Carina State School

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

1. Purpose

Carina State School is committed to providing a respectful, responsible and safe community of learners, where students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing.

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

2. Consultation and data review

Carina 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 2012. A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents from 2009-2012 also informed the development process.

The Plan was endorsed by the Principal, the President of the P&C and Assistant Regional Director in October 2012, and will be reviewed in 2015 as required in legislation.

3. Learning and behaviour statement

All areas of Carina State School are learning and teaching environments. We believe that students will do well if they can and see part of our job as helping students to develop behaviours and strategies as a means of maximising the success of academic education programs.

Our Responsible Behaviour Plan outlines our system for facilitating positive behaviours, establishing and maintaining classroom expectations and procedures and recognising and responding to adherence to and lack of adherence to expectations and procedures. Through our school plan shared expectations for student behaviour are plain to everyone, assisting Carina State School to create and maintain a positive and productive learning and teaching environment, where ALL school community members have clear and consistent expectations and understandings of their role in the educational process.

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

1. Show respect
2. Be responsible
3. Be safe
4. Learn
5. Strive
6. Smile

These involve 5 key responsibilities for students:

1. Be where I am supposed to be
2. Do my tasks
3. Follow directions
4. Bring my materials
5. Be kind to others

Our school expectations have been agreed upon and endorsed by all staff and our school P&C. They are aligned with the values, principles and expected standards outlined in Education Queensland’s Code of School Behaviour.
4. Processes for facilitating standards of positive behaviour and responding to unacceptable behaviour

**Universal Behaviour Support**

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

<table>
<thead>
<tr>
<th>SCHOOL</th>
<th>RESPECT</th>
<th>RESPONSIBILITY</th>
<th>SAFETY</th>
<th>LEARN</th>
<th>STRIVE</th>
</tr>
</thead>
</table>
|        | • Use manners  
|        | • Be friendly  
|        | • Cooperate – take turns  
|        | • Be honest  
|        | • Be patient  
|        | • Be kind to others  |
|        | • Be prepared  
|        | • Be where you are supposed to be  
|        | • Be on time  
|        | • Make good choices  |
|        | • Follow teacher directions  
|        | • Know the school rules  
|        | • Be aware  
|        | • Report incidences  
|        | • Be where you are supposed to be  |
|        | • Be on time  
|        | • Be prepared – bring your stuff  
|        | • Always listen  
|        | • Follow directions  
|        | • Participate  
|        | • Do your tasks  |
|        | • Be consistent  
|        | • Ask questions  
|        | • Set goals  
|        | • Do More  
|        | • Improve  |
| COMPUTER LAB | • Sit quietly  
|        | • Follow teacher instructions  
|        | • Use equipment sensibly  
|        | • Wait patiently  |
|        | • Use equipment sensibly  
|        | • Follow teacher instructions  
|        | • Tuck chairs in when leaving  
|        | • Log out before leaving  |
|        | • Report faults to teacher  
|        | • Walk  
|        | • Listen and follow teacher instructions  
|        | • Only leave when dismissed  |
|        | • Ask for assistance  
|        | • Follow instructions  |
|        | • Be consistent  
|        | • Improve  |
| PLAYGROUND | • Play fair  
|        | • Invite others to play  
|        | • Take turns  
|        | • Share equipment  
|        | • Be kind to others  |
|        | • Wear school hat  
|        | • Be aware of teacher on duty  
|        | • Return equipment, get a drink, go to the toilet and line up promptly at the end of play  
|        | • Follow directions  |
|        | • Wear school hat  
|        | • Be where you are supposed to be  
|        | • Use equipment safely/appropriately  
|        | • Be aware  
|        | • Report Incidents  |
|        | • Play fair  
|        | • Invite others to play  
|        | • Get a drink, go to the toilet and line up promptly after end of play  |
|        | • Be consistent  
|        | • Try new games  |
| EATING AREAS | • Raise hand and waiting to be dismissed  
|        | • Put rubbish in the bin  
|        | • Put Lunch box in class container  |
|        | • Eat own food  
|        | • Be where you are supposed to be  
|        | • Sit in eating area until dismissed  |
|        | • Make healthy choices  |
|        | • Be consistent  
|        | • Do more  |
| LIBRARY (lunch) | • Line up  
|        | • Wait patiently  
|        | • Hats off inside  |
|        | • Walk  
|        | • Keep food and drinks outside  
|        | • Use quiet voices  |
|        | • Walk  
|        | • Keep hands and feet to self  
|        | • Follow adult directions  |
|        | • Put away games and equipment before leaving the library  |
|        | • Be consistent  
|        | • Improve  |
These expectations are communicated to students via a number of strategies, including:

- Behaviour lessons conducted by classroom teachers;
- Reinforcement of learning from behaviour lessons on School Assemblies and during active supervision by staff during classroom and non-classroom activities.
Carina State School implements the following proactive and preventative processes and strategies to support student behaviour:

- A dedicated section of the school newsletter, enabling parents to be actively and positively involved in school behaviour expectations.
- School Behaviour Leadership team members’ regular provision of information to staff and parents, and support to others in sharing successful practices.
- Comprehensive induction programs in the Carina State School Responsible Behaviour Plan for Students delivered to new students as well as new and relief staff.
- Individual support profiles developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings.
- Development of specific policies to address:  
  - The Use of Personal Technology Devices at School (Appendix 1)
  - Procedures for Preventing and Responding to Incidents of Bullying (Appendix 2 and 3).
  - Procedures regarding the use or possession of weapons including knives and any other items that could be considered a weapon in school (Appendix 4).

Reinforcing expected school behaviour
At Carina State School, communication of our key messages about behaviour is backed up through reinforcement, which provides students with feedback for engaging in expected school behaviour. A formal recognition and monitoring system has been developed. This acknowledgement system is designed to increase the quantity and quality of positive interactions between students and staff. It mainly includes:

- Using verbal and nonverbal acknowledgment
- Using tangible recognition when appropriate
- Involving the home in recognition of positive student behaviour

Using Verbal and Nonverbal Acknowledgment
One obvious way to provide positive reinforcement when students follow rules and procedures is to use verbal and nonverbal forms of recognition. Stating to the class as a whole or to individual students that they did a great job in completing a task can go a long way to reinforcing a positive climate. Regular use of simple thank-you’s and other social courtesies can become a catalyst for helping students replicate those behaviours in their own lives. We are also aware of the powerful impact of nonverbal acknowledgments. The combined and ongoing use of verbal and nonverbal reinforcements can greatly expand students’ on-task behaviour and their willingness to use such behaviours without tangible or external rewards.

Involving the home in recognition of positive student behaviour
We use a wide range of strategies for eliciting support from parents and guardians for adherence to classroom expectations and procedures. For example, notifying parents and guardians about students’ positive behaviours is a strategy ranked highly by students as recognition for their positive behaviour. This strategy can includes a range of simple but productive interventions, including the following:

- Phone calls
- E-mails
- Notes home
- Certificates

Using Tangible Recognition
The aim of our Behaviour policy is for students to do the right thing because it is the right thing to do. The use of concrete forms of recognition is not to be seen as “rewards” for doing the right thing. However there may be classroom systems to recognise adherence to classroom expectations, for example, a teacher might establish a color code for behavior. A green card indicates exceptional adherence to rules and procedures. A yellow card indicates acceptable behaviour with room for improvement. A red card indicates unacceptable behavior. All students start the class period with three cards at the top-left corner of their desks. At the beginning of the period, the top card is always green. During the class the teacher moves throughout the room changing the color of the card exposed on each student's desk to indicate the level of behavior exhibited. If the teacher exposes the yellow card or the red card for a student, the green card can always be reinstated when the student's behaviour warrants the change.

Responding to inappropriate or unacceptable behaviour
Students come to school to learn. Behaviour support represents an important opportunity for learning how to get along with others.

Re-directing low-level and infrequent problem behaviour
When student exhibits low-level and infrequent problem behaviour, the first response of school staff members is to remind the student of expected school behaviour, then ask them to change their behaviour so that it aligns with our school’s expectations.
Our preferred way of re-directing low-level problem behaviour is to ask them to think of how they might be able to act more respectfully, more responsibly, or more safely. This encourages students to reflect on their own behaviour, evaluate it against expected school behaviour, and plan how their behaviour could be modified so as to align with the expectations of our school community.

**Targeted behaviour support**

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

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

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

Students whose behaviour does not improve after Positive behaviour Support or whose previous behaviour indicates a need for specialised intervention, are provided with intensive behaviour support.

**Intensive behaviour support: Behaviour Support Team**

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

- works with other staff members to develop appropriate behaviour support strategies
- monitors the impact of support for individual students through continuous data collection
- makes adjustments as required for the student, and
- works with the Positive Behaviour Support Team to achieve continuity and consistency.

The Intensive Behaviour Support Team the support team also includes individuals from other agencies already working with the student and their family, a representative from the school’s administration and district-based behavioural support staff.

**5. Consequences for inappropriate or unacceptable behaviour**

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

**Minor and major behaviours**

When responding to problem behaviour the staff member first determines if the problem behaviour is major or minor, with the following agreed understanding:

- **Minor** problem behaviour is handled by staff members at the time it happens
- **Major** problem behaviour is referred directly to the school Administration team

**Minor** behaviours are those that:

- are minor breaches of the school rules
- do not seriously harm others or cause you to suspect that the student may be harmed
- do not violate the rights of others in any other serious way
- are not part of a pattern of problem behaviours
- do not require involvement of specialist support staff or Administration.

**Minor problem behaviours** may result in the following consequences:

- a minor consequence logically connected to the problem behaviour, such as complete removal from an activity or event for a specified period of time, partial removal (time away), individual meeting with the student, apology, restitution or detention for work completion.
• a re-direction procedure. The staff member takes the student aside and:
  1. names the behaviour that student is displaying,
  2. asks student to name expected school behaviour,
  3. states and explains expected school behaviour if necessary
  4. gives positive verbal acknowledgement for expected school behaviour.

Major behaviours are those that:
• significantly violate the rights of others
• put others / self at risk of harm
• require the involvement of school Administration.

Major behaviours result in an immediate referral to Administration because of their seriousness. When major problem behaviour occurs, staff members calmly state the major problem behaviour and remind the student of expected school behaviour. The staff member then fills out the office referral form and escorts the student to Administration.

Major problem behaviours may result in the following consequences:
• Time in office, alternate lunchtime activities, loss of privilege, restitution, loss of break times, warning regarding future consequence for repeated offence.
  AND/OR
• Parent contact, referral to Guidance Officer, referral to Intensive Behaviour Support Team, suspension from school
• Students who engage in very serious problem behaviours such as major violent physical assault, or the use or supply of weapons or drugs can expect to be recommended for exclusion from school following an immediate period of suspension.

**Definition of consequences***

<table>
<thead>
<tr>
<th>Time out</th>
<th>A principal or school staff may use time out as a strategy for students to manage their own behaviour and to assist the student to calm down. During time out, student is to be supervised and given an opportunity to re-join class in intervals of no more than 10 minutes.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Catch-up</td>
<td>A part of lunch-time may be required to allow a student to catch up work when they fail in their responsibility to “Do my tasks”</td>
</tr>
<tr>
<td>Detention</td>
<td>A principal or teacher may use detention as a consequence for disobedience, misconduct, or other breaches of school expectations. This may be a response for students failing in their responsibilities to follow directions, be where they are supposed to be or not being kind to others. A detention is no more than 20 minutes during school lunch or 30 minutes after school (parent will be contacted before after school detention is imposed).</td>
</tr>
<tr>
<td>Temporary Removal of Property</td>
<td>A principal or staff member of Carina State School has the power to temporarily remove property from a student, as per the procedure Temporary Removal of Student Property by School Staff.</td>
</tr>
</tbody>
</table>

**School Disciplinary Absences (SDA) - used after consideration of all other responses**

| Suspension           | A principal may suspend a student from school under the following circumstances:  
  ▪ disobedience by the student  
  ▪ misconduct by the student  
  ▪ other conduct that is prejudicial to the good order and management of the school. |
|----------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Behaviour Improvement Condition | A principal may impose a behaviour improvement condition if the principal is reasonably satisfied that the student has engaged in behaviour that warrants the grounds for exclusion or other conduct that is so serious that suspension of the student from school is inadequate to deal with the behaviour.  
  **Behaviour Improvement Condition** requires the student to undertake a behaviour management program arranged by the school’s principal. The program must be:  
  ▪ reasonably appropriate to the challenging behaviour  
  ▪ conducted by an appropriately qualified person  
  ▪ designed to help the student not to re-engage in the challenging behaviour  
  ▪ no longer than three months. |
| Proposed exclusion or recommended exclusion | A student may be suspended pending a decision to exclude when the student’s behaviour is so serious that suspension of the student from the school would be inadequate to deal with the behaviour. A student may be suspended or excluded for the following reasons:  
  ▪ disobedience  
  ▪ misconduct  
  ▪ other conduct that is prejudicial to the good order and management of the school, or  
  ▪ breach of Behaviour Improvement Conditions. |

*Refer to departmental procedure [Safe, Supportive and Disciplined School Environment](#) for further details.*
Student Behaviour Management Process

Prepare students, teach expected behaviours

Observe and identify problem behaviour

Is behaviour teacher or office managed?

Teacher Managed (MINOR)

Office Managed (MAJOR)

Remind student of appropriate behaviour - VERBAL WARNING

Second Reminder and consequence potential – TIME OUT (Complete a reflection form)

Student sent to BUDDY CLASS (Complete reflection form and class work) Record Incident on ONE SCHOOL

Teacher Managed
- Inappropriate language
- Not having equipment
- Teasing
- Refusal to work
- Non-compliance
- Dishonesty
- Incorrect uniform
- Class disruptions
- unsafe/rough play
- disrespectful tone, attitude, language
- Pattern of not completing homework

Office Managed
- Aggressive physical Contact
- Fighting
- Consistent refusal to follow school rules
- Destruction of property
- Weapons
- Leaving school grounds
- Pattern of aggressive/profane language
- Theft
- Consistent minor infractions
- Racial/Ethnic discrimination
- Harassment of students/teachers

Did the behaviour change?

YES

Contact parent diary note or phone call (record contact on ONE)

FOLLOW UP:- Home reflection Behaviour Agreement Did the behaviour

Admin follows up with referring teacher

NO

Office Managed

Complete Office referral and send to the office Record Incident on ONE SCHOOL

- Time in office, alternate lunchtime activities, loss of privilege, restitution, loss of break times, warning regarding future consequence for repeated offence.
- Parent contact, referral to Guidance Officer, referral to Intensive Behaviour Support Team, suspension from school
- Students who engage in very serious problem behaviours such as major violent physical assault, or the use or supply of weapons or drugs can expect to be recommended for exclusion from school following an immediate period of suspension.

NO

Refer to Admin and or Learning Support for Administrativ
<table>
<thead>
<tr>
<th>Supportive Action</th>
<th>This means…</th>
<th>Example Behaviours</th>
<th>Issue resolved</th>
</tr>
</thead>
</table>
| Reinforce Appropriate Behaviour | Class Behaviour Support Plan Examples:  
- The 5 classroom responsibilities are displayed and referred to often.  
- Teach the hierarchy of social development – use checking for understanding and guided choices – raise responsibility and reduce impulsivity  
- Ensure clarity and consistency of requests and expectations. Teach specific skills as required. Teach procedures  
- Praise/acknowledge appropriate behaviour  
- Provide positive reinforcements  
Model appropriate behaviour  
Follow through | - Students on task  
- Students completing work  
- Students speaking respectfully to teacher  
- Student speaking respectfully to other students  
- Students showing responsibility and self-discipline | Student is actively engaged in learning |
| Least Intrusive Actions | Least intrusive actions include such things as:  
Non-verbal Actions:  
Selective Attending (discreet, undetected monitoring of student behaviour) Proximity (moving near to misbehaving student)  
Non-verbal Signal (a private signal between student and adult to cease behaviour)  
Verbal Redirections:  
Simple direction ('Go to your line, thanks.') Expectation reminder ('Hats off inside', 'Speak pleasantly')  
Redirection to Learning ('Eyes on your work', 'What number are you up to?')  
More intrusive actions:  
Move student in class  
Time out in classroom  
Teacher may record behaviour in OneSchool  
Make-up time (OneSchool entry required) | - Slow to start work  
- Not having required materials  
- Out of seat  
- Off task  
- Talking/calling out  
- Breaking class rules  
- Swearing (in context)  
- Throwing objects (no intent to cause harm to self, others or property)  
- Ignoring warnings  
- Graffiti / defacing property – (minor)  
- Excessive swearing  
- Lateness  
- Being out of class without valid reason | Issue not resolved |
| More Intrusive Actions | | | |
| Class teacher | | | |
| “Buddy System” Relocation to another classroom | Buddy System involves: Relocation to an alternative classroom/learning area - with work provided and/or expectations clarified.  
Restitution (e.g. Making up time lost, apology) Self-reflection essay or survey sheet  
Teacher Conference at earliest convenience to discuss Reflection Sheet and elicit strategies to bring behaviour to acceptable level  
Elicit consequences  
Admin notified  
**Teacher records behaviour in OneSchool** | - Continued disruption to learning/teaching  
- Refusal to follow reasonable instruction  
- Swearing (deliberate and directed)  
- Throwing objects (Intent to cause harm)  
- Unsafe practices | |

[Diagram showing issue resolved and not resolved]
**Supportive Action**

**Implicit Admin. Support**
Class teacher:
Referral Card completed and sent with student to Con, John or Alan

Deputy or Principal

**This means...**

**Strategies to assist students to meet behaviour may include**
- Behaviour Matrix for student monitoring of competency
- Behaviour monitoring card
- Attendance monitoring card
- Parent Contact – interview request, weekly update
- Behaviour planning
- Playground contract
- Withdraw from extra-curricular activities/privileges.
- Length of time on card determined by Principal or Deputy
- Behaviour Recorded on OneSchool
- Alternative Program, withdrawal from privileges
- Support staff (eg. Guidance Officers) and the use of discussion and problem solving to make behaviour agreements and negotiate appropriate behaviour contracts
- Consultants are engaged to work with students, parents and school staff
- Parent Interview
- Formal Suspension

**Example Behaviours**

- No significant response to teacher behaviour support measures
- Significant non completion of work or assessment
- Continual lateness and Absenteeism ("wagging" classes)
- Violent behaviour
- Verbal abuse
- Deliberate refusal to follow instructions
- Unsafe behaviours endangering other people

<table>
<thead>
<tr>
<th>Area</th>
<th>Minor</th>
<th>Major</th>
</tr>
</thead>
<tbody>
<tr>
<td>Movement around school</td>
<td>• Running on concrete or around buildings</td>
<td>• Throwing objects</td>
</tr>
<tr>
<td></td>
<td>• Running in stairwells</td>
<td>• Possession of weapons</td>
</tr>
<tr>
<td></td>
<td>• Not walking bike in school grounds</td>
<td></td>
</tr>
<tr>
<td>Play</td>
<td>• Incorrect use of equipment</td>
<td>• Serious physical aggression</td>
</tr>
<tr>
<td></td>
<td>• Not playing school approved games</td>
<td>• Fighting</td>
</tr>
<tr>
<td></td>
<td>• Playing in toilets</td>
<td></td>
</tr>
<tr>
<td>Physical contact</td>
<td>• Minor physical contact (eg: pushing and shoving)</td>
<td></td>
</tr>
<tr>
<td>Correct Attire</td>
<td>• Not wearing a hat in playground</td>
<td>• Possession or selling of drugs</td>
</tr>
<tr>
<td></td>
<td>• Not wearing shoes outside</td>
<td></td>
</tr>
<tr>
<td>Class tasks</td>
<td>• Not completing set tasks that are at an appropriate level</td>
<td>• Leaving class without permission (out of sight)</td>
</tr>
<tr>
<td></td>
<td>• Refusing to do set tasks</td>
<td>• Leaving school without permission</td>
</tr>
<tr>
<td>Being in the right place</td>
<td>• Not being punctual (eg: lateness after breaks)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Not in the right place at the right time</td>
<td></td>
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<tr>
<td>Follow instructions</td>
<td>• Low intensity failure to respond to adult request</td>
<td></td>
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<tr>
<td></td>
<td>• Non compliance</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Unco-operative behaviour</td>
<td></td>
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<tr>
<td>Accept outcomes for behaviour</td>
<td>• Minor dishonesty</td>
<td>• Major dishonesty</td>
</tr>
<tr>
<td>Rubbish</td>
<td>• Littering</td>
<td></td>
</tr>
<tr>
<td>Mobile Phone</td>
<td>• Mobile phone switched on in any part of the school at any time</td>
<td>• Use of a mobile phone in any part of the school for voicemail,</td>
</tr>
<tr>
<td></td>
<td>without authorisation (written permission from an authorised staff</td>
<td>email, text messaging or filming purposes without authorisation</td>
</tr>
<tr>
<td></td>
<td>member)</td>
<td></td>
</tr>
<tr>
<td>Language</td>
<td>• Inappropriate language (written/verbal)</td>
<td>• Offensive language</td>
</tr>
<tr>
<td></td>
<td>• Calling out</td>
<td>• Aggressive language</td>
</tr>
<tr>
<td></td>
<td>• Poor attitude</td>
<td>• Verbal abuse / directed profanity</td>
</tr>
<tr>
<td></td>
<td>• Disrespectful tone</td>
<td></td>
</tr>
<tr>
<td>Property</td>
<td>• Petty theft</td>
<td>• Stealing / major theft</td>
</tr>
<tr>
<td></td>
<td>• Lack of care for the environment</td>
<td>• Vandalism</td>
</tr>
<tr>
<td>Others</td>
<td>• Not playing fairly</td>
<td>• Major bullying / harassment</td>
</tr>
<tr>
<td></td>
<td>• Minor disruption to class</td>
<td>• Major disruption to class</td>
</tr>
<tr>
<td></td>
<td>• Minor defiance</td>
<td>• Blatant disrespect</td>
</tr>
<tr>
<td></td>
<td>• Minor bullying / harassment</td>
<td>• Major defiance</td>
</tr>
</tbody>
</table>
When responding to problem behaviours, staff members ensure that students understand the relationship of the problem behaviour to their responsibilities and expectations of their behaviour. One method that staff members might use to achieve this is to have students:

- articulate the relevant responsibility or expectation
- explain how their behaviour differs from expected behaviour,
- describe the likely consequences if the problem behaviour continues; and
- ensure that the students articulates what they will do to change their behaviour in line with expected school behaviour.

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

**Ensuring consistent responses to problem behaviour**

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

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

**6. Emergency or critical incident responses**

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

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

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

**Basic defusing strategies**

*Avoid escalating the problem behaviour by remaining calm and speaking and behaving in a respectful tone*

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

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

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

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

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

Record keeping
Each instance involving the use of physical intervention must be formally documented. The following records must be maintained:
• School Incident Report (Appendix 5)
• Student Record of Incident (as per process for Natural Justice) (Appendix 6)
• OneSchool entry

7. Network of student support
Students at Carina State School are supported through positive reinforcement and a system of universal, targeted, and intensive behaviour supports by:
• Parents
• Teachers
• Support Staff
• Administration Staff
• Guidance Officer
• Advisory Visiting Teachers
• Senior Guidance Officer
• School Chaplain
Support is also available through the following government and community agencies:
• Disability Services Queensland
• Child and Youth Mental Health
• Queensland Health
• Department of Communities (Child Safety Services)
• Police
• Local Council
• Neighbourhood Centre.

8. Consideration of individual circumstances
To ensure alignment with the Code of School Behaviour when applying consequences, the individual circumstances and actions of the student and the needs and rights of school community members are considered at all times.

Carina 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:
  o express opinions in an appropriate manner and at the appropriate time
  o work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation, and
  o 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
- Weapons Act 1990
- Work Health and Safety Act 2011
- Work Health and Safety Regulation 2011
- 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 the Department’s Information, Communication and Technology (ICT) Network and Systems
- Managing Electronic Identities and Identity Management
- Appropriate Use of Mobile Telephones and other Electronic Equipment by Students
- Temporary Removal of Student Property by School Staff

11. Some related resources

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

Principal       P&C President       Assistant Regional Director

Effective Date: 1 January 2013 – 31 December 2015
Appendix 1

The Use of Personal Technology Devices* at School

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

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

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

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

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

Personal Technology Device Etiquette
Bringing personal technology devices to school is not generally permitted by the school because of the potential for theft and general distraction and/or disruption associated with them. However, if they are brought to school, they must be handed into the office for safe keeping until home time.

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

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

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,

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* Education Queensland does not tolerate bullying behaviour at schools. This includes bullying conducted by electronic means.
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.

**Assumption of cheating**
Personal technology devices may not be taken into or used by students at exams or during class assessment. 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.

**Inappropriate behaviour outside of school hours**
Students may receive disciplinary consequences for bullying or cyberbullying or other inappropriate online behaviour that occurs out of school hours, and affects the good order and management of the school.

*Personal Technology Devices include, but are not limited to the following devices: portable gaming devices, the IPhone, IPod, IPod Touch or IPad, Tamagotchi® and similar games, laptop computers, PDAs, Blackberries®, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile telephones and devices of a similar nature.*
Appendix 2

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

Purpose

1. Carina State School strives to create positive, predictable environments for all students at all times of the day. The disciplined teaching environment that we are creating is essential to:
   - achieving overall school improvement, including the effectiveness and efficiency of our student support procedures
   - raising achievement and attendance
   - promoting equality and diversity and
   - ensuring the safety and well-being of all members of the school community.

2. There is no place for bullying in Carina State School. Research indicates that both those being bullied and those who bully are at risk for behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community’s goals and efforts for supporting all students.

3. Bullying behaviours that will not be tolerated at Carina State School include name-calling, taunting, mocking, making offensive comments, kicking, hitting, pushing, taking belongings, inappropriate text messaging, sending offensive or degrading images by phone or internet, producing offensive graffiti, gossiping, excluding people from groups, and spreading hurtful and untruthful rumours.

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

5. At Carina State School there is broad agreement among students, staff and parents that bullying is observable and measurable behaviour. When considering whether or not bullying has occurred, we will therefore avoid speculation on the intent of the behaviour, the power of individuals involved, or the frequency of its occurrence. Whether bullying behaviour is observed between students of equal or unequal power, whether it occurs once or several times, and whether or not the persons involved cite intimidation, revenge, or self-defence as a motive, the behaviour will be responded to in similar fashion, that is, as categorically unacceptable in the school community.

Rationale

6. Research indicates that many problem behaviours are peer-maintained. That is, peers react to bullying in ways that may increase the likelihood of it occurring again in the future. Reactions include joining in, laughing, or simply standing and watching, rather than intervening to help the person being bullied. Whilst our school would never encourage students to place themselves at risk, our anti-bullying procedures involve teaching the entire school a set of safe and effective response to all problem behaviour, including bullying, in such a way that those who bully are not socially reinforced for demonstrating it.

7. The anti-bullying procedures at Carina State School are an addition to our already research-validated schoolwide positive behaviour support processes. This means that all students are being explicitly taught the expected school behaviours and receiving high levels of social acknowledgement for doing so. Adding lessons on bullying and how to prevent and respond to it is a subset of procedures that our students are already accustomed to.

Prevention

8. Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, our schoolwide universal behaviour support practices will be maintained at all times. This will ensure that:
   - Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour
• All students know the 3 school rules and have been taught the expected behaviours attached to each rule in all areas of the school.
• All students have been or are being taught the specific routines in the non-classroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms.
• All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the non-classroom areas of the school.
• A high level of quality active supervision is a permanent staff routine in the non-classroom areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the non-classroom areas.

9. Cyberbullying often does not occur at school. Students are explicitly taught Cybersafety for example how to safely conduct and internet search, what cyberbullying is and what they should do if they receive unwanted messages including for example:

   • Not to respond to messages but keep them to report to parents and/or teachers immediately
   • Report any instances they see as a bystander of cyberbullying to parents and/or teachers immediately.

   (Our school) will then investigate and respond to any incident of cyberbullying.

10. The student curriculum modules of the anti-bullying process consist of lessons taught by all teachers in all classrooms to a schoolwide schedule of instruction. At all times simultaneous instruction is our goal, in order to maintain consistency of skill acquisition across the school.

11. An initial introductory lesson is delivered, which teaches the 3-step process to be used by all students when experiencing bullying behaviour either as a person being bullied, the person bullying or bystander.

12. The introductory lesson is followed by several shorter lessons, each of which focuses on one of the bullying behaviours that the school has identified and defined. These lessons include instruction on how to approach adults and also on what reactions and systemic responses they should expect from adults.

13. Carina State School will take part in the National Day of Action Against Bullying and Violence on the third Friday of March each year. This is to highlight the importance of bullying issues within our school community and what our school is doing to prevent this.

14. Research indicates that a common outcome of anti-bullying programming is an improvement in understanding of bullying but little change in the frequency or nature of actual bullying behaviour. One of the reasons cited for this outcome is the lack of behavioural rehearsal in the programming. The anti-bullying process at Carina State School takes care to combine knowledge with practice in a process of active learning, so that students understand by ‘doing’ as much as by ‘knowing’.

15. Carina State School uses behavioural data for decision-making. This data is entered into our database on a daily basis and can be recalled as summary reports at any time. This facility allows the school to track the effectiveness of its anti-bullying process, to make any necessary adjustments, and to identify specific bullying behaviours that may need to be revisited or revised in the instructional process.
Appendix 3

Active Roles against bullying within the School Community
To create a school environment where students feel safe and secure, we as a school community all have a role to play.

Students
- Always respect the rights of others including their right to be different. Report bullying behaviour to a teacher or senior leader.
- Make the decision not to be involved in bullying.
- Encourage students to form and maintain friendships with non-bullying students.
- Play a positive role when bystanders in a bullying event.
- Follow the acceptable usage policy for the ICTs ensuring all communication is respectful
- Ensure adherence to the school’s 'Acceptable Use Policy' and do not use mobile phones or other electronic equipment (including those with Bluetooth functionality) in an inappropriate manner.
- Report any suspected inappropriate behaviour to the supervising teacher or Principal.
- It is important that ‘victims’ of bullying understand the importance of not hiding the problem and show persistence in keeping adults informed of the events.

Staff
- Be positive role models at all times, because teachers can become bullies also. Monitor classes for signs of bullying. Be observant of any signs of distress or suspected incidents of bullying.
- Take steps in the classroom to remove the potential for bullying to take place.
- Document all incidences of bullying observed and action taken to address the problem.
- Report actual or suspected incidents to the appropriate staff member.
- Ensure ICT security processes are observed in class
- Ensure they understand the ways ICTs can be used to bully others and ensure that they explicitly teach ethical use of ICTs
- Regularly supply parents with assistance in keeping their children safe on-line by way of the Newsletter
- Report any misuse of mobile phone in a bullying, threatening way when made aware

Parents/Guardians
- Contact the school if bullying takes place or is suspected and be willing to inform the school even if their child is not involved.
- Encourage the student to talk to a teacher about incidents that may take place.
- Watch for signs of distress in their son or daughter. Keep a written record of the incident.
- Do not encourage retaliation.
- Be willing to support the schools involvement in dealing with bullying.
- Monitor student use of ICTs, discussing how to stay safe on line -especially use of text and social messaging
WORKING TOGETHER TO KEEP CARINA STATE SCHOOL SAFE

We can work together to keep knives out of school. At Carina State School:

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

If a student has a knife a school, they can expect serious consequences, such as fines and possibly jail. Longer jail sentences can be given to young people if someone is injured with a knife during an assault.

What kinds of knife are banned?

- No knives of any type are allowed at school, including flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives or craft knives, or any item that can be used as a weapon, for example a chisel.
- Knives needed for school activities will be provided by the school, and the use of them will be supervised by school staff.
- In circumstances where students are required to have their own knives or sharp tools for particular subjects or vocational courses, the school will provide information about the procedures for carrying and storing these items at school.

The Principal or Deputy Principal can take action against a student who brings a knife to school.

- If a student has a knife at school, principals can inform the police.
- Possessing a knife at school may result in serious disciplinary consequences Suspension or Exclusion are possible consequences.
- Police can search a student and their property at school if they suspect a student has a knife.
- A student may be charged with a criminal offence and may face serious consequences if convicted, including a fine or jail.
- School property such as desks or lockers may be searched if the principal suspects that a student has a knife on or in school property.
- If the principal suspects the student has a knife in their bag, the bag may be temporarily confiscated until police arrive.
- If the student does have a knife at school, it can be confiscated by the principal and given to the police.

How can parents help to keep Carina State School safe?

- Make sure your child knows what the laws and rules are about knives.
- Do not include knives or knife tools in children’s lunch boxes, pencil cases or craft kits.
- Contact your school principal if you believe your child is being bullied or threatened at school.
- If you want to talk about students and knives at school, please contact the Principal or Deputy Principal.
Carina State School
Respectful...Responsible...Safe...Learning...Striving...Smiling

Incident Report
Date __/__/__

Reasons for this referral

Outline of the reason for this referral:

☐ Anti-social behaviour
   ☐ Excessive interruption
   ☐ Vandalism

☐ Non-compliance – continued refusal to follow reasonable
   ☐ instruction

☐ Verbal aggression
   ☐ swearing at or other disrespect to teacher

☐ Unsafe practices
   ☐ Bullying/harassment
   ☐ Physical aggression
   ☐ Violent behaviour

☐ No significant response to teacher behaviour support measures

☐ Avoidance behaviour
   ☐ Significant non completion of work or assessment
   ☐ Continual lateness and Absenteeism (“wagging” classes)

Actions already taken to improve behaviour

☐ Tactical Ignoring (ignoring mild distractions)
☐ Proximity (moving closer to student who is misbehaving)
☐ Privately Understood Signal (a private signal between student and adult to cease behaviour)
☐ Simple Direction (eg ‘Go to your seat, thanks.’)
☐ Rule Reminder (reminding the student that their behaviour is in breach of our Responsible Behaviour Policy)
☐ Move student in class
☐ Time out in classroom
☐ Detention
☐ Buddy Class
☐ Making up time lost
☐ Reflection sheet
☐ Detention at earliest convenience to discuss Reflection Sheet and strategies to improve behaviour
☐ Parent Contact
☐ Recorded behaviour Current Incident in OneSchool

Current Incident

When did it happen? ______________________________

Where did it happen? ______________________________

What happened?

______________________________________________________________________________________________

______________________________________________________________________________________________

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...a respectful, responsible and safe community of learners striving for personal best.
Carina State School
Student Behaviour Referral Reflection

Why did your teacher send you?
__________________________________________________________________________________________________________________________________________________________________________________________________________________________________________

Who was affected by your actions?
__________________________________________________________________________________________________________________________________________________________________________________________________________________________________________

How will you make things better with this person / these people?
__________________________________________________________________________________________________________________________________________________________________________________________________________________________________________

At this school all students are expected to do the following. Which of them do you need to improve on?

☐ Be where I am supposed to be
☐ Follow directions
☐ Do my tasks – Learn - Strive
☐ Bring my materials
☐ Be kind to others - Show respect
☐ Be responsible
☐ Be safe

How do you intend to do that?
__________________________________________________________________________________________________________________________________________________________________________________________________________________________________________

I will improve my behaviour in the above ways.
__________________________________________________________________________________________________________________________________________________________________________________________________________________________________________

___________________________________________________________  ____________________________________________________________
 Student                                      Administrator

...a respectful, responsible and safe community of learners striving for personal best.
Levels of Social Development

Democracy (highest level)
- Dependable
- Responsible
- Displays self-discipline
- Internal Motivation
- Displays initiative
- Displays empathy

Cooperation
- Cooperates
- Follows directions
- External Motivation
- Considers
- Completes
- Contends with peer pressure

Bossing
- Bosses others
- Bullying others
- Betrays others
- Must be bossed to behave

Anarchy (lowest level)
- Absence of order
- Assaults and chaotic

Anarchy
- Rude
- Noisy
- Absence of order