RESPONSIBLE BEHAVIOUR PLAN FOR STUDENTS

LAWNTON STATE SCHOOL

'Empowering learners for successful futures'

Endorsement

_____   _____   _____
Principal   **P&C President or**   **Regional Executive Director or**
                           Chair, School Council   **Executive Director (Schools)**

Review Date:

The Code of
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Responsible Behaviour Plan for Students

1. Purpose

Lawnton State School is committed to providing a safe, respectful and disciplined learning environment for students and staff, where students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing.

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.

Lawnton State School is committed to safety, respect and learning through a secure, supportive and cooperative environment which recognises and accepts individual differences.

The establishment of effective discipline in our school depends on school personnel and parents working together towards the same goals, while insisting that acceptable standards of behaviour are maintained for the enhanced outcomes of our students and our school.

2. Consultation and data review

Lawnton State School developed this Responsible Behaviour Plan for Students in collaboration with our school community. Consultation for the development of this plan has been broad and diverse, adding in-depth understanding of our school community's expectations around student management and behaviour. Forums for consultation have included, but were not limited to:

- *P&C meetings*
- *P&C Executive Committee*
- *Positive Behaviour for Learning Team*
- *Parents, staff and students through survey distribution and community meetings*

In developing this plan, school data has been reviewed and analysed. School data pertaining to attendance, absenteeism, school disciplinary absences and behaviour incidents. Data has been reviewed from the following sources:

- *Annual School Opinion Surveys – staff, parents and students*
- *Internal school surveys – staff, parents and students*
- *One School Database*
- *Positive Behaviour for Learning SET survey*

Review of school data occurs on an individual, class, cohort or whole school basis. This Responsible Behaviour Plan for Students will be reviewed annually as required in legislation.

Rights and Responsibilities at Lawnton State School

RIGHTS OF STAFF	RESPONSIBILITIES OF STAFF
1. To be treated with respect.	1. To respect others.
2. To be treated professionally and courteously by all staff and the wider school community.	2. To act professionally by providing positive role models.
3. To receive support from parents/caregivers.	3. To respect the rights of parents/caregivers and students.
4. To work in a safe and healthy environment.	4. To promote a safe and healthy environment.
5. To teach without undue interruption from students.	5. To provide a positive and supportive educational environment for all students.

RIGHTS OF STUDENTS	RESPONSIBILITIES OF STUDENTS
1. To earn trust.	1. To act in a trustworthy manner.
2. To earn respect.	2. To respect others.
3. To express an opinion in a relevant and appropriate manner.	3. To allow others to express their opinion.
4. To have a safe and happy school.	4. To follow our school values.
5. To receive an education in a positive and supportive environment.	5. To do the best of which they are capable.
6. To learn without interruption.	6. To allow others to learn without interruption.
7. To be guided appropriately by school staff.	7. To abide by decisions made by the staff.

RIGHTS OF PARENTS	RESPONSIBILITIES OF PARENTS
1. To have their child taught in a professional manner.	1. To support and assist teachers in academic and social development for their child.
2. To be informed of their child's academic and social development.	2. To advise staff of relevant information regarding their child.
3. To be informed of the school's policies and expectations.	3. To support the school's policies and expectations.
4. To expect that each child will be treated fairly and safely.	4. To support the school's Responsible Behaviour Plan for Students.
5. To be treated with respect by members of the school community.	5. To respect and support all members of the school community.

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All areas of Lawnton 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 for Students 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 Lawnton 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 values underpin relationships within our community. Values are incorporated into teaching and learning programmes across the key learning areas. Our school community has identified the following school values to teach and promote our high standards of responsible behaviour:

- *Safety*
- *Respect*
- *Learning*

We believe that a safe and supportive environment protects the rights of all school community members and the rights for:

- *Students to learn*
- *Teachers to teach*
- *All to be safe*

Our school values 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 Lawnton State School we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school. Communicating behavioural expectations is a form of universal behaviour support - a strategy directed towards all students designed to prevent problem behaviour and provides a framework for responding to unacceptable behaviour.

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

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.

Lawnton State School Expectations Matrix

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	Safety	Respect	Learning
	I show SAFETY when I ...	**I show RESPECT when I ...**	**I am a LEARNING when I ...**
All Settings	Keep inappropriate items at home Move safely Use hygienic practices Report accidents to an adult	Use the High 5 Use manners Am honest Follow adult directions Care for property Care for the environment Am kind, supportive and encouraging Wear correct school uniform Follow red, yellow and green zones Include others and take turns	Show resilience Cooperate with others Am organised and prepared Co-operate with others Do my best at all times Am in the right place at the right time Actively listen
Classroom	Ask permission to leave the classroom Sit on chairs safely	Raise my hand to speak Actively listen	Ask for help respectfully Have a go at all tasks Am cyber safe
Break Times	Wear shoes at all times Am being sun safe Use equipment safely Leave nature from the ground alone Make positive eating choices	Use equipment appropriately Am considerate of our neighbours Eat in the expected zone	Agree and follow game rules Am a problem solver
Tuckshop	Am being patient and considerate in lines	Line up quietly	Make healthy food choices
Toilets	Use correct toilets Only 2 people are in the toilets at a time Go, Flush, Wash, Dry, Bye	Am water wise Leave the area clean Give privacy to others Wait quietly on the seats outside	Use toilets in break times
Before/After School	Arrive no earlier than 8:15am Enter and exit through appropriate gates Walk wheels inside school grounds Hand mobile phones into the office Use the supervised crossing Observe road safety rules Go straight home after school	Follow crossing supervisor's instructions Follow community rules Wait quietly in designated area Am a positive school representative Wait with the Lawnton silent sign at the bell	Walk straight to my class when dismissed Complete my homework
Sport/ Camps Excursions	Listen and follow rules of the setting Store materials/equipment safely	Am a good sport Use equipment appropriately Accept the leader's decision Cooperate with others	Am a team player
Transition Times	Use stairs safely	Leave all areas clean and tidy Walk quietly as a group Line up and fill from the front Wait quietly for assembly	Stop play on the bell

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Lawnton State School implements the following proactive and preventative processes and strategies to support student behaviour:

- Regular meeting of the Positive Behaviour for Learning Team to discuss support to all stakeholders by sharing successful practices and the provision of information to staff and parents.
- Weekly Schoolwide Lessons specific to the Matrix taught in every classroom.
- Comprehensive induction program for all staff on the school's Responsible Behaviour Plan for Students and made available to parents/carers through the Lawnton State School website.
- Individual support profiles developed for students with high behaviour needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings.
- 'Go for Gold' Days - where students who have consistently demonstrated the three Lawnton Values of Safety, Respect and Learning will participate in an activity to reinforce these positive behaviours.

Development of specific policies:
- The Use of Personal Technology Devices at School (Appendix 1)
- Procedures for Preventing and Responding to Incidents of Bullying (Appendix 2)
- Lawnton State School Knives Policy (Appendix 6)

Green Level (Responsible Behaviours)	Positive proactive strategies – classroom and school wide	Response strategies
Students consistently follow the school values and demonstrate safe, responsible, respectful and co-operative behaviour.	***Classroom:*** Explicit teaching of rules and expected behaviours Class program differentiation – resources, teaching strategies, time and feedback Respect modelled in all social interactions Use of Essential Skills for Classroom Teachers Clearly defined classroom structures, routines and procedures Parent communication Reporting processes 'High 5' Strategy Social/emotional teaching Classroom management plans ***Whole school:*** Positive Behaviour for Learning Program Learning Engagement Team Assembly awards Data collection Professional development for teachers 'Go for Gold' days 'Student of the Month' afternoon tea 'Happy Hour' – positive work appraisal Administration 'Positive Phone Call' register Administration 'Positive Parent Note' LASAR's Positive Postcards	*Non-verbal reminders* *Verbal reminders* *Redirecting back to learning* *Thinking Chair* *Exit Class* *Office Referral* *Reflection* *Restorative Chat*

Targeted Behaviour Support

Targeted behaviour support describes the actions taken to provide support for students and teachers in responding to unacceptable or potentially unacceptable student behaviours. It may mean strategies teachers put in place to assist students, or it may mean additional support from other staff in the school for the teacher and the student.

Each year a small number of students at Lawnton State School are identified through our data as needing 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.

Targeted Behaviour Support	Proactive Strategies	Response Strategies
Students generally demonstrate acceptable behaviour however; they require support in addition to the classroom teacher. *Behaviour infringements are in the low to moderate level, but may be more frequent.*	Gather and monitor data Re-teach expected behaviours Communication with parents Individual Behaviour Support Plan Guidance officer referral Behaviour tracker – monitoring card Learning Engagement Team referral Kids Hope Mentor 'Supported Play' program Chaplaincy - Boys' program Chaplaincy – Girls' program	*Office reflection* *Restriction of activities* *Restorative conference* *Suspension from school*

Intensive Behaviour Support

For the small number of students requiring intensive intervention and behaviour support, an Individual Behaviour Support Plan will be developed. The plan will outline strategies to respond to unacceptable behaviours and to support continued learning engagement. The plan may include assistance from other agencies if required.

Red Level (Intensive Behaviour Support)	Proactive Strategies	Response Strategies
Students exhibit *moderate to high* level disruptive, aggressive or oppositional behaviour. Students must be referred to the school's Learning Engagement Team.	Regular communication with parents Individual Behaviour Support Plan POWER Program referral Functional Behaviour Analysis Outside agency referral CHYMS referral YARN referral MYCP referral Police intervention Learning and attendance arrangement Managed risk assessment	Reduction of school day Restorative Conferencing Suspension Contact Police Exclusion

5. Consequences for unacceptable behaviour

Lawnton 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. Lawnton State School staff use our electronic OneSchool Database to record all minor and major problem behaviour.

Minor and Major Behaviours

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

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

Minor behaviours are those that:

- are minor breeches of the school values
- 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:

- Our school uses a school-wide approach to dealing with these behaviours. It includes the use of the Essential Skills for Teachers, individual classroom behaviour plans and our whole school process of –

1. *Rule reminder*
2. *Warning*
3. *Thinking chair*
4. *Exit class*
5. *Office referral.*

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 the serious nature of the incident. When major problem behaviour occurs, staff members calmly state the problem behaviour and remind the student of expected school behaviour. The staff member then contacts administration and records the details of the incident in OneSchool.

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

- Time in office, removal from the classroom, alternate lunchtime activities, loss of privilege, restitution, loss of break times, warning regarding future consequence for repeated offence.

AND/OR

- Parent contact, restitution activities, restorative conferencing, 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 a 'proposal to exclude' and 'recommendation for exclusion' from the school following an immediate period of suspension. Police will also be contacted if deemed as appropriate and/or necessary by the school.

The following table outlines examples of major and minor problem behaviours:

	Area	Minor	Major
Being Safe	Movement around school	• Running on concrete or around buildings • Riding of bike in school grounds	
	Play	• Incorrect use of equipment • Not playing school approved games	• Throwing objects • Possession of weapons
	Physical contact	• Being hands on or rough play	• Serious physical aggression • Fighting
	Correct Attire	• Not wearing a hat in playground • Not wearing shoes outside	• Wearing offensive attire to school
	Other		• Possession or selling of drugs
Being A Learner	Class tasks	• Not completing set tasks • Refusing to complete set work	
	Being in the right place	• Not being punctual • Not in the right place at the right time	• Leaving class without permission • Leaving the school grounds without permission
	Follow instructions	• • Non compliance • Unco-operative behaviour	
	Accept outcomes for behaviour	• Minor dishonesty	• Major dishonesty
	Rubbish	• Dropping rubbish	
	Mobile Phone	• Mobile phone switched on in any part of the school at any time without authorisation (written permission from an authorised staff member)	• Use of a mobile phone in any part of the school for voicemail, email, text messaging or filming purposes without authorisation
Being Respectful	Language	• Inappropriate language (written/verbal) • Calling out • Poor attitude • Disrespectful tone	• Offensive language • Aggressive language • Verbal abuse / directed profanity
	Property	• Petty theft • Lack of care for the environment	• Stealing / major theft • Wilful property damage • Vandalism
	Others	• Not playing fairly • Minor disruption to class • Minor defiance • Minor bullying / harassment	• Major bullying / harassment • Major disruption to class • Blatant disrespect • Major defiance

Relate problem behaviours to expected school behaviours

When responding to problem behaviours, staff members ensure that students understand the relationship of the problem behaviour to expected school behaviour. One method that staff members might use to achieve this is to have students:

- articulate the relevant expected school behaviour
- explain how their behaviour differs from expected school behaviour,
- describe the likely consequences if the problem behaviour continues; and
- identify what they will do to change their behaviour in line with expected school behaviour.

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

Students are explicitly taught how to respond when other students display problematic behaviour, and are also instructed how to resolve conflict through using a range of proactive strategies.

Behaviour occurring outside of school that affects the good order and management of the school

Instances may occur where behaviours outside of normal school hours impact upon the safety, welfare and learning environments for both staff and students. A key example is the use of social media (e.g. Facebook) during out of school hours, and as a result of this action, conflict, disruption, and angst occurs at school, or is brought to school.

Out of school behaviours that adversely affect the good order and management of the school, or negatively impact the reputation of the school fall under the Education Act and disciplinary action can be taken against students by the principal. Accordingly, strong disciplinary consequences including formal school suspension, proposal to exclude, and recommendation to exclude will be considered, and if necessary, actioned as consequences for unacceptable behaviour and/or conduct.

6. Emergency responses or critical incidents

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

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

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

Basic defusing strategies:

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

Maintain calmness, respect and detachment
> (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 harming another person
- there is immediate danger to themselves or to others

Appropriate physical intervention may be used to ensure that Lawnton 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 there is an immediate concern for safety 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

Physical intervention is not to be used as a response to:
- disruptive behaviours
- refusal to comply
- verbal misconduct

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.

7. Network of student support

Students at Lawnton State School are supported through the use of positive reinforcement strategies and a system of universal, targeted, and intensive behaviour supports. At Lawnton State School a team approach to behaviour support includes the involvement of school administrators, staff, students, parents, external Education Queensland services, personnel from other agencies and the wider community.

School Based Services
- *School Administration Team*
- *Teaching and Non-Teaching staff*
- *Guidance Officer*
- *Learning Support Staff*
- *School Chaplain*

DETE Services
- *Advisory Visiting Teachers*
- *Senior Guidance Officers*
- *Management of Young Children Program (MYCP)*
- *Specialist Regional Staff*

Community Services
- *Department of Child Safety*
- *Juvenile Aid Bureau*
- *Police Liaison Officer (Adopt-a-Cop)*
- *Qld Health Services*
- *CYMHS*
- *Neighbourhood Centre*
- *Child Developmental Unit*
- *PCYC*
- *Autism Queensland*
- *IUIH*

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. Lawnton State School considers the individual circumstances of students when applying support and consequences by:

- promoting an environment which is responsive to the needs of 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 a student's age, gender, disability, cultural background, socioeconomic situation and 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 needs.

9. Related legislation

- Commonwealth Disability Discrimination Act 1992
- Commonwealth Disability Standards for Education 2005
- Education (General Provisions) Act 2006
- Education (General Provisions) Regulation 2006
- Criminal Code Act 1899
- Anti-Discrimination Act 1991
- Commission for Children and Young People and Child Guardian Act 2000
- Judicial Review Act 1991
- Workplace Health and Safety Act 1995
- Workplace Health and Safety Regulation 1997
- Right to Information Act 2009
- Information Privacy (IP) Act 2009

10. Related policies

- SMS-PR-021: Safe, Supportive and Disciplined School Environment
- CRP-PR-009: Inclusive Education
- SMS-PR-022: Student Dress Code
- SMS-PR-012: Student Protection
- SMS-PR-018: Information Sharing under Child Protection Act 1999
- SMS-PR-008: Family Law Matters Affecting State Educational Institutions
- SMS-PR-019: Mature Age Students
- SMS-PR-017: Enforcement of Compulsory Education Provisions
- SMS-PR-031: Flexible Arrangements
- SCM-PR-005: School Security
- SCM-PR-006: Hostile People on School Premises, Wilful Disturbance and Trespass
- HLS-PR-012: Curriculum Activity Risk Management
- GVR-PR-001: Police Interviews and Police or Staff Searches at State Educational Institutions
- CRP-PR-005: Drug Education and Intervention in Schools
- HLS-PR-009: Administration of Routine and Emergency Medication and Management of Health Conditions
- CMR-PR-001: Complaints Management
- LGS-PR-002: Freedom of Information
- SMS-PR-001: Publishing Student and Staff Information on School Web Sites
- IFM-PR-004: Managing Electronic Identities
- SCM-PR-003: Appropriate Use of Mobile Telephones and other Electronic Equipment by Students
- SMS-PR-024: Internet - Student Usage
- WFR-PR-005: Code of Conduct
- SDV-PR-001: Employee Professional Development

11. Some related resources

- National Safe Schools Framework (**ncab.nssfbestpractice.org.au/resources/resources.shtml**)
- National Framework for Values Education in Australian Schools (**www.valueseducation.edu.au**)
- National Framework for Values Education in Australian Schools – Queensland (**www.education.qld.gov.au/curriculum/values/**)
- National Safe Schools Week **www.safeschoolsweek.dest.gov.au**
- Bullying. No Way! (**www.bullyingnoway.com.au**)
- Code of Conduct for School Students Travelling on Buses **http://www.transport.qld.gov.au/qt/PubTrans.nsf/index/cochome**

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 loss, 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.

If students bring mobile phones to school they are to hand them in to the office when they arrive, sign their device in, and collect at the conclusion of the day.

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 may not be permitted to have a personal technology devices at school for a period of time if deemed necessary by the principal.

Personal Technology Device Etiquette

Bringing personal technology devices to school is not encouraged by the school because of the potential for theft and general distraction and/or disruption associated with them. However, if they are brought to school, they must be handed in to the office on arrival at school and collected at the conclusion of the day.

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

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

Even where consent is obtained for such recording, the school will not tolerate images or sound captured by personal technology devices on the school premises or elsewhere being disseminated to others, if it is done for the purpose of causing embarrassment to individuals or the school, for the purpose of bullying[1] or harassment, including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur.

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

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

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

Text communication

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

Assumption of cheating

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

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

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

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 are not limited to, items 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® and devices of a similar nature.

Procedures for Preventing and Responding to Incidents of Bullying including Cyberbullying

Purpose

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

2. There is no place for bullying in Lawnton 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 Lawnton 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. When considering whether or not bullying has occurred, we will 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 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 responses 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 Lawnton State School are in addition to our Schoolwide Positive Behaviour Support processes. This means that all students are being explicitly taught the expected school behaviours and receiving high levels of social acknowledgement for doing so.

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 values and are being taught the expected behaviours attached to each value 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. The student curriculum modules of the anti-bullying process consist of lessons taught by all teachers in all classrooms to the Schoolwide schedule of instruction. At all times simultaneous instruction is our goal, in order to maintain consistency of skill acquisition across the school.

Appendix 3

Lawnton State School – Behaviour Incident Record

Student/s: _____

_____

Year level: _____ **Class:** _____

Staff Member: _____

Date of Incident: _____

Witnesses: _____

Incident Type:
- ☐ Minor
- ☐ Major

Period:
- ☐ Before School
- ☐ Session 1
- ☐ First Break
- ☐ Session 2
- ☐ Second Break
- ☐ Session 3
- ☐ After School

Location:
- ☐ Classroom
- ☐ Administration
- ☐ Playground
- ☐ Oval
- ☐ Activities Hall
- ☐ Toilets
- ☐ Resource Centre
- ☐ Tuckshop
- ☐ SEP
- ☐ Off Campus

Incident Details:
(should include information on location, staff and students present, lesson or event, observed behaviour of the student, action taken by staff)

_____

_____

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Categories:
- ☐ Bullying/harassment
- ☐ Defiant/threat/s to adults
- ☐ Disruptive
- ☐ Dress code
- ☐ IT misconduct
- ☐ Late
- ☐ Lying/Cheating
- ☐ Misconduct involving object
- ☐ Non-compliant with routine
- ☐ Other conduct prejudicial to the good order and management of school
- ☐ Physical misconduct
- ☐ Possess prohibited items
- ☐ Prohibited items
- ☐ Property misconduct
- ☐ Refusal to participate in program of instruction
- ☐ Substance misconduct involving illicit substance
- ☐ Substance misconduct involving tobacco and other legal substances
- ☐ Third minor referral
- ☐ Threat/s to others
- ☐ Truant/skip class
- ☐ Verbal misconduct
- ☐ Other

Strategies:
- ☐ All Day Office Reflection
- ☐ Break Issue - lunch reflection
- ☐ Class Issue - session + Break - lunch time reflection
- ☐ Lunch Time Reflection
- ☐ Natural Consequence
- ☐ Restorative Justice
- ☐ School Time Reflection

Record of Parent/Guardian Contact:
Date:_____
Contact Type:
- ☐ Phone call
- ☐ Meeting – school initiated
- ☐ Meeting – parent/guardian initiated
- ☐ Informal discussion
- ☐ Letter

Contact Details:

_____

_____

_____

_____

Referring Incident To:
- ☐ Class Teacher
- ☐ Deputy Principal
- ☐ Principal

The Code of
School Behaviour

Better Behaviour
Better Learning

Queensland Government
Education Queensland

Lawnton State School - Incident Report

Person Completing the Form Name :
Name of Student Involved:
Date of incident: Time incident started: Time incident ended:
Where was the student when the incident occurred?
Who was working with the student when the incident occurred?
Where were staff members when the incident occurred?
Who was next to the student when the incident occurred?
Who else was in the immediate area when the incident occurred?
What was the general atmosphere like at the time of the incident?
What was the student doing at the time of the incident?
What occurred immediately before the incident? Describe the activity, task, event.
Describe what the student did during the incident.
Describe the level of severity of the incident(e.g. damage, injury to self/others)
Describe who or what the incident was directed at.
What action was taken to de-escalate or re-direct the problem?
Briefly give your impression of why the student engaged in the above-described incident. (e.g. was angry because I asked him/her to stop teasing).

Appendix 5

Debriefing Report

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

1. Reverse or minimise the negative effects of physical intervention
2. Prevent the future use of physical intervention
3. Address organisational problems and make appropriate changes

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

Debriefing should provide information on:

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

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

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

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

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

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

The Lawnton State School Guidance Officer will be available for debriefing serious incidents.

**Knives are Dangerous:
Lawnton State School Knife Policy**

Definition:

"An instrument composed of a blade fixed into a handle, used for cutting or as a weapon."

Knives are dangerous and must not be brought to school.

At Lawnton 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 including potential police involvement. Jail sentences can be given to young people if someone is injured with a knife.

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.

The school principal will take action against a student who brings a knife to school.

• If a student has a knife at school, the principal may inform the police.
• Possessing a knife at school will result in serious disciplinary consequences such as suspension or a recommendation for exclusion from school.
• 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.

Parent Responsibilities:

• 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 the 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, contact a member of the administration team.

LAWNTON STATE SCHOOL
BEHAVIOUR FLOWCHART

RELATIONSHIPS	RELATIONSHIPS	RELATIONSHIPS

PROACTIVATION MEASURES

How can I deliver the curriculum in an engaging way? How can I differentiate the curriculum to meet the needs of all students? How can I make my classroom environment inviting and conducive to learning? What are the outcomes that I want for individual students? How can I engage parents? How can I inspire each student to reach their full potential?

ESSENTIAL SKILLS

ACKNOWLEDGEMENT - CORRECTION - CLEAR EXPECTATIONS: BALANCE
Skill 1 - Establishing expectations; Skill 2 - Instruction giving;
Skill 3 - Waiting and scanning; Skill 4 - Cueing with parallel acknowledgment;
Skill 5 - Body language encouraging; Skill 6 - Descriptive encouraging;
Skill 7 - Selective attending; Skill 8 - Redirecting to the learning;
Skill 9 - Giving a choice; Skill 10 Following through

CLASS MANAGEMENT PLAN

What is the currency in my classroom? Do I have negotiated classroom rules? What are the incentives for students to comply? What are the deterrents if students don't comply? Am I explicitly teaching and revisiting our rules and expectations? Are we regularly conducting circle time? How do I communicate with students? How do I communicate with parents?

THINKING CHAIR → **RESTORATIVE CHAT**

EXIT CLASS → **RESTORATIVE CHAT**

OFFICE REFERRAL (*dial 830*) → **RESTORATIVE CHAT**