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

1. Purpose

Tent Hill Lower 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. Tent Hill Lower State School has been a School Wide
Positive Behaviour Support School since 2011.

The Responsible Behaviour Plan for Students is designed to facilitate high standards of
behaviour. By implementing School Wide Positive Behaviour Support, (SWPBS), it
is intended that Tent Hill Lower State School will:

Create a positive learning environment that is safe predictable and future focused by:
- Providing a clear set of agreed upon school expectations and articulated
  consequences
- Explicitly teaching the skills of socially accepted behaviours
- Enabling students to grow socially and academically
- Modelling for and supporting students in the development of self-managing
  behaviours
- Maximising opportunities for regular positive feedback and reinforcement
- Ensuring transparency with all stakeholders.

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

Tent Hill Lower State School developed this plan in collaboration with our school
community. Consultation with parents, staff and students was undertaken through
2014. This has been achieved through SWPBS team meetings, Parents and Citizens
Association meetings and discussions with students. This plan has been informed
through the research and training for our school community stemming from SWPBS. A
review of school data relating to attendance, behaviour incidents, positive behaviours
and school disciplinary absences as recorded on OneSchool also informed the
development process.

The Plan was endorsed by the Principal (Mrs Janelle Kowitz) and the President of the
P&C (Mrs Janetta Walker) in August 2014, and will be reviewed in 2016 as required in
legislation.

3. Learning and behaviour statement

All areas of Tent Hill Lower 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 Tent Hill Lower 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 expectations, known as B.U.D.S., to teach and promote our high standards of responsible behaviour:

- Be responsible
- Use respect
- Do your best
- Stay safe

Our school expectations 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

As an SWPBS school, Tent Hill Lower State School’s proactive and preventative whole-school processes and strategies encourage all students to take increasing responsibility for their own behaviour and the consequences for their actions. The first step in facilitating standards of positive behaviour is communicating those standards to all students. At Tent Hill Lower State School, we emphasise the importance of directly teaching students the expected behaviours. Communicating behavioural expectations is a form of universal behaviour support - a strategy directed towards all students designed to prevent problem behaviour and provides a framework for responding to unacceptable behaviour.

A set of behavioural expectations in specific settings has been attached to each of our four school rules. The School-wide Expectations Teaching Matrix (following page) outlines our agreed rules and specific behavioural expectations in all school settings. These expectations are communicated to students via a number of strategies including:

- Explicit behaviour lessons conducted on a weekly basis
- Reinforcement of learning from behaviour lessons during active supervision by staff during classroom and non-classroom activities and presentation of awards on School Assemblies.
- Visual reminders
<table>
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<th>Expectation</th>
<th>Whole School</th>
<th>Classroom</th>
<th>Before School</th>
<th>Transitions</th>
<th>Playground</th>
<th>Eating Time</th>
<th>Toilets/drinks</th>
<th>After School</th>
</tr>
</thead>
</table>
| **B** Be Responsible | • Right place, right time  
• Care for equipment  
• Be honest  
• Be tidy | • Attempt all tasks  
• Have equipment ready | • School gear in right place  
• Go direct to the library  
• Be on time for school | • Stop play when the bell rings  
• Line up promptly | • Play in designated areas  
• Follow sports shed procedures | • Sit and eat in the shed  
• Bring your lunchbox  
• Eat your own food  
• Keep area clean | • Use drink taps and move on  
• Only drink or fill water bottles  
• Use toilets for their intended purpose  
• Leave toilets promptly when finished | • Collect all belongings  
• Be ready to go when dismissed |
| **U** Use Respect | • Use manners  
• Be friendly  
• Care for and consider others  
• Solve problems peacefully | • Hands up  
• Be a learning buddy  
• Ask to leave the room  
• Allow others to learn  
• Use your own equipment | • Use the library and equipment appropriately  
• Care for library books | • Wait your turn  
• Move in single or double file  
• Walk directly to destination  
• Consider others | • Use friendly words  
• Follow the game rules  
• Take turns and share | • Include others in your group  
• Care for lunchboxes  
• Wait to be dismissed | • Line up and wait your turn  
• Give others privacy in the toilet  
• Use calm voices | • Sit and wait in the shed  
• Appropriate volume of voices |
| **D** Do your best | • Full effort  
• Be positive  
• Follow all instructions  
• Aim to achieve  
• Follow school routines | • Be focussed  
• Work towards your goals  
• Use time wisely  
• Show pride in your work | • Participate in before school activities  
• Inside voices in library | • Be on time  
• Be prepared for class | • Stay calm and in control  
• Be a playground buddy | • Healthy food first  
• Take home uneaten food | • Be water wise  
• Always flush the toilet after use | • Take homework home  
• Use road rules in the car park |
| **S** Stay safe | • Stay calm  
• Hands & feet to self  
• Walk on cement  
• Wear shoes and socks  
• Be hygienic  
• Stay inside the school grounds | • Sit and listen during instruction  
• Move safely  
• Respect personal space  
• Desks and chairs flat on the floor | • Walk quietly, safely & calmly  
• Safe bus travel during excursions | • Wear hat correctly  
• Use playground equipment correctly  
• Play school approved games | • Scraps and rubbish in the bin  
• Ask to leave | • Wash your hands  
• Keep toilets clean | • Remain in the grounds until pick-up vehicle stops  
• Go straight to your pick-up  
• Stay seated in the car or bus |
School-wide Positive Behaviour Support (SWPBS) Framework

School-wide Positive Behaviour support framework is a school-wide, non-classroom and classroom system. It includes use of:

- Whole school evidenced behaviour support framework
- A whole school approach to positive behaviour that includes rewards
- Supports students at three distinct levels:
  - Universal Prevention
  - Targeted interventions
  - Intensive Individual Interventions

Universal Behaviour Support

Tent Hill Lower S.S. implements the following proactive and preventative processes and strategies to support student behaviour: These universal interventions provide a system of behavioural support for every student in the school. These strategies make up the primary system of support for the 'green zone' of students.

- Clear statement of school expectations grounded in the community values.
- Use of Expectations walls in classrooms
- Explicit teaching of expectations to all students
- Reinforcement and acknowledgement of positive behaviours demonstrated by students
- Data collection and interpretation to identify patterns of both positive and negative behaviours
- Quality, engaging and inclusive curriculum provided to address individual needs
- Relationships actively built and maintained between students, staff, parents and community members
- School Behaviour Leadership team members' regular provision of information to staff and parents, and support to others in sharing successful practices
- Induction programs in the Tent Hill Lower S.S. Responsible Behaviour Plan for Students delivered to new students as well as new and relief staff.
- Development of specific policies to address:
  - The Use of Personal Technology Devices* at School (Appendix 1)
  - Procedures for Preventing and Responding to Incidents of Bullying (Appendix 2).
Reinforcing expected school behaviour

At Tent Hill Lower S.S. 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 based on the school expectation matrix and is referred to as B.U.D.S. 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. Tent Hill Lower State School implements the following proactive and preventative processes and strategies to support student behaviour including:

- Short term acknowledgements
- Medium term acknowledgments
- Long term acknowledgments

Short Term Acknowledgments of positive behaviour: (Free and frequent)

1. Specific positive verbal feedback; that is sincere and age-appropriate. For example some positive verbal language adults can use:
   - "Thank you for walking, that was being safe."
   - "Well done, you had your homework finished and you turned it in on time that is being responsible."
   - "You are using an inside voice in the office, that is respectful."

2. Tangible reinforcers and school-wide token economies
   - Stickers handed out by all staff during playtime and class activities.
   - Sticker charts linked to rewards

Medium Term acknowledgments of positive behaviour

- Weekly acknowledgement though BUDS certificates on assembly; Learner of the Week and Buddy of the Week (Teacher's Choice)
- Public acknowledgement through newsletter.

Long Term acknowledgments of positive behaviour

- Twice a term behaviour reward certificates are given to students who have consistently demonstrating positive behaviours 90% of the time.
- Postcards to parents – incidental communication from teachers offering congratulations for outstanding achievements in academic, social, sport, leadership or other area as deemed appropriate.
- End of term rewards afternoon or Sports Carnival
- Participation in an End of Year activity such as an excursion. This will be based on the data collected on student behaviour in the classroom and the playground.

In each classroom there is an Expectation Wall. On this wall there is:

- Explicit Expectation Visuals – based upon the school expectation matrix which is used to teach and reinforce positive behaviours.
- A Behaviour Monitoring Chart – This is a coloured chart on which the students’ names are moved according to their demonstrated behaviours. Students start each day on green (indicating that they are “ready to learn”). Positive behaviours are acknowledged through movement up to pink (“good choices”) and purple (“outstanding choices”). Behaviours which do not meet classroom expectations and inhibit learning result in students being moved to yellow (“think about choices”), then orange (“chat to teacher”) and then red (“office referral”)
- Rewards – individualised, age appropriate for each classroom.
- Visual Consequences – a flow chart outlining the actions and responses that can be expected when behavioural expectations are not met.
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 reteach the student of the expected school behaviour. Our preferred way of re-directing low-level problem behaviour is to ask them to think of how they might be able to act more safely, more 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.

In the classroom, teachers use the Expectations Wall as a teaching tool to reteach and redirect low level problem behaviours in the initial instance. Teachers collect data on persistent low level behaviours which is used over a period of time to identify students who may need to be referred for more intensive behaviour support.

In the playground, if a student is displaying inappropriate behaviours, teachers use the following active supervision process:
- Gain students’ full attention
- Clarifying conversation. Describe what you saw to the child / OR Ask what happened?
- What expectation does that break? (i.e. Safety, respect, responsibility or learning)
- Reteach the expected behaviours
- Ask students to role play/model the expected behaviours eg “Show me how you can do that”.
- Ask students for confirmation that they are able to remember and use the expected behaviours.

In addition teachers may use:
- Appropriate problem solving to develop strategies to prevent repeat actions
- Strategies may include the ‘Pooch’ framework
- Include positive comment
- Ensure students involved feel that the problem has been ‘dealt’ with

As part of the active supervision, staff collect data on students who continue to persist with minor behaviours despite intervention.

Targeted behaviour support

Each year a small number students at Tent Hill Lower S.S., 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.

Teachers seeking assistance to support these students may undertake a number of options including:
- Using a team approach to support targeted students across a range of situations
- Modified programs to address individual needs, such as through academic support
- Social skilling programs/ self-management programs
- School based mentors

Staff undertake professional development to develop a range of skills required to support targeted students, the referral and response process and the reporting responsibilities.
Students whose behaviour does not improve or whose previous behaviour indicates a need for specialised intervention, are provided with intensive behaviour support.

**Intensive behaviour support: Behaviour Support Specialists**

Tent Hill Lower S.S. 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 which may include the use of behaviour support specialists. The Intensive Behaviour Support Specialists are accessed by the school through a referral process. Following referral, a stakeholder’s support team is formed consisting of parents and any relevant staff members to begin the assessment and support process. In some cases the support team may include 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.

The Intensive Behaviour Support Specialists:
- work with other staff members to develop appropriate behaviour support strategies
- assist with monitoring the impact of support for individual students through continuous data collection
- assists with making adjustments as required for the student,
- works with the School Behaviour Team to achieve continuity and consistency.

Individual support profiles are 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.

**5. Consequences for unacceptable behaviour**

Tent Hill Lower S.S. makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When unacceptable behaviour occurs, students experience predictable consequences. Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour. An office referral form (Appendix 3) is used to record all minor and major problem behaviour. The recording of three minor behaviours constitutes a major behaviour.

**Minor and major behaviours**

When responding to problem behaviour the staff member first determines if the problem behaviour is major or minor, with the following agreed understanding:
- **Minor** problem behaviour is handled by staff members at the time it happens
- **Major** problem behaviour is referred directly to the school Administration team

Minor behaviours are those that:
- are minor breaches of the school rules
- do not seriously harm others or cause you to suspect that the student may be harmed
- do not violate the rights of others in any other serious way
- are not part of a pattern of problem behaviours
- 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 problem 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 procedure. The 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 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 escorts the student to Administration.

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 for additional support.

  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 outlines minor/major behaviours and the referral process for Tent Hill Lower State School:
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<tr>
<th>School-wide Prevention and Support</th>
<th>Targeted Level Support</th>
<th>Intensive Level Support</th>
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<tr>
<td>Classroom/Playground Data</td>
<td>Enter on OneSchool</td>
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<table>
<thead>
<tr>
<th>Minor Problem Behaviours</th>
<th>Definition Guideline</th>
<th>Definition Guideline</th>
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<tbody>
<tr>
<td>Individual</td>
<td>Behaviours which staff members are expected to manage in the classroom and / or playground setting.</td>
<td>Major behaviour incidents involving danger to self and / or others that require immediate response from administration, entire staff or community support. (Referral for support to Principal/GD, Behaviour Coach)</td>
</tr>
<tr>
<td>Staff/Classroom/Playground Managed</td>
<td></td>
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</tbody>
</table>

**Definition Guideline**
Behaviours which current classroom/playground strategies have proven ineffective. (Refer to SWPBS team for colleague support)

- Indirect physical aggression
  - Eg. Non-serious but inappropriate physical contact (pushing/shoving/age-related fighting)

- Disruptive behaviours
  - Eg. Backchatting/larguing/ disruptive talking and noise making/leaving desk/room/designated area

- Inappropriate Teasing/Language/ harassment
  - Eg. Swearing, one off teasing, name-calling, leaving others out, not following rules, contextually inappropriate conversations, untruthful behaviour

- Minor property damage
  - Eg. Breaking pencils/scratching desk/tearing books, misuse of playground equipment/ etc.

- Non-compliance/defiant
  - Eg. Work refusal/refusal to follow adult directions, non-attendance at detention/not lining up /transitions /toilets/eating time routines /non designated play area

- Unsafe behaviours
  - Eg. Not wearing hat/shoes, use of sticks, leaving school grounds/climbing trees /throwing/ rocking chairs or desks

- Persistent minor behaviours
  - Eg. Any staff/classroom/playground managed behaviours which have been addressed by teachers using a range of effective teaching strategies including:
    - Least intrusive measures have been used (eg. logical ignoring, selective attending, cuing, descriptive encouraging)
    - Pedagogy assessment and adjustments etc - - reteaching of expected behaviours

- Persistent and/or severe non-compliance:
  - a) Which prevents learning and teaching
  - b) Persistently interferes with the good order and management of the playground.
  - Eg. Repeated minor behaviours which have increased in frequency, duration and intensity despite teacher intervention or one off incident.

- Bullying and harassment
  - Eg. Observed or written bullying, threatening language/verbal bullying

- Direct and intentional verbal aggression
  - Eg. Direct and intentional swearing and aggressive language/defiance/direct verbal threats/racism

- **Technology violations**
  - Eg. Inappropriate use of computers, phones or ipods.

- Property damage and misuse
  - Eg. Vandalism and property damage and stealing

- Possession of banned illegal items or substances
  - Eg. Possession or use of knives or weapons, drugs/selling of illicit items

- Physical aggression with the intent to cause serious harm or offence
  - Eg. Throwing of property/intentional fighting/spitting/intentional harm others/intentional and targeted bullying/ inappropriate sexual behaviour/threatening body language or proximity

- Danger to self and / or others
  - Eg. Leaving school grounds/climbing on roof/self-harming/deliberate threats or injury to others.
Relate problem behaviours to expected school behaviours
When responding to problem behaviours, staff members ensure that students understand the relationship of the problem behaviour to expected school behaviour. One method that staff members might use to achieve this is to have students:
- articulate the relevant expected school behaviour
- explain how their behaviour differs from expected school behaviour,
- describe the likely consequences if the problem behaviour continues; and
- identify what they will do to change their behaviour in line with expected school behaviour.

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

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

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

6. Emergency or critical incident responses
It is important that all staff have a consistent understanding of how to respond to emergency situations or critical incidents involving severe problem behaviour. This consistency ensures that appropriate actions are taken to ensure that both students and staff are kept safe.

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

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

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

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

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

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

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

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 Tent Hill Lower'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 4)
- Health and Safety incident record (link)
- debriefing report (for student and staff) (Appendix 5).
7. Network of student support

Students at Tent Hill Lower S.S. are supported through positive reinforcement and a system of universal, targeted, and intensive behaviour supports by:

- Parents
- Teachers
- Support Staff
- Administration Staff
- Guidance Officer
- Behaviour Coaches
- Positive Learning Centre Staff
- Senior Guidance Office

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.

Tent Hill Lower S.S. 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 nonviolent consequences for infringement of the code ranging from the least intrusive sanctions to the most stringent
- recognising and taking into account students' age, gender, disability, cultural background, socioeconomic situation and their emotional state
- recognising the rights of all students to:
  - express opinions in an appropriate manner and at the appropriate time
  - work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation, and
  - receive adjustments appropriate to their learning and/or impairment needs,
9. Related legislation
- Commonwealth Disability Discrimination Act 1992
- Commonwealth Disability Standards for Education 2005
- Education (General Provisions) Act 2006
- Education (General Provisions) Regulation 2006
- Criminal Code Act 1899
- Anti-Discrimination Act 1991
- Commission for Children and Young People and Child Guardian Act 2000
- Judicial Review Act 1991
- Workplace Health and Safety Regulation 1997
- Right to Information Act 2009
- Information Privacy (IP) Act 2009

10. Related policies

11. Some related resources
- Bullying. No Way!
- School-wide Positive Behaviour Support
- Code of Conduct for School Students Travelling on Buses

**Endorsement**

Principal

P&C President

Assistant Regional Director (Schools)

Effective Date: 1 August 2014 – 31 December 2016

Last updated August 2014
Appendix 1

The Use of Personal Technology Devices* at School

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

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

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

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

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

Personal Technology Device Etiquette
Bringing personal technology devices to school is not encouraged by the school because of the potential for theft and general distraction and/or disruption associated with them. However, if they are brought to school, they must be turned off and out of sight during the day. Personal technology devices may be used only after school if there is a particular need to contact family members.

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 Tent Hill Lower S.S. Students using personal technology devices to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks etc) for the purpose of dissemination among the student body or outside the school, by any means (including distribution by phone or internet posting) builds a culture of distrust and disharmony.

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

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

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

Even where consent is obtained for such recording, the school will not tolerate images or sound captured by personal technology devices on the school premises or elsewhere being disseminated to others, if it is done for the purpose of causing embarrassment to individuals or the school, for the
purpose of bullying\(^1\) 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, Tamagotchi\(^\circ\), laptop computers, PDAs, Blackberries\(^\circ\), cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile telephones, IPods\(^\circ\) and devices of a similar nature.*

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

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

Purpose
1. Tent Hill Lower S.S. 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 Tent Hill Lower S.S. 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 Tent Hill Lower S.S., 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 Tent Hill Lower S.S., 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 Tent Hill Lower S.S. 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 nonclassroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms.
- All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the nonclassroom areas of the school.
- A high level of quality active supervision is a permanent staff routine in the nonclassroom areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the nonclassroom areas.

9. 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.

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 Tent Hill Lower S.S. 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. Tent Hill Lower S.S. 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

**Tent Hill Lower State School**  
**Behaviour Referral Form**

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>Location (please tick)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Playground</td>
</tr>
<tr>
<td>Date:</td>
<td>Class:</td>
</tr>
<tr>
<td>Time:</td>
<td></td>
</tr>
<tr>
<td>Referring staff member:</td>
<td>Specialist Lesson</td>
</tr>
<tr>
<td></td>
<td>Classroom</td>
</tr>
<tr>
<td></td>
<td>Other</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Problem Behaviour</th>
<th>Major (Please tick)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Persistent and severe non-compliance</td>
<td></td>
</tr>
<tr>
<td>eg. Repeated minor behaviours which have increased in frequency, duration and intensity despite teacher intervention or one off incident.</td>
<td></td>
</tr>
<tr>
<td>Bullying and harassment</td>
<td></td>
</tr>
<tr>
<td>eg. Observed or written bullying, threatening language/malicious gossiping</td>
<td></td>
</tr>
<tr>
<td>Direct and intentional verbal aggression</td>
<td></td>
</tr>
<tr>
<td>eg. Direct and intentional swearing and aggressive language/defiance/direct verbal threats/racism</td>
<td></td>
</tr>
<tr>
<td>Technology violations</td>
<td></td>
</tr>
<tr>
<td>eg. Inappropriate use of computers, phones or ipods.</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
</tr>
<tr>
<td>Property damage and misuse</td>
<td></td>
</tr>
<tr>
<td>eg. Vandalism and property damage and stealing</td>
<td></td>
</tr>
<tr>
<td>Possession of banned illegal items or substances</td>
<td></td>
</tr>
<tr>
<td>eg. Possession or use of knives or weapons, drugs/selling of illicit items</td>
<td></td>
</tr>
<tr>
<td>Physical aggression with the intent to cause serious harm or offence</td>
<td></td>
</tr>
<tr>
<td>eg. Throwing of property/intentional fighting/splitting/intentional harm others/intentional and targeted bullying/ inappropriate sexual behaviour/threatening body language or proximity</td>
<td></td>
</tr>
<tr>
<td>Danger to self and / or others</td>
<td></td>
</tr>
<tr>
<td>eg. Leaving school grounds/climbing on roof/self-harming/deliberate threats and or injury to others.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Others involved in incident</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
</tr>
</tbody>
</table>

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18
## Tent Hill Lower State School
### Incident Report

<table>
<thead>
<tr>
<th>Name</th>
<th>PROBLEM BEHAVIOUR</th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
<th>Where was the student when the incident occurred?</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Who was working with the student when the incident occurred?</th>
</tr>
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<table>
<thead>
<tr>
<th>Where was staff when the incident occurred?</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Who was next to the student when the incident occurred?</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Who else was in the immediate area when the incident occurred?</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>What was the general atmosphere like at the time of the incident?</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>What was the student doing at the time of the incident?</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>What occurred immediately before the incident? Describe the activity, task, event.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Describe what the student did during the incident.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Describe the level of severity of the incident. (e.g. damage, injury to self/others)</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Describe who or what the incident was directed at.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>What action was taken to de-escalate or re-direct the problem?</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>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).</th>
</tr>
</thead>
</table>
Appendix 4
Reflection sheet - Lower School

Time-Out Reflection Sheet

As a student of Tench Millower State School I follow the expectations of BUDS.
I am aware that my behaviour and that this influences both my safety and well-being and the
safety and well-being of others.

What I chose to do:
- kick
- hit
- push
- bite
talk or scream
- run
- not work
- pinch
- use unkind words
- throw something

It made me:
- happy
- sad
- mad
- scared
- frustrated

Next time I can choose to:
- have SAFE feet
- have SAFE hands
- use kind words
- listen and not talk during instruction
- ask for a calm break
- say "I need time."
- ask someone to "Please stop."
- follow directions
- stay in my work area
- say, "I don't understand."

When I make a positive choice like that:
- others will want
to talk with me
- others will feel
good around me
- others want to play with me
- people will know that I am kind
- I will feel proud of myself

Be responsible: B
Use respect: U
Do your best: D
Stay safe: S

Draw a picture or write about what you can do next time.

Reflection Sheet – Upper School

Time-Out Reflection Sheet

As a student of Tench Millower State School I follow the expectations of BUDS.
I am aware that my behaviour and that this influences both my safety and well-being and the
safety and well-being of others.

What was the problem? Tell who, what, how and why you are having this reflection time.

What did you want? (tick the statements that match)
- I wanted attention from others
- I wanted to be in control
- I wanted to cause problems because I am sad
- I wanted to cause problems because others don't like me
- I wanted to avoid doing class work
- I wanted ________________________

What BUDS expectations did you fail to meet by doing this.
(Copy off the Expectations Matrix)

What better behaviour choices could you use next time? What are your options? Think of at least 2 or 3.

What are you going to do to fully resolve this problem?

After talking to the teacher I have decided to

Be responsible: B
Use respect: U
Do your best: D
Stay safe: S
Appendix 5

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.
Appendix 6

Tent Hill Lower S.S. information on and consequences for knives at school

WORKING TOGETHER TO KEEP TENT HILL LOWER STATE SCHOOL SAFE

We can work together to keep knives out of school. At Tent Hill Lower 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 tough 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 consequences including suspension.
• 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.

• 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 Tent Hill Lower 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 Janelle Kowitz (Principal)