Responsible Behaviour Plan for Students at Baralaba State School
Based on the Code of School Behaviour

Guidelines for Responsible Behaviour Plan for Students

1. Purpose
Baralaba State School’s vision is ‘every day, every student learning and achieving’. It is realised and actioned through our motto “Success by Effort”. Baralaba 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 to develop skills to become life-long learners, independent, resilient, respectful and confident members of the community. This Responsible Behaviour Plan (RBP) for students is designed to maximise the academic achievement, social competencies and life skills of all students in a democratic society.

2. Consultation and Data Review
Baralaba State School developed and reviewed this plan in collaboration with our school community. Broad consultation with staff, parents and students was undertaken through review meetings held during Semester 2, 2014. Analysis of school data relating to absenteeism, school disciplinary absences and behaviour incidents from 2012-14, staff professional development and information gathered from the Education Queensland’s Guidance Officer for Intensive Behaviour, also informed this review process.

3. Learning and Behaviour Statement
All areas of Baralaba State School are teaching and learning environments. We follow the Code of School Behaviour by using relational practices and strive to create responsible self-managers at our school. We know that all behaviour has a function and as educators we are committed to meeting the need/s of the individual student, teaching appropriate behaviour and creating a fair and equitable environment. It is clearly understood by all teaching staff that they are equally responsible for teaching behaviour as they are the curriculum. We provide care and consideration for the individual and set clear boundaries and expectations for the school community. This ensures consequences are instructional and logically linked to the inappropriate behaviour and reflect the individual circumstances of the student.

All school community members have clear and consistent expectations and understandings of their role in the educational process and this is supported through the following school rules:

- Be Safe
- Be a Learner
- Be Responsible
- Be Respectful

Our school rules have been 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 Positive Behaviour and Responding to Unacceptable Behaviour
At Baralaba State School we strive to create responsible self managers who are successful academically and socially. We reward and openly communicate positive behaviour and achievements through rewards programs, acknowledgement at parade, awards night, in the local link and direct contact with parents.

We respond to unacceptable behaviour through instructional consequences that align with a modified curriculum, organisation of physical environment, and relationship building with individual students. This allows staff to meet the need of the behaviour in a socially appropriate way. Our goal for instructional consequences is to bring about change in behaviour.

Staff are skilled in areas to implement Relational Practice:
1. All staff – Essential Skills for Classroom Management, (ESCM) Relational Practice and non-violence crisis interventions.
2. SWPBS Team – SWPBS update training and review.
3. Relevant Classroom Teachers - Risk Assessment Management Plans (RAMPS) and Action Plans

Getting Along     Resilience     Organisation     Persistence     Confidence
- **Universal**
  In a supportive and well-disciplined school, approximately 80% to 90% of students require little, if any, additional support to follow the school rules and demonstrate appropriate social behaviours. Universal levels of support are provided to all students.

- **Targeted**
  In a supportive and well-disciplined school, approximately 10 to 15% of students may occasionally need additional targeted support, specific adjustments or program intervention. Targeted support is typically delivered in small groups to the identified population.

- **Intensive**
  In a supportive and well-disciplined school, approximately 2 to 5% of students may need more intensive support and/or flexible learning options to assist them to continue their learning. These are typically individualised interventions for students with highly complex and challenging behaviours. Functional Behaviour Assessments are generally undertaken to assist with the development of intensive support options for necessary students.
Universal Behaviour Support

Baralaba State School implements the following proactive strategies and beliefs to support student behaviour:

- Rules and behaviour expectations are explicitly taught from the BSS Rule Matrix (Appendix 6) across all year levels and differentiated where appropriate.
- Teachers prepare and implement engaging and relevant lessons in accordance with the curriculum.
- High expectations of behaviour for all.
- Teachers establish a positive, productive and safe classroom environment with negotiated and effective classroom rules.
- Teaching Staff discuss, explain, model and teach expected behaviour to students.
- All school community members use respectful language with each other. Staff members remain professional in all situations.
- Social and Emotional Program ‘You Can Do It’ is explicitly taught in the P-6 classroom and the encouraging language is used throughout the school to facilitate positive relationships in all situations in the school.
- Staff ensure positive staff member, student and parent relationships by open communication pathways.
- BSS Rule Matrix is displayed in every classroom
- Flow chart of positive and negative consequences is displayed in every classroom and followed in the classroom and playground.
- Buddy classes are displayed in the classroom.
- Designated time out area in every classroom.
- SWPBS team analyse behaviour data and actively engage staff to proactively problem solve and implement strategies.
- Key elements of RBP included in enrolment interviews.
- Implementation of specific policies to address:
  - The Use of Mobile Phones and Personal Technology Devices at School (Appendix 1)
  - Knife and Other Weapons Policy (Appendix 2)
  - Inappropriate Online Behaviour Inclusive of Outside School Environment Policy (Appendix 3)
  - Bullying Prevention Policy (Appendix 4)
  - Serious Incident Debriefing Process (Appendix 5)
  - Baralaba State School Behaviour Matrix (Appendix 6)
  - Consequence Matrix (Appendix 7)
  - Consequence Flowchart (Appendix 8)

BSS teaching staff use ESCM to ensure all students within their classrooms are engaged and motivated to learn. Following the ESCM guidelines of least intrusive measures to most intrusive for behaviour management:

- Establish expectations
- Give instructions
- Wait & Scan
- Cue with parallel acknowledgement
- Body language encouragers
- Descriptive encouragers
- Selective attending
- Redirection to learning x 2
- Give choice x 2
- Follow through to Instructional Consequence

Celebrating Positive Behaviour-

BSS is a SWPBS school whereby the communication of our key messages about behaviour are backed up with positive reinforcement, which provides students with feedback for engaging in expected school behaviour. Listed below are examples of positive strategies implemented at BSS that promote responsible behaviour:

- Pegs that mark student’s behaviour on Flow Chart (3 levels upward for following classroom expectations and three levels downward for students requiring reminders to follow expectations).
- Stickers are awarded if student is displaying expected behaviours within the classroom (Full sticker chart is rewarded with a selection from the prize box in each classroom.)
- Positive acknowledgments and interactions in alignment with ESCM.
- Contact with parents/guardians to acknowledge positive behaviour and reinforce open communication between staff and parents through phone calls, emails and Good News Postcards.
- Recording positive behaviour on OneSchool.
- Awards at parade reflect positive behaviour and display social and emotional skills that are taught in ‘You Can Do It’ including Organisation, Persistence, Getting Along, Resilience and Confidence.
- Encouragement awards for each year level at BSS Annual Awards Night.

### Targeted Behaviour Support

1. Review and implement universal interventions within the classroom and playground.
2. Data reviewed to identify targeted students; 2-5 Major Office Disciplinary Referral (ODR’s)/year; not engaged in classroom curriculum and/or low attendance.
3. Actively identify students requiring behaviour support.
4. Behaviour is documented on OneSchool and parents/guardians are notified of positive and inappropriate behaviour.
5. All consequences are instructional and implemented by relevant staff member.
6. Students are referred to SWPBS Team to problem solve strategies to support change in behaviour.
7. Student referred to the Guidance Officer and/or Chaplain.
8. Practical Function Behaviour Assessment (FBA) developed.
9. Individual programs developed to teach appropriate behaviours/skills and meet the students individual needs.
10. Individual RAMPS as required.
11. Individual support is given through the use of support staff ie Aides, ST:LaN.
12. Individual rewards programs are developed to maximise on task behaviour.
13. Ongoing review of plan at each SWPBS Meeting.

### Intensive Behaviour Support

Students who repeatedly have difficulty meeting BSS expectations require intensive support to develop socially appropriate behaviours. Students who require intensive intervention receive the following:

1. Data reviewed to identify targeted students (students that have >6 ODRs)
2. Review and implement universal interventions within the classroom and playground.
3. Review and implement targeted interventions.
4. Referral to SWPBS team, Behaviour Management Teacher and Principal.
5. Collect Data relating to Individual.
6. Comprehensive FBA administered.
7. Stakeholders meeting may include parents, teaching staff, Guidance Officer, HOSES, Chaplain, Principal
8. Plan developed and reviewed on a fortnightly basis initially.
9. Individual RAMPS are developed by the Guidance Officer together with the classroom teacher.
10. OneSchool reports are monitored and reported to the parent/guardian.
11. ESCM reviewed and adjusted within the classroom.
12. Alternate curriculum programs are implemented if needed.
13. Consequences are delivered following Baralaba State Schools policy regarding suspension and exclusion.

### 5. Emergency responses or critical incidents

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

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

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

**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

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| Getting Along | Resilience | Organisation | Persistence | Confidence |
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 themselves or to others.

**Use physical restraint:**
- as an immediate or emergency response
- as part of student’s individual plan, including prevention of self-harming behaviors.
- when other options have been considered such as allowing the student to withdraw or move away, or moving other people from the situation
- after considering welfare of student, staff and other students
- In conjunction with teaching and reinforcement of alternative appropriate behaviour.

When developing strategies to deal with situations involving use of physical restraint:
- follow procedures in accordance with Student protection [http://ppr.det.qld.gov.au/education/community/Pages/Student-Protection.aspx](http://ppr.det.qld.gov.au/education/community/Pages/Student-Protection.aspx)

Consider any issues that might exacerbate the situation such as:
- body language, tone of voice or facial expressions
- student’s sensitivity to sounds or touch
- student’s methods of communication

Assume calm demeanor to avoid escalating student behavior.

Maintain appropriate observation or monitoring of student during and after incident of physical restraint.

Follow specific processes for
- physical Restraint - Immediate or Emergency Response
**Physical Restraint – Planned Response including Prevention of Self-Harming Behaviours (individual plan)**

Each instance involving the use of physical intervention must be formally documented. The following records must be maintained:
- OneSchool report
- MyHR Incident Report
- Serious Incident Debriefing Process (Appendix 5).

**6. Consequences for Unacceptable Behaviour**

It is clearly understood by all teaching staff that they are equally responsible for teaching behaviour as they are the curriculum. We provide care and consideration for the individual and set clear boundaries and expectations for the school community. This ensures consequences are instructional and logically linked to the inappropriate behaviour and reflect the individual circumstances of the student.

A Matrix has been developed to ensure consistency in Behaviour Management at our school (Appendix 7).

**Suspension & Exclusion**

In cases of serious inappropriate behaviour where a range of above mentioned strategies have been implemented, a student may be suspended or excluded from school. Principals have authority to suspend or recommend exclusion if a students’ disobedience, misconduct or behaviour is prejudicial to the good order and management of the school.

**1 to 5 Day Suspension**

1. Incident to be recorded on OneSchool by witnessing staff members.
2. Principal to interview student and other witnessing students in relation to the incident (if appropriate).
3. The parent/guardian is notified of the suspension by phone call (if contactable). This contact is to be recorded in OneSchool.
4. The student and parent are notified of the suspension in writing which outlines the details of suspension and re-entry interview and return to school date.
5. Parent and student to attend re-entry interview with Principal and relevant Staff which will include:
   a. Schools expectations of the student on return
      i. Review the rules and expectations
      ii. Review and sign re-entry agreement which includes teaching strategies for expected behaviour
      iii. Review key elements of the RBP,
   b. Support the school will implement for successful re-entry.

**6 to 20 Day Suspension**

1. Incident to be recorded on OneSchool by witnessing staff members.
2. Principal to interview student and other witnessing students in relation to the incident (if appropriate).
3. The parent/guardian is notified of the suspension by phone call (if contactable). This contact is to be recorded in OneSchool.
4. The student and parent are notified of the suspension in writing which outlines the details of suspension and re-entry interview and return to school date.
5. School to provide an alternative education program which will include:
   a) Academic Work and or
   b) Social skills and personal development activities.
6. Parent and Student to attend re-entry interview with Principal and relevant Staff which will include:
   a. Schools expectations of the student on return
      i. Review and sign re-entry agreement which includes teaching strategies for expected behaviour
      ii. Review the rules and expectations
      iii. Review key elements of the RBP,
   b. Support the school will implement for successful re-entry.
The Exclusion Process
Initially, the student, parent and the Principal’s supervisor (Assistant Regional Director) are notified with a letter, that the student has been suspended, with a view to exclusion. This letter will detail why the decision has been made, and inform the student and parent that an investigation will occur within 5 days of suspension. The letter also tells the student and parent that they may make a written submission (an appeal) against the exclusion, which is in addition to the investigation.

The Principal notifies the parent as soon as possible by phone to negotiate a suitable time and place for the investigation. At this investigation the school presents their views on why the decision to exclude has been made. The student and parent are then given the chance to respond to the school’s concerns, and to provide any further information that needs to be considered.

Within 10 days of the investigation a report will be prepared by the investigating officer detailing information presented and containing a recommendation on whether the student should return to school, be excluded from that school or be excluded from any number of schools for a specified period or permanently. The Principal’s supervisor will then decide whether this recommendation is to be supported or not and will inform the student, caregiver and Principal of his or her decision on exclusion within 20 days of the initial suspension with a view to exclusion.

If the student and parent are unhappy with the decision of the Assistant Regional Director, they may make a further oral or written submission of the Director General of Education. A suggested format for this submission will be provided with the letter detailing the exclusion.

A student excluded from all state schools may continue his or her education through a school of Distance Education, or through private education. Often, letters of exclusion contain recommendations to assist the student to overcome problems that resulted in the exclusion. Following such recommendations will be beneficial to the student and, where the student has been excluded from all schools may assist in the student’s eventual return to mainstream schooling.

7. Network of Student Support
Students at Baralaba State School are supported by:
- Parents/Guardians
- Principal
- Teachers
- HOC
- HOSES
- JS Coordinators
- Teacher Aides
- Administration Staff
- Guidance Officer
- Child Youth and Mental Health
- Red Cross – Youth Support Worker
- Advisory Visiting Teachers
- School Chaplain

Support is also available through the following government and community agencies:
- Disability Services Queensland
- Queensland Health
- Department of Communities (Child Safety Services)
- Police
- Local Council

8. Consideration of Individual Circumstances
To ensure alignment with the Code of School Behaviour when applying instructional consequences, the individual circumstances and actions of the individual student and the needs and rights of school community members are considered at all times.
Baralaba 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, disability, developmental emotional age, socio-economic 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
   - 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
    - 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
    Schools should list any related resources they have identified. This could include:
    - National Safe Schools Framework
    - Working Together resources for schools
    - Cybersafety and schools resources
    - Bullying. No way!
    - Take a Stand Together
    - Safe Schools Hub

Endorsement

Principal    P&C President    Assistant Regional Director

Effective Date:
## Appropriate use of Mobile Phones by Students

We acknowledge that there are times when students need to contact parents when travelling to and from school. Students who require to bring a mobile phone should only use it before or after school once outside the school gates. **Mobile phones are not to be switched on in the school grounds.** As per our policy, parents can leave a message for students between 8:30am and 3:00pm by phoning the office on 49982333. Students, who find themselves at times of emergency, requiring to make a call, can contact parents by requesting to use the office phone.

**Students who bring a mobile phone to school are to leave it at the office, switched off. Students hand their phone in and it is locked in a secure area for the day. Mobiles must be left at the office counter prior to 8:45am and signed out and collected after the 3:00pm bell.**

The school in the event of loss, damage or theft of the device, will accept no liability.

## Appropriate Use of Personal Technology Devices by Students

Students are encouraged not to bring valuable personal technology devices to school as there is a risk of damage, loss or theft. Some examples are:

- Cameras
- Digital video cameras
- MP3 or MP4 players
- Personal Gaming Devices
- Laptops
- Ipads, Ipods, electronic Tablets

## Response to Inappropriate Use of Mobile Phones or PTD’s

Mobile Phones and PTD’s 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/guardian. Students who have a Mobile Phone or PTD at school a second time will have it confiscated until the end of the week. If it occurs a third time, the parent/guardian will need to collect the device at the end of the week when they will have an interview with the Principal and student.

Devices potentially containing evidence of criminal offences will 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.

The sending of text messages that contain obscene language and/or verbal threats of intimidation or 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 which have been sent **during school hours** should ensure they keep the message as evidence and bring the matter to the attention of the Principal.

## 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 school rules of respect and responsibility and value of trust and the right to privacy at BSS. Students using mobile phones or PTD’s to record inappropriate behaviours or incidents (such as vandalism, toileting/changing, fighting, bullying, staged fighting or pranks etc) by any means (including distribution by phone or internet posting) builds a culture of distrust and disharmony and is not acceptable behaviour. Even where consent is obtained for such recording, the school will not tolerate images or sound captured by mobile phones or PTD’s 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.

Recording of events in class is only permitted under the teachers instructions using school supplied devices and must relate to the curriculum or school based activity.

**Consequences for recording voices or Images**

Support of victims and perpetrators is of primary concern at Baralaba State School. Support will be in the form of:-

- Providing counselling support
- School Nurse/Guidance Officer Support
- School Chaplain
- Buddy System
- Conducting bullying interviews (e.g. method of shared concern)
- Increased supervision of at risk areas
- Social skills programs targeting victims and perpetrators

At Baralaba State School the consequences for inappropriate online behaviour may include the following:-

- Interviews
- Withdrawal from situation
- Parental contact
- Detention
- Family meetings
- Suspension
- Referral to QPS
- Recommendation for exclusion where bullying or inappropriate online behaviour is so severe no other form of consequence would be deemed adequate.

**Assumption of Cheating**

Mobile Phones or Personal technology devices may not be taken into or used by students in exams. 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 mobile phone or PTD to cheat during exams or assessments.

**Special Circumstances Arrangement**

Students who require the use of a mobile phone or PTD 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 Class Teacher and Principal.

**Related legislation**

- *Education (General Provisions) Act 1989*
- Section 21 of the Education (General Provisions) Regulation 2000
- *Criminal Code Act 1899*
- *Anti-Discrimination Act 1991*
- *Commission for Children and Young People and Child Guardian Act 2000*
- *Judicial Review Act 1991*
- *Workplace Health and Safety Act 1995*
- *Workplace Health and Safety Regulation 1997*
- *Freedom of Information Act 1992*
Related policies

- SMS-PR-012: Student Protection
- SMS-PR-021: Safe, Supportive and Disciplined School Environment
- CRP-PR-009: Inclusive Education
- SMS-PR-018: Information Sharing under Child Protection Act 1999
- SMS-PR-008: Family Law Matters Affecting State Educational Institutions
- CMR-PR-001: Complaints Management
- SCM-PR-003: Appropriate Use of Mobile Telephones and other Electronic Equipment by Students
- SMS-PR-024: Internet - Student Usage
- SDV-PR-001: Employee Professional Development
- The Code of Conduct

Some related resources

- National Safe Schools Framework
- Bullying. No Way! www.bullyingnoway.com.au
- School Wide Positive Behaviour Support
Baralaba State School

Knife and Other Weapons Policy
(Appendix 2)

Rationale

We can work together to keep knives and other weapons out of school. At Baralaba State School:

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

If a student has a knife or other weapons at 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 or other weapons during an assault.

What kinds of knife or other weapons are banned?

• No knives of any type are allowed at school, including but not limited to flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives, craft knives, Stanley knives or any item that can be used as a weapon, for example a chisel.
• No other weapons of any type are allowed at school including but not limited to guns, bullets, spears, nun chucks, whips, shanghais and the like.

Knives needed for school activities will be provided by the school, and the use of them will be supervised by school staff.

Responses to Possessing Knives or Other Weapons at School

The Principal will take tough action against a student who brings a knife or other weapons to school.

• If a student has a knife or other weapon at school, Principals can inform the police.
• Possessing a knife or other weapons at school may result in serious disciplinary consequences.
• Police can search student and property at school if they suspect a student has a knife or other weapons.
• 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 or other weapon in their bag, the bag may be temporarily confiscated until police arrive.
• If the student does have a knife or other weapon at school, it can be confiscated by the Principal and given to the police.

How can parents help to keep Baralaba State School safe?

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

Related legislation

• Education (General Provisions) Act 1989
• Section 21 of the Education (General Provisions) Regulation 2000
• Criminal Code Act 1899
• Anti-Discrimination Act 1991
• Commission for Children and Young People and Child Guardian Act 2000
• Judicial Review Act 1991
• Workplace Health and Safety Act 1995
• Workplace Health and Safety Regulation 1997
• Freedom of Information Act 1992
Baralaba State School

Inappropriate Online Behaviour Inclusive of Outside School Environment Policy

(Appendix 3)

Rationale
Due to the interconnectedness of school and community, the school needs to endorse and reinforce the policies of safe, supportive and disciplined learning environment outside the school environs.

Inappropriate Online Behaviour Defined
It is vital that the school administrators prohibit access to offending material at school and provide appropriate programs to prevent the offending behaviour occurring. This joint strategy should minimise the occurrence of inappropriate online behaviour, therefore negating harm to student well-being and development. However, the students need to be explicitly taught that the following constitutes inappropriate online behaviour:-

- Inappropriate online behaviour is inclusive of physical, emotional and sexual violence, as well as cyber-bullying.
- It is inadmissible to photograph or video any student of Baralaba State School without their explicit permission.
- The distribution or uploading of this material onto a website would also constitute inappropriate online behaviour.
- Students who send threatening or harassing messages via online media external to the school, are acting inappropriately.
- Accessing school network via Bluetooth to send the above inappropriate images or content is prohibited.

Educational Programs
All members of the community need to be aware of the scope of inappropriate digital behaviour and this requires promotion by Baralaba State School in the immediate and on-line community.

In-school educational strategies will include:-

- Class education programs will include Bullying, Cyber-bullying, SMS and internet etiquette sessions.
- Bullying. No Way!
- Act Smart Be Safe Program

Responses to Inappropriate Online behaviour
Inappropriate usage of digital media and online behaviour outside school will be treated in accordance with the Bullying Prevention Strategy.

Support of victims and perpetrators is of primary concern at Baralaba State School. Support will be in the form of:-

- Providing counselling support
- Guidance Officer Support
- School Chaplain
- Buddy System
- Conducting bullying interviews (e.g. method of shared concern)
- Increased supervision of at risk areas
- Social skills programs targeting victims and perpetrators

At Baralaba State School the consequences for inappropriate online behaviour may include the following:-

- Interviews
- Withdrawal from situation

C:/Users/K/AppData/Local/Microsoft/Windows/INetCache/IE/2TC4VM1Z/Baralaba RBP 2016.doc
- Parental contact
- Detention
- Family meetings
- Counselling with Guidance Officer
- Suspension
- Recommendation for exclusion where bullying or inappropriate online behaviour is so severe no other form of consequence would be deemed adequate.

**Related legislation**
- *Education (General Provisions) Act 1989*
- Section 21 of the *Education (General Provisions) Regulation 2000*
- *Criminal Code Act 1899*
- *Anti-Discrimination Act 1991*
- *Commission for Children and Young People and Child Guardian Act 2000*
- *Judicial Review Act 1991*
- *Workplace Health and Safety Act 1995*
- *Workplace Health and Safety Regulation 1997*
- *Freedom of Information Act 1992*
- *Education (General Provisions) Act 2006 (Qld)* (Invasion of Privacy Act 1971 (Qld))

**Related policies**
- The Code of School Behaviour
- Acceptable Use of Department's Information, Communication and Technology (ICT) Network and Systems
- Safe, Supportive and a Disciplined School Environment
- Enrolment in State Primary, Secondary and Special Schools
- IFM-PR-006: Maintaining the Security of Department Information and Systems

**Some related resources**
- School Wide Positive Behaviour Support
- Guide for Information Required in the School’s Acceptable Use Policy
School bullying denies students of a safe learning environment. Bullying is an issue taken seriously at Baralaba State School. We promote:
1. Tolerance of others.
2. Non-violence.
3. Active reporting of bullying.

The Department of Education’s Code of Conduct states that all members of the school community:
- Respect property and personal rights.
- Co-operate with and support each other.
- Take responsibility for a safe environment.

Bullying is ongoing verbal, physical, social or psychological behaviour that is harmful and involves the misuse of power by an individual or group towards one or more persons.

Behaviours that do not constitute bullying include:
- Mutual arguments and disagreements (where there is no power imbalance)
- Teasing
- Disliking someone or a single act of social rejection.
- One-off acts of meanness or spite.
- Isolated incidents of aggression, intimidation or violence.

Types of Bullying:
1. Overt Bullying: involves physical actions such as punching or kicking or overt verbal actions such as name-calling, insulting and threatening language.
2. Covert Bullying: is a subtle type of non-physical bullying which isn't easily seen by others and is conducted out of sight, and therefore staff are often unaware. Covert bullying behaviours mostly inflict harm by damaging another's social reputation, peer relationships and self-esteem. Covert bullying can include repeatedly:
   - Using hand gestures and weird or threatening looks.
   - Whispering, excluding, and turning your back on a person.
   - Blackmailing, spreading rumours, threatening.
   - Breaking secrets, gossiping, criticising clothes and personalities.
3. Cyberbullying: Cyberbullying can be conducted in many ways, using different media including:
   - The sending of abusive texts or emails
   - Taking and sharing unflattering or private images, including naked or sexual images
   - Posting unkind messages or inappropriate images on social networking sites
   - Excluding individuals from online chats or other communication
   - Assuming the identity of the victim online and representing them in a negative manner or manner that may damage their relationship with others
4. Harassment is behaviour that targets an individual or group due to their:
   - Identity, race, culture or ethnic origin.
   - Religion.
   - Physical characteristics.
   - Gender.
   - Sexual orientation.
   - Marital, parenting or economic status.
   - Age.
   - Ability or disability.
**Reporting**
Bullying and Harassment need to be reported. Students’ wanting to report an incident can report it directly to any staff member of Baralaba State School or through telephone contact, email, letter or parent to Principal.

**Intervention**
Reports of Bullying are taken seriously at Baralaba State School. We commit to investigating incidences in a timely and reasonable manner. Appropriate action to protect the well-being of all students will be taken.

**Communication:**
- Interview with identified student/s
- Clear communication of consequences for intolerable behaviour.
- Mediation between peers involved in incident.
- Parent/Guardian contact through phone or email and/or meeting
- Documentation on OneSchool.

**Intervention:**
- Additional discussions with alleged bullies.
- Monitoring of identified bullies.
- Support and protection of victims.
- Conflict resolution.
- Additional parent contact.
- Counselling through Guidance Officer, Chaplain, and Principal documented on OneSchool.

**Consequences**
(At EVERY stage the incidence must be reported on OneSchool and parents contacted)

**Stage 1 -**
1. Official Warning to student/s
2. Parents contacted and OneSchool report

**Stage Two -**
1. Parent Interview requested
2. Separation of Bully and Victim
3. Mediation between peers involved
4. Support/mediation for victim
5. Intervention for bully
6. Behaviour Plans developed for students (RAMPS)

**Stage Three -**
1. Internal or External 1-5 day School Suspension (determined by Behaviour Team)
2. Behaviour Contract and Intervention Program on re-entry
3. Support/mediation for victim

**Stage Four -**
1. 6-20 day external suspension.
2. District office intervention.

**References:**
- Tamborine Mountain State High School Anti-Bullying Policy 2014.
- St Brendon’s College Anti-Bullying Policy

**Related legislation**
- *Education (General Provisions) Act 2006*
- *Education (General Provisions) Regulation 2006*
- *Anti-Discrimination Act 1991*
- *Commission for Children and Young People and Child Guardian Act 2000*
- *Workplace Health and Safety Act 1995*
- *Workplace Health and Safety Regulation 1997*
Related policies

- SMS-PR-012: Student Protection
- SMS-PR-021: Safe, Supportive and Disciplined School Environment
- CRP-PR-009: Inclusive Education
- SMS-PR-018: Information Sharing under Child Protection Act 1999
- SMS-PR-008: Family Law Matters Affecting State Educational Institutions
- CMR-PR-001: Complaints Management
- SCM-PR-003: Appropriate Use of Mobile Telephones and other Electronic Equipment by Students
- SMS-PR-024: Internet - Student Usage
- SDV-PR-001: Employee Professional Development
- The Code of Conduct

Some related resources

- Bullying. No Way! www.bullyingnoway.com.au
- School Wide Positive Behaviour Support
- Act Smart, Be Safe  http://education.qld.gov.au/actsmartbesafe/
- Alannah and Madeline Foundation  http://amf.org.au
- Reach Out  http://au.reachout.com
- Kids Matter  http://kidsmatter.edu.au
- National Centre Against Bullying  http://www.ncab.org.au
Baralaba State School
Serious Incident Debriefing Process
(Appendix 5)

Rationale
Formal debriefing should be led by a staff member skilled 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 you 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 modified to accommodate their specific receptive and expressive needs.
## Behaviour Matrix
### Appendix 6

<table>
<thead>
<tr>
<th>Be Safe</th>
<th>All Settings</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Walk, quietly around classroom and buildings</td>
</tr>
<tr>
<td></td>
<td>• Follow staff directions</td>
</tr>
<tr>
<td></td>
<td>• Report safety hazards/problems</td>
</tr>
<tr>
<td></td>
<td>• Keep hands and feet to self/maintain personal space</td>
</tr>
<tr>
<td></td>
<td>• Wear appropriate clothing and covered shoes</td>
</tr>
<tr>
<td></td>
<td>• Be sun safe</td>
</tr>
<tr>
<td></td>
<td>• Observe hygienic practices</td>
</tr>
<tr>
<td></td>
<td>• Stay in approved areas and ask permission to leave</td>
</tr>
<tr>
<td></td>
<td>• Care for animals and the environment</td>
</tr>
<tr>
<td></td>
<td>• Follow road rules</td>
</tr>
<tr>
<td></td>
<td>• Follow bus rules and wear seatbelts</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Be Respectful</th>
<th>All Settings</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Follow staff directions</td>
</tr>
<tr>
<td></td>
<td>• Use polite language</td>
</tr>
<tr>
<td></td>
<td>• Listen actively</td>
</tr>
<tr>
<td></td>
<td>• Speak respectfully to all</td>
</tr>
<tr>
<td></td>
<td>• Respect other’s right to learn</td>
</tr>
<tr>
<td></td>
<td>• Participate in school approved games</td>
</tr>
<tr>
<td></td>
<td>• Respect your team and opponents &amp; take turns</td>
</tr>
<tr>
<td></td>
<td>• Respect privacy of others</td>
</tr>
<tr>
<td></td>
<td>• Respect other road users and bus drivers</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Be A Learner</th>
<th>All Settings</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Be an active participant</td>
</tr>
<tr>
<td></td>
<td>• Give your full effort &amp; do your job</td>
</tr>
<tr>
<td></td>
<td>• Be a problem solver</td>
</tr>
<tr>
<td></td>
<td>• Listen actively</td>
</tr>
<tr>
<td></td>
<td>• Follow instructions</td>
</tr>
<tr>
<td></td>
<td>• Be persistent/ learn from mistakes</td>
</tr>
<tr>
<td></td>
<td>• Be a team player</td>
</tr>
<tr>
<td></td>
<td>• Learn from mistakes</td>
</tr>
<tr>
<td></td>
<td>• Be prompt to and between classes</td>
</tr>
<tr>
<td></td>
<td>• Have all required equipment</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Be Responsible</th>
<th>All Settings</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Be honest</td>
</tr>
<tr>
<td></td>
<td>• Show courtesy and always use appropriate language</td>
</tr>
<tr>
<td></td>
<td>• Be on time &amp; Follow instructions</td>
</tr>
<tr>
<td></td>
<td>• Ask for help when needed</td>
</tr>
<tr>
<td></td>
<td>• Be a positive role model</td>
</tr>
<tr>
<td></td>
<td>• Be organised</td>
</tr>
<tr>
<td></td>
<td>• Keep the school clean and tidy</td>
</tr>
<tr>
<td></td>
<td>• Look after yours and others’ things</td>
</tr>
<tr>
<td></td>
<td>• Include all – invite others’ to join your game</td>
</tr>
<tr>
<td></td>
<td>• Use toilet and drinks in break times</td>
</tr>
</tbody>
</table>

## Getting Along
- Resilience
- Organisation
- Persistence
- Confidence
<table>
<thead>
<tr>
<th>Level</th>
<th>Acceptable Behaviour</th>
<th>Minor Behaviour - Universal</th>
<th>Major Behaviour – Targeting or Intensive</th>
</tr>
</thead>
</table>
| Student Behaviour | Following school rules and acceptable behaviour | • ESCM and flowchart process has been implemented and the student has been referred to the RTC room therefore becoming a Minor Behaviour.  
• Behaviour to be recorded in OneSchool and referred to Principal and Classroom teacher for information purposes only. | Teacher/Teacher Aide to refer to Principal  
• Swearing in a threatening manner at other persons  
• Persistent, disruption of teaching and learning  
• Persistent non-compliance of the four school expectations  
• Leaving the school grounds without permission  
• Physically aggressive behaviour  
• Major property damage  
• Possession of or suspected use of illegal substances  
• Ongoing emotional abuse of another person/bullying  
• Bringing/making of weapons to/at school |
| Teaching Staff Response | • Explicit instruction and modelling of expected behaviour and school rules  
• Teacher acknowledgement  
• GOTCHAs  
• Good news phone calls  
• Certificates on Parade | Supportive Intervention  
• Establish expectations  
• Give instructions  
• Wait & Scan  
• Cue with parallel acknowledgement  
• Body language encouragers  
• Descriptive encouragers  
• Selective attending  
• Redirection to learning x 2  
• Give choice x 2  
• Follow through -  
1. Time out  
2. Use of buddy class  
3. Loss of privilege  
4. Contact parents  
5. Instructional consequence  
6. Restorative conversations  
7. Deal with primary behaviour  
8. Interview with student (and parent if appropriate)  
9. Explicit teaching of socially appropriate behaviour | • Work to defuse situation if required.  
• Withdraw the student if action is significantly impeding the safety and learning rights of others  
• Refer to the Principal  
• Support other staff as required.  
• Support witnessing students as required.  
• OneSchool report ASAP.  
• WH&S incident report as required  
• Interview the student  
• Obtain statements from witnesses.  
• Phone parents  
• Follow up OneSchool report  
• Determine response:  
1. In school instructional response to teach appropriate behaviours  
2. Suspension  
3. Recommend for exclusion  
• Put support in place around staff and students. |
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>10.</td>
<td>Follow up OneSchool report to be by staff member</td>
</tr>
<tr>
<td>11.</td>
<td>Negotiate Behaviour Plan with Teacher</td>
</tr>
</tbody>
</table>
Consequences Flowchart

Major Incidents

Unsafe Behaviour
- Significant Threat
- Significant Violence
  - Principal’s Office
    - Internal/External Suspension
    - Complex Case Management

Persistent Non-Compliance
  - Principal’s Office
    - Return to Class (RTC—Next Session)

Minor Incidents

After ESCM, behaviour questioning and time out

Refer to RTC & record on OneSchool: minor, refer Principal and Classroom and Calendar

Student Complies
  - Back to Class & Return Form to teacher
    - 3 Times in 1 Week Parent Contact and refer Student Services

Does Not Comply
  - Principal
    - Complies and attends RTC
    - Parent Contact