



# EAGLEBY STATE SCHOOL

## ***Responsible Behaviour Plan for Students*** **based on *The Code of School Behaviour***

### **1. Purpose**

Eagleby 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 through the implementation of School Wide Positive Behaviour Support (SWPBS). As such we ensure the learning and teaching in our school is effective and students can participate positively within our school community.

### **2. Consultation and data review**

Eagleby State School's Responsible Behaviour Plan for Students was endorsed by the Principal, the President of the P&C and the Regional Executive Director of schools in February 2010.

In 2012 a review was undertaken in collaboration with our school community to include the SWPBS systems and processes which were developed between 2010 - 2012. During this time broad consultation with parents, staff and students about SWPBS was undertaken through survey distribution and community meetings.

### **3. Learning and behaviour statement**

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

Our Responsible Behaviour Plan outlines our system for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours. Through our school plan shared expectations for student behaviour are plain to everyone, assisting Eagleby 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 safe
- Be responsible
- Be respectful

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.

### **Universal Behaviour Support**

As a SWPBS school, all teachers provide SWPBS lessons in the context that students need to use them. As such students are taught observable & measurable behaviours to use in ALL areas of the school. SWPBS behaviours are a skill set made up of specified elements. Students are expected to demonstrate these specific elements to achieve SWPBS skill set outcomes.

A set of behavioural expectations has been attached to each of our three school rules. (Appendix 1) The School-wide Expectations Teaching Matrix outlines our agreed rules and specific behavioural expectations in all school settings.

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 and during active supervision by staff during classroom and non-classroom activities.

The Eagleby State School has developed a universal behaviour support system called “The Diamond” which aims to provide ACKNOWLEDGEMENT of positive behaviours and CORRECTION of negative behaviours at a ratio of 4:1

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

- A dedicated section of the school newsletter, enabling parents to be actively and positively involved in school behaviour expectations.
- School Behaviour Leadership team members’ regular provision of information to staff and parents, and support to others in sharing successful practices
- Comprehensive induction programs in the Eagleby State School Responsible Behaviour Plan for Students delivered to new students as well as new and relief staff.
- Individual support profiles developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings.
- Development of specific policies to address:
  - The Use of Personal Technology Devices\* at School (Appendix 2)
  - Procedures for Preventing and Responding to Incidents of Bullying (Appendix 3).

### **Targeted behaviour support: Respond Program**

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

Students accepted into the Respond Program attend their normal scheduled classes and activities with appropriate adjustments if required. However they have increased daily opportunities to receive positive contact with adults, additional support from check-in/check-out coaches and increased opportunities to receive positive reinforcement. Where required, adjustments are made to the Program through academic support, adult mentoring or intensive social skills training.

The Respond Program is coordinated by a school-based team with active administrator support and staff involvement. All staff members are provided with continuous professional development consisting of an overview of the program, the referral and response process, and the reporting responsibilities of staff and of the students being supported.

Students whose behaviour does not improve after participation in the Respond Program, or whose previous behaviour indicates a need for specialised intervention, are provided with intensive behaviour support.

### **Intensive behaviour support: Behaviour Support Team**

Eagleby State School is committed to educating all students, including those with the highest behavioural support needs. We recognise that students with highly complex and challenging behaviours need comprehensive systems of support. The *Intensive Behaviour Support Team*:

- works with other staff members to develop appropriate behaviour support strategies
- monitors the impact of support for individual students through continuous data collection

- makes adjustments as required for the student, and
- works with the School Behaviour Leadership Team to achieve continuity and consistency.

The *Intensive Behaviour Support Team* has a simple and quick referral system in place. Following referral, a team member contacts parents and any relevant staff members to form a support team and begin the assessment and support process. In many cases the support team also includes individuals from other agencies already working with the student and their family, a representative from the school's administration and district-based behavioural support staff.

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

##### Reinforcing expected school behaviour

At Eagleby 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.

Positive re-enforcement is used to encourage students to use SWPBS skill sets to meet challenges. All staff aim to achieve a positive to negative ratio of 4:1 using the ACKNOWLEDGEMENT Essential Skills ...

- Descriptive Encouragement
- State the obvious that is positive
- Use sooner rather than later
- Brief and to the point

##### **Eagleby State School Positive Re-enforcers**

Staff members hand Positive Re-enforcement GEMS & GOTCHAS to students they observe following school rules in both classroom and non-classroom areas. This reinforcement occurs continuously throughout the day. When they 'catch' a student following the rules they can choose to give them a GEM or GOTCHA.

When students are given a GOTCHA on the playground they drop the card one of the designated collection points at the school administration block. Each week the student leaders review and tally the submitted cards and communicate the totals to home room teachers. The GOTCHAS are then placed in a lucky dip box and drawn on assembly

GEMS and GOTCHAS are never removed as a consequence for problem behaviour. Positive re-enforcement is provided at 3 levels using a TOP OF THE DIAMOND UNIVERSAL re-enforcement system which is outlined in the Positive Re-enforcement Flow Chart (Appendix 4) and described below ...

##### **LEVEL 1: VERBAL - Free & Frequent (Immediate)**

NB: In 2012 some staff are trialing the implementation of a TIER II DIAMOND strategy called "SPARKLES" IE: Visual representations of verbal positive re-enforcement. Teachers give and record SPARKLES for intensive behaviour support students who can then trade 10 Sparkles = 1 GEM

##### **LEVEL 2: GEM -Short/ Medium Term (Cumulative)**

Positive behaviours are re-enforced and recorded 10 times every 3 – 6 weeks. (IE: 10 GEMS) Students then trade 10 GEMS = ONE STEP UP THE DIAMOND and receive positive consequences determined and awarded by home room teachers that are appropriate to the level of achievement. NB Home room teachers manage the collection of students GEMS and specialist / rotational teachers negotiate with home room teachers how this process occurs.

### **LEVEL 3: TOP OF THE DIAMOND - Long Term (Cumulative)**

There are 4 stages of achievement that students can earn for behaviour. The highest level of behaviour achievement is called TOP OF THE DIAMOND. Students will reach the top of the diamond every 12 – 24 weeks achieving the schools highest level of achievement award for behaviour. 4 STEP UP THE DIAMOND = TOP OF THE DIAMOND NB: Students who reach the top of the diamond 3 times in 1 year are awarded a principal's achievement badge

## **5. Consequences for unacceptable behaviour**

### **Correcting unacceptable behaviour**

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

Negative re-enforcement is used to encourage students to use SWPBS skill sets to meet challenges. All staff aim to achieve a positive to negative ratio of 4:1 using the CORRECTION Essential Skills ...

- Selective Attending
- Redirecting to the learning
- Giving a choice
- Following through

### **Responding to unacceptable behaviour**

Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour. An office referral form (Appendix 4) is used to record all minor and major problem behaviour. The recording of three minor behaviours constitutes a major behaviour.

Negative correction is delivered at 3 levels using a BOTTOM OF THE DIAMOND UNIVERSAL re-enforcement system which is outlined in the Negative Correction Flow Chart (Appendix 4) and described below ...

### **Level 1. PRE- MINOR Non-referral" Level (Green Behaviour)**

#### **a) REMINDER**

- Ask the student what the problem is (Why are they breaking a rule? - FBA)
- Re-assure them it's OK to feel the way they do
- Direct them to use safe / respectful / responsible behaviour to respond to the issue instead (VERY Informal SWPBS Lesson – Student verbalises skills)
- Remind student what will happen if they do not follow the rules (Informal Learning Agreement)
- Provide +ve re-enforcement when student demonstrates desired behaviour outcomes

#### **b) REFLECTION**

- Instruct the student to time-out area
- Remind the student why they are there eg: "You have not used the safe / respectful / responsible behaviour that you discussed earlier with them to respond to their issue" (Informal SWPBS Lesson – Student practises skills)
- Informal Learning Agreement ...
  - What do you need to stop doing to respond to this issue?
  - What do you need to start doing to respond to this issue?
  - What will happen if you follow this plan?
  - What will happen if you do not follow this plan?
- Provide +ve re-enforcement when student demonstrates desired behaviour outcomes

### **Level 2. MINOR Referral Level (Yellow Behaviours)**

#### **c) SUPPORT**

Referring Teacher provides SUPPORT taking actions to re-enforce desired behaviours

- Inform student they have consequences
- Implement & manage formal consequence/s and follow-up support actions
  - Buddy class
  - Meeting with Parent to discuss the issue
  - Miss ½ playtime
  - Peer / teacher mediation (verbal / written apology)
  - Consult specialist
  - Community service
  - Supported Play
  - Learning Agreement
- Provide a SWPBS Lesson (Refer to lesson plan)
- Do a Student / Teacher Learning Agreement ...
  - What do you need to stop doing to respond to this issue?
  - What do you need to start doing to respond to this issue?
  - What will happen if you follow this plan?
  - What will happen if you do not follow this plan?
- Complete minor referral / support actions & return referral to HOME ROOM TEACHER (f appropriate)
- Provide +ve re-enforcement when student demonstrates desired behaviour outcomes

NB: HOME ROOM TEACHER addresses issue with student & support referring teacher manage consequences if required

### **Level 3. STAGE ONE - MAJOR Referral Level (Orange Behaviour)**

#### **d) INTERVENTION**

- Teacher completes the referral, calls the office to let them know a responsible student is on the way to hand it in
- Teacher manages situation until ADMIN support arrives using Essential Skill #7 Selective Attending and instructs class to ignore the situation. NB: In the event the incident escalates to RED ALERT before support arrives teacher follows RED ALERT protocols.
- Re-engage the student (after admin completes their actions)
- Provide +ve re-enforcement when student demonstrates desired behaviour outcomes

NOTE: In the event the incident does not escalate BUT a bell to signal end of the session (class or play) occurs before support arrives use Essential Skill # 9 Giving a Choice (To either chill-out under teacher supervision OR leave and discuss the issue later) NB: Document this on the referral and complete referral as per usual processes

### **Level 3. STAGE TWO - MAJOR Referral Level (RED Behaviour)**

#### **e) NON-VIOLENT CRISIS INTERVENTION**

- Call office saying "I have a RED ALERT and need support IMMEDIATELY"
- Teacher manages situation until support arrives (may require non behaviour students to be evacuated from the room) NB: Written referral will need to be completed after the event is under control
- Re-engage the student (after admin completes their actions)
- Provide +ve re-enforcement when student demonstrates desired behaviour outcomes

### **Ensuring consistent responses to problem behaviour**

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

Students also receive training about how to respond when other students display problem behaviour, and the courteous way to respond when a staff member re-directs their

behaviour or consequences are applied for problem behaviour. Briefly, administration developed the following protocols to ensure consistency for SWPBS ...

1. The following information is received from the referring teacher in the written referral format before any Admin actions are taken

- Rule/s Broken; Witnessed & / or observed –ve behaviour
- FBA; Perspective of what the student was attempting to avoid / get
- Responses; Support actions(if appropriate) to help student address FBA

2. Administrator notes individual support requirements in the student's Behaviour Support Plan have been taken

3. Administer aims to ...

- Provide positive behaviour support to engage the student to complete an INTENSIVE self reflection process eg: Establish accountability, practise responsible thinking and actions, make a plan for change, accept consequence (teacher / student mediation, Loose a whole play time, Formal Written Learning Agreement, supervise student in the office, referral recommendation to specialist, contact parents)
- Re-enforce the teacher's authority to manage the student's behaviour clarifying their future responsibility is to respond to the teacher's support to address a specific problem. (FBA)
- Record referral onto ONE SCHOOL.
- Inform teacher of outcomes

NB: Admin actions are completed either

a) IN SITU (remain in the environment behaviour occurs) to support student to ...

- Complete self reflection process (see above for overview)
- Demonstrate expected behaviours (for example participate in time-out or buddy class responsible thinking processes, take up support to complete a task, use Talk Walk Report to solve a social problem, ask for help, wait their turn, use 'inside' voices / actions etc)
- Provide +ve re-enforcement for desired behaviour outcomes

b) EX SITU (withdraw student to the office) to support student to ...

- Chill-down
- Complete self reflection process (see above for overview)
- Re-enter mainstream environment
- Demonstrate expected behaviours
- Provide +ve re-enforcement for desired behaviour outcomes

**Major** behaviours result in an immediate referral to Administration because of their seriousness. When major problem behaviour occurs, staff members calmly state the major problem behaviour and remind the student of expected school behaviour. The staff member then fills out the office referral form and sends it to Administration for action, NB: Administrators collect the student from the mainstream environment.

Major problem behaviours may result in the following consequences:

- **Level One:** Time in office, removal to withdrawal room, alternate lunchtime activities, loss of privilege, restitution, loss of break times, warning regarding future consequence for repeated offence, referral to Respond Program  
AND/OR
- **Level Two:** Parent contact, referral to Guidance Officer, referral to Intensive Behaviour Support Team, suspension from school
- **Level Three:** Students who engage in very serious problem behaviours such as major violent physical assault, or the use or supply of weapons or drugs can

expect to be recommended for exclusion from school following an immediate period of suspension.

The following table (developed by staff through a consultative process in 2012) outlines examples of major and minor problem behaviours:

<b>Eagleby State School SWPBS Major / Minor Definitions</b>			
<b>Behaviour Category &amp; Exemplars</b>	<b>MINOR Incident Descriptor</b> NB: In some cases this can only be determined AFTER witness statements have been INFORMALLY taken	<b>MAJOR Incident Descriptor</b> NB: In some cases this can only be determined AFTER witness statements have been FORMALLY taken	<b>Rule Broken</b>
<b>Physical Misconduct</b> * Keep hands and feet to self * Be calm with my body * Walk safely	First aid was not required	First aid was required	Be Safe
	Non verbally threatened or encouraged others	Non verbally threatened or encouraged others to threaten which resulted in a fight	Be Safe
<b>Verbal Misconduct</b> Using inappropriate language * Speak in a calm voice * Be honest * Put my hand up / wait for my turn to speak	No swear words were used	Swear words used	Be Respectful
	Lied and then admitted to doing so	Lied and did not admit when asked	Be Responsible
	Verbally threatened or encouraged others to threaten which was reported	Verbally threatened or encouraged others to threaten which was not reported and resulted in a fight	Safe Be
	Argued, spoke over the top of or yelled at others but stopped when directed to do so	Argued, spoke over the top of or yelled at others and continued when directed to do so	Be Respectful
<b>Defiance towards Adults</b> * Follow staff (& relief teacher) instructions * Use the chill-out space when directed * Go and stay in the office when directed	Refused to follow instruction and then did so after re-direction	Failed to follow instruction even after being re-directed to do so	Be Responsible
	Broke school rule/s and participated in follow-up support actions without a fuss	Broke school rule/s and made a fuss or refused to participate in follow-up support actions / consequences	Be Responsible

<b>Non compliant to routine</b> * Wait your turn * Respond to stop / look / listen signals * Do homework * Line-up sitting in 2 lines quietly when directed * Solve problems with Talk / Walk / Report * Only leave the room with permission * Use the toilet cleanly and privately Leave teachers supervision only with permission * Stay in-bounds * Go to the support room when directed * Line-up sitting in 2 lines quietly before 2 <sup>nd</sup> bell	Did not follow a classroom or playground routine and completed or participated in support actions NB: Including did not “REPORT” straight away to classroom teacher or teacher on duty, did not break a rule in response to the problem and then “Reported” later	Did not follow a classroom or playground routine but refused to participate in support actions or consequences or broke a school rule whilst doing so NB: Including did not report to straight away to classroom teacher or teacher on duty and broke a rule to respond to the problem (NOTE: A “report” is something made directly after an incident and an explanation why a rule was broken is a justification NOT a report)	Be Responsible
<b>Non-participation in program of instruction</b> * Have-a-go at my learning task * Ask for help to have-a-go * Take-up support to complete a task	Would not have-a-go at learning tasks but then accepted support to do so	Would not have-a-go at learning tasks or take up support to do so	Be Responsible
<b>Disruptive</b> * Use chill-out space calmly * Sit quietly in the time-out chair * Work independently at buddy class	Constantly distracted / interrupted others and stopped them from participating in normal tasks	Constantly distracted / interrupted others and stopped them from participating in normal tasks for an inappropriate amount of time	Be Respectful Be Responsible
<b>Property Misconduct</b> 6.1 Put rubbish in the bin 6.2 Use furniture / equipment / buildings correctly 6.3 Stay out of the gardens 6.4 Leave nature alone 6.5 Eat only my own food	Without permission, touching, taking other people’s property but returning it on request.	Without permission, touching and breaking OR taking and hiding other people’s property	Be Respectful
	Property was not used correctly putting the safety of themselves or others at low levels of risk (SickBay was not required)	Property was not used correctly putting the safety of themselves or others at high levels of risk (SickBay injury occurred)	Be Safe
	Property was not cared for as per expected norms risking or causing damage and responded to direction to address the issue	Property was not cared for as per expected norms risking or causing damage and refused to respond to direction to address the issue causing others to do so for them	Be Responsible
<b>Dress code</b> * Wear the school uniform * No Hat No Play * Wear safe shoes	School uniform was used to harm others	School uniform was used to harm others resulting in negative outcomes for others	Be Safe Be Respectful Be Responsible



<b>3 Minor Referrals</b>		Repeatedly broke the same school rule/s (and participated in follow-up support actions) after being taught how to do so within appropriate time frame on more than 3 occasions	Be Responsible
		Repeatedly did not follow a classroom or playground routine after being taught how to do so within appropriate time frame on more than 3 occasions	Be Safe Be Respectful Be Responsible

## 6. Emergency or critical incident responses

It is important that all staff have a consistent understanding of how to respond to emergency situations or critical incidents involving severe problem behaviour. These situations are referred to as a RED ALERT and administration protocols ensures that appropriate actions are taken to ensure that both students and staff are kept safe.

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

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

### Basic defusing strategies

#### *Avoid escalating the problem behaviour*

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

#### *Maintain calmness, respect and detachment*

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

#### *Approach the student in a non-threatening manner*

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

#### *Follow through*

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

#### *Debrief*

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

## **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 Eagleby State School's duty of care to protect students and staff from foreseeable risks of injury is met. The use of physical intervention is only considered appropriate where the immediate safety of others is threatened and the strategy is used to prevent injury.

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

It is important that all staff understand:

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

Physical intervention is not to be used as a response to:

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

Any physical intervention made must:

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

## **Record keeping**

Each instance involving the use of physical intervention must be formally documented. The following records must be maintained:

- incident report (Appendix 5)
- [Health and Safety incident record](#) (link)
- debriefing report (for student and staff) (Appendix 6).

## **7. Network of student support**

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

- Parents
- Teachers
- Support Staff
- Head of Department
- Administration Staff
- Guidance Officer
- Advisory Visiting Teachers
- Senior Guidance Officer
- School Chaplain
- School Based Police Officer
- Youth Support Coordinator.

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.

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

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

## 9. Related legislation

- Commonwealth Disability Discrimination Act 1992
- Commonwealth Disability Standards for Education 2005
- Education (General Provisions) Act 2006
- Education (General Provisions) Regulation 2006
- Criminal Code Act 1899
- Anti-Discrimination Act 1991
- Commission for Children and Young People and Child Guardian Act 2000
- Judicial Review Act 1991
- Workplace Health and Safety Act 1995
- Workplace Health and Safety Regulation 1997
- Right to Information Act 2009
- Information Privacy (IP) Act 2009

## 10. Related policies – Queensland Government – Policy and Procedure Register \*

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

## 11. Some related resources

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

## Endorsement

\_\_\_\_\_  
Principal

\_\_\_\_\_  
P&C President

\_\_\_\_\_  
Regional Executive Director or  
Executive Director (Schools)

Effective Date: 1 January 2013- 31 December 2016

## Behaviour Matrix

Eagleby State School Expectations Matrix								
	Skills	Classroom	Tuckshop / Office	Eating Areas	Toilets	Lining Up Areas	Ovals & Adventure	Under-cover
Be Safe	Be calm with my body Walk safely Keep my hands and feet to myself Eat only my own food No Hat No Play Leave supervised areas only with permission Use furniture / equipment / buildings correctly Wear safe shoes Stay in-bounds & supervised areas	Be calm with my body Walk safely Keep my hands and feet to myself Leave supervised areas only with permission Use furniture / buildings correctly	Be calm with my body Walk safely Keep my hands and feet to myself	Be calm with my body Keep my hands and feet to myself Eat only my own food Leave supervised areas only with permission	Be calm with my body Walk safely Keep my hands and feet to myself Use furniture / equipment / buildings correctly	Be calm with my body Walk safely Keep my hands and feet to myself Leave supervised areas only with permission	Be calm with my body Walk safely Keep my hands and feet to myself No Hat No Play Leave supervised areas only with permission Use furniture / buildings correctly Wear safe shoes	Be calm with my body Walk safely Keep my hands and feet to myself Eat only my own food No Hat No Play Leave supervised areas only with permission Use furniture / equipment / buildings correctly Wear safe shoes
	Be Respectful	Wait for my turn Using appropriate language Spoke in a calm voice Be honest Use the toilet cleanly and privately Respond to Stop Look Listen signals Follow staff (& relief teacher) instruction Put rubbish in the bin Stay out of gardens Leave nature alone Leave other peoples things alone	Wait for my turn Using appropriate language Spoke in a calm voice Be honest Respond to Stop Look Listen signals Follow staff (& relief teacher) instruction Put rubbish in the bin Leave other peoples things alone	Wait for my turn Using appropriate language Spoke in a calm voice Be honest Follow staff (& relief teacher) instruction	Using appropriate language Spoke in a calm voice Be honest Respond to Stop Look Listen signals Follow staff (& relief teacher) instruction Put rubbish in the bin Stay out of gardens Leave nature alone Leave other peoples things alone	Wait for my turn Using appropriate language Spoke in a calm voice Be honest Use the toilet cleanly and privately Respond to Stop Look Listen signals Follow staff (& relief teacher) instruction	Using appropriate language Spoke in a calm voice Be honest Respond to Stop Look Listen signals Follow staff (& relief teacher) instruction	Wait for my turn Using appropriate language Spoke in a calm voice Be honest Respond to Stop Look Listen signals Follow staff (& relief teacher) instruction Stay out of gardens Leave nature alone Leave other peoples things alone
Be Responsible	Use the CHILL-OUT space calmly Use the REFLECTION chair silently Take-up SUPPORT when it's offered Go to the OFFICE when directed Use Talk / Walk Report straight away Line-up in 2 lines quietly when directed Have a go Ask for help Wear the school uniform Do homework	Use the CHILL-OUT space calmly Use the REFLECTION chair silently Take-up SUPPORT when it's offered Go to the OFFICE when directed Use Talk / Walk Report straight away Line-up in 2 lines quietly when directed Have a go Ask for help Do homework	Use Talk / Walk Report straight away Line-up in 2 lines quietly when directed	Take-up SUPPORT when it's offered Go to the OFFICE when directed Use Talk / Walk Report straight away	Use Talk / Walk Report straight away Line-up in 2 lines quietly when directed	Use the CHILL-OUT space calmly Take-up SUPPORT when it's offered Use Talk / Walk Report straight away Line-up in 2 lines quietly when directed	Use the CHILL-OUT space calmly Take-up SUPPORT when it's offered Go to the OFFICE when directed Use Talk / Walk Report straight away	Use the CHILL-OUT space calmly Use the REFLECTION chair silently Take-up SUPPORT when it's offered Go to the OFFICE when directed Use Talk / Walk Report straight away Line-up in 2 lines quietly when directed

## **Appendix 2**

### **The Use of Personal Technology Devices\* at School**

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

#### **Certain Personal Technology Devices Banned From School**

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

#### **Confiscation**

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

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

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

#### **Personal Technology Device Etiquette**

Bringing personal technology devices to school is not encouraged by the school because of the potential for theft and general distraction and/or disruption associated with them. However, if they are brought to school, they must be turned off and handed in to the administration office before school and may only be collected after school or when a student is signed out by a parent/caregiver. NB: Parent request must be received if a child is to bring a mobile telephone to 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 Eagleby 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) 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 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<sup>1</sup> or harassment, including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur.

Students involved in:

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

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

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

### **Text communication**

The sending of text messages that contain obscene language and/or threats of violence may amount to bullying and or harassment or even stalking, and will subject the sender to discipline and possible referral to QPS. Students receiving such text messages at school should ensure they keep the message as evidence and bring the matter to the attention of the school office.

### **Assumption of cheating**

Personal technology devices may not be taken into or used by students at exams or during class assessment unless expressly permitted by staff. Staff will assume students in possession of such devices during exams or assessments are cheating. Disciplinary action will be taken against any student who is caught using a personal technology device to cheat during exams or assessments.

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

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

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

### **Special Circumstances Arrangement**

Students who require the use of a personal technology device in circumstances that would contravene this policy (for example to assist with a medical condition or other disability or for a special project) should negotiate a special circumstances arrangement with the Deputy Principal or Principal. *Personal Technology Devices includes, but is not limited to, games devices (such as Portable gaming devices, Tamagotchis®, laptop computers, PDAs, Blackberrys®, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile telephones, iPods® and devices of a similar nature.*

### **Social Media**

Participation in social media at school is prohibited. As per our policy, consequences will be administered for contravention of this rule.

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

### Procedures for Preventing and Responding to Incidents of Bullying (including Cyber bullying)

#### **Purpose**

1. Eagleby State School strives to create positive, predictable environments for all students at all times of the day. The disciplined and teaching environment that we are creating is essential to:
  - achieving overall school improvement, including the effectiveness and efficiency of our student support procedures
  - raising achievement and attendance
  - promoting equality and diversity and
  - ensuring the safety and well-being of all members of the school community.
2. There is no place for bullying in Eagleby 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 Eagleby 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 Eagleby 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 responses to all problem behaviour, including bullying, in such a way that those who bully are not socially reinforced for demonstrating it.
7. The anti-bullying procedures at Eagleby State School are an addition to our already research-validated *School-Wide Positive Behaviour Support* processes. This means that all students are being explicitly taught the expected school behaviours and receiving high levels of social acknowledgement for doing so. Adding lessons on bullying and how to



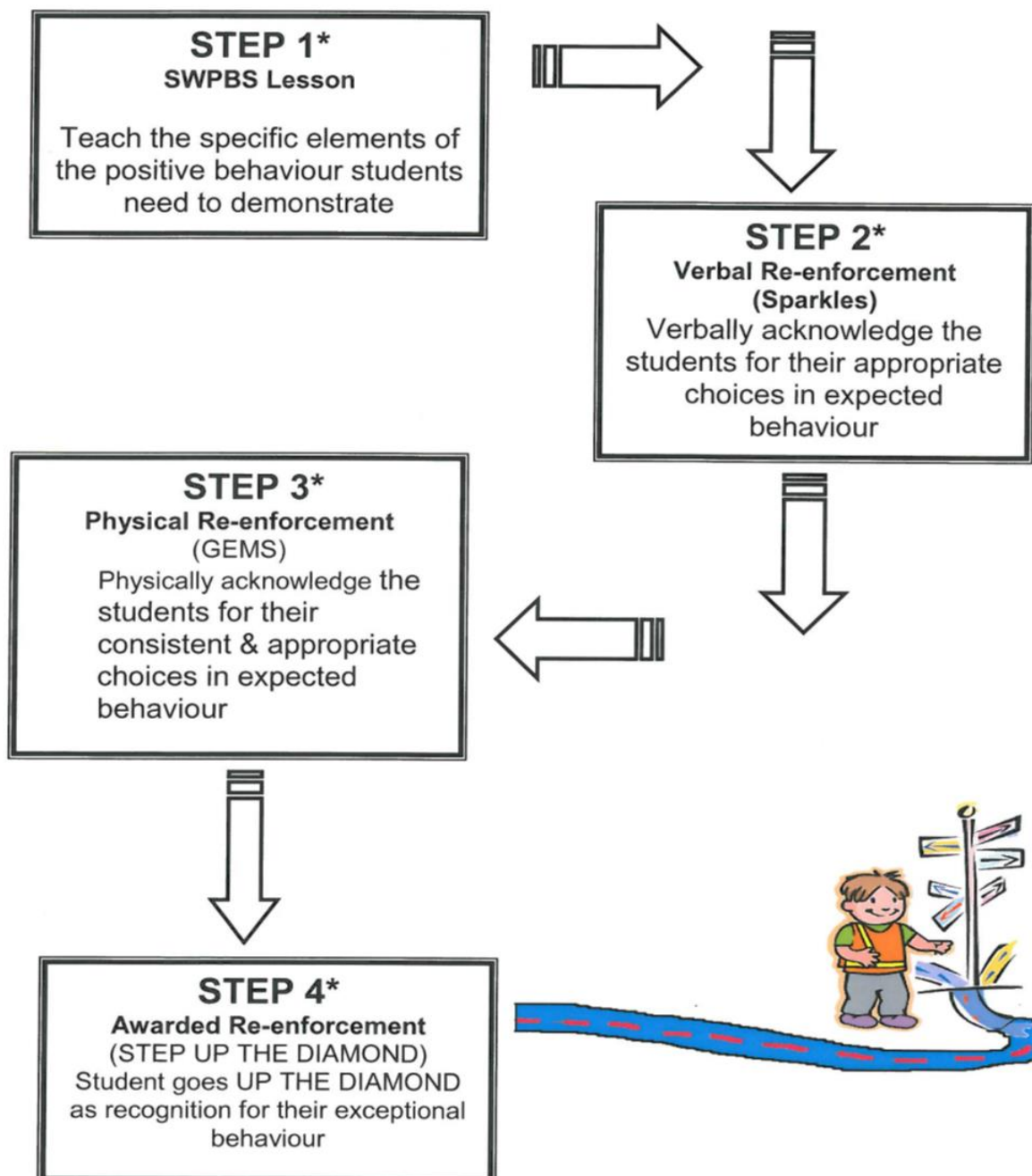
prevent and respond to it is a subset of procedures that our students are already accustomed to.

### **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 school-wide universal behaviour support practices will be maintained at all times. This will ensure that:
  - Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour using TALK WALK REPORT
  - All students know the 3 school rules and have been taught the expected behaviours attached to each rule in all areas of the school
  - All students have been or are being taught the specific routines in the 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. The student curriculum modules of the anti-bullying process consist of TALK WALK REPORT lessons taught by all teachers in all classrooms to a school-wide schedule of instruction. At all times simultaneous instruction is our goal, in order to maintain consistency of skill acquisition across the school.
10. 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.
11. 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.
12. 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 Eagleby 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'.
13. Eagleby State School uses behavioural data for decision-making. This data is entered into ONE SCHOOL 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.

Positive Re-enforcement Flow Chart

😊 +ve's FLOWCHART  
EAGLEBY STATE SCHOOL

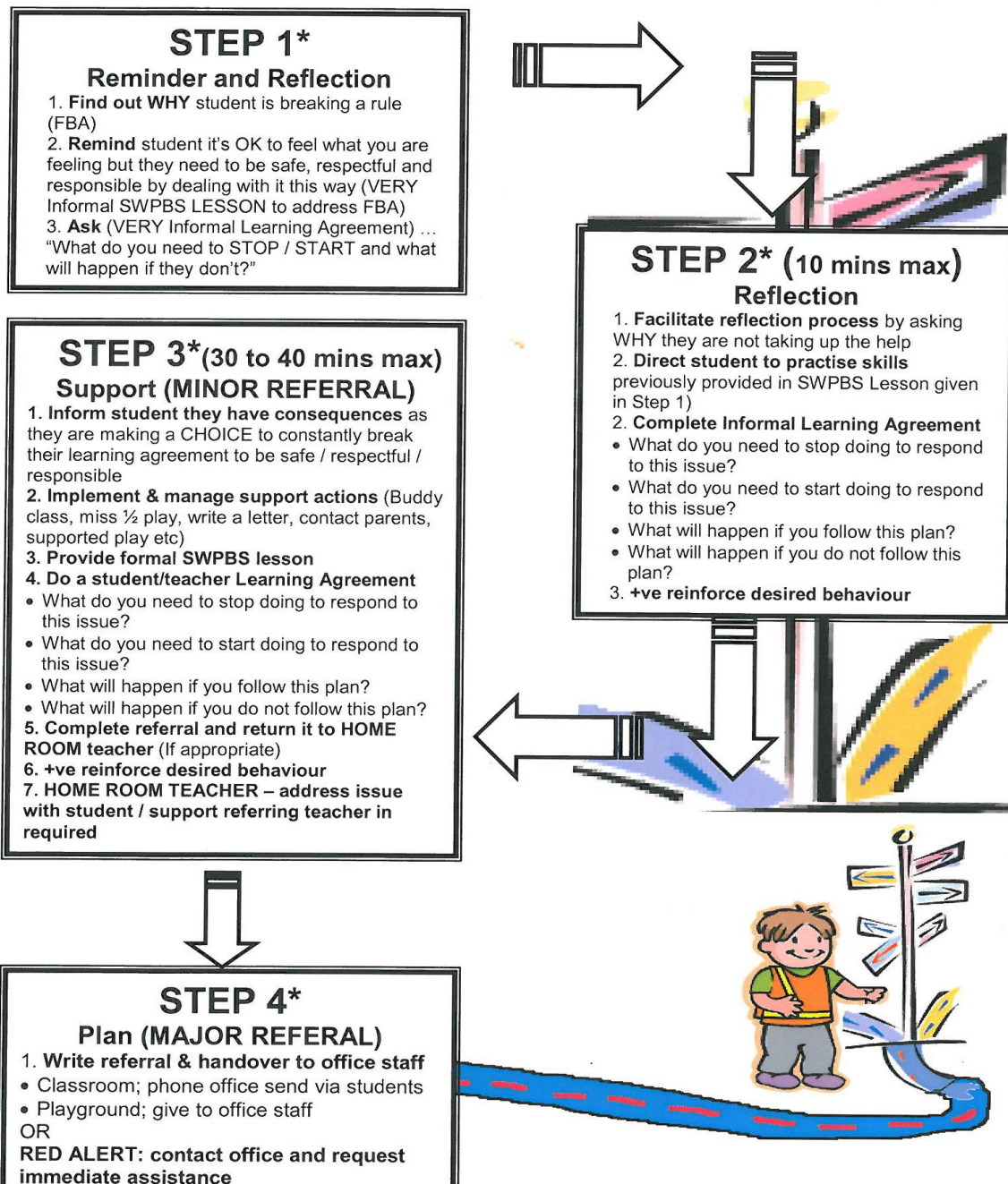


Negative Correction Flow Chart

# ☹️ -ve's FLOWCHART

## EAGLEBY STATE SCHOOL

Utilise the 10 Essential Skills before/ and during the following steps



## Appendix 6

### Minor / Major Referral Form

<b>Eagleby SS CLASSROOM Referral Completed By:</b> <b>MINOR</b> <input type="checkbox"/> (Put in home Teachers pigeon hole) <b>MAJOR</b> <input type="checkbox"/> (Give to Office) <b>DATE:</b> _____ <b>TIME:</b> _____										
<b>Student/s &amp; Class/es:</b> _____										
<b>RULE/S BROKEN:</b> _____ <b>BE SAFE</b> _____ <b>BE RESPECTFUL</b> _____ <b>BE RESPONSIBLE</b> _____										
<b>Subject: (please tick)</b> _____ <b>Home Class</b> _____ <b>Literacy Class</b> _____ <b>WTW</b> _____ <b>Numeracy Class</b> _____ <b>PE ( )</b> _____ <b>ICT</b> _____ _____ <b>Music</b> _____ <b>Library</b> _____ <b>LOTE</b> _____ <b>Assembly</b> _____ <b>Other</b> _____										
<b>SWPBS Rules Matrix</b> Number behaviour/s in order of occurrence  <b>Physical misconduct</b> Keep hands and feet to self Be calm with your body Walk safely  <b>Verbal misconduct</b> Using appropriate language Speak in a calm voice Be honest  <b>Non-compliant to classroom routine</b> Respond to stop / look / listen signals Do homework Line-up in 2 lines quietly when directed Use Talk / Walk / Report straight away Use the toilet cleanly and privately Leave supervised areas only with permission  <b>Non-participation in a program of instruction</b> Have-a-go Ask for help Take-up support to complete a task  <b>Defiance / threat to adults</b> Follow staff (& relief teacher) instructions Go and stay in chill-out space when directed  <b>Property Misconduct</b> Put rubbish in the bin Use furniture / equipment / buildings correctly Leave other people's property alone  <b>Dress Code</b> Wear the school uniform No Hat No Play Wear safe Shoes  <b>Disruptive</b> Use chill-out space calmly Sit silently in the time-out chair Work independently at buddy class  <b>3 minor referrals</b> See attached minor referrals  <b>Other</b> _____	<b>For REPORTED incidents (use other side of sheet if necessary)</b> <b>Description of student Behaviour/s &amp; teachers Response/s (if applicable)</b>  <b>1. VICTIM statement</b> 1a. Were victim and accused student/s playing together before this incident YES / NO 1b. BEFORE this REPORT did the victim use TALK / WALK to _____ 1c. WHO / WHAT / WHY / WITNESSES of this incident _____  <b>2. ACCUSED statement</b> 2a. Admitted to above YES / NO student was not in the area / NO student left without permission / NO Student had different account (see over) of WHAT / WHY / WITNESS _____  <b>For OBSERVED incidences (use other side of sheet if necessary)</b> <b>Student Behaviour/s &amp; teachers Response/s (in order of occurrence)</b>  1. _____  2. _____  3. _____									
<b>FBA (referring teacher's assessment of the students MOTIVATION for 1<sup>st</sup> behaviour only):</b> <table style="width: 100%;"> <tr> <td><input type="checkbox"/> Obtain Peer Attention</td> <td><input type="checkbox"/> Avoid Peer Attention</td> </tr> <tr> <td><input type="checkbox"/> Obtain Item/Activity _____</td> <td><input type="checkbox"/> Avoid Item/Activity _____</td> </tr> <tr> <td><input type="checkbox"/> Obtain Adult Attention</td> <td><input type="checkbox"/> Avoid Adult Attention</td> </tr> <tr> <td><input type="checkbox"/> Obtain _____</td> <td><input type="checkbox"/> Avoid _____</td> </tr> </table>			<input type="checkbox"/> Obtain Peer Attention	<input type="checkbox"/> Avoid Peer Attention	<input type="checkbox"/> Obtain Item/Activity _____	<input type="checkbox"/> Avoid Item/Activity _____	<input type="checkbox"/> Obtain Adult Attention	<input type="checkbox"/> Avoid Adult Attention	<input type="checkbox"/> Obtain _____	<input type="checkbox"/> Avoid _____
<input type="checkbox"/> Obtain Peer Attention	<input type="checkbox"/> Avoid Peer Attention									
<input type="checkbox"/> Obtain Item/Activity _____	<input type="checkbox"/> Avoid Item/Activity _____									
<input type="checkbox"/> Obtain Adult Attention	<input type="checkbox"/> Avoid Adult Attention									
<input type="checkbox"/> Obtain _____	<input type="checkbox"/> Avoid _____									
<b>MINOR Referral ACTIONS</b>										
<b>1. TEACHER ACTION IN RESPONSE TO THIS INCIDENT REFERRAL</b> <input type="checkbox"/> Implemented Teacher managed consequence/s see below ... Complete work in BUDDY CLASS / Complete work at ½ a play / Write Lines / Loose a privilege / Other _____ <input type="checkbox"/> Provided SWPBS Lesson/s (see attached for lesson plan outline) to the individual / class (please circle) _____ <input type="checkbox"/> Given positive re-enforcement to student for demonstrating required behaviour GEM / GOTCHA / Award (please circle) _____ <input type="checkbox"/> Re-enforced and followed classroom support as outlined in this students Individual Behaviour Management Plan <input type="checkbox"/> Consulted (for advice) Principal / DP / Guidance Officer / HOSES / BAT / Chappy / Other _____ <input type="checkbox"/> Other _____										
<b>2. HOME TEACHER ACTION TAKEN IN RESPONSE TO THIS INCIDENT REFERRAL</b> <input type="checkbox"/> Contacted Parent Ph / Meeting / Letter (Date/s recorded on ONE School _____) <input type="checkbox"/> Other _____										
<b>MAJOR Referral ACTIONS / RECOMMENDATIONS</b>										
<b>Name of Administrator:</b> _____ <b>Date Recorded on ONE SCHOOL</b> _____										
<input type="checkbox"/> Class Time in Office Session _____ <input type="checkbox"/> Restitution/ Mediation (teacher / student) <input type="checkbox"/> SWPBS Lesson with Student & follow up lesson by teacher requested (See highlight above) <input type="checkbox"/> Learning Agreement meeting by teacher requested <input type="checkbox"/> Discussion of emerging curriculum issue with teacher requested	<input type="checkbox"/> Parent Contact Ph / Meeting / Letter <input type="checkbox"/> Sent home <input type="checkbox"/> Time-out Room Date: _____ <input type="checkbox"/> In-School Suspension Level _____ <input type="checkbox"/> Suspension _____ days (Re-entry meeting _____) <input type="checkbox"/> Other _____	<input type="checkbox"/> Referred to ESAT / BAT <input type="checkbox"/> Referred to ESAT / Guidance <input type="checkbox"/> Referred to ESAT / Welfare <input type="checkbox"/> Referred to ESAT / Learning Support <input type="checkbox"/> Referred to ESAT / Welfare								

## Appendix 7

### Incident Report

Name:

Date:

Person Completing Form:

Name PROBLEM BEHAVIOUR		
Date of incident	Time incident started	Time incident ended
Where was the student when the incident occurred?		
Who was working with the student when the incident occurred?		
Where was staff member/s 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 <b>immediately</b> before the incident? Describe the activity, task or event.		
Describe what the student did during the incident.		
Describe the level of severity of the incident. (e.g. damage, injury to self/others)		
Describe who or what the incident was directed at.		
What action was taken to de-escalate or re-direct the problem?		
Briefly give your impression of why the student engaged in the above-described incident. (e.g. was angry because I asked him/her to stop teasing).		

### Debriefing Report

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

- Reverse or minimise the negative effects of physical intervention
- Prevent the future use of physical intervention
- Address organisational problems and make appropriate changes

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

Debriefing should provide information on:

- Who was involved
- What happened
- Where it happened
- Why it happened
- What we learned

The specific questions we want to answer through the debriefing process are:

- **FACTS:** what do we know happened?
- **FEELINGS:** how do you feel about the event that happened?
- **PLANNING:** what can/should we do next?

#### Questions for staff

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

#### Questions for student

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

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