Bloomfield River State School

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

1. Purpose

At Bloomfield River State School (BRSS), we believe that the process of learning is maximised by socially appropriate behaviour. This means that students require an environment that is structured, well organised and which sets out clear expectations and limits in order to support them to participate and contribute appropriately.

Within this environment, teachers can facilitate students’ personal growth, particularly the development of a positive self-image, the ability to be self-responsible and the skills to participate cooperatively with others. We believe appropriate behaviour can be taught and that students have the capacity to learn to choose appropriate behaviour.

These positive behaviours are also facilitated by fair and appropriate management by teaching staff, the active promotion of interpersonal and social skills and responding to the personal needs of students.

Teachers and students have equal rights in terms of having their needs met, but they occupy different roles. The teacher has a right to teach and students have a right to learn without undue disruption to the learning process. Understanding and acknowledging everyone’s rights and responsibilities is a crucial component in participating safely and effectively in the school environment (see Appendix A for a comprehensive Rights and Responsibilities table).

2. Consultation and data review

Bloomfield River 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 during July and August 2014. A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents from 2009-2013 also informed the development process.

The Plan was endorsed by the Principal, the President of the P&C in August 2014, and will be reviewed in 2017 as required in legislation.
3. Learning and behaviour statement
All areas of Bloomfield River State School are learning and teaching environments. We consider behaviour management to be an opportunity for valuable social learning as well as a means of maximising the success of academic education programs.

Our Responsible Behaviour Plan outlines our system for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours. Through our school plan shared expectations for student behaviour are plain to everyone, assisting Bloomfield River State School to create and maintain a positive and productive learning and teaching environment, where ALL school community members have clear and consistent expectations and understandings of their role in the educational process.

Our school community has identified the following school rules to teach and promote our high standards of responsible behaviour:

- We are safe
- We are respectful
- We are learners

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

4. Processes for facilitating standards of positive behaviour and responding to unacceptable behaviour
Bloomfield River State School endorses a whole school approach intended to promote and support appropriate behaviours in all students.

In 2013, Bloomfield River State School chose to adopt the School-wide Positive Behaviour Support (SWPBS) framework as a means to revise and develop the following:

- Procedures for recognising, promoting and teaching pro-social behaviours
- Procedures for applying fair and logical consequences for inappropriate behaviour
- Procedures for collecting relevant data to assess the effectiveness of these strategies
- Procedures for ensuring a systematic and consistent approach in relation to these strategies across all school contexts.

The implementation of Schoolwide Positive Behaviour Support is coordinated by the school Principal in collaboration with the staff and other key school community members.
Universal behaviour support

Our whole-school approach currently includes the following key strategies.

1. **A schoolwide focus on the BRSS ‘Code of Behaviour’**

   Our own Code of Behaviour focuses on three primary categories – Safety, Respect and Learning. These translate directly into the school’s three core rules:
   - We are safe
   - We are respectful
   - We are learners

   The Code is also used as a basis for all teachers to develop a set of **classroom rules** with their students in relation to behavioural and academic expectations. Although the language and phrasing of these rules will vary according to year level, each set will be consistent with the values expressed by the school wide Code.

   This entails that each classroom at Bloomfield River State School will have rules that:
   - Promote students’ best interests in being and acting **safe**, being treated with and showing **respect**, and being able to **learn** and allowing others to do so.
   - Protect and reinforces students’ right to learn and the teacher’s right to teach.
   - Are formulated by teachers **with** their students to promote ownership.
   - Are modelled by the teacher
   - Are visually displayed in the classroom and are frequently referred to and reinforced.
   - Are reviewed when necessary.
2. **The systematic teaching of expectations**

As part of the ongoing development of the Positive Behaviour Support process, a matrix of expected student behaviours is explicitly taught by teachers. (See Appendix B).

These expected behaviours are explicitly taught through a weekly social skills program. Each week a different behavioural expectation (rule) is introduced on parade and then reinforced in classrooms at the outset of each week. These expected behaviours are also reinforced on subsequent daily parades and modified as necessary to take into consideration specific cultural expectations.

Although the lessons are scheduled on an annual basis, the order in which they are delivered is also modified based on perceived need and behaviour data (e.g. to address specific issues that may arise).

3. **Recognition of Appropriate Behaviour**

A crucial component of our Responsible Behaviour Plan is the acknowledgment and recognition of students’ positive behaviours, either on an individual or on a group level. The form this will take will vary from classroom to classroom, although all staff will ensure that such recognition is age appropriate and is achievable for all students. Examples at our school include:

- Wholesale reward system (eg. merit awards, certificates)
- Pointing out a student’s positive actions to others in order to demonstrate or re-teach appropriate behaviour
- Awarding particular class or out-of-class responsibilities to students.
- Celebrations and Culminating Activities
- Positive feedback given at school parades
- Positive letters/phone calls to parents/carers
- Newsletter notifications of student achievements
- Publicly displaying student work and sharing with others (student work is also displayed in the local community e.g post office display)
- Earning of free time/choice of activity
- Principal Awards
- Individual Class Rewards ( eg, parties, fun days videos, game events)
- Playground “Good One” notes
- Group and Individual Goal Setting

4. **Staff support procedures**

The following procedures are utilised in order to support our teachers in regard to effective management strategies.

- Peer support through formal staff meetings.
- Professional development presentations (e.g. Classroom Profiling / essential Skills in Classroom Management)
- Individual Coaching support conducted by the School principal
**Targeted behaviour support**

1. **Support implemented by Teaching staff**

   Teaching staff at Bloomfield River State School use a number of strategies in both the classroom and playground to teach effective work habits and relevant social skills.

   If students require extra support in developing these skills, they can be assisted by the class teacher in the following initial ways:

   - Relationship building through one-to-one discussion / exploration of the problem and individual ‘goal-setting’
   - Adjustment of curriculum tasks, or one-to-one curriculum support with either the teacher or teacher-aide.
   - Encouraging and reinforcing on-task behaviour by acknowledging the student when they use appropriate actions (eg. a “catch them good” approach).
   - Use of a classroom recognition/incentive program to encourage appropriate actions.
   - Working closely with parents/carers if the problems persist.

   Teachers may keep an **anecdotal record** of both the student’s behaviour and the support offered in order to gauge when more extended support is required.

2. **Extended Support**

   When a student’s minor infringements continue to disrupt the learning of others or begin to challenge the safe and respectful tone of the classroom environment, more extended support can be put into place through consultation with the school Principal.

   Parent/Carer involvement and consultation is a necessary component in the provision and development of this level of support.

   This consultation and problem-solving process typically results in further modification to classroom practices (including curriculum and extended social skilling opportunities) and supporting the teacher Teacher-Aide support to implement modified/revised behaviour management strategies.

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**Intensive behaviour support**
If the support offered through the above procedures proves ineffective in modifying inappropriate behaviour, or if the student’s actions present a serious risk to the safety and wellbeing of others in the school community, a broader level of support is developed.

This support is intended to expand upon and augment the extended support already being implemented by the school. Depending on the specific needs of the student, the student’s family and the school, this collaborative approach may include more intensive intervention/consultation with the Cluster Guidance Officer and external agencies as necessary (e.g. Child and Youth Mental health services).

Bloomfield River State School endorses a case-management approach to create an individualised support plan for students identified as requiring intensive support. This case manager may be the Cluster Guidance Officer, the school Principal or a class teacher.
5. Consequences for unacceptable behaviour

Alongside the need for target support noted above, staff at Bloomfield River State School endorse an approach underpinned by the consistent application of reasonable and logical consequences for misbehaviour.

General procedures for implementing consequences for inappropriate classroom behaviour

Teachers use initial management skills to increase the likelihood of positive behaviours and to encourage/direct those students using low-level inappropriate behaviour to return to task. These strategies may include:

- Giving clear directions
- Tactical ignoring (for minor behaviour)
- Cueing off-task students by referring to the on-task behaviour of others.
- Re-directing students by giving rule reminders and/or referring to established Classroom Rules
- Stating simple choices (ie to work appropriately or move to another area / complete work in own time)

This list is not exhaustive and teachers will often utilise a range of strategies relevant to the age level and learning needs of their students.

If the inappropriate behaviour continues despite the use of these strategies, the classroom teacher employs initial consequences for the behaviour,

Curriculum/work related behaviour
- Completion of work during break time
- Work sent home to be completed

Classroom Disruption
- Use of reminders (eg. up to three or an agreed class number)
- Movement of student within classroom (proximity to teacher taken into account)
- Use of in-class Time-Out system
- Use of Buddy teacher Time-Out system
- Parent contact/consultation
- Temporary loss of specific privileges – including participation in specific activities/events
- School Service – Students tidy school grounds
- Apologies completed

As noted in the section on targeted behaviour support, a teacher may use the Behaviour Incident Form (see Appendices) to record specific incidents and strategies utilised to manage these.
General procedures for implementing consequences for inappropriate playground behaviour

<table>
<thead>
<tr>
<th>Infringements of basic play boundaries</th>
<th>Infringements of respectful behaviour expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>For example:</td>
<td>For example:</td>
</tr>
<tr>
<td>• Playing in out of bounds areas</td>
<td>• Rough play</td>
</tr>
<tr>
<td>• Running on the concrete areas</td>
<td>• Not following teacher directions</td>
</tr>
<tr>
<td>• Not wearing a hat or shoes</td>
<td>• Unsafe actions (eg. throwing objects)</td>
</tr>
<tr>
<td>• Littering</td>
<td>• Bullying actions</td>
</tr>
</tbody>
</table>

Consequences align with the behaviour and include:

<table>
<thead>
<tr>
<th>Infringements of basic play boundaries</th>
<th>Consequences align with the behaviour and include:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 1:1 discussion (referring to school-</td>
<td>• 1:1 discussion (referring to school-wide</td>
</tr>
<tr>
<td>wide expectations)</td>
<td>expectations)</td>
</tr>
<tr>
<td>• Accompanying the Duty teacher for a</td>
<td>• Time out from the playground</td>
</tr>
<tr>
<td>set period</td>
<td>• Accompanying the Duty teacher for a set period</td>
</tr>
<tr>
<td>• Sitting out in a covered area.</td>
<td>• Apologies completed</td>
</tr>
<tr>
<td>• Picking up litter tidying school</td>
<td></td>
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<tr>
<td>grounds</td>
<td></td>
</tr>
</tbody>
</table>

Serious and/or persistent infringements (classroom and playground)

If a student persists in using inappropriate behaviour (despite support processes and initial consequences being applied) or engages in a more serious breach of the school’s Code of Behaviour, consequences involving Administration personnel are implemented. Serious (Major) behaviours include, but are not limited to:

Unprovoked physical assault or attempted physical assault of a student or staff member
Racial abuse of a student or staff member
Obscene language toward a staff member
Obscene language directed at another student
Repeated refusal to follow instructions from a staff member
Bringing weapons or illegal substances to school

NB. To address a number of the behaviours listed above, student property may be temporarily removed in line with departmental policy (see related policies in section

Further consequences for these behaviours may include:

Use of an Administration withdrawal system (either as an immediate measure or following administrator follow-up/investigation). This may also entail loss of specific privileges (including participation in certain activities / events).
Decisions about issuing a Disciplinary Absence (Suspension or Exclusion) are made by the Principal in consideration of the following:

- The school’s Responsible Behaviour Plan
- Any Individual Support Plans already in place and/or taking into account the individual circumstances of each student and the context in which the problem behaviour occurred (see Section 8)
- The Education Act
- Any relevant Department of Education Manual modules and school records.

School Disciplinary Absences can be:
- 1 – 10 day suspension
- 11 – 20 day suspension
- Suspension with recommendation for exclusion

All suspension procedures involve a re-entry process, involving the student, parents/carers, the school Principal, the class teacher and any relevant support staff. Targeted or intensive behaviour support procedures are usually implemented as part of this process.

Should a serious breach of the Code of School Behaviour or school rules occur, which endangers the safety/welfare of others, the use of suspension may be considered immediately.

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. Bloomfield River State School also has a specific Lockdown procedure to address situations in which student/staff welfare is seriously compromised (see Appendix H).

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

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

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

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

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

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

Physical Intervention
Staff may make legitimate use of physical intervention if all non-physical interventions have been exhausted and a student is:
- physically assaulting another student or staff member
- posing an immediate danger to him/herself or to others.

Appropriate physical intervention may be used to ensure that BRSS’s duty of care to protect students and staff from foreseeable risks of injury is met. The use of physical intervention is only considered appropriate where the immediate safety of others is threatened and the strategy is used to prevent injury.

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

It is important that all staff understand:
- physical intervention cannot be used as a form of punishment
- physical intervention must not be used when a less severe response can effectively resolve the situation
- the underlying function of the behaviour.

Physical intervention is not to be used as a response to:
- property destruction
- school disruption
- refusal to comply
- verbal threats
- leaving a classroom or the school, unless student safety is clearly threatened.

Any physical intervention made must:
- be reasonable in the particular circumstances,
- be in proportion to the circumstances of the incident
- always be the minimum force needed to achieve the desired result, and
- take into account the age, stature, disability, understanding and gender of the student.
Record keeping


7. Network of student support

The network of support at Bloomfield River State School includes the involvement of a team of school-based personnel and external/community agencies. This network includes, but is not limited to:

- On-site Teaching and Support staff
- School Administrative staff
- Parents
- Cluster Guidance Officer
- Flexible Learning Centre Staff

As indicated in the section on Intensive Behaviour Support, the school also creates links with a number of external agencies when necessary. These include: Child and Youth Mental Health, Queensland Police and Queensland Health Services.

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.

Bloomfield River 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 Regulation 1997
- Right to Information Act 2009
- Information Privacy (IP) Act 2009

10. Related policies

- 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 Departments 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

- Statement of Expectations for a Disciplined School Environment
- 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

Regional Executive Director or Executive Director (Schools)

Effective Date: 1 January 2015 – 31 December 2018
### Appendix A

**Our Expectations for Positive Behaviour at Bloomfield River State School**

<table>
<thead>
<tr>
<th>I am</th>
<th>ALL SETTINGS</th>
<th>CLASSROOMS</th>
<th>PLAYGROUND</th>
<th>EATING AREAS &amp; WALK WAYS</th>
<th>TOILETS</th>
<th>BUS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SAFE</strong></td>
<td></td>
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<tr>
<td>• Follow directions</td>
<td>• Line up calmly</td>
<td>• Join in school approved games</td>
<td>• Eat in your designated area</td>
<td>• Walk to and from toilets</td>
<td>• Listen to instructions&lt;br&gt; • Line up calmly&lt;br&gt; • Walk in line calmly to the bus</td>
<td></td>
</tr>
<tr>
<td>• Keep hands and feet to self</td>
<td>• Enter and exit rooms calmly</td>
<td>• Be sun safe</td>
<td>• Remain seated until dismissed for play</td>
<td>• Wash your hands</td>
<td>• Wait quietly&lt;br&gt; • Stay sitting down on the bus</td>
<td></td>
</tr>
<tr>
<td>• Look out for each other and report any problems to teachers</td>
<td>• Walk</td>
<td>• Play by the rules and invite others to join in</td>
<td>• Sit down to eat&lt;br&gt; • Walk only on concrete areas</td>
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<tr>
<td>• Use safe hygiene practices</td>
<td>• Use equipment properly</td>
<td>• Play in designated areas</td>
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<td></td>
<td>• Gain permission to leave</td>
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<tr>
<td><strong>RESPECTFUL</strong></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>• Following directions</td>
<td>• Be in the right place at the right time</td>
<td>• Play fair</td>
<td>• Chew with your mouth closed</td>
<td>• Respect others privacy</td>
<td>• Speak politely to the driver&lt;br&gt; • Listen to the bus driver&lt;br&gt; • Speak quietly on the bus&lt;br&gt; • Respect others while waiting for and travelling on the bus&lt;br&gt; • Respect the bus property</td>
<td></td>
</tr>
<tr>
<td>• Be a good listener&lt;br&gt; • Use polite language</td>
<td>• Use your inside voice</td>
<td>• Take turns&lt;br&gt; • include others</td>
<td>• Place your rubbish in the bin</td>
<td>• Clean up after yourself</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Look after your own property and that of others</td>
<td>• Gain the teacher’s attention in a polite way&lt;br&gt; • Listen with an intent to learn</td>
<td>• Look after equipment&lt;br&gt; • Use polite language</td>
<td>• Speak quietly&lt;br&gt; • Hands off other peoples food unless you are offered</td>
<td>• Keep walls and mirrors clean&lt;br&gt; • Be water wise and turn taps off</td>
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<tr>
<td>• Treat others as you want to be treated&lt;br&gt; • Respect personal space</td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>LEARN</strong></td>
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<td></td>
</tr>
<tr>
<td>• Be an active participant&lt;br&gt; • Be accountable for your choices&lt;br&gt; • Be responsible for your learning&lt;br&gt; • Be a team player&lt;br&gt; • Allow others to learn</td>
<td>• Be on task and do your best&lt;br&gt; • Use whole body listening&lt;br&gt; • Be organised</td>
<td>• Stop playing when the bell rings&lt;br&gt; • Learn the rules of the game</td>
<td>• Make healthy food choices</td>
<td>• Use toilets during your break&lt;br&gt; • Return to class straight away</td>
<td>• Model the right behaviours to help others learn</td>
<td></td>
</tr>
</tbody>
</table>
At Bloomfield River State School, we believe that all members of our school community have rights that are linked to having responsibilities.

These rights and responsibilities are linked to our core ideas of safety, respect and learning. This is because we believe that EVERYONE has the right to (a) feel SAFE at school (b) to LEARN to the best of their ability and (c) to be treated with dignity and RESPECT.

<table>
<thead>
<tr>
<th></th>
<th>STUDENTS</th>
<th>STAFF</th>
<th>PARENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SAFETY</strong></td>
<td>• To expect safety of themselves and their property</td>
<td>• To expect safety of themselves and their property</td>
<td>• To expect that every precaution has been taken to ensure their child’s safety</td>
</tr>
<tr>
<td></td>
<td>• To keep classrooms and playgrounds safe.</td>
<td>• To manage student behaviour in order to promote a safe environment</td>
<td>• To be treated with courtesy and respect</td>
</tr>
<tr>
<td><strong>RESPECT</strong></td>
<td>• To be treated with courtesy and respect</td>
<td>• To show courtesy and respect to other students, teachers and parents</td>
<td>• To show courtesy and respect towards students, colleagues and parents.</td>
</tr>
<tr>
<td></td>
<td>• To expect that there will be no form of harassment or discrimination</td>
<td>• To respect our school grounds and environment</td>
<td>• To be treated with courtesy and respect</td>
</tr>
<tr>
<td><strong>LEARNING</strong></td>
<td>• To receive an education</td>
<td>• To be free from disruption in the teaching/learning process</td>
<td>• To support school and class rules when visiting</td>
</tr>
<tr>
<td></td>
<td>• To be taught without interruption</td>
<td>• To expect students to follow class and school rules</td>
<td>• To encourage and model positive work habits</td>
</tr>
<tr>
<td></td>
<td>• To learn to the best of their ability</td>
<td>• To work towards meeting students’ diverse needs</td>
<td>• To expect their child to develop to her/his potential</td>
</tr>
<tr>
<td></td>
<td>• To allow other students to learn</td>
<td>• To model positive behaviours and effective work habits</td>
<td>• To encourage positive and safe behaviours in your child</td>
</tr>
</tbody>
</table>

Our rights and responsibilities are linked to our core ideas of safety, respect and learning. This is because we believe that EVERYONE has the right to (a) feel SAFE at school (b) to LEARN to the best of their ability and (c) to be treated with dignity and RESPECT.
BLOOMFIELD RIVER STATE SCHOOL BEHAVIOUR INCIDENT / REPORT FORM

Date Received by Administration _______

Student(s): ___________________________ Class (es) ___________________________

Staff reporting: ___________________________ Subject: ___________________________ Date: ___/___/

<table>
<thead>
<tr>
<th>LOCATION OF INCIDENT</th>
<th>Classroom</th>
<th>Toilet Block</th>
<th>Outside Classroom</th>
</tr>
</thead>
<tbody>
<tr>
<td>Library</td>
<td>Undercover Area</td>
<td>Outside School</td>
<td></td>
</tr>
<tr>
<td>Computer Room</td>
<td>Art Room</td>
<td>Office Area</td>
<td></td>
</tr>
<tr>
<td>Basketball Court</td>
<td>Oval</td>
<td>Playground</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TIME OF INCIDENT</th>
<th>Morning Session</th>
<th>Middle Session</th>
<th>After’n Session</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Before School</td>
<td>After School</td>
<td>All Day</td>
</tr>
<tr>
<td></td>
<td>Break 1</td>
<td>Break 2</td>
<td></td>
</tr>
</tbody>
</table>

Summary of observed (or persistent) behaviours/incident:

(Use back of this form if necessary)

Actions (immediate responses) taken by staff member / duty teacher

<table>
<thead>
<tr>
<th>PLAYGROUND</th>
<th>Duration</th>
<th>Completed</th>
<th>CLASSROOM</th>
<th>Duration</th>
<th>Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monitored/Supervised Play</td>
<td>Individual Discussion</td>
<td></td>
<td>Individual Discussion</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Directed to Time-Out area</td>
<td>Time Out in Class</td>
<td></td>
<td>Time Out in Class</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accompanied Duty Teacher</td>
<td>Time Out in Buddy Class</td>
<td></td>
<td>Time Out in Buddy Class</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Notified Parents/Carers</td>
<td>Notified Parent/Carers</td>
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<td>Notified Parent/Carers</td>
<td></td>
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</tr>
<tr>
<td>Other</td>
<td>Other</td>
<td></td>
<td>Other</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Admin Signature __________________________

Template Version Control: 14 August 2014
Appendix D

Debriefing Report

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

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

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

Debriefing should provide information on:

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

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

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

Questions for staff

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

Questions for student

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

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

**The Use of Personal Technology Devices* at BRSS**

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 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 for instance, for use before/after school for parental contact, the school cannot take responsibility for loss or theft. These devices can be kept in the office during school hours to be collected at 3pm. They must be turned off and out of sight during assemblies or classes.

**Certain Personal Technology Devices Banned From School**

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

**Confiscation**

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

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

**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 Bartle Frere 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 involved in:
- recording; and/or
- disseminating material (through text messaging, display, internet uploading etc); and/or,
- knowingly being a subject of a recording

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

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

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

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

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

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

**Special Circumstances Arrangement**
Students who require the use of a personal technology device in circumstances that would contravene this policy (for example to assist with a medical condition or other disability or for a special project) should negotiate a special circumstances arrangement with the Deputy Principal or Principal.

*Personal Technology Devices includes, but is not limited to, games devices (such as Portable gaming devices, Tamagotchis®, laptop computers, PDAs, Blackberrys®, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile telephones, IPods®, IPads®, IPhones® and devices of a similar nature.*
Appendix F

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

1. **BRSS** strives to create a safe and respectful learning environment for all students at all times of the day. The disciplined and teaching environment that we are constantly creating and improving is essential to:
   - achieving overall school improvement, including the effectiveness and efficiency of our student support procedures
   - raising achievement and attendance
   - promoting equality and diversity and
   - ensuring the safety and well-being of all members of the school community.

2. There is no place for bullying behaviours at BRSS. Research indicates that both those being bullied and those who bully are at risk for behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community’s expectations of positive behaviour (outlined on p1 of our RBPS).

3. We understand that bullying can direct and indirect in its forms. None of these are tolerated at our school: These behaviours can be:
   - verbal (name-calling, taunting, mocking, making offensive comments, gossiping and spreading hurtful and untruthful rumours, or getting someone else to use one of these actions)
   - physical (kicking, hitting, pushing, or getting someone else to use one of these actions)
   - taking belongings)
   - relational (excluding people from groups and activities)
     Other indirect but equally harmful bullying behaviours include inappropriate text messaging, sending offensive or degrading images by phone or internet (cyber-bullying) and producing offensive graffiti.

4. Bullying may be related to: race, religion or culture; disability; appearance or health conditions; sexual orientation; sexist or sexual language; young carers or children in care.

**Schoolwide strategies**

Our Schoolwide Positive Behaviour Support (SWPBS) framework will be maintained at all times and will therefore remain the primary strategy for preventing and responding to problem behaviour, including bullying behaviours. This has three main aspects:

1. It is important that all our students know our school rules and have been taught the expected behaviours required in all areas of the school (see Appendix A – Matrix of Expected Behaviours). These procedures involve teaching the entire school a set of safe and effective responses to all problem behaviour, including bullying behaviours.

2. All students should be receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with treating others with respect and avoiding the use of bullying behaviours.

3. Thirdly, a high level of active supervision by staff in all areas needs to be maintained, in order to ensure the promotion of an environment in which students feel safe from harm.
Inappropriate behaviour notification (Parents/carers)

Date: __________

Dear ………………………

This letter is to let you know that _______________________________________

Has repeatedly disobeyed class rules or school code of behaviour.

<table>
<thead>
<tr>
<th>WE ARE SAFE</th>
<th>WE ARE RESPECTFUL</th>
<th>WE ARE LEARNERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Working and playing in a safe way</td>
<td>Speaking politely to others</td>
<td>Being in the right place at the right time</td>
</tr>
<tr>
<td>Keeping our hands and feet to ourselves</td>
<td>Following directions</td>
<td>Following directions</td>
</tr>
<tr>
<td>Following directions</td>
<td>Looking after our belongings</td>
<td>Listening respectfully to staff and other students</td>
</tr>
</tbody>
</table>

______________________________ was supported with the following time out strategy.

<table>
<thead>
<tr>
<th>Time out in the classroom</th>
<th>Time out in another classroom</th>
<th>Time out at the office</th>
<th>Time out at lunchtime</th>
</tr>
</thead>
</table>

Please contact the school by phone on 40608134 or fill in the form below and return it to school as soon as possible.

Thank you ___________________________ Class Teacher

-------------------------------------------------------------------------------------------------------------------------
(Please detach and return this slip to the school)

Bloomfield River State School

I have read the behaviour notice concerning my child.

Parent/Carer Name ---------------- Signature -------------------------- Date ------------------
**LOCKDOWN PROCEDURE**

**Bloomfield River State School**

**What is a Lockdown Procedure?**
It is the securing of persons within a building to prevent a potential threat of harm or injury to Staff, Student, and visitors.

**What is a Potential Threat?**
- Dangerous Person
- Toxic spill (Chemical truck accident in vicinity of school)
- Dangerous Weather
- Dangerous animal
- Etc.

**Procedure**
Upon identification of threat on the school grounds the continuous ringing of the school bell will be activated from Administration.

**On Hearing the Alert**
1. Turn off Air-conditioning
2. Administrative staffs are to immediately contact Police and Emergency Services (000) and then secure themselves inside the building (Keeping a low profile out of sight until the arrival of Police/Emergency Services).
3. All Staff and Students are to return to their respective classrooms. If Students and Staff are on the oval they are to proceed to the nearest classroom. Once inside SECURE all DOORS and WINDOWS.
4. Teaching staffs are to take control of their students ensuring they retreat to their classrooms in an orderly and calm manner. Once in the building, teachers will direct students to close and lock all doors and windows. All persons will sit under tables, out of sight. (All persons will keep a low profile, until the “ALL CLEAR” is given). In prep room children to go to reading area and sit not facing glass doors.
5. If staff and students are not in their respective classroom/area at the time of the alarm or are engaged in an activity in another building, eg. Library, Music room, they are to participate in the lockdown for that building.
6. Staff members are required to include and take charge of any visitor/contractors that are in their vicinity at the time of Alarm activation.

**Arrival of Emergency Services**
When Police/Emergency Services arrive and take control of the situation the school staff will be asked to provide assistance as required.

**All Clear**
When the threat is over, ringing the bell ONCE will signal the “ALL CLEAR.” The Principal or an administrative staff member will visit each room immediately.