be a good listener 	<ul style="list-style-type: none"> Participate in school approved games Play fairly – take turns, invite others to join in and follow rules Help others in need Be a problem solver 	<ul style="list-style-type: none"> Keep passage ways clear at all times Walk quietly and orderly so that others are not disturbed 	<ul style="list-style-type: none"> Respect privacy of others Use gender or age appropriate toilets only 	<ul style="list-style-type: none"> Use own bike/scooter only Walk bike/scooter to the appropriate gate Wait inside the gate until pick up time
FFOLLOW SCHOOL RULES	<ul style="list-style-type: none"> Ask permission to leave the classroom Be in the right place at the right time Follow instructions straight away 	<ul style="list-style-type: none"> Enter and exit room in an orderly manner Complete set tasks Raise your hand to speak Be honest Follow directions of your classroom teacher 	<ul style="list-style-type: none"> Return equipment to appropriate place at the sports bell Play in approved areas Only play safe sports Sit and eat for the first 10 minutes of a break 	<ul style="list-style-type: none"> Move peacefully in single file Walk up and down stairs 	<ul style="list-style-type: none"> Use toilets during breaks <u>or</u> Sign the toilet register before using them in school time 	<ul style="list-style-type: none"> Leave school promptly Assemble at gate if being picked up Model good behaviour whilst entering and leaving school Follow supervising teacher's instructions
HEALTH AND SAFETY	<ul style="list-style-type: none"> Use equipment appropriately Keep hands, feet and objects to yourself Walk on all hard surfaces 	<ul style="list-style-type: none"> Walk in room Sit on chairs properly Keep the room tidy Make sure the room is clutter free Use classroom resources safely 	<ul style="list-style-type: none"> Wear shoes and socks at all times Be sun safe; wear a broad brimmed hat 	<ul style="list-style-type: none"> Rails are for hands Walk one step at a time Carry items 	<ul style="list-style-type: none"> Wash hands Walk Report any damage to office 	<ul style="list-style-type: none"> Wait your turn Keep your belongings nearby Use pedestrian only gates if walking Use car park pedestrian crossing
TIDY SCHOOL AND GROUNDS	<ul style="list-style-type: none"> Clean up after yourself Care for the environment Recycle where possible 	<ul style="list-style-type: none"> Keep work space tidy Place bags in racks Ensure tidy tray is neat and well organised Maintain your school books and resources 	<ul style="list-style-type: none"> Place litter in the proper bins Eat only in specified areas Pick up litter if you see it 	<ul style="list-style-type: none"> Pick up litter if you see it 	<ul style="list-style-type: none"> Place rubbish in bins Take care of toilet facilities 	<ul style="list-style-type: none"> Ensure car park rubbish is picked up and traffic signs are clear of obstacles

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

- Behaviour lessons conducted by classroom teachers;
- Reinforcement of learning from behaviour lessons on School Assemblies
- Active supervision by staff during classroom and non-classroom activities
- Modelling by Senior Leaders and Year 6 students.

- Talks by police and other safety agencies

Classroom Rules

Each classroom teacher is responsible for his/her own Responsible Behaviour Plan and establishes procedures for inappropriate behaviour. The classroom rules are displayed prominently in each class so that they are clearly understood by all class members. The Classroom rules are devolved from the school rules.

The Responsible Thinking Program

Taigum State School's Responsible Thinking Program teaches students to think and act more responsibly. It is a positive, successful program to reduce the number of disruptions to teaching and learning in the classroom. Staff are committed to delivering the highest quality education for each student.

About Responsible Thinking

We believe that when we tell children to do things we are doing the thinking. However, in order to achieve the goal of a child behaving responsibly, the child will have to start doing the thinking themselves. The Responsible Thinking Process (RTP) aids this by teaching students/children how to think responsibly. The RTP encourages students to think about the current choices they are making in relation to the rules and standards of wherever they are. The RTP has proven successful because it forces the student to think about their behaviour. Furthermore, it actively promotes responsible thinking in the long term, empowering students with skills that they can draw upon for future contexts.

Our Level System

At Taigum State School all students have a behaviour level. The level system outlines the steps in Behaviour Management from least intrusive and most positive (Level 1) to most intrusive and punitive (Level 5). At all levels, support mechanisms exist to help students responsibly reach a higher level. Each student automatically receives a Level 1 at the beginning of each new year. Level 1 means excellent behaviour and describes students who manage their own actions responsibly and effectively. Should a child exhibit inappropriate behaviour, their behaviour level may change. Level 2 means that 2 people are needed to manage a student's behaviour (student and teacher). Level 3 means 3 people are required (student, teacher, behaviour management specialist/DP). Level 4 and 5 follow in the same pattern. Movement up and down the levels is in response to behaviour and may be rapid (in the case of very serious behaviour) or may be slower (in the case of high frequency, low level poor behaviour). Every child's goal is to be Level 1. Behaviour levels are constantly being assessed. Students on each level have different rights and privileges. Reporting mechanisms are built in to the process.

(A full explanation of our levels is attached as Appendix 5)

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

- A regular section of the school newsletter, enabling parents to be actively and positively involved in school behaviour expectations-
- School admin members' regular provision of information to staff and parents, and support to others in sharing successful practices
- Comprehensive induction programs in the Taigum State School Responsible Behaviour Plan for Students delivered to new students as well as new and relief staff
- Individual learning plan developed with students, parents and relevant specialists (where appropriate) for students who demonstrate repeated inappropriate or unacceptable behaviour to provide a personal framework of positive behaviour expectations and actions and to enable staff to provide consistent strategies or adjustments across all learning environments.
- Implementation of specific policies to address:
 - the use of personal property technology devices at school (Appendix 1) *Appropriate Use of Mobile Telephones and other Electronic Equipment by Students*

- procedures for preventing and responding to incidents of bullying (including cyberbullying and recording incidents for data collection) (Appendix 2)
- procedures regarding the use or possession of weapons including knives and any other items that could be considered a weapon in school (Appendix 3).

Reinforcing expected school behaviour

At Taigum State School, communication of our key messages about behaviour is backed up through reinforcement, which provides students with feedback for engaging in expected school behaviour. A formal recognition and monitoring system has been developed. This reinforcement system is designed to increase the quantity and quality of positive interactions between students and staff. All staff members are trained to give consistent and appropriate acknowledgement and rewards.

Taigum State School Positive Notice

Each week, the teachers at Taigum State School award certificates to students whose behaviour, attitude or work ethic is deemed to be of a high standard. These “Students of the Week” then have their names recorded on our parent newsletters and have their certificates presented on Friday morning assemblies. Teachers, specialists and admin members also award certificates, stickers and prizes on a frequent basis at other times through the school year when they see positive behaviour being displayed.

Responding to unacceptable behaviour

Students come to school to learn. Behaviour support represents an important opportunity for learning how to get along with others.

Re-directing low-level and infrequent problem behaviour

When a student exhibits low-level and infrequent problem behaviour, 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 how they might be able to act more safely, more respectfully or more responsibly. 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 Taigum State School are identified through our data as needing a little bit extra in the way of targeted behavioural support. In most cases the inappropriate or unacceptable behaviour 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. Usually we would say they are on Level 2 or sometimes Level 3. All teachers have had a deal of training in our level system and are confident in their ability to classify a student’s behaviour and take level appropriate steps to improve it. In each class the process is as follows:

- Students and teachers have developed class rules and have clearly defined the procedure if any child disrupts the learning of others by breaking the rules in class
- General school rules ensure both safe and responsible behaviour in the playground.
- A child who continues to disrupt, be unsafe, or irresponsible, is choosing to leave the room or the playground, and go to the RTC

RTC

The child will go to the RTC (Responsible Thinking Classroom) to make a plan. A staff member will be available to help students draw up a plan. Class teachers will discuss plans with their students, encouraging them to stay on task with their plans. Children who choose to leave a number of times will be referred to the Deputy Principal or the Principal. A discussion to refine the plan will take place. Parents will be informed if the child continues to disrupt or be unsafe, irresponsible or unsociable and doesn’t show a commitment to the classroom or playground rules.

Intensive behaviour support:

When students' behaviour on our level system, reaches 4 or 5, they are deemed to need intensive support to manage their behaviour and bring them up to acceptable standards. The following strategies can be used:

Level 4:

- Parents will be asked to attend a meeting at school with student's teacher and the Principal or Behaviour Support Teacher
- In school RTC time may applied for periods of up to a day (in school suspension)
- Sessional or daily reporting may be put in place
- Referral to Guidance Officer or Behaviour Management Team support.
- Suspension for 1 to 5 days
- Student may be banned from:
 - o School excursions
 - o Sporting or cultural events/ camps etc.

Level 5:

- Student's parents will be notified by letter/telephone by the Principal asking for an URGENT interview
- After discussions with parents, Behaviour Support Personnel and student, the Principal may decide on suspension or exclusion (in accordance with Departmental Policy) though Student Disciplinary Absences will be used after consideration has been given to all other responses.
- Suspension may include:
 - 1-10 Days
 - 11 to 20 days at a separate location following a set program
 - 11 to 20 days with a recommendation to exclude
- Exclusion will mean parents/guardians will need to enrol the student at another school

5. Consequences for inappropriate or unacceptable behaviour

Taigum State School makes systematic efforts to prevent inappropriate or unacceptable behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When these behaviour incidents occur, it is important that consequences are predictable. Our school seeks to ensure that responses to inappropriate or unacceptable behaviour are consistent and proportionate to the nature of the behaviour. In broad terms, Level 1 and 2 students are self-managing or close to it and require no negative consequences. Level 3 students have largely class based or internal school consequences, whilst Level 4 and 5 students require strong consequences for their negative behaviour and these can be external and reasonable severe in nature, such as suspension or exclusion.

A school referral form (Appendix 4) is used to record all minor and major problem behaviour. All behaviour incidents are recorded on OneSchool.

Minor and major behaviours

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

- **Minor** behaviour incidents are handled by staff members at the time it happens
- **Major** behaviour incidents are referred directly to the school Administration team

Minor problem 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 inappropriate behaviours
- do not require involvement of specialist support staff or Administration.

Minor problem behaviours may result in the following consequences:

- a minor consequence logically connected to the inappropriate behaviour, such as complete removal from an activity or event for a specified period of time, partial removal (time away), individual meeting with the student, apology, restitution or detention for work completion.
- a re-direction process where a staff member takes the student aside and:

1. names the behaviour that student is displaying
2. asks student to name expected school behaviour
3. states and explains expected school behaviour if necessary
4. gives positive verbal acknowledgement for expected school behaviour.

Major behaviours are those that:

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

Major behaviours result in an immediate referral to school Administration because of their seriousness. When major unacceptable behaviour occurs, staff members calmly state the behaviour and remind the student of expected school behaviour. The staff member then escorts the student to Administration. A report of the student's behaviour is recorded on OneSchool.

Major unacceptable behaviours may result in the following consequences:

- Time out, detention (see Safe, Supportive and Disciplined School Environment procedure for guidelines), loss of privilege, restitution, warning regarding future consequence for repeated or persistent inappropriate behaviour, AND/OR
- Parent contact, referral to Guidance Officer, referral for specialist behaviour services, suspension from school, behaviour improvement conditions.
- Students who engage in serious unacceptable behaviours such as major violent physical assault or the use/supply or possession of weapons (including knives) or drugs may receive a Behaviour Improvement Condition or a School Disciplinary Absence (suspension or proposal/recommendation for exclusion) as a consequence of unacceptable behaviour.

Definition of consequences*

Time out	A principal or school staff may use time out as a strategy for students to manage their own behaviour and to assist the student to calm down. During time out, student is to be supervised and given an opportunity to rejoin class in intervals of no more than 10 -20 minutes.
Detention	A principal or teacher may use detention as a consequence for disobedience, misconduct, or other breaches of school expectations. A detention is no more than 20 minutes during school lunch or 30 minutes after school (parent will be contacted before after school detention is imposed).
Temporary Removal of Property	A principal or staff member of Taigum State School has the power to temporarily remove property from a student, as per the procedure <u>Temporary Removal of Student Property by School Staff</u> .

School Disciplinary Absences (SDA)	
Suspension	A principal may suspend a student from school under the following circumstances: <ul style="list-style-type: none"> ▪ disobedience by the student ▪ misconduct by the student ▪ other conduct that is prejudicial to the good order and management of the school.
Behaviour Improvement Condition	A principal may impose a behaviour improvement condition if the principal is reasonably satisfied that the student has engaged in behaviour that warrants the grounds for exclusion or other conduct that is so serious that suspension of the student from school is inadequate to deal with the behaviour.

	<p>A <i>Behaviour Improvement Condition</i> requires the student to undertake a behaviour management program arranged by the school's principal. The program must be:</p> <ul style="list-style-type: none"> ▪ reasonably appropriate to the challenging behaviour ▪ conducted by an appropriately qualified person ▪ designed to help the student not to re-engage in the challenging behaviour ▪ no longer than three months.
Proposed exclusion or recommended exclusion	<p>A student may be suspended pending a decision to exclude when the student's behaviour is so serious that suspension of the student from the school would be inadequate to deal with the behaviour. A student may be suspended or excluded for the following reasons:</p> <ul style="list-style-type: none"> ▪ disobedience ▪ misconduct ▪ other conduct that is prejudicial to the good order and management of the school, or ▪ breach of Behaviour Improvement Conditions.
Cancellation of enrolment	<p>The enrolment of a post compulsory school age student may be cancelled if the student's behaviour amounts to a refusal to participate in the educational program provided at the school.</p>

*Refer to departmental procedure [Safe, Supportive and Disciplined School Environment](#) for further details.

The following table outlines examples of minor and major behaviour incidents

	Area	Minor	Major
Health and Safety	Movement around school	<ul style="list-style-type: none"> ▪ Running on concrete or around buildings ▪ Running in stairwells ▪ Not walking bike in school grounds 	
	Play	<ul style="list-style-type: none"> ▪ Incorrect use of equipment ▪ Not playing school approved games ▪ Playing in toilets 	<ul style="list-style-type: none"> ▪ Throwing objects ▪ Possession of weapons
	Physical contact	<ul style="list-style-type: none"> ▪ Minor physical contact (eg: pushing and shoving) 	<ul style="list-style-type: none"> ▪ Serious physical aggression ▪ Fighting
	Correct Attire	<ul style="list-style-type: none"> ▪ Not wearing a hat in playground ▪ Not wearing shoes outside 	
	Other		<ul style="list-style-type: none"> ▪ Possession or selling of drugs ▪ Weapons including knives and any other items which could be considered a weapon being taken to school ▪ Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school

Follow School Rules	Class tasks	<ul style="list-style-type: none"> ▪ Not completing set tasks that are at an appropriate level ▪ Refusing to work 	
	Being in the right place	<ul style="list-style-type: none"> ▪ Not being punctual (eg: lateness after breaks) ▪ Not in the right place at the right time. 	<ul style="list-style-type: none"> ▪ Leaving class without permission (out of sight) ▪ Leaving school without permission
	Follow instructions	<ul style="list-style-type: none"> ▪ Low intensity failure to respond to adult request ▪ Non compliance ▪ Unco-operative behaviour 	
	Accept outcomes for behaviour	<ul style="list-style-type: none"> ▪ Minor dishonesty 	<ul style="list-style-type: none"> ▪ Major dishonesty that impacts on others
	Rubbish	<ul style="list-style-type: none"> ▪ Littering 	
	Mobile Phone or personal technology devices	<ul style="list-style-type: none"> ▪ Mobile phone switched on in any part of the school at any time without authorisation (written permission from an authorised staff member) 	<ul style="list-style-type: none"> ▪ Use of a mobile phone in any part of the school for voicemail, email, text messaging or filming purposes without authorisation ▪ Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school

Being Respectful	Language	<ul style="list-style-type: none"> ▪ Inappropriate language (written/verbal) ▪ Calling out ▪ Poor attitude ▪ Disrespectful tone 	<ul style="list-style-type: none"> ▪ Offensive language ▪ Aggressive language ▪ Verbal abuse / directed profanity
	Property	<ul style="list-style-type: none"> ▪ Petty theft ▪ Lack of care for the environment 	<ul style="list-style-type: none"> ▪ Stealing / major theft ▪ Wilful property damage ▪ Vandalism
	Others	<ul style="list-style-type: none"> ▪ Not playing fairly ▪ Minor disruption to class ▪ Minor defiance ▪ Minor bullying 	<ul style="list-style-type: none"> ▪ Major bullying ▪ Major disruption to class ▪ Blatant disrespect ▪ Major defiance ▪ Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school

*Please note that this is not an exhaustive list. Other behaviours will be dealt with as appropriate.

Relate inappropriate or unacceptable behaviour to expected school behaviours

When responding to inappropriate or unacceptable behaviours, staff members ensure that students understand the relationship of the 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 an inappropriate or unacceptable 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 inappropriate or unacceptable behaviour

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

Students also receive training about how to respond when other students display inappropriate or unacceptable behaviour. The courteous way to respond when a staff member redirects a student's behaviour is taught and rehearsed to reduce the impact of peer engagement in the behaviour incident.

Student disciplinary absences (suspension and exclusion) may be considered:

- in the event of a serious, one-off behaviour incident or
- after consideration has been given to all other responses.

6. Emergency situation 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 unacceptable behaviour. This consistency ensures that actions taken are responsive to the safety and well-being of students and staff.

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 unacceptable behaviour is defined as behaviour of such intensity, frequency, or duration that the physical safety and well-being of the student or others is likely to be placed at serious risk.

Immediate Strategies

- **Avoid escalating the unacceptable 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 situation or incident, speak privately to the student/s where possible, speak calmly and respectfully, minimise body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates.

Reinforcement and Correction Strategies

- 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 unacceptable behaviour then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour.

Follow Up Strategies

- Restore normal school operations as soon as possible.
- Provide post incident opportunities that include:
 - Assisting any distressed student/s to access appropriate support, e.g. Guidance Officer.
 - Assisting the individual student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations.
 - Recording a reflection or individual learning plan to assist the student to develop a personal framework of expectations and appropriate actions.

Physical Intervention

Staff may make legitimate the 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 Taigum State School's staff demonstrate a duty of care to protect students and staff from foreseeable risks of injury. 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 reduce the risk of harm to self or others
- 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:

- School Incident Report (Appendix 5)
- Student Record of Incident (as per process for Natural Justice).

7. Network of student support

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

- Students at Taigum Parents
- Teachers
- Support Staff
- Administration Staff
- Guidance Officer
- Advisory Visiting Teachers
 - Positive Learning Centre Staff
 - Senior Guidance Officer
 - School Chaplain

Support is also available through the following government and community agencies:

- Disability Services Queensland
- Child and Youth Mental Health
- Queensland Health
- Department of Communities (Child Safety Services)
- Police
- Local Council
- Neighbourhood Centre.

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. Taigum 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 information relevant to the students' age, gender, disability, cultural background, socioeconomic situation, mental health and wellbeing, emotional state (such as individualised learning plan or individual education plan), and
- 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
 - receive adjustments appropriate to their learning and/or impairment needs
 - provide written or verbal statements that will be taken into consideration in the decision making processes
 - ensure that processes maintain the dignity, respect, privacy and confidentiality of the student, consistent with the rights of the rest of the community.

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](#)
- [Weapons Act 1990](#)
- [Work Health and Safety Act 2011](#)
- [Work Health and Safety Regulation 2011](#)
- [Right to Information Act 2009](#)
- [Information Privacy \(IP\) Act 2009](#)

10. Related procedures

- [Safe, Supportive and Disciplined School Environment](#)
- [Inclusive Education](#)
- [Enrolment in State Primary, Secondary and Special Schools](#)
- [Student Dress Code](#)
- [Student Protection](#)
- [Hostile People on School Premises, Wilful Disturbance and Trespass](#)
- [Police and Child Safety Officer Interviews with Students, and Police Searches at State Educational Institutions](#)
- [Acceptable Use of the Department's Information, Communication and Technology \(ICT\) Network and Systems](#)
- [Managing Electronic Identities and Identity Management](#)
- [Appropriate Use of Mobile Telephones and other Electronic Equipment by Students](#)
- [Temporary Removal of Student Property by School Staff](#)

11. Some related resources

- [Schoolwide Positive Behaviour Support](#)
- [Code of Conduct for School Students Travelling on Buses](#)
- [National Safe Schools Framework](#)
- [National Safe Schools Framework Resource Manual](#)
- [Working Together resources for schools](#)
- [Cybersafety and schools resources](#)
- [Bullying. No way!](#)
- [Take a Stand Together](#)

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 disciplinary consequences.

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 week, 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 Taigum State School. Students using personal technology devices to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks etc) to disseminate to others (including distribution by phone or internet posting) build 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 school student who uses a personal technology device to record private conversations, ordinary school activities (apart from social functions like graduation ceremonies) or violent, illegal or embarrassing matter capable of bringing the school into public disrepute is considered to be in breach of this policy.

Even where consent is obtained for such recording, the school will not tolerate images or sound captured by personal technology devices on the school premises or elsewhere being disseminated to others, if it is done for the purpose of causing embarrassment to individuals or the school, for the purpose of bullying¹, including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur.

Students involved in:

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

Breach of this policy may be subject to discipline (including suspension and proposal/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 the Queensland Police Service.

Text communication

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

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 assistive 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.

Inappropriate behaviour outside of school hours

Students may receive disciplinary consequences for bullying or cyberbullying or other inappropriate online behaviour that occurs out of school hours, and affects the good order and management of the school.

** Personal Technology Devices include, but are not limited to the following devices; portable gaming devices, the iPhone, iPod, iPod Touch or iPad, Tamagotchi® and similar games, laptop computers, PDAs, Blackberries®, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile telephones and devices of a similar nature.*

Appendix 2

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

Purpose

1. Taigum State School strives to create positive, predictable environments for all students at all times of the day. The disciplined teaching environment that we are creating is essential to:
 - achieving overall school improvement, including the effectiveness and efficiency of our student support procedures
 - raising achievement and attendance
 - promoting equality and diversity and
 - ensuring the safety and well-being of all members of the school community.

2. There is no place for bullying in Taigum State School. Research indicates that both those being bullied and those who bully are at risk for behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community's goals and efforts for supporting all students.
3. Bullying behaviours that will not be tolerated at Taigum 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 Taigum State School there is broad agreement among students, staff and parents that bullying is observable and measurable behaviour. When considering whether or not bullying has occurred, we will therefore avoid speculation on the intent of the behaviour, the power of individuals involved, or the frequency of its occurrence. Whether bullying behaviour is observed between students of equal or unequal power, whether it occurs once or several times, and whether or not the persons involved cite intimidation, revenge, or self-defence as a motive, the behaviour will be responded to in similar fashion, that is, as categorically unacceptable in the school community.

Rationale

6. Research indicates that many problem behaviours are peer-maintained. That is, peers react to bullying in ways that may increase the likelihood of it occurring again in the future. Reactions include joining in, laughing, or simply standing and watching, rather than intervening to help the person being bullied. Whilst our school would never encourage students to place themselves at risk, our anti-bullying procedures involve teaching the entire school a set of safe and effective response to all problem behaviour, including bullying, in such a way that those who bully are not socially reinforced for demonstrating it.
7. The anti-bullying procedures at Taigum 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.

Prevention

8. Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, our 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 4 school rules and have been taught the expected behaviours attached to each rule in all areas of the school
- All students have been or are being taught the specific routines in the non-classroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms
- All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the non-classroom areas of the school
- A high level of quality active supervision is a permanent staff routine in the non-classroom areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the non-classroom areas.

9. Cyberbullying often does not occur at school. Students are explicitly taught Cybersafety for example how to safely conduct and internet search, what cyberbullying is and what they should do if they receive unwanted messages including for example:

- Not to respond to messages but keep them to report to parents and/or teachers immediately
- Report any instances they see as a bystander of cyberbullying to parents and/or teachers immediately.

Taigum State School will then investigate and respond to any incident of cyberbullying.

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 3-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. Taigum State School will take part in the National Day of Action Against Bullying and Violence on the third Friday of March each year. This is to highlight the importance of bullying issues within our school community and what our school is doing to prevent this.

14. Research indicates that a common outcome of anti-bullying programming is an improvement in understanding of bullying but little change in the frequency or nature of actual bullying behaviour. One of the reasons cited for this outcome is the lack of behavioural rehearsal in the programming. The anti-bullying process at Taigum 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'.

15. Taigum State School uses behavioural data for decision-making. This data is entered into our database on a daily basis and can be recalled as summary reports at any time. This facility allows the

school to track the effectiveness of its anti-bullying process, to make any necessary adjustments, and to identify specific bullying behaviours that may need to be revisited or revised in the instructional process.

Appendix 3

WORKING TOGETHER TO KEEP TAIGUM STATE SCHOOL SAFE

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

- Every student has the right to feel safe and be safe at school.
- No knives are allowed to be taken to school by students.
- There is no reason for a student to have a knife at school, and it is against the law for a student to have a knife at school.

If a student has a knife a school, they can expect serious consequences, such as fines and possibly jail. Longer jail sentences can be given to young people if someone is injured with a knife during an assault.

What kinds of knife are banned?

- No knives of any type are allowed at school, including flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives or craft knives, or any item that can be used as a weapon, for example a chisel.
- Knives needed for school activities will be provided by the school, and the use of them will be supervised by school staff.
- In circumstances where students are required to have their own knives or sharp tools for particular subjects or vocational courses, the school will provide information about the procedures for carrying and storing these items at school.

The Principal can take action against a student who brings a knife to school.

- If a student has a knife at school, principals can inform the police.
- Possessing a knife at school may result in serious disciplinary
- Police can search a student and their property at school if they suspect a student has a knife.
- A student may be charged with a criminal offence and may face serious consequences if convicted, including a fine or jail.
- School property such as desks or lockers may be searched if the principal suspects that a student has a knife on or in school property.
- If the principal suspects the student has a knife in their bag, the bag may be temporarily confiscated until police arrive.
- If the student does have a knife at school, it can be confiscated by the principal and given to the police.

How can parents help to keep Taigum State School safe?

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

Appendix 4

Taigum State School
Internal Behaviour Referral Form (Optional)

Incident Referral Form

Staff member:	Date:
Student (Full name and class):	
Period:	Subject:
Location:	Witnesses:
Incident details	
Category/ies: see over for list (below)	
Strategy/ies: see over for list (below)	
Motivation for behaviour: see over for list (below)	
Referral to:	

Category	Strategy	Motivation for Behaviour
Bullying/harassment	Apology	Obtain peer attention
Defiant/threats to adult	Disable login	Obtain adult attention
Disruptive	Loss of Privilege	Obtain tangible object
IT misconduct	Natural consequence	Obtain Activity or Event
Lying/Cheating	RTC – 1 st break	Obtain Sensory Stimulation
Non-compliant with routine	RTC – 2 nd break	Escape/avoid activity or event
Physical misconduct	RTC – both breaks	Escape/avoid instructional task
Refusal to participate in program of instruction	RTC – in class time (timeout)	Escape/avoid adult attention
Substance misconduct involving tobacco or other substances	Removal from class to RTC	Escape/avoid peer attention
Truant/Skip class	Restitution	Escape/avoid sensory stimulation
Verbal misconduct	Natural Consequence	Don't know
Other		

Appendix 5

Responsible Behaviour Levels

LEVEL	REASONS FOR PLACEMENT ON THIS LEVEL	WHAT HAPPENS AT THIS LEVEL
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<p>Level 1 – Self Managing</p>	<ul style="list-style-type: none"> • Everyone is placed on this level at the beginning of each year • Students on this level: <ul style="list-style-type: none"> ○ Cooperate with others ○ Are helpful and try to work well with teachers 	<ul style="list-style-type: none"> • You will be allowed to participate in all school activities • Your school report will indicate favourably on your behaviour • You receive regular praise
<p>Level 2 – Self and Teacher to Manage</p>	<ul style="list-style-type: none"> • Your teacher is worried about you because: <ul style="list-style-type: none"> ○ You are not cooperating with staff/fellow students, or • Perhaps you are doing one or more of these things: <ul style="list-style-type: none"> ○ Trying to disrupt the class which means that others cannot get on with their work ○ Endangering others in the playground ○ Being rude to staff, students or parents 	<ul style="list-style-type: none"> • Your teacher will give you the chance to work out your behaviour yourself • You may have to explain your behaviour to the Principal or Deputy Principal • You may be required to undertake some RTC time • You may be not allowed to participate in school activities such as: <ul style="list-style-type: none"> ○ interschool sport ○ excursions ○ school camps ○ special events • If you are not able to do something about your behaviour you should: <ul style="list-style-type: none"> ○ Talk to your parents ○ Look at Level 3
<p>Level 3 – Self, Teacher and Administrator or Parents to Manage</p>	<ul style="list-style-type: none"> • You have been placed on this level because no improvement has been noted in your behaviour or effort to cooperate at Level 2 • Your Teacher, Principal or Behaviour Mgt Teacher has already spoken to you about your behaviour • You are repeatedly causing disruptions in school and have been attending the RTC on a regular basis • You have been reported for an incident of a serious nature • You may have already been placed on an in school or out of school Suspension 	<ul style="list-style-type: none"> • You may be required to undertake more lengthy RTC time, sessional or daily reporting • You will be required to explain your behaviour to the Principal or DP • You will be counselled about your behaviour choices and how you can choose better alternatives • Your parents will be informed and may be invited to the school for an interview with your Teacher/ Principal/ Deputy Principal. They will be asked to: <ul style="list-style-type: none"> ○ Examine the rights and responsibilities of students • You may not be allowed to participate in school activities such as: <ul style="list-style-type: none"> ○ interschool sport ○ excursions ○ school camps ○ special events • An IMP will be written in conjunction with an Administrator, the Class Teacher, the parent/caregiver and the student • You may be suspended for 1 to 5 days • Discussion of what happens if you are placed on Level 4

<p>Level 4 – <i>Managed by self, teacher, administrator and parent</i></p>	<ul style="list-style-type: none"> • You continue to ignore the rights of others in the school • You have not responded to the efforts of others to help you • You may be placed directly onto this level if you: <ul style="list-style-type: none"> ○ Steal ○ Seriously injure another student ○ Wilfully destroy school or student property ○ Continually harass or bully another student after repeated warnings ○ Leave the school without permission ○ Verbally abuse a teacher ○ Smoke on school property or misbehave in a way deemed serious or extreme 	<ul style="list-style-type: none"> • Your parents will be asked to attend a meeting at school with your teacher and the Principal/ DP • You may be required to attend this meeting • In school or after school RTC time may applied • Sessional or daily reporting may be put in place • You may be advised to seek Guidance Officer or Behaviour Management Team support. • You may be suspended for 1 to 5 days • You may be banned from: <ul style="list-style-type: none"> ○ School excursions ○ Sporting or cultural events/ camps etc. ○ You may be placed on a daily behaviour report ○ You will be asked to consider what might occur at level 5
<p>Level 5 – <i>Managed by self, teacher, parent, administrator and external support person</i></p>	<ul style="list-style-type: none"> • You are ignoring all efforts to help you • You have not tried to help your self • There is a continued deterioration of your behaviour • Your effort and behaviour have been very poor and you are severely affecting the progress and comfort of others in the class/school • Your behaviour can be described as: <ul style="list-style-type: none"> ○ Gross Misconduct ○ Wilful and persistent disobedience ○ Conduct prejudicial to the good order and discipline of the school • You may be placed directly on this level for: <ul style="list-style-type: none"> ○ Serious violent behaviour ○ Serious abusive behaviour ○ The use of a prohibited substance such as drugs or alcohol 	<ul style="list-style-type: none"> • You will be counselled by the Principal/ Guidance Officer/ Deputy Principal and your behaviour plan reviewed and modified as necessary • Your parents will be notified by letter/telephone by the Principal asking for an URGENT interview • Your teacher will continue to complete a daily behaviour report on you • After discussions with your parents, the BM Personnel and you, the Principal may decide on suspension or exclusion (in accordance with Departmental Policy) though Student Disciplinary Absences will be used after consideration has been given to all other responses. • Suspension may include: <ul style="list-style-type: none"> ○ 6 to 20 days at a separate location following a set program ○ 6 to 20 days with a recommendation to exclude ○ Exclusion will mean your parents/guardians will need to enrol you in another school

Endorsement of Plan

Principal:

Date: 1.02.2018

P&C President:

Date: 12.02.18