



Responsible Behaviour Plan for Students

based on *The Code of School Behaviour*

1. Purpose

Harristown State School is a Positive Behaviour for Learning (PBL) school and is committed to providing a safe, respectful and supportive learning environment for students and staff, where students have opportunities to engage in quality learning experiences and to be successful, resilient learners.

At Harristown State School we have developed and implemented the Harristown Hero characters. These heroes represent our values and expectations through a positive and student centred approach.

As a PBL school we are committed to facilitating the teaching, modelling and reinforcing of positive behaviours. 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.

This Responsible Behaviour Plan for Students is designed to provide:

- positive support to promote high standards of achievement and behaviour
- clearly articulated responses and logical consequences for behaviour
- and it creates a culture of engaging learning that improves achievement for all students.

2. Consultation and data review

Harristown State School developed this plan in collaboration with our school community as a part of our Positive Behaviour for Learning framework. A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents from 2014-2018 also informed the development process. The PBL team, with community representation, meets regularly and reports to the school community.

The RBP has been endorsed by the Principal, the President of the P&C and Assistant Regional Director of School Improvements in 2014, and will be reviewed in 2018 as required in legislation.

3. Learning and behaviour statement

The Positive Behaviour for Learning (PBL) framework guides the selection, integration and implementation of our academic and behaviour systems, practices and use of data, ensuring we create a safe and positive learning environment.

All areas of Harristown State School are learning and teaching environments. We consider behaviour management to be an opportunity for valuable social learning as well as a means of maximising the success of academic education programs.

Our Responsible Behaviour Plan outlines our system for explicitly teaching positive, pro-social behaviours, encouraging and supporting positive behaviour to prevent problem behaviour and for responding effectively to unacceptable behaviours.

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

RESPECT
RESPONSIBILITY
LEARNING
SAFETY

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 Department of Education and Training's **Code of School Behaviour**.

Processes for facilitating standards of positive behaviour

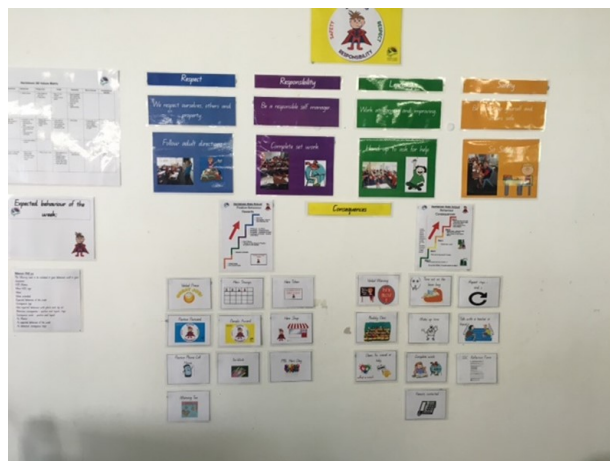
UNIVERSAL BEHAVIOUR SUPPORTS- WHOLE SCHOOL- TIER 3

Universal Behaviour Support is the most important and powerful aspect of a whole school systems approach. Universal prevention focuses on preventing problems and creating an environment that supports student learning and wellbeing. Establishing strong systems of universal prevention for ALL students helps to reduce the number of students who need additional support. This supports the school to work more intensively with students who have additional learning and support needs.

At Harristown State School we provide Universal support for all students, staff and community through having clear and specific school values. **Respect, Responsibility, Learning and Safety.** These are our Hero Values. They are promoted and taught in the following ways:

HARRISTOWN HEROES

Our Harristown Hero characters assist students to understand the values and expectations at our school. The heroes are displayed around the school in different locations and on any school documentation and communication. Our Harristown Heroes link our learning expectations to our reinforcement systems and consequences.



SCHOOL MATRIX AND EXPECTATIONS

Our Whole School Expectation Matrix provides each area of our school with clear and specific expectations that can be taught as specific behaviours. These relate directly to each of our school values- **Respect, Responsibility, Learning and Safety.** We also have a Routines Matrix. This assists all students, staff, parents and visitors to have a consistent understanding of the Harristown State School Expectations.

BEHAVIOUR WALLS

All teachers have a consistent display of the Harristown values and expectations in their classrooms. They clearly show the consequences and targeted expectation for the week. This enables all students, teachers and parents/carers to have an understanding of the processes throughout Harristown State School.

LESSONS

Each week on Parade, the targeted *EXPECTATION* is discussed with all students and teachers. All teachers teach the specific targeted behaviour lesson to their class at the beginning of each week. Communication and consistent language is vital throughout the school to ensure all staff are consistent in their approach. Staff inductions allow for staff to gain a clear understanding of the specific systems in place at Harristown State School. Staff are also welcome to nominate to be on the PBL team or attend any PBL team meeting.

HERO BAGS

Staff members are provided with a Hero Bag used for playground duty to reinforce positive behaviours and follow consistent behaviour steps where necessary. The Hero Bag consists of a playground map, ESCM reminders, Hero cards, minor referral forms, major referral forms, logical consequence steps and a pen.



Harristown Routines Matrix

<p style="text-align: center;">Before School</p> <ul style="list-style-type: none"> • Sit on Veranda till 8:15am • Hand mobile phone to office for safe keeping • Wait for staff to arrive • Walk to approved area 4-7 Senior oval, 2 and 3 –Middle playground and P/1 lower school playground • Play approved games or activities • Wet Weather 	<p style="text-align: center;">Late to school- after 9am</p> <ul style="list-style-type: none"> • Go to the office to be signed in • Collect late slip • Walk directly to class • Knock on the door and check in with teacher
<p style="text-align: center;">Transitions/moving from one area to another</p> <ul style="list-style-type: none"> • Wait for direction from teachers • Walk with class • Keep noise to a minimum • Greet others in a friendly manner • Stay with teacher 	<p style="text-align: center;">After school</p> <ul style="list-style-type: none"> • Walk directly to pick up area • Sit in the designated area and wait for parent / carers • Collect phone and personal items • If not picked up after 3:15pm, walk to office and tell an adult
<p style="text-align: center;">Music room</p> <ul style="list-style-type: none"> • Stand quietly at door in two lines • Wait outside - enter only with permission from teacher • Play with approved equipment 	<p style="text-align: center;">Eating times</p> <ul style="list-style-type: none"> • Stay seated • Place rubbish in bins • Ask permission before leaving the area (go to toilet etc.) • Keep hands and feet to self • Eat your own food • Move when instructed by teachers
<p style="text-align: center;">Play times</p> <ul style="list-style-type: none"> • Walk to designated play area • Stay in play area until first bell • Walk quickly and quietly to go to toilet and have a drink • Second bell be lined up for class <p style="text-align: center;">End of play</p> <ul style="list-style-type: none"> • Leave play area at first bell • Walk to line up area 	<p style="text-align: center;">Sports Hall</p> <ul style="list-style-type: none"> • Walk to hall with teacher in two lines • Sit on silver benches closest to hall • Wait for teacher instructions
<ul style="list-style-type: none"> • Line up in designated area and wait for teacher 	
<p style="text-align: center;">Toilets during class</p> <ul style="list-style-type: none"> • Ask teacher to go to the toilet • Walk to and from toilets with partner • Return to class directly 	<p style="text-align: center;">Pool</p> <ul style="list-style-type: none"> • Walk to pool with classroom teacher • At pool take shoes and sock off and leave near fence • Line up at gate • Wait for name to be marked off • Enter pool area and walk to change rooms
<p style="text-align: center;">Toilets at play time</p> <ul style="list-style-type: none"> • Ask adult to leave play area • Walk straight to toilet • Return to play area 	

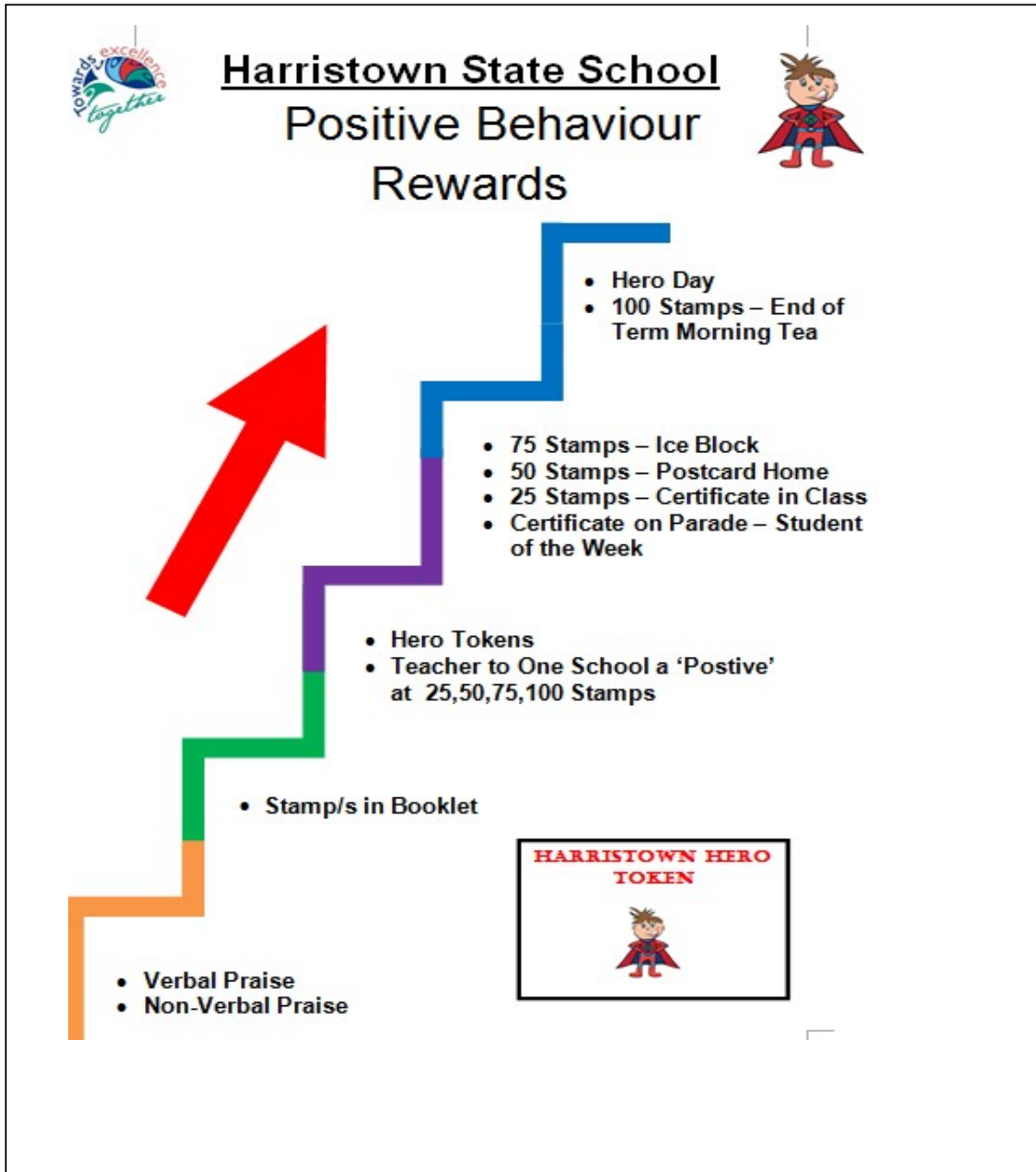


Harristown Hero Expectation Matrix

Value	All Settings	Classroom	Transitions	Eating area	Playground	Toilets	Assembly	Before School	Out-Of School Activity	
<i>Respect</i>	<ul style="list-style-type: none"> Follow adult directions Use "please" "thank you" "excuse me" Use kind words, kind voice Wait and take turns Eyes and ears on speaker 	<ul style="list-style-type: none"> One speaker at a time (Active listening) 		<ul style="list-style-type: none"> Quiet voices 	<ul style="list-style-type: none"> Ask others to join (in) Take turns 	<ul style="list-style-type: none"> Stay in own cubicle Leave others alone 	<ul style="list-style-type: none"> Stand straight with hands by side during the anthem and school song Hats off Clap appropriately 			
<i>Responsibility</i>	<ul style="list-style-type: none"> Wear correct school uniform Report problems to school staff Care for all property Be an active bystander Be ready and on time 	<ul style="list-style-type: none"> Complete set work 	<ul style="list-style-type: none"> Keep left Walk quietly in two lines 	<ul style="list-style-type: none"> Rubbish in bins Wait to be dismissed for play Sit in class lines before second bell Line up at the tuckshop 	<ul style="list-style-type: none"> Return borrowed equipment Follow game rules 	<ul style="list-style-type: none"> Use toilet in break times Use toilet only for toileting Rubbish in bin 	<ul style="list-style-type: none"> Sit quietly 	<ul style="list-style-type: none"> Tuckshop orders in by 8.45am Sit on Office veranda before 8.15am 	<ul style="list-style-type: none"> * Follow school expectations 	
<i>Learning</i>	<ul style="list-style-type: none"> Have a go Stop, look & listen Actively participate 	<ul style="list-style-type: none"> Hands up to ask for help Keep bookwork neat and organised 		<ul style="list-style-type: none"> Follow the eating routine 						<ul style="list-style-type: none"> * Seek permission to leave area/ group
<i>Safety</i>	<ul style="list-style-type: none"> Hats on outside Walk on hard surfaces Stay in school grounds Hands, feet and mouth to self Use equipment as intended 	<ul style="list-style-type: none"> Sit safely Inside walking Wear a lanyard to leave the class without a teacher 	<ul style="list-style-type: none"> Eyes to the front when walking 	<ul style="list-style-type: none"> Stay in your eating area Sit while eating Eat your own lunch 	<ul style="list-style-type: none"> Stay in your area 	<ul style="list-style-type: none"> Wait patiently for your turn Straight there, straight back Flush and wash hands with soap Stay with buddy 	<ul style="list-style-type: none"> Remain seated until dismissed 	<ul style="list-style-type: none"> Seek permission to leave area 	<ul style="list-style-type: none"> Stay with teacher 	

SYSTEMS FOR ENCOURAGING AND REINFORCING EXPECTED SCHOOL BEHAVIOUR

At Harristown State School, communication of key messages about behaviour is reinforced through positive acknowledgement, which provides students with feedback for demonstrating expected behaviour. This reinforcement system is designed to increase the quantity and quality of positive interactions between students and staff. All staff members are trained to give consistent and appropriate acknowledgement and rewards in classrooms as well as non-classroom settings.



HERO STAMP AND STAMP BOOKS

Hero Stamps are given to students in all classrooms who are demonstrating the expected behaviours. Each time a staff member sees expected behaviour they can acknowledge a student by stamping their individual booklet. These booklets are called **Hero Books**. **5 Hero stamps = 1 Hero Token.**

HERO CARDS

In the playground students do not carry their **Hero Books** with them, so staff use **Hero Cards**. A staff member acknowledges a student for displaying the expected behaviour in the playground, by handing out a Hero Card. The staff member writes the name of the student on the card. **Each Hero Card is worth one stamp in their book.** The students return to the classroom and exchange their Hero Cards for stamps in their Hero Book. Once the Hero Card has been exchanged for a stamp, the teacher places the cards into a classroom box. Teachers draw three cards from the box each week and the nominated students receive a reward ice-block.

HERO TOKENS

For every 5 stamps students receive in their book, they receive **1 Hero Token**. This Hero Token is used as currency to purchase items, experiences and preferred activities from the **Hero Shop**.

Tokens or cards are never removed from students as a consequence of inappropriate behaviour.

HERO SHOP

Students are able to use their tokens to purchase items from the HERO SHOP. There is a HERO SHOP open each week for students to spend their HERO TOKENS. Classes are also able to develop their own HERO MENU and the class teacher and students manage this in class. Please see below an example:

Hero Shopping List	
<p>5 tokens</p> <ul style="list-style-type: none"> Bring in a favourite cuddly toy for the day Buy a special pencil Write with a special pen for the day – From Mrs Brettz Choose which desk you will sit at for a session A positive phone call home by teacher Skipping time Hula hoop time Being your own class helper Buy some funky stickers 	<p>10 tokens</p> <ul style="list-style-type: none"> Listen to your favourite music with three friends at lunch break in the support centre Bring along music for the class to listen to. (approved by teacher) Wear a cap for the day. Have a school leader as your personal assistant for 15 min Bubble Blowing activities with Josh. Lego with Mrs Edwards Play dough with Mrs Edwards Buy a notebook Apple slinky with Mrs Cawkwell
<p>20 Tokens</p> <ul style="list-style-type: none"> Handball pass- 15 mins during class time Wear a hat of your choice at playtime Play a board game with Josh Throw the vortex with a partner (partner needs to have 20 tokens too) Wear a different shirt for the day Stationary packs 	<p>30 tokens</p> <ul style="list-style-type: none"> Be Josh's special helper for half an hour Shoot baskets with Mr Druce in the new hall Be a helper in another class for half an hour Have Ms Brettz as your personal assistant for 15 mins Cooking Pikelets with Mrs Ganly
<p>40 Tokens</p> <ul style="list-style-type: none"> Earn your class 15 mins extra play Earn your class 15 mins extra computer lab time Touch football with Mr Druce Choose a cartoon to watch in class Play tennis with Chappy Josh 	<p>50 Tokens</p> <ul style="list-style-type: none"> A whole week off homework Receive a "Free Dress" pass for the day Borrow Mr Druce's chair for a session Bring a device to school to play with at lunch time in the support centre

HERO POSTCARDS

Staff may use Hero Postcards to acknowledge students' positive behaviour in both the classroom and playground. Positive postcards are sent home in the mail to parents/carers to communicate and acknowledge the positive behaviours that the student is demonstrating at school.

HERO AWARDS

Students receive a certificate on parade to acknowledge a school value and expectation that they have been demonstrating at school in an exemplary way.

SUPER HERO AWARD

Class teachers nominate a **SUPER HERO Award** each week. These students are able to sit in the **VIP** area on parade and receive a Super Hero Certificate. The Principal and Deputy Principal then choose a student to be the Harristown State School Super Hero of the Week. This student is able to sit in the **SUPER HERO CHAIR** and use the chair in class for a week.

HERO DAYS

Each term students who have consistently demonstrated expected behaviours throughout the term are invited to attend the whole school Hero Day. This is the school's way of thanking students for displaying the correct behaviours under our school's values.

Students who have received a referral to the Student Support Centre, have received three or more minor behaviour referrals or have received a suspension within the term will not attend the Hero Day. Staff continue to work closely with these students to support their behaviour and develop self-managing skills. *Students are always given the opportunity to start afresh each term and work towards becoming independent, responsible self-managers for the new term*

TEACHING EXPECTED BEHAVIOURS

WEEKLY LESSONS

At the beginning of each week, the HERO VALUE and weekly BEHAVIOUR EXPECTATION are taught to students by all classroom teachers. The *HERO VALUE* and *BEHAVIOUR EXPECTATION* for the week is also discussed on parade. The expected behaviours are explicitly taught each week to students in class to reinforce the high standards of behaviour and the clear expectations throughout the school. Each week of the term has a specific focus and every four weeks there is a review lesson week where the focus is on a specific targeted behaviour that has been identified through data analysis.

Corrective Consequences - Responding to unacceptable behaviour

Harristown State School makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis using our Universal Support Systems. When unacceptable behaviour occurs, students experience pre-determined and logical consequences. Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour. Harristown State School has clear and consistent processes in place for problem behaviours and ensure that these processes are communicated to staff, students, parents and the school community on a regular basis. Harristown State School staff reflect, analyse data and forward plan using the PBL model of operation.

An office referral form and/ or One School referral is used to record major problem behaviours. Behaviour incidences are recorded in OneSchool and are monitored. Individual student profiles and plans are developed for students with complex behaviour needs, enabling staff to make necessary adjustments to support these students consistently across all classroom and non-classroom settings. School Policies include:

- The Use of Personal Technology Devices at School (Appendix 1)
- Procedures for Preventing and Responding to Incidents of Bullying (Appendix 2)
- The Appropriate Use of Social Media

MINOR AND MAJOR BEHAVIOURS

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

- *Minor* problem behaviour is handled at the time of the incident with a reminder of the school expectation.
- *Major* problem behaviour is referred directly to the school Administration.

Minor behaviours are those that:

- Are minor breaches of the school values and expectations
- Do not seriously harm others or cause you to suspect the student may be harmed
- Do not violate the rights of others in any serious way
- Are not part of a pattern of problem behaviours
- Do not require involvement of specialist support or Administration

For minor problem behaviours students are redirected to learning through the use of the Harristown Logical Behaviour Consequences.

Major behaviours are those that:

- Significantly impede 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 the Administration team because of their seriousness. When a major problem behaviour occurs, staff members calmly state the major problem behaviour and remind the student of the expected school behaviour. The staff member contacts the school office and refers the student to the Administration advising of the behaviour incident. A Major Referral Form (blue form) is completed by the staff member and sent to the office.

Consequences of major behaviours may include:

- Time in office
- Time in the Student Support Centre
- Removal from class and play routine
- Alternate programs
- Loss of privileges including withdrawal from excursions, school activities or special events.
- Restitution
- Referral to the Classroom Problem Solving Team or Whole School Support Team
- Suspension

Suspension

Suspension is a serious disciplinary consequence applied to address inappropriate behaviour. If a student is suspended, it means they are required to stay away from school for a set period of time.

A short suspension is from 1-10 days and the student or parents are not able appeal the Principal's decision.

A long term suspension is 11-20 days. The student or his/her parents or someone on his/her behalf, is entitled to appeal to the Director-General, Department of Education and Training for a review of a long term suspension decision.

The Principal will send a letter outlining the reasons for the suspension, the facts supporting this decision and the student's re-entry interview date and time.

The Principal notifies the student, and his/her parent if the student is aged under 18 years of age, of the suspension verbally and in writing. The school is required to enable the student to continue his/her education during suspension. In a charge related suspension a regional case manager is appointed to assist with this. The school may provide school work or have the student complete assignments.

For Further information refer to the **Safe, Supportive and Disciplined School Environment Policy (2014)**.

Exclusion

Exclusion – prohibiting a student from attending any number of or all state educational institutions for a period or permanently.

EXAMPLES OF MINOR AND MAJOR BEHAVIOURS

Harristown State School

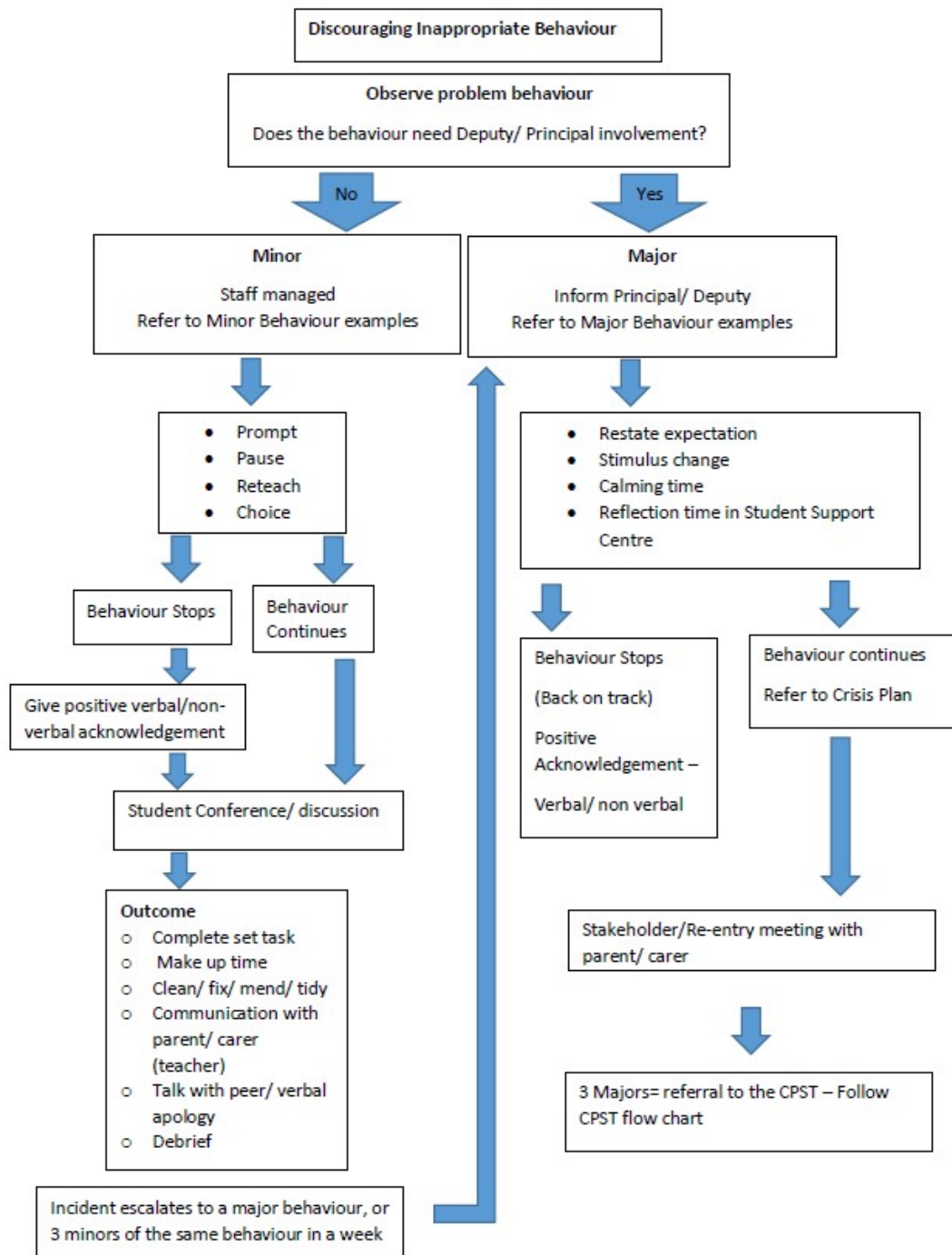
Respect, Responsibility, Learning and Safety

<i>Minor</i>	<i>Major</i>
Swearing	Leaving the school ground without permission
Disrespectful tone	Swearing with intent at others
Talking over adults	Bullying including social media related activity
Constant interruptions eg. Talking, making noises	Physical aggression with intent towards others
Out of seat and impeding the learning of others	Vandalism/ damaging property
Playing in and around the toilets	Possession of weapons with intent to cause harm
Out of bounds	Pursuing others with the intent to cause harm
Littering	Sexual contact
Leaving the play area or classroom	Leaving the classroom and walking around school without permission
Deliberately disrupting the play of others	Recording students without permission
Teasing others	
Not wearing a hat outside	
Not waiting your turn	3 minors of the same behaviour in 1 week
Inappropriate use of equipment – scissors, glue, paint	
Minor physical contact- eg. Pushing and shoving	

ENSURING CONSISTENT APPROACHES TO PROBLEM BEHAVIOURS

Harristown 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 pre-determined and logical consequences. Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour. Harristown State School has clear and consistent processes in place for problem behaviours and ensure that these processes are communicated to staff, students, parents and the school community on a regular basis.

Students are explicitly taught and learn 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. This forms part of our PBL weekly lesson and regular discussions about positive behaviour.



STUDENT SUPPORT CENTRE (SSC)

The Student Support Centre serves a number of purposes providing both Academic and Behavioural Support for groups as well as individual students. The SSC provides:

- An alternative setting for students who display major problem behaviours in the playground where children are provided with an opportunity to re-learn and be re-taught expected behaviours.
- Structured lunchtime activities that students can elect to be involved with or students are required to attend if they are facing ongoing challenges in the playground.

Students are referred to the SSC for three MINOR same behaviours or one MAJOR behaviour in the playground or classroom. Staff complete *set referral forms* for these behaviours and referrals are entered onto One School.

TARGETTED BEHAVIOUR SUPPORT (Low level or small group support) TIER 2

Some students may be identified as requiring further support from One School data. These students maybe targeted in a small group setting to receive further explicit teaching and learning of the Harristown Hero values and expectations.

At Harristown State School, we provide further targeted support through:

- Supervised alternative playground activities
- Social skilling and support
- Data collection on identified behaviours
- Social Emotional Programs for identified groups
- Chaplaincy lead programs
- External programs e.g. Rock and Water, DKC programs.
- External providers offer programs e.g. Hope Mentors, Lifeline, Mercy

INTENSIVE INDIVIDUAL SUPPORT- TIER 1

Harristown State School is committed to educating all students, including those with the highest support needs. We recognise that students with highly complex and challenging needs require comprehensive, intensive, individualised systems of support. Students with identified needs are referred to our Classroom Problem Solving Team and/or Whole School Support Team.

Classroom Problem Solving Team

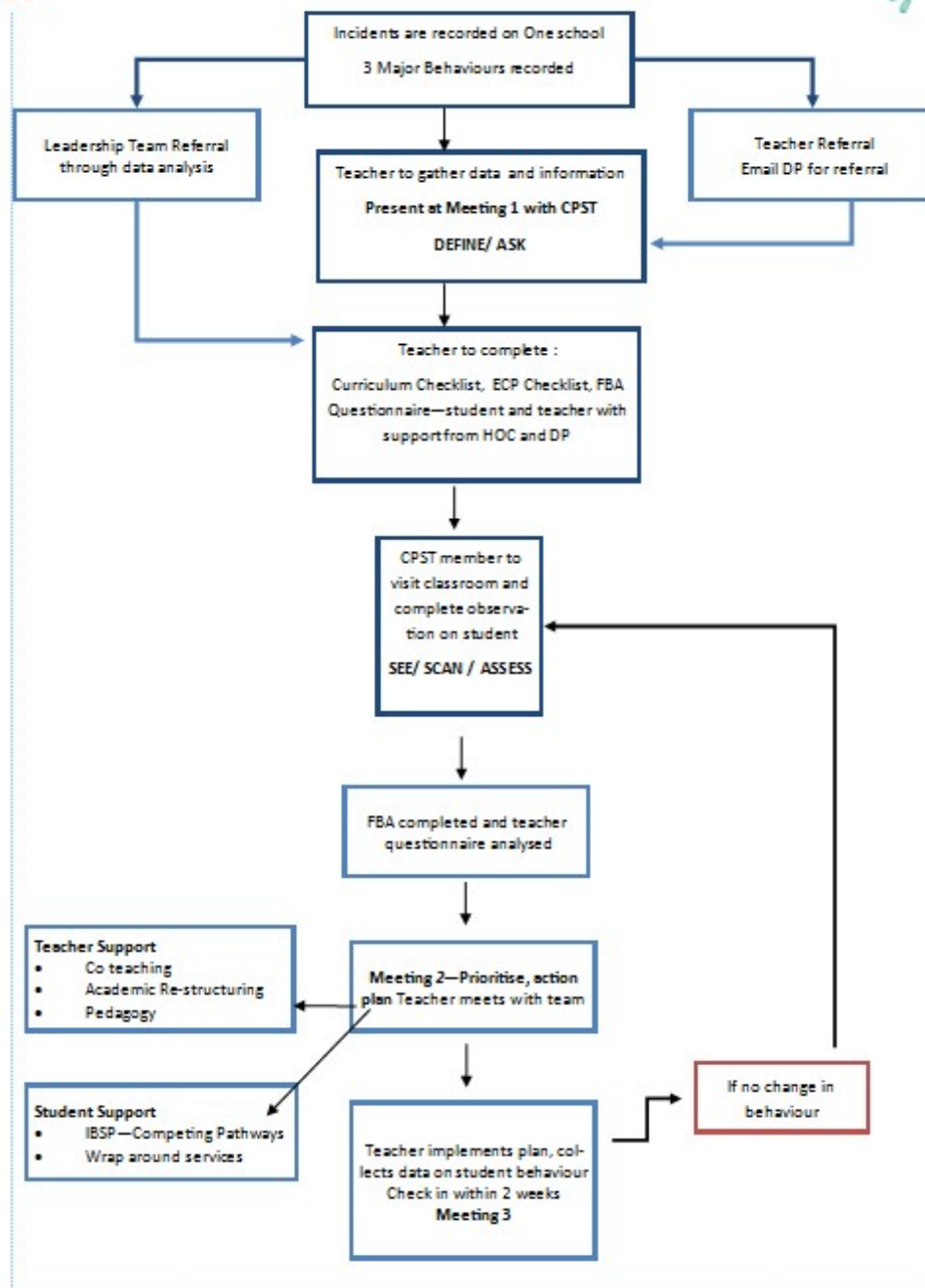
Our CPST consists of the Deputy Principal, Head of Curriculum, FBA specialist, PBL team member and classroom teacher. This team identifies the appropriate support required in both behaviour and curriculum. The team meet with class teachers and follow the *Inquiry Cycle*. The team supports teachers to implement strategies and teaching practices to assist the identified student. The CPST *SCAN AND ASSESS, PRIORITISE GOALS, DEVELOP AND PLAN, ACT*(co-teaching with class teachers) and *REVIEW*. Class teachers are required to be actively engaged in the process and work collaboratively with the CPST to implement supports and changes in the classroom.

Harristown's CPST:

- works with other staff members to develop appropriate support strategies and initiates referrals to external agencies
- monitors the impact of support for individual students through continuous data collection
- makes adjustments as required for the student, and, if necessary, accesses external support such as the DDSWR Behaviour Support Team
- actively involves parents in devising the type of support being offered
- discusses and provides feedback to the Whole School Support Team
- supports class teachers through building capability and the skills/strategies required to assist students



HSS Classroom Problem Solving Team Flow Chart



Intensive Behaviour support at Harristown SS may involve:

- Individual Behaviour Profile
- Check-in Plan
- Alternative playtime program
- Data collection on identified behaviours of concern
- Functional Behaviour Assessment
- Individual Behaviour Support Plan
- Regular stakeholder meetings with support personnel and parents/ carer
- PLC referral

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. Lockdowns procedures may be utilised in this instance.

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, staff to 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 Harristown 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 being compromised or 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, which will be followed up with official written documentation and record keeping.

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

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 by the Principal. The ARD also needs to be notified. The following records must be maintained:

- incident report

Network of student support

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

- Parents
- Teachers
- Support Staff
- Behaviour Support Teacher
- Administration Staff
- Community Engagement Officer
- Community Liaison Officer (Check-in)
- DDSWR Behaviour Support Team
- School Guidance Officer
- School Chaplain
- School Based Police Officer (Adopt-a-Cop)

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
- Kids Hope Mentors
- Carbal
- Goolburri
- Lifeline
- Child Psych
- Family Youth Connect and Mercy Services
- Oz Care

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.

Harristown 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 nonviolent consequences for infringement of the code ranging from the least intrusive behaviour to the most severe behaviour
- recognising and taking into account students' age, gender, disability, cultural background, socioeconomic situation and their emotional state
- recognising the rights of all students to:
 - express opinions in an appropriate manner and at the appropriate time
 - work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation, and
 - receive considerations appropriate to their learning and/or impairment needs,

Related legislation

- Commonwealth Disability Discrimination Act 1992
- Commonwealth Disability Standards for Education 2005
- Education (General Provisions) Act 2006
- Education (General Provisions) Regulation 2006
- Criminal Code Act 1899
- Anti-Discrimination Act 1991
- Commission for Children and Young People and Child Guardian Act 2000
- Judicial Review Act 1991
- Workplace Health and Safety Act 2011
- Workplace Health and Safety Regulation 2011
- Right to Information Act 2009
- Information Privacy (IP) Act 2009

Related policies and procedures

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

Related resources

- National Safe Schools Framework
- Working Together resources for schools
- Cybersafety and schools resources
- Bullying. No way!
- Take a Stand Together
- Safe Schools Hub

Endorsement

Principal

P&C President or
Chair, School Council

Assistant Regional Director

Effective Date:

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 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 signed in at the school office and collected by the student after school.**

Recording voice and Images

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

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

Students must not record images anywhere that recording would not reasonably be considered appropriate (e.g. in change rooms, toilets or any other place where a reasonable person would expect to be afforded privacy).

Recording of events in class is not permitted unless express consent is provided by the class teacher.

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

Even where consent is obtained for such recording, the school will not tolerate images or sound captured by personal technology devices on the school premises or elsewhere being disseminated

to others, if it is done for the purpose of causing embarrassment to individuals or the school, for the purpose of bullying¹ or harassment, including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur.

Students involved in:

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

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

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

Text communication

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

Assumption of cheating

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

Recording Private Conversations and the *Invasion of Privacy Act 1971*

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

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

Special Circumstances Arrangement

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

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

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

Appendix 2

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

Purpose

1. Harristown 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 Harristown 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 Harristown 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 Harristown 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 Harristown State School are an addition to our already research-validated school wide 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 school wide 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 4 school values and have been 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 a school wide schedule of instruction. At all times simultaneous instruction is our goal, in order to maintain consistency of skill acquisition across the school.
10. 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.
11. 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.
12. 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 Harristown 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'.
13. Harristown 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.