



Pittsworth State School

Responsible Behaviour Plan for Students

based on *The Code of School Behaviour*

1. Purpose

Is to create and maintain a safe and positive learning environment that fosters academic and social success by being: respectful, responsible and safe.

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.

We recognise that to be a learner at Pittsworth State School, students need to follow these behaviour expectations:

- **Be Safe**
- **Be Responsible**
- **Be Respectful**

The Code of
**School
Behaviour**

Better Behaviour
Better Learning

Our values of Persist, Strive and Succeed are the foundation of our Schoolwide Responsible Behaviour Plan.

A major part of the teacher's role is to ensure that children will learn and develop within their school environment without disruptive behaviour hindering their success and enjoyment of learning. It is also expected that students will respect the teachers' fundamental right to teach without disruptive behaviours hindering his/her success and enjoyment of teaching.

We also acknowledge that if students are to become productive members of society, teachers must help them to develop responsibility for their actions by both teaching explicitly and providing students with opportunities to practice expected behaviours.

The establishment of good discipline in our school depends upon both school personnel and parents working towards the same goals and insisting on acceptable standards of behaviour being maintained for the enhanced outcomes of our students in our school.

2. Consultation and data review

Pittsworth State School developed this plan in collaboration with our school community. Consultation with parents, staff and students was undertaken through survey distribution. A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents from 2012-2014 also informed the development process.

The original Plan was endorsed by the Principal, the President of the P&C/Chair of the School Council and (Regional Executive Director or Executive Director (Schools)) in December 2009, and was reviewed in 2014 as required in legislation.

In 2015 this plan was reviewed and amended by the Positive Behaviour for Learning team (PBL). The PBL team has community/parent representatives and meets regularly to report to the school community.

3. Learning and behaviour statement

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

As a school community we believe that students respond best to positive reinforcement and that Positive Behaviour for Learning is the most appropriate approach to achieve this. Positive behaviours are established through teaching new skills while responding effectively to problematic or inappropriate behaviours.

The achievement/ attainment of our school expectations depends upon school personnel, students and parents/guardians working towards the same goals and insisting on acceptable standards of behaviour being maintained for the enhanced outcomes of our students and our school.

Pittsworth has three essential behaviour expectations that together maximise equity, effectiveness, safety and responsibility.

- Promotion of a **safe** environment
- Promotion of **respect** for the rights and responsibilities of school community members, especially through positive communication processes
- Promotion of **self-responsibility** for behaviour and for teaching and learning

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

4. Processes for facilitating standards of positive behaviour and responding to unacceptable behaviour

Universal Behaviour Support

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

The School Wide Expectations Teaching Matrix below outlines our agreed essential and specific behavioural expectations in all school settings.

		ALL AREAS	CLASSROOM	PLAYGROUND	TRANSITIONS/ LINING UP	EATING AREAS	TOILETS	BUS LINES	ARRIVAL AREAS
TO BE A LEARNER I MUST	BE SAFE	<ul style="list-style-type: none"> •Keep hands, feet, mouth, objects and inappropriate comments to yourself •Use all equipment/facilities as it was designed to be used •Ask permission to leave any setting •Report any problems to an adult •Walk on hard surfaces 	<ul style="list-style-type: none"> •Walk inside •Enter classrooms only when teacher is present •Six on the floor 	<ul style="list-style-type: none"> •Play in assigned area •Wear a broad brimmed hat and covered shoes 	<ul style="list-style-type: none"> •Sit quietly in line •Keep to the left on pathways and stairs •Walk when moving around the school 	<ul style="list-style-type: none"> •Sit to eat •Eat your own food 	<ul style="list-style-type: none"> •Wash hands with soap •Leave food outside 	<ul style="list-style-type: none"> •Wait for bus to stop before walking out the gate 	<ul style="list-style-type: none"> •Walk straight to arrival area •Stay seated until first bell
	BE RESPONSIBLE	<ul style="list-style-type: none"> •Follow adult direction first time every time •Be in the right place at the right time •Use electronic media safely, responsibly and respectfully •Use the 'High Five' 	<ul style="list-style-type: none"> •Have equipment ready •Keep working at task •Keep desk area tidy 	<ul style="list-style-type: none"> •Play by the agreed rules •Return borrowed equipment 	<ul style="list-style-type: none"> •Stop playing and walk to line/toilets on 1st bell •Be lined up in class areas by 2nd bell 	<ul style="list-style-type: none"> •Wait quietly to be dismissed when play the bell rings •Place rubbish in bins 	<ul style="list-style-type: none"> •Keep area clean and tidy •Use toilet for toilet purposes •Return promptly to class 	<ul style="list-style-type: none"> •Be on time 	<ul style="list-style-type: none"> •Secure bikes/scooters and move to arrival area straight away •Hand in all electronic devices to office after 1st morning bell

	BE RESPECTFUL	<ul style="list-style-type: none"> •Knock before entering rooms •Wear school uniform •Treat others as you would like to be treated •Walk around people having a conversation •Acknowledge greetings 	<ul style="list-style-type: none"> •Use one speaker rule •Keep eyes and ears on speaker • Put your hand down and listen when others are speaking 	<ul style="list-style-type: none"> •Take turns •Ask permission to join games 	<ul style="list-style-type: none"> •Walk and talk quietly 	<ul style="list-style-type: none"> •Take uneaten food home 	<ul style="list-style-type: none"> •Wait your turn quietly 	<ul style="list-style-type: none"> •Answer when your name is called on the roll •Sit in line quietly 	<ul style="list-style-type: none"> •Speak quietly
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These expectations are communicated to students via a number of strategies, including:

- Weekly behaviour focus parade conducted by Admin
- Behaviour lessons conducted by classroom teachers;
- Reinforcement of learning from behaviour lessons during active supervision by staff during classroom and non-classroom activities.
- Rewards and acknowledgement – short term Gotcha’s and certificates, Middle Gotcha café, Long end of term reward for students with 0-1 Referrals

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

- A dedicated section of the school newsletter, enabling parents to be actively and positively informed of school behaviour expectations.
- Positive Behaviours for Learning Team members' regular provision of information to staff and parents, and support to others in sharing successful practices.
- Comprehensive induction programs in the Pittsworth State School Responsible Behaviour Plan for Students delivered to new students as well as new and relief staff.
- Individual support profiles developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings.
- School implementation of social/emotional program.
- Development of specific policies to address:
The use of personal technology devices at school *Appendix One*
Procedures for preventing and responding to incidences of bullying *Appendix Two*

Acknowledgement and Rewards for Appropriate Behaviour.

At Pittsworth State School our acknowledgement and rewards systems is our 'Gotchas'. Students receive a 'Gotcha' for demonstrating the appropriate behaviour.

We have a three tier rewards system for our students

1 st tier	"Gotchas" are our daily rewards for students demonstrating the appropriate behaviours
2 nd tier	Gotcha Café operates in week three, six and nine of each term where students are able to redeem their gotchas for a reward at different amounts.
3 rd tier	Star Performer's Day. The day is the whole school reward for students who consistently demonstrate the expected behaviour of our school. Zero to one behaviour referrals for the term constitutes the criteria for an invitation to the event for students from Prep to Year 6.

At Pittsworth we focus on being proactive around positive behaviour and we acknowledge these verbally and formally. Instant feedback around positive behaviour is given verbally by staff and formal feedback is in the form of weekly behaviour certificates.

Responding to unacceptable behaviour

Students come to school to learn. Behaviour support represents an important opportunity for learning how to get along with others and not distract others from learning opportunities

Re-directing low-level and infrequent unacceptable behaviour

When a student exhibits a minor unacceptable behaviour, the first response of school staff members is to follow the school behaviour flow chart *Appendix three*. The process involves reminding the student of expected school behaviour, reteaching the expectation and providing an opportunity for them to change their behaviour so that it aligns with our school's expectations. The acknowledgement of the expected behaviour is the final step in this process.

The language we use to redirect minor unacceptable behaviour is to ask them to think of how they might be able to act more safely, more respectfully or more responsibly. This encourages students to reflect on their own behaviour, evaluate it against expected school behaviour, and plan how their behaviour could be modified so as to align with the expectations of our school community.

Targeted behaviour support:

Teacher Support

Teachers use a variety of strategies (eg behaviour wall, Essential Skills for Classroom Management, active supervision) to implement Positive Behaviours for Learning within classrooms settings and the school as a whole. Teachers explicitly teach individual students social skills to develop positive work habits and to build a good rapport with their students.

Minor breaches are dealt with by the teacher as needed. Targeted behaviour support occurs where students consistently breach the school's Responsible Behaviour Plan for students and the school expected behaviours. This includes but is not limited to:

- Inappropriate language
- Inappropriate physical movement or positioning
- Physical contact (e.g. bumping, pushing).
- Disruption
- Littering
- Lateness

Appendix 4: Minor and Major

Teachers support students through the following targeted interventions:

- Relationship building with students through one on one support with curriculum work and proximity in the classroom.
- A whole-school approach to prevention of bullying.
- Use of the Gotcha program to support on-task and appropriate behaviour.
- Contact with parents when problems persist, using a polite and positive approach with the aim of building a productive partnership.

When a student's minor infringements continue to disrupt the class, or when minor infringements move to more serious breaches of the school's plan, more intensive targeted support is put into place. More serious breaches include.

- Constant inappropriate language
- Vandalism
- Physical aggression
- Continued defiance
- Theft

Teachers use the incident referral form to determine when a student requires more intensive support. If this is warranted, the teacher refers the student with the supporting documents to the behaviour co-ordinator, who then decides on further support required. Support is given on an individual basis and may vary from time out of play to an individual support plan.

Students whose behaviour does not improve after participation in the Targeted Behaviour Support Activities, or whose previous behaviour indicates a need for specialised intervention, are provided with intensive behaviour support.

Intensive behaviour support: Behaviour Leadership Team

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

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

The *Behaviour Team* has a referral system in place. (*Appendix five*) Following referral, a team member contacts parents and any relevant staff members to meet and begin the assessment and support process. In some cases, the support team also includes individuals from other agencies already working with the student and their family, a representative from the school's administration and district-based behavioural support staff.

Level of Student Behaviour Support

Schoolwide	<p>Level 1 Self-managed (student alone) School response — positive/preventive Teacher response — Acknowledgment & Reinforce</p> <p>Level 2 Self-managed + teacher support School response — supportive/problem solving Teacher response — Correction & Acknowledgment Plan</p>
Targeted	<p>Level 3 Self-managed + teacher support + parent School response — supportive/problem solving (targeted) with Behaviour Intervention Team Teacher response — as above, with possible addition of parent-requested strategies</p>
Intensive	<p>Level 4 Self-managed + teacher support + parent + behaviour leadership team School response — responsive/retrieval (intensive) Teacher response — as above + see Crisis Plan options</p> <p>Level 5 Self-managed + teacher support + parent + behaviour leadership team School response — responsive/retrieval (intensive) Teacher response — as above + possible individual behaviour management plan and possible risk management plan</p>

Note: At Level 5 formal referral to other agencies and support personnel may also take place. Informal approaches to such personnel, including the guidance officer, may be instigated by the class teacher as early as Level 2.

5. Consequences for unacceptable behaviour

Pittsworth 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.

Individual class or year level teachers will be primarily responsible for dealing with minor behaviours. Generally, the Behaviour Team will respond and support students who exhibit persistent unacceptable behaviour or major unacceptable behaviour.

Minor behaviours are those that:

- are minor breeches of the school expected behaviours
- 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 unacceptable behaviours
- do not require involvement of specialist support staff or Administration.

Minor unacceptable behaviours may result in the following consequences:

A re-direction procedure;

- the staff member takes the student aside and
 - names the specific behaviour that student is displaying,
 - asks student to name expected school behaviour,
 - states and explains expected school behaviour if necessary
 - gives positive verbal acknowledgement when student has outlined correctly,
 - expected school behaviour and demonstrated it.
-
- a minor consequence logically connected to the unacceptable behaviour, such as complete removal from an activity or event for a specified period of time, partial removal (time away), individual meeting with the student, thinking chair, apology, buddy teacher, restitution or detention for work completion.

Major behaviours are those that:

- significantly violate the rights of others
- put others / self at risk of harm
- requires the involvement of school Administration.

Major behaviours result in an immediate referral to Behaviour Team because of their seriousness. When major unacceptable behaviour occurs, staff members calmly state the major unacceptable behaviour and remind the student of expected school behaviour. The staff member then fills out the office referral form and places it in the Behaviour team's in-tray.

Major unacceptable behaviours may result in the following consequences:

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

Relate unacceptable behaviours to expected school behaviours

When responding to unacceptable behaviours, staff members ensure that students understand the relationship of the unacceptable 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 unacceptable behaviour continues; and
- identify what they will do to change their behaviour in line with expected school behaviour.

Ensuring consistent responses to unacceptable behaviour

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

When applying consequences, they are:

- Supportive
- Fair
- Logical
- Consistent.

Supportive

Consequences are applied within the context of a proactive support system that focuses on prevention and instruction. An appropriate response for those students who breach The school wide expectations and the school's Responsible Behaviour Plan for Students is targeted and/or intensive behaviour support. Students who display chronic unacceptable behaviour are supported using a range of individual strategies and consequences, if necessary in the context of an individual behaviour support plan.

Fair

When determining consequences for serious misbehaviour (which may lead to suspension or recommendation for exclusion) it is important that the principles of natural justice are followed– this means ensuring that the student is fully aware of the alleged behaviour; that they are given the right to respond to the accusations giving their side of the story; that the person making the decision about their alleged conduct does so only after hearing what the student has to say in their own defence and without prejudgement or bias against the student.

When making a decision about a consequence, a student's age, cultural background, emotional well being and any other contextual factors should be taken into account. The consequence should be developmentally and culturally appropriate and sensitive to individual circumstances. Consideration should also be given to the student's past relevant disciplinary history. Where there is a choice of consequences and/or extenuating circumstances, the Principal is in the best position to make the final determination.

All consequences must be in accord with the *Education (General Provisions) Act 1989* and with the student behaviour policies of Education Queensland

Logical

For consequences to be most effective, students must be able to see a connection between the behaviour and the resulting consequence. This type of consequence is termed a logical consequence. Logical consequences, for both positive and negative behaviours, should be applied consistently, calmly, firmly and without prejudice towards individual children.

The level of a student's behaviour should be assessed against a continuum from minor to major consequences. Staff and students must be aware of the progression of consequences for continued disruptive or dangerous behaviour.

Consistent

A consistent approach to student behaviour should occur across the school. Consistent consequences should be applied so that they:

- provide the opportunity for all students to learn;
- ensure the safety of all staff and students; and
- assist students who exhibit challenging behaviours to accept responsibility for themselves and their actions.

In 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.

Consideration of individual circumstances

Consequences for breaking the expectation or breaching the school's Responsible Behaviour Plan for students vary according to a number of factors which may include:

- Age of the child
- Previous behaviour record
- Severity of the incident
- Amount of reliable evidence
- Degree of provocation
- Intent of the action
- Honesty and perceived level of genuine remorse.

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 will be considered at all times.

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

**Responsible Behaviour
Plan for Students
Consequences**

- Essential Behaviour Expectations**
 Be **Safe**
 Be **Respectful**
 Be a Learner (**Effort**)
 Be **Responsible**

Classroom or Playground Managed Behaviour
 May include:
 Running on concrete or around buildings
 Incorrect use of equipment
 Not in the right place at the right time
 Low intensity failure to respond to adult request
 Littering
 Calling out
 Poor attitude
 Minor disruption to class
 Minor defiance
 Lack of care for the environment

Least to Most intrusive continuum (see next page)
 Minor consequence logically connected to the problem behaviour,- such as partial removal (thinking chair), complete removal from an activity or event for a specified period of time (buddy teacher), individual meeting with the student, apology, restitution or detention for work completion.

Re-direction procedure. The staff member :
 names the behaviour that student is displaying,
 asks student to name expected school behaviour,
 states and explains expected school behaviour if necessary
 gives positive verbal acknowledgement for expected school behaviour

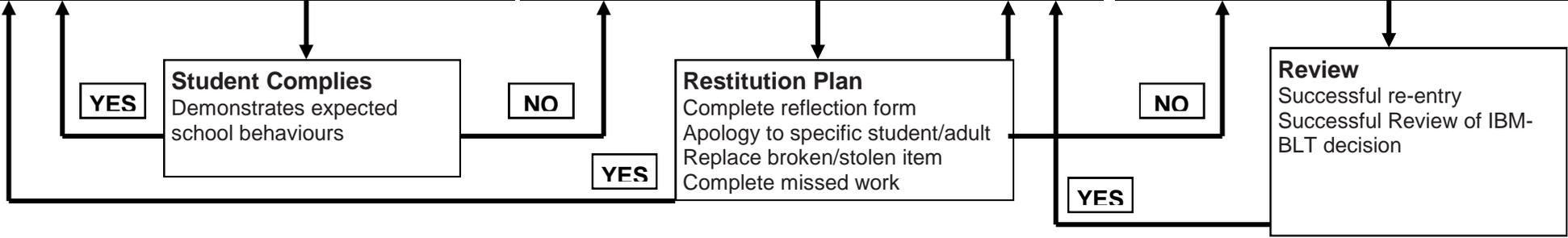
Major Behaviour + repeated Minor Behaviour
 May include:
 Physical aggression
 Leaving class without permission (out of sight)
 Aggressive language
 Verbal abuse / directed profanity
 Major disruption to class
 Blatant disrespect

- Referral to Behaviour Team (complete incident referral)
- Least to Most intrusive continuum
- Rule reminders
- Choices, take-up time and logical consequences
- Loss of privileges
- Playground withdrawal (For playground offences)
- In-class withdrawal– Thinking Chair
- Buddy teacher/class
- Restitution (Apology/repair damage/complete work)
- Personal signals/consequences (Individual plans)
- Non-emotional behaviour questions (What are you doing? What should you be doing? Are you going to do it?)
- Reflection time– Time-In
- Modifying environment/work demands/social interactions
- Shadow Teacher
- Behaviour monitoring (data collection tools)

Very Serious Behaviour + Repeated Major Behaviour
 May Include:
 Fighting/Overt Physical aggression
 Targetted/Abusive/Offensive language in the classroom
 Leaving the school grounds without permission
 Major Defiance/Major Disrespect

Behaviours referred to the Behaviour Leadership Team and identified as requiring Intensive Support

- Contact/phone office (e.g. Send messenger)
- Ensure student/class safety (Remove class if necessary)
- Admin. withdrawal of student (Class/playground)
- Behaviour Leadership Team review
- Parent contact by admin. (Talk to student on phone; Supervise student; Withdraw student for day; Leave up to school)
- Suspension
- Individual BM Plans (Modified timetable; Restricted entry; In-school withdrawal)
- Exclusion



Corrective strategies checklist

Least to Most Intrusive

- Tactical ignoring
- Selective attending
- Proximity
- Proximity with touch interference
- Body language encouraging
- Waiting and scanning
- Pause in talk
- Cueing
- Descriptive encouraging
- Non-verbal redirection
- Distraction or diversion
- Non-verbal directional action
- Oral directional phrase
- Curriculum redirection
- Call the student's name
- Question to redirect
- Individual close talk
- Verbal redirection — directive question
- Verbal redirection — directive statement
- Give choices — incorporate consequences
- State logical consequence
- Follow through — enforce consequences
- Move student in room
- Move student to reflection or time-out area
- Remove student from classroom
- Have a third party remove student from classroom
- Remove rest of class from room or area
- Physical restraint (conditional)

6. Emergency or critical incident responses

It is important that all staff have a consistent understanding of how to respond to emergency situations or critical incidents involving severe unacceptable 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 unacceptable 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 unacceptable 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 unacceptable 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 who are on the crisis intervention team 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 Pittsworth State School's duty of care to protect students and staff from foreseeable risks of injury is met. The use of physical intervention is only considered appropriate where the immediate safety of others is threatened and the strategy is used to prevent injury.

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

It is important that all staff understand:

- physical intervention cannot be used as a form of punishment
- physical intervention must not be used when a less severe response can effectively resolve the situation
- the underlying function of the behaviour.

Physical intervention is not to be used as a response to:

- property destruction
- school disruption
- refusal to comply
- verbal threats
- leaving a classroom or the school, unless student safety is clearly threatened.

Any physical intervention made must:

- be reasonable in the particular circumstances,
- be in proportion to the circumstances of the incident
- always be the minimum force needed to achieve the desired result, and
- take into account the age, stature, disability, understanding and gender of the student.

Record keeping

Each instance involving the use of physical intervention must be formally documented. The following records must be maintained:

- incident report (Appendix 4)
- [Health and Safety incident record](#) (link)
- debriefing report (for student and staff) (Appendix 6).

7. Network of student support

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

- Parents
- Teachers
- Teacher Aides
- Specialist Staff
- Administration Staff
- Guidance Officer
- Advisory Visiting Teachers
- Behaviour Team
- School Chaplain

Support is also available through the following government and community agencies:

- Disability Services Queensland
- Child and Youth Mental Health
- Queensland Health
- Department of Communities (Child Safety Services)
- Police
- Local Council
- Neighbourhood Centre.

8. Consideration of individual circumstances

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

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

- promoting an environment which is responsive to the diverse needs of its students
- establishing procedures for applying fair, equitable and non violent consequences for infringement of the code ranging from the least intrusive sanctions to the most stringent
- recognising and taking into account students' age, gender, disability, cultural background, socioeconomic situation and their emotional state
- recognising the rights of all students to:
 - express opinions in an appropriate manner and at the appropriate time
 - work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation, and
 - receive adjustments appropriate to their learning and/or impairment needs,

9. Related legislation

- Commonwealth Disability Discrimination Act 1992
- Commonwealth Disability Standards for Education 2005
- Education (General Provisions) Act 2006
- Education (General Provisions) Regulation 2006
- Criminal Code Act 1899
- Anti-Discrimination Act 1991
- Commission for Children and Young People and Child Guardian Act 2000
- Judicial Review Act 1991
- Workplace Health and Safety 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-027: Enrolment in State Primary, Secondary and Special Schools
- SMS-PR-022: Student Dress Code
- SMS-PR-012: Student Protection
- SCM-PR-006: Hostile People on School Premises, Wilful Disturbance and Trespass
- GVR-PR-001: Police Interviews and Police or Staff Searches at State Educational Institutions
- ICT-PR-004: Using the Department's Corporate ICT Network
- IFM-PR-010: Managing Electronic Identities and Identity Management
- SCM-PR-003: Appropriate Use of Mobile Telephones and other Electronic Equipment by Students

11. Some related resources

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

Endorsement

Principal

P&C President

Assistant Regional Director

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 turned off and out of sight during assemblies or classes. Personal technology devices may be used at morning tea and lunch breaks and before and 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 (school name). 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.

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

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, I Phones®, 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. Pittsworth 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 Pittsworth 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 Pittsworth 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 Pittsworth 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 unacceptable 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 unacceptable behaviour, including bullying, in such a way that those who bully are not socially reinforced for demonstrating it.
7. The anti-bullying procedures at Pittsworth State School are an addition to our already research-validated in Positive Behaviours for Learning processes. This means that all students are being explicitly taught the expected school behaviours and receiving high levels of social acknowledgement for doing so. In addition to this, Pittsworth State School is pro-active in discouraging bullying by explicitly teaching:
 - *The High Five Program*
 - *Specific lessons addressing cyber bullying and responsible use of social media.*

We also target responses to specific incidences.

Prevention

8. Attempting to address specific unacceptable 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 unacceptable behaviour, including preventing the subset of bullying behaviour
 - All students know the three essential behaviour expectations and have been taught the expected behaviours attached to each expectation 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 schoolwide schedule of instruction. At all times simultaneous instruction is our goal, in order to maintain consistency of skill acquisition across the school.
10. An introductory lesson is delivered, which teaches the 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 supported by follow-up sessions and activities. (eg- Parade, Philosophy Lessons, Newsletter Items and Short Sessions which focus on one of the bullying behaviours that the school has identified and defined. These include instructions 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 Pittsworth 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. Pittsworth State School uses behavioural data for decision-making. This data is entered into our database on a daily basis and can be recalled as summary reports at any time. This facility allows the school to track the effectiveness of its anti-bullying process, to make any necessary adjustments, and to identify specific bullying behaviours that may need to be revisited or revised in the instructional process.

Appendix 4

PITTSWORTH STATE SCHOOL Behaviour Referral Form

Student Name:			Location (please tick)	
Date:	Time:	Class:	Playground	
Referring staff member :			Specialist Lesson	
			Classroom	
			Other	

Unacceptable behaviour			
Minor (Please tick)		Major (Please tick)	
Defiance/Disrespect Low intensity brief failure to follow directions		Defiance/Disrespect Continued refusal to follow directions, talking back and / or socially rude interactions.	
Physical Contact Student engages in non-serious but inappropriate physical contact.		Physical Aggression Actions involving serious physical contact where injury may occur (eg hitting, punching, hitting with an object, kicking, scratching etc)	
Inappropriate language Low intensity language (eg shut up, idiot etc)		Inappropriate / Abusive language Repeated verbal messages that involve swearing or use of words in an inappropriate way directed at other individual or group	
Disruption Low intensity but inappropriate disruption.		Disruption Repeated behaviour causing an interruption in a class or playground. (eg. Yelling or screaming, noise with material, disrupting games, sustained out of seat behaviour etc)	
Property Misuse Low intensity misuse of property.		Vandalism Student engages in an activity that results in substantial destruction or disfigurement of property	
Dress Code Student wears clothing that is near, but not within, the dress code guidelines defined by the school.		Dress Code Refusal to comply with school dress code.	
Safety Student engages in brief or low-level safety violation not involving hurting any other individuals or groups.		Safety Student engages in frequent unsafe activities where injury may occur.	
Dishonesty Student engages in minor lying/cheating not involving any other person.		Major Dishonesty Student delivers message that is untrue and / or deliberately violates rules and/or harms others	
Other		Harassment / Bullying Repeated teasing, physical and verbal intimidation of a student.	
		Other	

School Expectation Category					
Be SAFE		Be Respectful		Be Responsible	

Others involved in incident					
None		Peers		Staff	Other

Appendix 5

Incident Report

Name:

Date:

Person Completing Form:

Name UNACCEPTABLE BEHAVIOUR		
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 was staff 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 6

Debriefing Report

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

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

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

Debriefing should provide information on:

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

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

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

Questions for staff

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

Questions for student

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

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

2015 PB4L Lesson Schedule

WEEK	Term 1	Term 2	Term 3	Term 4
1	<p>Lesson Title: Be Responsible-Have Equipment Ready</p> <p>Expected Behaviour(s) Have equipment ready</p> <p>Setting: Classroom</p>	<p>Lesson Title: Be Responsible-Keep Working At Task (lower, middle and upper persistence lessons)</p> <p>Expected Behaviour(s) Keep working at task.</p> <p>Setting: Classroom</p>	<p>Lesson Title: Be Responsible- Keep Desk Area Tidy</p> <p>Expected Behaviour(s) Keep desk area tidy</p> <p>Setting: Classroom</p>	<p>Lesson Title: Be Responsible –Keep Working at Task –(generic lesson)</p> <p>Expected Behaviour(s) Keep working at task</p> <p>Setting: Classroom</p>
2	<p>Lesson Title: Be Respectful-Use Polite Language</p> <p>Expected Behaviour(s) Treat others as you would like to be treated.</p> <p>Setting: All areas</p>	<p>Lesson Title: Be Respectful in the Toilets-Wait Your Turn</p> <p>Expected Behaviour(s) Wait your turn quietly</p> <p>Setting: Toilets</p>	<p>Lesson Title: Be Safe, Responsible and Respectful in the Eating Areas</p> <p>Expected Behaviour(s) Sit to eat, Eat your own food, wait quietly to be dismissed , talk quietly</p> <p>Setting: Eating area</p>	<p>Lesson Title: Arrival Areas- Safety, Respect, Responsibility</p> <p>Expected Behaviour(s) All those on matrix for area</p> <p>Setting: Arrival areas</p>
3	<p>Lesson Title: Be Safe-Walk on Hard Surfaces</p> <p>Expected Behaviour(s) Walk on hard surfaces</p> <p>Setting: All areas</p>	<p>Lesson Title: Be Safe-Keep Hands, Feet and Other Objects to Yourself</p> <p>Expected Behaviour(s) Keep hands, feet, mouth, objects and inappropriate comments to yourself.</p> <p>Setting: All areas</p>	<p>Lesson Title: Be Safe-Leave Food Outside</p> <p>Expected Behaviour(s) Leave food outside</p> <p>Setting: Toilets</p>	<p>Lesson Title: Be Safe-Report any Problems to an Adult</p> <p>Expected Behaviour(s) Report any problems to an adult</p> <p>Setting: All areas</p>
4	<p>Lesson Title: Be Responsible- In Bottle Tree Hall</p> <p>Expected Behaviour(s) Take care of equipment and fittings .Use equipment for its intended purpose.</p> <p>Setting: Hall</p>	Data Driven Lesson	Data Driven Lesson	Data Driven Lesson
5	<p>Lesson Title: Be Responsible- Follow Adult Direction First Time Every time</p> <p>Expected Behaviour(s) Follow adult direction first time every time</p> <p>Setting: All areas</p>	<p>Lesson Title: Be Responsible by Playing Fairly</p> <p>Expected Behaviour(s) Play by the agreed rules</p> <p>Setting: Playground</p>	<p>Lesson Title: Be Responsible- Put Your Rubbish In the Bins</p> <p>Expected Behaviour(s) Put your rubbish in the bin</p> <p>Setting: Eating area</p>	<p>Lesson Title: Be Responsible in the Toilets by Keeping the Area Clean and Tidy</p> <p>Expected Behaviour(s) Keep area clean and tidy</p> <p>Setting: Toilets</p>

6	<p>Lesson Title: Be Respectful In the Playground</p> <p>Expected Behaviour(s) Take turns; ask permission to join games.</p> <p>Setting: Playground</p>	<p>Lesson Title: Be Respectful-Treat Others as You Would Like To Be Treated</p> <p>Expected Behaviour(s) as above title</p> <p>Setting: All areas</p>	<p>Lesson Title: Be Respectful-Be Honest</p> <p>Expected Behaviour(s) Be honest</p> <p>Setting: All areas</p>	<p>Lesson Title: Be Respectful-Listen Attentively</p> <p>Expected Behaviour(s) one speaker, eyes and ears, hand down while others are speaking</p> <p>Setting: Classroom</p>
7	<p>Lesson Title: Be Safe- When Lining Up</p> <p>Expected Behaviour(s) Sit quietly in line</p> <p>Setting: Transitions/lining up</p>	<p>Lesson Title: Be Safe When Moving Around the School</p> <p>Expected Behaviour(s) Keep on the left, walk when moving around the school</p> <p>Setting: Transitions</p>	<p>Lesson Title: Be Safe- Use All Equipment as it was Designed to be Used</p> <p>Expected Behaviour(s) Use all equipment as it was designed to be used</p> <p>Setting: All areas</p>	<p>Lesson Title: Be Safe- Enter Classrooms Only When Teacher is Present</p> <p>Expected Behaviour(s) Enter classrooms only when teacher is present</p> <p>Setting: Classroom</p>
8	<p>Lesson Title: Be Responsible- Transitions after the Bell</p> <p>Expected Behaviour(s) Stop playing-walk to line/drink/toilets. Be lined up by 2nd bell.</p> <p>Setting: Transitions</p>	<p>Lesson Title: Be Responsible In the Playground</p> <p>Expected Behaviour(s) Talk,walk,squawk/ Play by the agreed rules. Return borrowed equipment.</p> <p>Setting: Playground</p>	<p>Lesson Title: Be Responsible- Use Toilet for Toilet Purposes</p> <p>Expected Behaviour(s) Use toilet for toilet purposes. Return to class promptly</p> <p>Setting: Toilets</p>	<p>Lesson Title: Safety, Respect and Responsibility on Bus Line</p> <p>Expected Behaviour(s) All those on matrix for area</p> <p>Setting: Bus Lines</p>
9	<p>Lesson Title: Be Respectful-Be Aware of Personal Space</p> <p>Expected Behaviour(s) Be aware of personal space</p> <p>Setting: All areas</p>	<p>Lesson Title: Respect In The Classroom 4-7</p> <p>Expected Behaviour(s) 3 behaviours on matrix</p> <p>Setting: Classroom</p>	<p>Lesson Title: Be Respectful-Wear School Uniform</p> <p>Expected Behaviour(s) Wear school uniform</p> <p>Setting: All areas</p>	Data Driven Lesson
10	<p>Lesson Title: Be Safe in the Playground</p> <p>Expected Behaviour(s) Play in assigned area, wear broad brimmed hat</p> <p>Setting: Playground</p>	<p>Lesson Title: Be Safe- Play Appropriate Games</p> <p>Expected Behaviour(s) Play in assigned areas</p> <p>Setting: Playground</p>	<p>Lesson Title: Be Safe- Ask Permission to Leave Any Setting</p> <p>Expected Behaviour(s) Ask permission to leave any setting</p> <p>Setting: All areas</p>	<p>Lesson Title: Be Safe- Wash Your Hands with Soap</p> <p>Expected Behaviour(s) wash hands with soap</p> <p>Setting: Toilets</p>
11	Data Driven Lesson	Data Driven Lesson	Data Driven Lesson	Data Driven Lesson