



The Code of School Behaviour

Better Behaviour
Better Learning

Darling Heights State School

Responsible Behaviour Plan for Students based on The Code of School Behaviour *Reviewed and Updated February 2018*

1. Purpose

Darling Heights State School is committed to providing a safe, respectful and disciplined learning environment for students and staff, where students have the opportunity to engage in quality learning experiences and acquire values supportive of their lifelong well-being.

This Responsible Behaviour Plan for Students is designed to facilitate high standards of behaviour so that the learning and teaching can be effective and students can participate positively within our school community.

At Darling Heights State School, our aim is to provide a quality education for all students according to their individual needs in a secure, friendly and challenging environment with the co-operation of an informed and supportive school community. Our current educational philosophy emphasises a safe school environment, where positive approaches to managing student behaviour, and the balancing of individual student and whole class needs are recognised.

It is acknowledged that the Darling Heights State School community is a diverse one, both culturally, and in its beliefs and attitudes towards managing child behaviour.

Our policy and approach has been formulated to comply with the principles of Education Queensland's *The Code of School Behaviour*. Darling Heights State School promotes learning, creativity and innovation as the platform upon which to build prosperity and quality of life for all Queenslanders. Darling Heights State School is strongly committed to providing a quality, futures-oriented education that enables all students to achieve their full potential. We prepare students for an active role in democratic life and society. High expectations, equity, inclusiveness and the building of social capital are key features of state schooling in Queensland. Essential to effective learning is a safe, supportive and disciplined environment that respects the following rights:

- The rights of all students to learn
- The rights of teachers to teach
- The rights of all to be safe.

2. Consultation and data review

Darling Heights State School developed this plan in collaboration with our school community. Broad consultation with parents, staff and students was undertaken through survey distribution and community meetings held throughout 2009. A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents since 2012-2018 also informed the review process.

The Plan was endorsed by the Principal and the President of the P&C.

3. Learning and behaviour statement

All areas of Darling Heights 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 school-wide framework for managing behaviour is Positive Behaviour for Learning (PBL).

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 Darling Heights 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 is committed to PBL (Positive Behaviour for Learning) and this process identified the following school rules to teach and promote our high standards of responsible behaviour: The STAR Values are:

- Safety
- Thinking
- Acting Responsibly
- Respect

Our school rules have been agreed upon and endorsed by all staff and the school P&C. They are aligned with the values, principles and expected standards outlined in Education Queensland's Code of School Behaviour. Additional school beliefs are outlined in Appendix 1.

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

Universal Behaviour Support

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

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

DARLING HEIGHTS SCHOOLWIDE EXPECTATIONS TEACHING MATRIX

STAR Value	Expectation	Whole School	Classroom	Online	Entering and Exiting School	Play/Under over Areas	Eating Areas	Toilets/Change Rooms	Tuckshop	Transition/ Lining Up	Excursions/ Off Campus
Safety	Make good choices to keep everyone safe	<ul style="list-style-type: none"> Keep hands and feet to myself Walk around school Stay in school grounds Follow adult directions 	<ul style="list-style-type: none"> Walk inside Use equipment the right way Sit safely in chair or on floor Ask permission to leave 	<ul style="list-style-type: none"> Participate in use of approved online sites and educational games Be courteous and polite in all online communications 	<ul style="list-style-type: none"> Wait for bus in the correct area Use pedestrian crossing and gate Walk bikes and scooter in school grounds Hand in all electronic devices to Office 	<ul style="list-style-type: none"> Wear bucket hat outside. No play Use play equipment safely Play in designated areas 	<ul style="list-style-type: none"> Sit to eat Eat in designated area Eat my own food Wash hands before eating 	<ul style="list-style-type: none"> Wash hands with soap Use toilet paper properly Use correct toilet block 		<ul style="list-style-type: none"> Walk to the left Stand still in line Go straight there and straight back 	<ul style="list-style-type: none"> Stay with my class/group Walk on and off buses Remain seated on buses Wait for signal to move
Thinking	Think before we act	<ul style="list-style-type: none"> Think about all choices and their consequences to myself and others Think about my own and others' learning Think about looking after myself and other by being safe Think about my best work and best attitude 									
Acting Responsibly	Know and follow our values	<ul style="list-style-type: none"> Tell the truth Make good choices Solve problems with words Take care of own belongings Take care of others' property 	<ul style="list-style-type: none"> Keep my desk area tidy Have books and materials ready 	<ul style="list-style-type: none"> Report any unacceptable behaviour to a teacher Post only appropriate content online 	<ul style="list-style-type: none"> Arrive on time Attend school everyday 		<ul style="list-style-type: none"> Put lunchbox away Wait to be dismissed Eat politely Put rubbish in the bin Talk quietly 	<ul style="list-style-type: none"> Report problems to a teacher Use toilets correctly Flush toilet Use toilet at break times 	<ul style="list-style-type: none"> Order lunch before school Stand back and wait in line 		<ul style="list-style-type: none"> Have bag and equipment ready Follow site rules
Respect	Look after and value each other and our school	<ul style="list-style-type: none"> Use kind words and actions Be courteous, offer to help Be tolerant and fair Listen to the speaker Use manners Wear school uniform Accept and acknowledge differences in others 	<ul style="list-style-type: none"> Put hands up and wait Use one-speaker rule Use inside voice Allow others to learn 	<ul style="list-style-type: none"> Respect others' right to use online resources free from interference or bullying Keep all usernames or passwords private Follow all teacher instructions to keep all private information off online sites 		<ul style="list-style-type: none"> Take turns Allow others to play their games Ask permission to join Wait my turn 				<ul style="list-style-type: none"> Allow personal space Keep noise to a minimum Greet others 	<ul style="list-style-type: none"> Show pride in self and school Care for venues

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

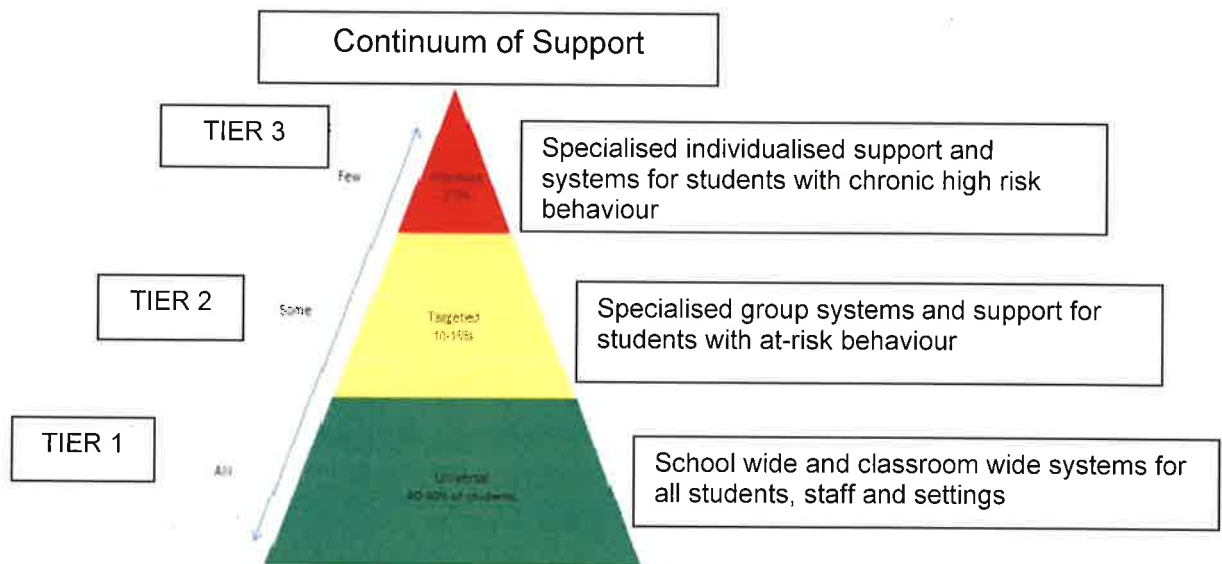
- Behaviour lessons conducted by classroom teachers;
- Reinforcement of learning from behaviour lessons at School Assemblies and during active supervision by staff during classroom and non-classroom activities.

It is typical for a school to have a spread of support needs. A whole school approach shapes, supports and recognises appropriate behaviours in all students:

Tier 1—*primary/universal schoolwide management strategies* across all school settings to meet needs of all students, develop common language and focus for all staff, families, and community members.

Tier 2—*targeted or group-based strategies* for students who present risk due to low academic achievement, poor social skills, limited family supports, or who need repeated practice.

Tier 3—*tertiary systems*—develop strategies for *chronically challenging behaviours* which are unresponsive to universal or secondary strategies.



• **Universal behaviour support (Tier 1)**

The first step in facilitating standards of positive behaviour is communicating those standards to **all** students. At Darling Heights State School, we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school. Communicating behavioural expectations is a form of universal behaviour support - a strategy directed towards **all** students designed to prevent 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 Schoolwide Expectations Teaching Matrix (Appendix 2) outlines our agreed rules and specific behavioural expectations in all school settings.

The PBL philosophy operates on the understanding that all students need to know and understand the expectations. These are set out in the matrix of expected behaviours. The matrix informs Weekly Values, Focusses and Rules which are presented in each classroom via Behaviour Walls as shown below.

Students are expected to be able to state the rules and are taught what they mean. When students exhibit the expected behaviours, they are recognised for their efforts.



Teaching the rules/expectations

The expectations are clearly stated via Classroom Behaviour Walls and Notice Boards, School Coodee, LED footpath sign and on parade. Teachers consistently remind students what being safe, thinking, acting responsibly and showing respect means and looks like. Our school incorporates lessons on social skills, following the rules and modelling our values into the classroom program or by role playing on parade.

Darling Heights 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 Darling Heights 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.

Specific policies have been developed to address:

- The Use of Personal Technology Devices at School (Appendix 3);
- Procedures for Preventing and Responding to Incidents of Bullying (Appendix 4); and
- Appropriate Use of Social Media (Appendix 5).

Reinforcing expected school behaviour

At Darling Heights 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.

Darling Heights State School Positive Notice

The most powerful form of recognition is positive praise. We all like to be told we've done a good job! This is our most powerful tool and we work hard to recognise students in all areas of school life. At Darling Heights State School we use "Gotchas" in recognition of students' efforts in demonstrating the school's STAR values. Students are also formally recognised through Star of the Week and Merit Awards which are presented at weekly parades.

Responding to unacceptable behaviour

1. Re-directing low-level and infrequent problem behaviour

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

Our preferred way of responding to unacceptable behaviours, is to use the least most intrusive strategy e.g. proximity, signal/non-verbal cue, ignore, attend, praise, re-direct, re-teach, provide choice, student conference.

• Targeted behaviour support (Tier 2)

Each year a small number of students at Darling Heights 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.

The Tier 2 process (Appendix 6) involves class room teachers and the Behaviour Reference Group (BRG) including the Guidance Officer and Deputy Principal to support students who do not respond to Tier 1 universals. This is done with teachers supporting teachers. Teachers can help each other address low-level misbehaviour through adaptations to the class room environment. Teachers also meet to discuss curriculum and student behaviour/data in their year level teams.

Some students are identified for inclusion in specific group programs aimed at meeting their behaviour needs eg Rock and Water, Fun Friends, Social Skilling. Other strategies include: Check-In - Check-Out and Academic restructuring

Students whose behaviour does not improve after participation in the above programs, or whose previous behaviour indicates a need for specialised intervention, are provided with intensive behaviour support (Tier 3).

• **Intensive behaviour support (Tier 3)**

Darling Heights 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 *Behaviour Reference Group (BRG)*:

- facilitates a Functional Behaviour Assessment for appropriate students;
- works with other staff members to develop appropriate behaviour support strategies;
- monitors the impact of support for individual students through ongoing data collection;
- makes adjustments as required for the student.

Following a referral, a team member contacts parents and any relevant staff members to form a support team and begin the assessment and support process. In some cases the support team also includes individuals from other agencies already working with the student and their family, a representative from the school's administration and regional behavioural support staff.

5. Consequences for unacceptable behaviour

Darling Heights State School makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When unacceptable behaviour occurs, students experience predictable consequences. Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour. 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 breeches 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; and
- do not require involvement of specialist support staff or Administration.

Minor problem behaviours may result in the following consequences:

- a minor consequence that is 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 the student is displaying;
 2. asks the student to name expected school behaviour;
 3. states and explains expected school behaviour if necessary; and
 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; and
- 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 to the student and remind them of the expected school behaviour.

Whole School, Targeted and Intensive Behaviour Support System

Who		Behaviour	Possible Consequences	Possible Strategies
Universal (Tier 1) Behaviour Support	Level 1 All Staff	At this level, all students are on task and following the school rules and values. No disciplinary action is required.	Positive reinforcement of appropriate behaviours and positive achievements could include: <ul style="list-style-type: none"> • verbal reinforcement • record of achievements for formal acknowledgement • phone calls/letters/emails to parents for good behaviours/achievements • record positive behaviours on OneSchool 	1. Verbal praise 2. Non-verbal praise 3. Gotchas 4. Year level awards 5. STAR awards 6. Participation in Treat Days
	Level 2 All Staff	Inappropriate student behaviours to be dealt with at this level include: <ul style="list-style-type: none"> • minor incidents • ignoring instruction • lateness to class • littering • verbal abuse • inappropriate use of mobile phone • uniform/hair/makeup/ jewellery transgressions • eating/drinking in classrooms/foyers • playing in/running through gardens. • name calling, teasing • annoying others • scuffling, tripping, pushing etc • rough play • swearing • misusing equipment • not sharing equipment • running on paved areas • no hat • no shoes • out of bounds • going into unattended classroom 	Staff initiated actions could include: <ul style="list-style-type: none"> • verbal negotiation • reminder of classroom expectations • in-class separation or isolation • removal from classroom for one-on-one resolution • send student to Buddy Class • assign student to accompany you on playground duty • assign student a lunchtime detention • parent contact <p style="text-align: center;">Class teacher to record incident on OneSchool at own discretion</p>	1. Distraction and diversion 2. Simple direction (name...pause...direction...take-up time) 3. Question & feedback (What are you doing? What should you be doing?) 4. Rule restatement (What is our rule for.....?/Our rule for..... is.....) 5. Consequences as choice (Play properly here or move away) and/or: Apply consequence: Move away.

Targeted (Tier 2) Behaviour Support

Who	Behaviour	Possible Consequences	Possible Strategies
<p>Level 3 Class Teacher, BRG</p>	<p>Inappropriate student behaviours to be dealt with at this level include:</p> <ul style="list-style-type: none"> • continued level two behaviours • referrals from class and/or data decision rule • repeated defiance • all forms of bullying 	<p>BRG Committee, in consultation with the class teacher will initiate actions which could include:</p> <ul style="list-style-type: none"> • monitoring program • resolution meeting as required between coordinator, aggrieved party and student • peer mediation or restorative conference • referral for assessment and specialist support – AVT, Guidance Officer • Individual Behaviour Support Plan • recess or after school detention • restitution • parent contact • interagency referral • referral to Deputy Principal <p style="text-align: center;">Class teacher to record incident on OneSchool</p>	<ol style="list-style-type: none"> 1. Rule restatement 2. Apply suitable logical consequence 3. Use of Buddy Classroom system 4. Referral to Time Out/RTR 5. Ensure that deferred consequences are followed up.
<p>Level 4 Class Teacher, Deputy Principal</p>	<p>Inappropriate student behaviours to be dealt with at this level include:</p> <ul style="list-style-type: none"> • continued level three behaviours • stealing • truancy • chronic absence • physical aggression, fighting, punching • smoking • pornography • intimidation of staff • vandalism, damaging property • sexual harassment/ misconduct • victimisation/continued bullying • throwing heavy, dangerous objects (stones, sticks etc) • abusive/offensive language • very angry behaviour, requiring cool off time 	<p>Deputy Principal initiated actions in response to inappropriate student behaviour:</p> <ul style="list-style-type: none"> • referral back to BRG to review Individual Behaviour Support Plan • parent/carer interview • time out • referral to outside agency • referral to/consultation with the principal • recommend suspension to principal • restorative conference on return from suspension • police notification <p style="text-align: center;">Class teacher and Admin to record incident on OneSchool</p>	<ol style="list-style-type: none"> 1. Rule statement. 2. Contact DP 3. DP to supervise student 4. In-school suspension 5. External suspension

Who	Behaviour	Possible Consequences	Possible Strategies
<p>Intensive (Tier 3) Behaviour Support</p> <p>Level 5 Deputy Principal Principal</p>	<p>Inappropriate student behaviours to be dealt with at this level include:</p> <ul style="list-style-type: none"> • extreme or repeated incidence of level four behaviour • possession of drugs • possession of a weapon • supply of drugs • use of a weapon • violent assault 	<p>Principal in consultation with Deputy Principal determines the most appropriate course of action which may include any of the following:</p> <ul style="list-style-type: none"> • Individual Behaviour Agreement • Parent/Carer interview • Police notification (if illegal behaviour) • suspension in line with Education Queensland Policy • recommendation for exclusion in line with Education Queensland Policy <p>Class teacher and Admin to record incident on OneSchool</p>	<ol style="list-style-type: none"> 1. Ensure safety of student, peers and adults including possible Lockdown 2. Monitor individual behaviour goals 3. Long-term withdrawal from playground 4. Managed attendance 5. DP to supervise student 6. In-school suspension 7. External suspension 8. Exclusion

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.

Ensuring consistent responses to problem behaviour

At Darling Heights State School, staff members issuing 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 in how to respond appropriately 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

1. **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.
2. **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.
3. **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.
4. **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).
5. **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; or
- posing an immediate danger to him/herself or to others.

Appropriate physical intervention may be used to ensure that Darling Height 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 and 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; and
- 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 processes can be found at <http://ppr.det.qld.gov.au/corp/hr/workplace/Pages/Health-and-Safety-Incident-Recording,-Notification-and-Management.aspx> online.

7. Network of student support

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

SCHOOL BASED SERVICES	DISTRICT & OTHER E.Q. SERVICES	COMMUNITY SERVICES
<ul style="list-style-type: none"> • Experienced staff members or the staff involved in previous years • Student Mentors • Staff Mentors • Administration • School Chaplain • Student Support Services Committee • Guidance Officer 	<ul style="list-style-type: none"> • District Behaviour Team • District PLC • Senior Guidance Officers • Access to Behaviour Management Funding • Professional Development at local, district and state level • Web-based resources 	<ul style="list-style-type: none"> • Department of Communities - Child Safety • Police Liaison Officer/Adopt a Cop • Qld Health - Child Youth and Mental Health Services, EVOLVE • Child Development Service • Mercy Family Services • Mission Australia • PCYC

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.

Darling Heights 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 2011
- Workplace Health and Safety Regulation 2011
- Right to Information Act 2009
- Information Privacy (IP) Act 2009

10. Related policies and procedures

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

11. Some related resources

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

Endorsement

Principal



P&C President or
Chair, School Council

Effective Date: 1 January 2014 – 26 February 2018

We believe as a staff and informed community that difficult school behaviours are most effectively addressed, in the long term, by using a positive framework to modify student behaviour and that it is our responsibility to communicate to all members of our community, our conviction. This is because:

- Children learn best in environments that are success-oriented and which reflect the principles of equity and social justice.
- Some children who have had negative experiences with adults in their lives or are reacting to “unfair” life experience, may respond positively to encouraging experiences over a long-term period.
- Consequences applied to misbehaviour are more meaningful if the context in which they are applied is positive and supportive
- It is important for school staff to be aware of and work to change the tendency for some children to negatively interpret teachers’ suggestions to support better behavioural choices.

We believe that many behaviours may be improved with the use of positive consequences. This can be done through:

- Modifying the child’s environment in a proactive way
- Structuring a child’s environment so as to minimise opportunities for negative behaviour or inappropriate conduct
- Establishing meaningful relationships with students and families
- Teaching skills that will promote acceptable behaviours and that are more effective in enabling children to achieve goals.
- Providing incentives, prompts, reminders and rewards to create a positive atmosphere and positive expectations about and of a child.

We believe and recognise that in a small number of cases, long-term positive and supportive strategies will not prevent, manage or resolve every short-term behaviour challenge. It is therefore accepted that some behaviours require firm school responses in the contexts of:

- Situational management using teacher response skills,
- Targeted consequences for specific behaviours,
- Opportunities for reflection and restitution,
- Behavioural management plans and
- Student disciplinary absences (Suspensions and Exclusions).

It is our belief that all members of the school community have the right to work and learn in a safe and supportive environment. Our School Policy reflects both proactive steps to encourage self-worth and self-discipline, and reactive procedures to deal with various situations that may arise. Through a gradual process of procedures, all avenues of management are employed prior to the use of suspension and exclusion. At times, student disciplinary absences are unavoidable and can provide time for the child and their family to reflect upon questionable behaviour and conduct with a view to making positive changes.

APPENDIX 2

DARLING HEIGHTS SCHOOLWIDE EXPECTATIONS TEACHING MATRIX

STAR Value	Expectation	Whole School	Classroom	Online	Entering and Exiting School	Play/ Undercover Areas	Eating Areas	Toilets/Change Rooms	Tuckshop	Transition/ Lining Up	Excursions/ Off Campus
Safety	Keep everyone safe Make good choices to	<ul style="list-style-type: none"> Keep hands and feet to myself Walk around school Stay in school grounds Follow adult directions 	<ul style="list-style-type: none"> Walk inside Use equipment the right way Sit safely in chair or on floor Ask permission to leave 	<ul style="list-style-type: none"> Participate in use of approved online sites and educational games Be courteous and polite in all online communications 	<ul style="list-style-type: none"> Wait for bus in the correct area Use pedestrian crossing and gate Walk bikes and scooter in school grounds Hand in all electronic devices to Office 	<ul style="list-style-type: none"> Wear bucket hat outside. No hat, No play Use play equipment safely Play in designated areas 	<ul style="list-style-type: none"> Sit to eat Eat in designated area Eat my own food Wash hands before eating 	<ul style="list-style-type: none"> Wash hands with soap Use toilet paper properly Use correct toilet block 		<ul style="list-style-type: none"> Walk to the left Stand still in line Go straight there and straight back 	<ul style="list-style-type: none"> Stay with my class/group Walk on and off buses Remain seated on buses Wait for signal to move
Thinking	Think before we act	<ul style="list-style-type: none"> Think about all choices and their consequences to myself and others Think about my own and others' learning Think about looking after myself and other by being safe Think about my best work and best attitude 									
Acting Responsibility	Know and follow our values	<ul style="list-style-type: none"> Tell the truth Make good choices Solve problems with words Take care of own belongings Take care of others' property 	<ul style="list-style-type: none"> Keep my desk area tidy Have books and materials ready 	<ul style="list-style-type: none"> Report any unacceptable behaviour to a teacher Post only appropriate content online 	<ul style="list-style-type: none"> Arrive on time Attend school everyday 		<ul style="list-style-type: none"> Put lunchbox away Wait to be dismissed Eat politely Put rubbish in the bin Talk quietly 	<ul style="list-style-type: none"> Report problems to a teacher Use toilets correctly Flush toilet Use toilet at break times 	<ul style="list-style-type: none"> Order lunch before school Stand back and wait in line 	<ul style="list-style-type: none"> Have bag and equipment ready Follow site rules 	
Respect	Look after and value each other and our school	<ul style="list-style-type: none"> Use kind words and actions Be courteous, offer to help Be tolerant and fair Listen to the speaker Use manners Wear school uniform Accept and acknowledge differences in others 	<ul style="list-style-type: none"> Put hands up and wait Use one-speaker rule Use inside voice Allow others to learn 	<ul style="list-style-type: none"> Respect others' right to use online resources free from interference or bullying Keep all usernames or passwords private Follow all teacher instructions to keep all private information off online sites 	<ul style="list-style-type: none"> Take turns Allow others to play their games Ask permission to join Wait my turn 					<ul style="list-style-type: none"> Allow personal space Keep noise to a minimum Greet others 	<ul style="list-style-type: none"> Show pride in self and school Care for venues

APPENDIX 3

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.

Personal Technology Devices include, but are not limited to, games devices (such as Portable gaming devices, 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.

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 (mobile phones, iPods or iPhones, iPads used to contact parents) used contrary to this policy on school premises will be confiscated by school staff. They will be made available for collection from the school office at the end of the school day unless required to be kept for purposes of disciplinary investigation, when it will only be returned in the presence of a parent.

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

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

Personal technology device etiquette

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

Recording voice and images

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

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

Students must not record images anywhere that recording would not reasonably be considered appropriate (e.g. in change rooms, toilets or any other place where a reasonable person would expect to be afforded privacy). Recording of events in class is not permitted unless express consent is provided by the class teacher.

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

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

Students may be subject to discipline (including suspension and recommendation for exclusion) if they breach the policy by being involved in recording and/or disseminating material (through text messaging, display, internet uploading or other means) or are knowingly the subject of such a recording.

Students should note that the recording or dissemination of images that are considered indecent (such as nudity or sexual acts involving children) are 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 this 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.

APPENDIX 4

School policy for preventing and responding to incidents of bullying (including cyberbullying)

Purpose

Darling Heights 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.

There is no place for bullying in Darling Heights State School. Those who are 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.

Bullying behaviours that will not be tolerated at Darling Heights 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.

Bullying may be related to:

- race, religion or culture;
- disability;
- appearance or health conditions;
- sexual orientation;
- sexist or sexual language;
- children acting as carers; or
- children in care.

At Darling Heights 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

Many bullying behaviours are peer-maintained through the actions of bystanders. 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.

The anti-bullying procedures at Darling Heights State School are an addition to our 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

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 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.

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.

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.

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.

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 Darling Heights 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'.

Darling Heights State School records inappropriate behaviour and 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 5

Appropriate use of social media

Darling Heights State School embraces the amazing opportunities that technology and the internet provide to students for learning, being creative and socialising online. Use of online communication and social media sites and applications (apps) can provide positive social development experiences through an opportunity to develop friendships and shape identities.

When used safely, social media sites and apps such as Facebook, Twitter and Instagram can provide positive opportunities for social learning and development. However, inappropriate, or misguided, use can lead to negative outcomes for the user and others.

Darling Heights State School is committed to promoting the responsible and positive use of social media sites and apps.

No student of Darling Heights State School will face disciplinary action for simply having an account on Facebook or other social media site.

As is set out in the school policy for preventing and responding to incidents of bullying (including cyberbullying) found at **Appendix 4**, it is unacceptable for students to bully, harass or victimise another person whether within Darling Heights State School grounds or while online. Inappropriate online behaviours can have a negative impact on student learning and the good order and management of Darling Heights State School, whether those behaviours occur during or outside school hours.

This policy reflects the importance of students at Darling Heights State School engaging in appropriate online behaviour.

Role of Social Media

The majority of young people use social media sites and apps on a daily basis for school work, entertainment and to keep in contact with friends. Unfortunately, some young people misuse social media technologies and engage in cyberbullying.

Social media by its nature will result in the disclosure and sharing of personal information. By signing up for a social media account, users are providing their personal information.

Students need to remember that the internet is a free space and many social media sites and apps, like Twitter, have limited restrictions placed upon allowable content and regulated procedures for the removal of concerning posts.

Social media sites and apps are designed to share online content widely and rapidly. Once students place information and/or pictures online, they have little to no control over how that content is used.

The internet reaches a global audience. Even if students think that comments or photos have been deleted, there can be archived records of the material that will continue to be searchable into the future.

Inappropriate online behaviour has the potential to embarrass and affect students, others and the school for years to come.

Appropriate use of Social Media

Students of Darling Heights State School are expected to engage in the appropriate use of social media. Specific examples of appropriate use of social media sites and apps include:

- Ensuring that personal information, such as full name, address, phone number, school name and location or anyone else's personal information, is not shared.
- Thinking about what they want to say or post, and how it could be interpreted by others, before putting it online. Remember, once content is posted online you lose control over it. Students should not post content online that they would be uncomfortable saying or showing to their parents' face or shouting in a crowded room.
- Remembering that it can be difficult to work out whether messages typed on social media sites and apps are meant to be funny or sarcastic. Tone of voice and context is often lost which can lead to unintended consequences. If students think a message may be misinterpreted, they should be cautious and make the decision not to post it.
- Never provoking, or engaging with, another user who is displaying inappropriate or abusive behaviour. There is no need to respond to a cyberbully. Students should report cyberbullying concerns to a teacher and allow the teacher to record and deal with the online concern.

If inappropriate online behaviour impacts on the good order and management of Darling Heights State School, the school may impose disciplinary consequences for that behaviour regardless of whether the behaviour occurs during or outside of school hours.

Disciplinary consequences could include suspension and/or exclusion. In serious cases of inappropriate online behaviour, the school may also make a report to the police for further investigation.

Darling Heights State School will not become involved in concerns of cyberbullying or inappropriate online behaviour where the incident in question does not impact upon the good order and management of the school. For example, where cyberbullying occurs between a student of this school and a student of another school outside school hours. Such an incident will be a matter for parents and/or police to resolve.

Laws and Consequences of inappropriate online Behaviour and Cyberbullying

Inappropriate online behaviour may in certain circumstances constitute a criminal offence. Both the *Criminal Code Act 1995* (Cth) and the *Criminal Code Act 1899* (Qld) contain relevant provisions applicable to cyberbullying.

The Commonwealth Criminal Code outlines a number of criminal offences concerning telecommunications services. The most relevant offence for cyberbullying is "using a carriage service to menace, harass or cause offence to another person".

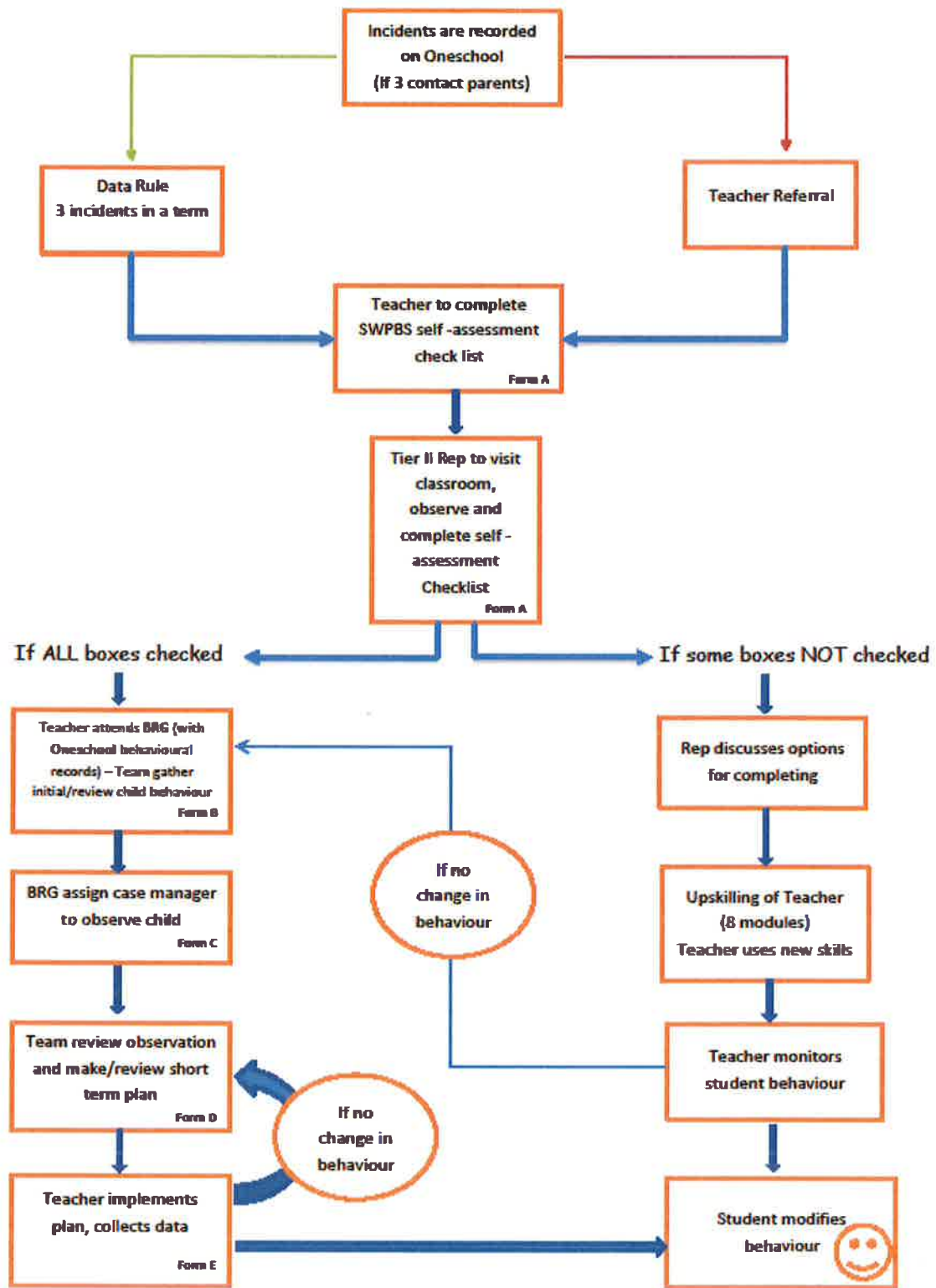
The Queensland Criminal Code contains several applicable sections for cyberbullying. Potential relevant criminal offences are:

- Unlawful stalking.
- Computer hacking and misuse.
- Possession of child exploitation material.
- Involving a child in making child exploitation material.
- Criminal Defamation.
- Making child exploitation material.
- Distribution of child exploitation material.

There are significant penalties for these offences.

Darling Heights State School strives to create positive environments for all students at all times of the day, including while online. To help in achieving this goal, Darling Heights State School expects its students to engage in positive online behaviours.

DHSS SWPBS TIER II Flowchart



APPENIX 7

Debriefing Report

Formal debriefing

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

- reverse or minimise the negative effects of physical intervention;
- prevent the future use of physical intervention; and/or
- address organisational problems and make appropriate changes.

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

Debriefing should provide information on:

- who was involved;
- what happened;
- where it happened;
- why it happened; and
- 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?
- Would you do something differently next time?
- What could we have done to make the physical intervention less invasive?

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).